

1997

Backpacking to reading success : parents and teachers working together to promote literacy development

Anita M. Ott
University of Northern Iowa

Let us know how access to this document benefits you

Copyright ©1997 Anita M. Ott

Follow this and additional works at: <https://scholarworks.uni.edu/grp>



Part of the [Curriculum and Instruction Commons](#), and the [Language and Literacy Education Commons](#)

Recommended Citation

Ott, Anita M., "Backpacking to reading success : parents and teachers working together to promote literacy development" (1997). *Graduate Research Papers*. 1313.

<https://scholarworks.uni.edu/grp/1313>

This Open Access Graduate Research Paper is brought to you for free and open access by the Student Work at UNI ScholarWorks. It has been accepted for inclusion in Graduate Research Papers by an authorized administrator of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

Offensive Materials Statement: Materials located in UNI ScholarWorks come from a broad range of sources and time periods. Some of these materials may contain offensive stereotypes, ideas, visuals, or language.

Backpacking to reading success : parents and teachers working together to promote literacy development

Abstract

Literature has stressed the importance of reading at home to guide achievement in reading (Paul, 1996, Nichols, 1991, Anderson, Wilson & Fielding, 1988, Henderson, 1988, and Hewison and Tizard, 1980). However the pace of society in the United States today has made it difficult for families to make time for reading at home. In addition some families do not know the importance of reading at home, or have not made reading a priority.

This project provides a suggested home reading program to foster literacy development in elementary-aged students. Four major components are addressed: a) identifying a continuum of literacy development, b) communication with parents regarding the literacy continuum and the importance of reading at home, c) how to select appropriate books for reading, and d) strategies to use with books that assist children in moving through the literacy continuum.

BACKPACKING TO READING SUCCESS: PARENTS AND TEACHERS
WORKING TOGETHER TO PROMOTE
LITERACY DEVELOPMENT

A Graduate Project Submitted to the
College of Education
Department of Curriculum and Instruction
in Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education

UNIVERSITY OF NORTHERN IOWA

by
Anita M. Ott
July 1, 1997

This Project by: Anita M. Ott, B.A.

Titled: BACKPACKING TO READING SUCCESS: PARENTS AND
TEACHERS WORKING TOGETHER TO PROMOTE LITERACY
DEVELOPMENT

has been approved as meeting the research requirement for the
Degree of Master of Arts (or Master of Arts in Education).

6/24/97
Date Approved

6/25/97
Date Approved

6/25/97
Date Approved

Linda F. Quinn

Graduate Faculty Reader

Mary J. Selke

Graduate Faculty Reader

Greg P. Stefanich

Head, Department of Curriculum
and Instruction

Abstract:

Literature has stressed the importance of reading at home to guide achievement in reading (Paul, 1996, Nichols, 1991, Anderson, Wilson & Fielding, 1988, Henderson, 1988, and Hewison and Tizard, 1980).

However the pace of society in the United States today has made it difficult for families to make time for reading at home. In addition some families do not know the importance of reading at home, or have not made reading a priority.

This project provides a suggested home reading program to foster literacy development in elementary-aged students. Four major components are addressed: a) identifying a continuum of literacy development, b) communication with parents regarding the literacy continuum and the importance of reading at home, c) how to select appropriate books for reading, and d) strategies to use with books that assist children in moving through the literacy continuum.

TABLE OF CONTENTS

Chapter	Page
1 INTRODUCTION	3
Research questions	4
Rational of Project	4
Purpose of the project	5
Definitions of Important terms	5
2 METHODOLOGY	7
Defining the literacy continuum	7
Stages of literacy development	9
Selecting appropriate books	10
Moving through the continuum	13
3 THE PROJECT	16
Setting up the program	16
Parent Inservice Night	18
Evaluation of the program	19
4 DISCUSSION	20
Conclusions	20
Recommendations	21
REFERENCES	23
APPENDICES	
A. The Literacy Continuum	27
B. Relationship of Grade Level to Stages of Literacy	20
C. Suggested Book Lists	31
D. Lap Reading	53
E. Paired Reading	55
F. Strategies for Pomoting Growth	57
G. Bloom's Taxonomy of Thinking Skills	61
H. Torrance Crative Thinking Activities	63
I. Howard Gardner's Multiple Intelligences	65
J. Activity Generator	68
K. Parent Note	70
L. Outline of Parent Inservice Night	72
M. Parent Survey	77
N. Student Survey	79

CHAPTER 1

INTRODUCTION

Practice makes perfect! The Institute for Academic Excellence confirmed that this old adage is particularly true when applied to reading. Their studies conducted in 1992 and 1993 demonstrated a very strong correlation between time spent in reading practice and improvement in reading achievement (Paul, 1996). Yet studies show on the average, students spend only five to seven minutes a day actually reading (Anderson, Wilson & Fielding, 1988).

If children were to read ten to fifteen minutes at home each evening, they could potentially double or triple the amount of time spent reading and dramatically improve reading achievement over time. In addition to the benefits of more reading practice, reading at home can get parents involved with their children's academic progress. "Research [has] confirmed parental involvement in children's education [is] a key factor in children's academic success" (Nichols, 1991, p. 42). Jenny Hewison and Jack Tizard's (1980, as cited in Hannon, 1995) study of the value of parental involvement found the most significant factor in increasing the likelihood that a child would become a good reader was whether or not mothers regularly heard their child read at home. Anne Henderson (1988) stated that in 53 studies examined by the National Committee for Citizens in Education (NCCE) not one single negative study was found. "Parental involvement in the educational enterprise is neither a quick fix nor a luxury, ... it is absolutely fundamental to a healthy system of public education" (Henderson, 1988. p.148).

Yet even parents who are aware of the importance of reading to their children often find this a difficult task to accomplish. "I know reading with Josh¹ is important, but unless reading is assigned, we just don't find time to do it," Tina confided at parent-teacher-student conferences in the fall. Penny echoed this point of view when she commented, "I liked it when the third grade teachers assigned reading at home. It helped us remember to read."

These parents are not alone in their feelings. Kathy Holland (1991, as cited in Ruopp, 1995) pointed out that two barriers keep parents from becoming actively involved in the literacy development of their children: 1) parents perceive household business as limiting their ability to actively participate in literacy activities, and 2) parents do not feel they are competent to teach literacy skills effectively.

Research Question

Given the overwhelming research evidence that parental involvement and time reading with their children can have such a positive effect on a child's reading achievement, a reflective educator might be lead to ask, what are the critical considerations when designing a read-at-home program to foster literacy development in elementary-aged students?

Rationale of Project

Parental involvement does not just happen, educators must plan for its effective implementation. Programs to assist families in fostering literacy development need to be provided. It is essential that such

¹ This is not the actual student name. Pseudonyms are used for students and parents through out this work.

programs address the structure of time: time for parent-teacher communication, and time for family reading. In addition, it is important to provide necessary materials for families to use with their children. If financial or time constraints keep parents from acquiring appropriate materials to use with their children, then a program using these materials is destined to fail. Finally, the most essential challenge to fostering literacy development is to provide families with information about how their children may develop as a readers and provide practical ideas that are easy to implement in the home which will help their child to progress in literacy development.

Purpose of the Project

The purpose of this project is to describe a read-at-home program, which fosters literacy development in elementary-aged students, and its application with a select group of parents. Four major components are addressed: 1) An outline for a parent inservice night which explains the literacy continuum and provides training, modeling, and practice of strategies to use with children at home, 2) suggested book lists for each level of the continuum, 3) suggested activities for each level of the continuum, and 4) a check-out system which provides students with a variety of materials at their developmental level to use at home.

Definition of Important Terms

Literacy - The term literacy has been used in many different ways in the literature. The *New Webster Dictionary* (1992) defines literacy as "the condition of being literate." Literate is in turn defined as "being able to read and write." Some authors use the term literacy to describe

all language modes including reading, writing, speaking, and listening. This author will limit literacy development to the development of reading skills with the understanding that all four modes of language are being developed simultaneously. Writing, speaking, and listening skills are addressed only indirectly through various activities. The focus, however, will be on observable reading skills.

Elementary-aged - This term is used to loosely describe students between the ages of 5 and 12. The data that follows will demonstrate that chronological age is not as important as observable behaviors in distinguishing where a child falls on the literacy continuum. The ages 5-12 have been chosen because these are the traditional ages at which children attend elementary school. It is at this time educators and families have the greatest access to open communication about how students are developing.

CHAPTER 2

METHODOLOGY

Defining the Literacy Continuum

It is important for both educators and families to have a basic understanding of how children develop and become readers. This allows those working with children to look at the child's assets rather than his or her deficits. This point of view is important. When children are recognized for the skills that they possess they are often perceived as more mature and intelligent. They often get extra materials, positive attention, and more time to read. On the other hand, children who are perceived as lacking literacy skills are not valued for what they do know. When they make mistakes they are often asked to sound words out, meaning is not emphasized, and they are not provided as much time to read (Allington, 1983, as cited in Stewig, and Jett-Simpson, 1995). Educators and parents need to be open to viewing children and their development in a more positive way, allowing children more positive experiences in reading.

Understanding the path of literacy development also helps those who work with children to recognize and celebrate growth. There are many stops along the way in the journey toward becoming an accomplished reader. The literacy continuum provides a map of the journey for all those traveling with the children. Teachers, parents, and students can recognize progress along the way and enjoy the passage. They can celebrate the arrival at each new stage without worrying about when the child will arrive at the destination of accomplished reader. Students and their mentors can enjoy the reading venture, knowing that

even being an accomplished reader is only a stop along the road to all the places that reading can take them.

The analogy between literacy development and a backpacking trip is effective in many ways. In addition to assisting in viewing literacy development in a positive light as previously suggested, this analogy allows us to think of the many "right" paths to arrive at our destination. If backpacking from New York, NY to San Francisco, CA, each traveler would progress in a general westerly direction. Some travelers would choose the quickest, most direct route, wishing to get to California and begin enjoying the sunshine, ocean views, and other benefits of the west coast as soon as possible. Others might meander in a less direct course, enjoying the trip as much as the final destination. Still others may not be ready for some of the rigors of the trip. They may struggle to ford the rivers and mountains along the way. Each traveler would have his or her own unique experience as they trekked across the country. And so it is with literacy development, as with a backpacking across the USA. In children's literacy development there are general trends, yet each child's development remains a unique excursion.

Seeing these general trends or patterns of literacy development helps those who wish to foster this development understand the natural processes children may go through while learning to read and write. By organizing this development as stages or stops along a continuum, teachers and parents are able to assess progress, plan instruction, and effectively communicate regarding a child's literacy development (Fischer, 1991). Yet we must always keep in mind that each child's progression along the continuum will be unique. Therefore, the literacy development

continuum should be viewed as a road map to gauge progress rather than a yardstick to measure success.

Stages of Literacy Development

Many researchers have examined how children develop as readers and provided checklists and/or descriptors to help educators assess at which developmental level a child may be performing. The stages and descriptors used in the "Backpacking to Reading Success Project" are adapted from the works of Chall (1983), Cochrane, Cochrane, Scalena and Buchanan (1984), Weaver (1988), Fisher (1991), O'Donnell and Woods (1992), Leslie and Jett-Simpson (1993), Wells and Hart-Hewins (1994), and Grunning (1996). Because children do develop uniquely, each researcher or practitioner adds something a bit different to the descriptors based on personal observations of specific children. I too, have added to the research descriptors of my own based on sixteen years of experience in K-6 grade classrooms. Keep in mind that no child ever fits perfectly into one stage at a time, or displays all of the characteristics in a stage. Sometimes a child may show descriptors from several stages at the same time, or skip important characteristics in a stage (Fischer, 1991).

The literacy continuum gives specific descriptors for each stage of literacy development (see Appendix A). This continuum delineates literacy development from birth through adulthood. The "Backpacking to Reading Success Project" focuses primarily on emergent readers, beginning readers, growing independence, and reading for learning since these are the stages most commonly experienced by elementary-

aged children. Any teacher of elementary students may have children representing each stage of development in his/her classroom at any given time of the year.

The relationship between grade level and where we might expect children to fall on the literacy continuum is represented in a visual model (see Appendix B). The darkened part of the bar shows where the mass of students may be found. The lightened part of the bar represent the range of development one might expect to find within the classroom.

This adaptation of research done by Leslie and Jett-Simpson (1993) is a significant component of the literacy continuum. This model allows parents and educators to recognize that chronological age does not strictly determine literacy development. It is quite normal for children of many ages to be at the same level of literacy development. Or from another prospective, it is quite normal for children of the same age to be in different stages of development.

Selecting Appropriate Books

It is important for students to self-select the books that they will be reading. This increases student motivation and success with reading (Routman, 1991). When students choose what they read, they are practicing the behaviors of accomplished, adult readers (Rasinski & Padak, 1996). After all, how many adult readers read only what they are assigned to read by a significant other or an authority figure?

It is the teacher's responsibility to provide quality literature from which the students may choose. This can be quite a formidable task! Books selected should "meet the educational needs of the students, include a well-balanced selection of many types of literature, and

accommodate a range of interests and ability levels" (Yesner & Murray, 1993, p 69). There is not a flawless list that accomplishes this goal. In fact, the selection of children's literature should continue to grow and change to reflect the varying interests of students and changing curriculum. With approximately 5,000 children's books published each year, most teachers do not have the time or economic resources to review each new book. Educators can continue to update their classroom libraries with quality literature by referring first to book review journals including, but not limited to, *Book Links*, *Booklists*, *Bulletin of the Center for Children's Books*, *Hornbook*, *Library Talk*, *The New Advocate*, *Reading Teacher*, *School Library Journal*, and the *New York Times Book Review* (Freeman, 1990). There are also excellent reference books that index books by theme and reading levels. Sources this author found especially helpful include *More Books Klds Will Sit Still For* by Judy Freeman and *Best Books for Children Preschool through Grade 6* by John T. Gillespie and Corinne H. Naden.

In the "Backpacking to Reading Success Project", titles are suggested that meet the educational goal of a particular group of students, their parents, and their teachers. Topics were chosen from specific themes that are taught at a small, private school in the Midwest. Educational strategist, Gloria Tollefson (personal communication, 1989) has frequently suggested that students experiencing difficulties in learning, read about topics to be studied during the next school year in the summer. Whether the reading is fiction or non-fiction, the student feels more confident with a topic that has been explored in personal choice reading. Themes also include common experiences of children such as separation from family when going to school and friendship.

Patterns of literacy development were also considered when establishing the suggested book lists (see Appendix C). Several types of books support the emergent, and beginning readers including: predictable books, alphabet books, and series that are designed for beginning readers (Stewig, & Jett-Simpson, 1995). Beginning readers and growing independence readers benefit from the new transitional books which bridge the gap from beginning readers to longer chapter books (more than 75 pages). Some series that do a good job of this are: Patricia Reilly Giff's *Polk Street School* series, *Stepping Stone* books from Random House, *Redfeather Books* from Henry Holt, and *Springboards* from Little, Brown (Freeman, 1995). Those who are reading to learn and accomplished readers apply their reading abilities to a variety of literature and use these abilities in content work as well as for enjoyment (Stewig, & Jett-Simpson, 1995). Longer works, from a variety of genre, which support the child's interests and their current studies are appropriate choices for this group.

Most of the books chosen for the "Backpacking to Reading Success Project" are picture books. According to Judy Freeman, "Far greater care is still spent publishing magnificent picture books than fiction books, especially chapter books for children in grades three to six... I have been hard pressed to identify a sufficient number of outstanding read-alouds for upper grade children" (1995, p 6). Picture books are much more sophisticated than in the past and some can be better appreciated by the accomplished reader.

Moving Through the Literacy Continuum

For all levels of the continuum and for all readers, the most important activity for families to do is to read. As stated in the introduction to this work, the easiest and most effective practice for improving the literacy of the children of this nation is to provide the time and encouragement for them to read. Therefore the only required activity is to read each night with your child.

Introduction to books readers, emergent, and even beginning readers benefit from a technique called lap reading. In this technique (see Appendix D) the parent takes the child on their lap or snuggles in close on the sofa. Then the parent reads aloud to the child. The child may point to the words as the adult reads, be the official page turner, and join in with repeated phrases. The major objective is to provide for the child a sense of security and to create a special parent/child bond as they share learning experiences through the world of books (Nichols, 1991).

Constance Weaver (1988, as cited in Fischer, 1991) believes that the main reason some students get stuck in the beginning stage of reading, which focuses on letter/sound relationships, is that they have not fully experienced the preceding stages either at home or at school. The key to helping children who seem to be progressing through the literacy continuum slowly is to provide experiences that help children become happy to try, willing to discover new learning themselves, and steadily gaining the emergent and beginning reading behaviors (Clay, 1979, as cited in Fischer, 1991). Relaxed, loving times, sharing a book with someone special can foster these feelings, build self-esteem, and assist students in seeing themselves as readers. Emphasis should

remain on how children are progressing, naming behaviors from the continuum children do possess rather than emphasizing those children have not yet accomplished.

Paired reading (Topping, 1987) is a strategy which can be used with older students. In this strategy the child chooses the reading material. The child is supported by the parent throughout the reading, therefore students are able to read material more difficult than they could read independently. Children wanting to read stories that are more difficult than what they can read independently may sometimes be an issue with older students who are progressing slowly through the literacy continuum. This technique can support these students in accomplishing this goal successfully.

The paired reading session begins with parent and child sitting side by side and discussing the book chosen by the child. Both parent and child begin reading the book together out loud. When the child makes an error, the adult points to the word and repeats the word until the child reads it correctly. When the reading gets easier, the child makes a prearranged, nonverbal signal such as a knock on the table, or a squeeze of the hand. This signal tells the parent that the child is ready to read alone. The parent praises the child and stops reading. The child continues reading alone until an error is made. At this time the parent follows the same correction process discussed above and reading continues together. To find a more detailed explanation of this technique see Appendix E.

Paired reading was designed to be standardized and simple. It provides modeling and immediate support for correct reading. This frees child from word by word decoding, which in turn increases fluency,

comprehension, and accuracy of what children read. With an emphasis on continuity rather than starting and stopping, children learn expressiveness, pacing, and attention to punctuation. The importance of parental praise and the elimination of criticism is stressed (Topping, 1987). The advantages of this strategy assist children in moving through the beginning reading and growing independence reading stages to more advanced reading levels on the literacy continuum.

Lap reading and paired reading are the core strategies used in the "Backpacking to Reading Success Project". All other activities are optional choices for students and their families. Remember, "our most important responsibility is to make reading a comfortable, meaningful, and enjoyable experience for each child" (Clinard, 1985, p 75). A child's progress may be blocked by over stressing specific skills and sacrificing a child's love of reading (Weaver, 1991 as cited in Fischer, 1991).

The strategies provided vary with stages on the continuum which are being targeted. Other strategies utilize Bloom's (1956) Taxonomy of thinking skills, Torrance's (1970) characteristics of creativity, and Howard Gardner's (1983) theory of multiple intelligences. They are intended to provide the family with a variety of fun activities which extend the experience of the book while fostering thinking skills, creativity, and a variety of ways of expressing what has been learned (see Appendices F-J).

CHAPTER 3

THE PROJECT

Setting Up the Project

The project begins with about two hundred books per classroom. This allows for the students to take home a different book each night of the average one hundred eighty day school year and allows twenty extra books to provide sufficient choice in reading topics. The books are placed in a clear plastic bag then arranged by theme and/or literacy level in the classroom display. If more than one classroom is involved in the project, teachers could rotate backpacks between classrooms to provide more choices and literacy levels for the students.

Books are numbered and entered into a computer data base which indicates the title, author, genre, theme, and appropriate literacy level(s). If more than one room is participating in the project, the classroom location of the book is also important. Teachers may want to color code the books to indicate for which literacy level the reading is appropriate. Children may then be asked to choose from the books that are coded for the child's most appropriate level. Keep in mind, if this approach is taken, that a single book may bear the color code for more than one literacy level. For example, ABC Books are appropriate for emergent and beginning readers. In addition some alphabet books, such as *Animalia* by Graeme Base, are appropriate for even accomplished readers.

In the classroom, backpacks are checked out by number. The teacher provides a chart which has a laminated library pocket for each child attached to a piece of poster board or a bulletin board. The pocket contains a card on which the child records the number of the backpack chosen and the date the backpack was checked out. This card is replaced

as it is filled and kept as a record of what materials the child is checking out. This can tell the teacher which titles are popular, if particular backpacks are unpopular and need to be changed, if children are choosing to reread particular backpacks, if children are choosing progressively more difficult material, and a variety of other information when these data are analyzed.

The backpacks contain several items. First, each bag is marked with the Backpacking To Reading Success logo. This logo can be color coded with dot stickers that indicate the appropriate literacy level and the book number that belongs inside the backpack. The book is placed inside the bag with matching color code and number. The backpack also contains a smaller heavy duty freezer bag with a pad of parent notes (see Appendix K). These notes are completed by the parent and returned to the teacher when the backpacks are returned to school. This documentation allows the teacher to monitor parent involvement and evaluate the effectiveness of the program. In addition, it provides encouragement for parents and reminds them to read with their children (Rasinski & Padak, 1996). This is the type of encouragement the parents quoted in the introduction were requesting. The teacher may also choose to include optional extension activities for specific titles. These activities emphasize thinking skills, creativity, and use of multiple intelligences. The directions and materials for these activities are placed in the backpack.

Time is a precious commodity in today's fast paced society. As children progress through the grades in elementary school there seems to be less time and more to accomplish! If time to choose books and check them out is a limiting factor in the classroom, a teacher may choose to

place five books together based on the theme of the books. These books are then placed in sturdier backpacks which can be checked out by theme, once a week.

At least once a week students are allowed to pick their favorite backpack book to share with a peer. The books are first read to the partner. They then discuss why they chose the book, what they liked about it, and any extension activities they enjoyed. This provides opportunities for continued practice in fluency, and expressive reading. Children can be proud of their accomplishments and may enjoy reading a book which their friend enjoyed and recommended.

Parent Inservice Night

Parents need to appreciate the influence their personal involvement has on the education of their children. Until they do, a list of instructional practices will do little to increase their involvement. (Nichols, 1991). Therefore an essential element of the "Backpacking to Reading Success Project" is a parent inservice night, held within the first month of the school year, to initiate the project. The main objective of this inservice is to impress upon parents the powerful and long-lasting effect they have on their children's education. In addition families will learn about how their children develop as readers and what specific strategies they can use to foster further development. Parents will be given a handbook to refer back to at home. They will be given a great deal of information on this night and may need to do further reading to process what they have heard. The outline for planning and conducting this parent meeting appears in Appendix L.

Evaluation of the Project

It is important to assess the effectiveness of the "Backpacking to Reading Success Project". There are several components which will assist in this process. Records kept of books that are checked out, as discussed on page fourteen and fifteen help to determine if appropriate books are chosen. Parent notes, discussed on page fifteen, survey parental involvement and attitudes about the activities selected, book choices, and reading progress of their child. Finally a survey is completed by both the parents (Appendix M) and the students (Appendix N) at the beginning of the year and at the end of the year to evaluate overall effectiveness of the program. The questionnaire used is an adaptation of several works; the Parent Concept Questionnaire and the Learner Concept Questionnaire developed by Herrman and Sarracino (1994), and the Elementary Reading Attitude Survey developed by McKenna & Kear (1990), the Parents Helping Session Interview Questions and the Chapter I Parental Involvement Survey developed by Nichols (1991).

CHAPTER 4

DISCUSSION

Conclusions

The research reviewed stresses the importance of parental involvement in a child's academic success. In addition, reading to and with children from a very early age can work to help children become independent readers. The American public is being awakened to these findings by a President active in promoting education.

In August 1996, President Bill Clinton announced the America Reads Challenge. This challenge calls parents, teachers, community members, business leaders and all people in this county, to join in the effort of ensuring that every child can read well and independently by the end of third grade. On April 17, 1997, the President and Mrs. Clinton hosted a White House Conference on Early Childhood. The objective of this conference was to focus public attention on research findings and make these findings understandable to American families. Furthermore the President has pledged \$2.75 billion over the next five years toward the America Reads Challenge. One avenue in which these funds will be invested is through Parents as First Teachers Challenge Grants. Support will be given to local, regional, or national efforts that assist parents to better work with their children so that they may become successful readers by the end of third grade (Walker, S.V., Open letter to administrators of schools in the United States, April 3, 1996). Backpacking To Reading Success is such a project.

The mission of Immaculate Conception-St. Joseph Consolidated school, which the author is presently serving, is to offer a Christ-centered program of academic excellence that assists and supports

parents in developing life-long learners who give Christian service as productive members of a world community. The "Backpacking to Reading Success Project" meets the needs of this local school mission as well as national goals to make America a reading, literate society.

Backpacking To Reading Success provides teachers of kindergarten through fourth grade students and their families with a tool to help students develop confidence in themselves as readers, promote fluency in reading, and encourage the habit of reading. Information is furnished to assist adults in knowing what to expect of children and the type of reading activities which will help children to progress along the reading continuum to the goal of accomplished reader and life long learner.

Recommendations

With a program design now researched and in place, I would like to seek funding to pilot this project. I will begin by seeking a grant through the Parents as First Teachers Challenge Grant. The project will be evaluated after the completion of the first year. Based on the evaluation, Backpack Through Reading Adventures could be implemented in other classrooms and at various grade levels throughout Immaculate Conception-St. Joseph School.

Pending the successful implementation of the "Backpacking to Reading Success Project", I would like to explore the hypothesis that the techniques used in this project will improve the transition from decoding to reading for meaning. The author has taught many children who have difficulty making the move from growing independence to reading for learning. Collecting data from a group of children using the

"Backpacking to Reading Success Project" and a control group not in the program may provide the data to answer this question.

REFERENCES

Anderson, R.C., Wilson, P.T., & Fielding, L.G. (1988). Growth in reading and how children spend their time outside of school. Reading Research Quarterly, 23, 285 - 303.

Allington, R. (1983). The Reading instruction provided readers of different reading abilities. Elementary School Journal, 83, 95-107.

Bloom, B. (1956). Taxonomy of educational objectives: The classification of educational goals. New York, NY: David McCay.

Chall, J. (1983). Stages of reading development. New York, NY: McGraw - Hill Book Company

Clay, M. (1979). Reading: The puttering of complex behavior. Portsmouth, NH: Heinemann

Clinard, L. (1985). The reading triangle. Belmont, CA: David S. Lake Publishers.

Cochrane, O. , Cochrane, D., Sacalena, S. & Buchanan, E. (1984). Reading, writing, and caring. New York, NY: Heinemann.

Fischer, B. (1991). Joyful learning. Portsmouth, NH: Heinemann.

Freeman, J. (1995). More books kids will sit still for: A read-aloud guide. New Providence, NJ: R.R. Bowker, A Reed Reference Publishing Company.

Gardner, H. (1983). Frames of mind: the theory on multiple intelligences. New York, NY: Basic Books.

Hannon, P. (1995). Literacy, home and school: Research and practice in teaching literacy with parents. London: The Falmer Press.

Henderson, A. (1988). Parents are a school's best friends. Phi Delta Kappa, 70, 148 -153.

Herrman, B. A. (Ed.). (1994). The volunteer tutor's toolbox. Newark, DE: International Reading Association.

Holland, K. (1991). Bringing home and school literacy together thorough the reading recovery program. In D. E. DeFord, C. A, Lyons, & G. S. Pinell (Eds.) Bridges to literacy: Learning from reading recovery. Portsmouth, NH: Heinemann.

McKenna, M.C. & Kear, D. J. (1990). Measuring attitudes toward reading: A new tool for teachers. The Reading Teacher, 43, 626-639.

Leslie, L. & Jett-Simpson, M. (1993). Authentic literacy assessment an ecological approach. New York, NY: Longman.

Nichols, G. J. (1991). Helping parents help their children toward literacy. (Doctoral Dissertation/Thesis, Nova University, 1991) ERIC Document, ED 335 632.

O'Donnell, M. & Wood, M. (1992). Becoming a reader. Boston, MA: Allyn and Bacon.

Paul, T. D. (1996). Patterns of reading practice. Madison, WI: The Institute for Academic Excellence Inc.

Rasinski, T. & Padak, N. (1996). Holistic reading strategies: Teaching children who find reading difficult. Englewood Cliffs, NJ: Merrill.

Routman, R. (1991). Invitations: changing as teachers and learners K-12. Toronto, Canada: Irwin Publishing.

Ruopp, Kristin L.; And Others (1995). "Taking Books Home: A Check-Out System for the Primary Grades". Instructional Resource No. 9. Athens, Georgia: National Reading Research Center (NRRC).

Stewig, J. W. & Jett-Simpson, M. (1995). Language arts in the early childhood classroom. Belmont, CA: Wadsworth Publishing Company.

Topping, K. (1987). Paired Reading: A powerful technique for parent use. The Reading Teacher, 40, 608 - 614.

Torrance, E.P. (1970). Encouraging creativity in the classroom.
Dubuque, IA: W.C. Brown.

Weaver, C. (1988). Reading process and practice. Portsmouth,
NH: Heinemann Educational Books.

_____. (1990). Understanding whole language: From
principles to practice. Portsmouth, NH: Heinemann.

Wells, J & Hart-Hewins, L. (1994). Phonics, Too! How to teach
skills in balanced language program. Markham, Ontario: Pembroke
Publishers Limited.

Yesner, B.L. & Murray, M.M. (1993). Developing literature-based
reading programs. New York, NY: Neal-Schuman Publishers, Inc.

APPENDIX A
THE LITERACY CONTINUUM

The Literacy Continuum

<u>Introduction to Books</u>	<u>Emergent Reader</u>	<u>Beginning Reader</u>	<u>Growing Independence</u>	<u>Reading for Learning</u>	<u>Accomplished Reader</u>
<p>•Display an interest in books</p> <p>•May look at books upside down and back to front</p> <p>•May mishandle books</p> <p>•Does not see meaning as connected to print</p> <p>•Begins to add scribble like drawings</p> <p>•Likes to point out and name objects recognized in pictures</p>	<p>•Loves to listen to stories</p> <p>•Does "pretend reading" from memorized favorite stories or by making up a story to match the pictures</p> <p>•"Reads" the story fluently and with great expression</p> <p>•Develops directionality of reading, left to right, top to bottom, and front to back</p> <p>•Rhymes words</p> <p>•Begins to point to words with some accuracy in familiar text</p> <p>•Recognizes own name</p> <p>•Recognizes environmental print</p> <p>•Begins to recognize and name letters</p>	<p>•Intense interest in watching print while reading</p> <p>•Reading is slow, word for word, and sometimes laborious, often in a monotone</p> <p>•Uses phonic cues to decode unfamiliar words such as beginning consonants, blends, vowels and word patterns</p> <p>•Semantics or meaning of the story is sometimes ignored because of being "glued" to the print</p> <p>•Expands sight word vocabulary</p> <p>•Near the end of this stage the child begins to use several cues to read unfamiliar text: looking at the pictures, starting from the beginning and reading again, recognizing when text doesn't make sense, phonics cues, gramatic cues, etc.</p> <p>•Uses phonetic spelling beginning, ending and middle consonants and sometimes vowels, standard spelling increases as a child progresses through this stage</p> <p>•Attempts to strings words together in writing begins to put spaces between words as progressing through this stage</p>	<p>•Fluency is evolving</p> <p>•Is aware when something doesn't sound right</p> <p>•Works to become automatic with strategies for reading unfamiliar text mentioned above.</p> <p>•Gains courage and skill in using context cues</p> <p>•Enjoys reading to an adult often</p> <p>•Reads for entertainment or to confirm what is already known; readers at this level are not readily able to gain new understanding from their reading</p> <p>•Practice is very important at this stage. If enough non-threatening practice is not given, students may not move on to the next stage</p> <p>•Produces writing that can be read by others Spells some high-frequency words correctly</p> <p>•Attempts to write stories with a beginning, middle, and end</p>	<p>•Good control of basic decoding and self-monitoring techniques</p> <p>•Reads more abstract words</p> <p>•Is able to read longer, more complex sentence structure</p> <p>•Main work is to apply reading abilities to understanding a wide range of literature and content material which can be read independently</p> <p>•Silent reading exceeds oral reading</p> <p>Writes in many different modes: stories, poems, reports, etc.</p> <p>•Writes for different purposes: non-fiction writing, narrative writing, creative writing</p> <p>Edits and revises own work</p>	<p>•Not all people reach this stage</p> <p>•Can process material further and further removed from the reader's own experience</p> <p>•Challenges the validity of print content</p> <p>•Reader makes judgments about what is read, how much to read, and in how much detail</p> <p>•Reader adjusts pace of reading to purpose for reading</p> <p>•High level thinking skills are developed through reading</p>

APPENDIX B:

THE RELATIONSHIP OF GRADE LEVEL TO STAGES OF LITERACY

Relationship of Grade Level to Stages of Literacy

Gr.	Intro. to Books	Emergent Reader	Beginning Reader	Gr. Independence	Read for Learning	Accomplished Rder.
Kdg.						
1						
2						
3						
4						
5						
6						

APPENDIX C
SUGGESTED BOOK LISTS

FOR INTRODUCTION TO BOOKS AND EMERGENT READERS

Can't miss for introduction to books

- Early Words.* Scary, Richard. (1976). Random House.
- Marmalade's Nap.* Wheeler, Cindy. (1983). Knopf.
- Pat the Bunny.* Kunhardt, Dorothy. (1962). Golden.
- Sam Who Never Forgets.* Rice, Eve. (1980). Puffin.
- Shopping Trip.* Oxenbury, Helen. (1982). Dial.
- Taste the Raindrops.* Hines, Anna. (1983). Greenwillow.
- Very Hungry Caterpillar, The.* Carle, Eric. (1969). Philomel.
- Where's My Baby.* Ziefert, Harriet. (1985). Puffin.

Predictable books

- All Fall Down.* Wildsmith, Brian. (1983). Oxford.
- Are You My Mother?* Eastman, P. D. (1960). Random House.
- Ask Mister Bear.* Flack, Marjorie. (1986). Macmillian.
- Brown Bear, Brown Bear, What Do You See?* Martin, Jr., Bill.
(1983). Holt.
- Chicken Soup with Rice.* Sendak, Maurice. (1962). Harper.
- Cookie's Walk.* Ward, Cindy. (1988). Scholastic.
- Do You Want to Be My Friend?* Carle, Eric. (1971). Putnam.
- Drummer Hoff.* Emberly, Ed. (1967). Prentice-Hall.
- Gingerbread Boy, The.* Galdone, Paul. (1975). Clarion.
- Goodnight Moon.* Brown, Margaret Wise. (1947). Harper.
- Great Big Enormous Turnip, The.* Tolstoy, Leo. (1968). Franklin
Watts
- House That Jack Built, The* Peppe, Rodney. (1985). Delacorte.
- Little Red Hen, The.* illustrated by Amye Rosenberg. (1984).
Golden.

Napping House, The. Wood, Audrey. (1984). Harcourt, Brace,
Jovanovich

Three Little Pigs, The. Galdone, Paul. (1970). Clarion.

Where's Spot? Hill, Eric. (1980). Putnam.

FOR EMERGENT AND BEGINNING READERS

Alphabet books

A Is for Angry: An Animal and Adjective Alphabet. Boynton, Sandra.
(1983). Workman.

A, My Name is Alice. Bayer, Jane, A. (1984). Dial.

A-B-C-ing: An Action Alphabet. Beller, Janet. (1984). Crown.

Action Alphabet. Neumeier, Marty, and Glaser, Byron. (1985).
Greenwillow.

Alfred's Alphabet Walk. Chess, Victoria. (1979). Greenwillow.

All Butterflies: An ABC. Brown, Marcia. (1981). Crown.

Alligator Arrived With Apples: A Potluck Alphabet Feast.
Dragonwagon, Crescent. (1987). Macmillian.

Alphabetics. MacDonald, Sue. (1986). Bradbury.

Anno's Alphabet: An Adventure in Imagination Anno, Mitsumasa.
(1975). Harper.

Ashanti to Zulu. Musgrove, Margaret. (1980). Puffin.

Chicka, Chicka Boom Boom. Martin, Jr., Bill. (1989). Houghton &
Mifflin.

Fire Fighters A to Z. Johnson, Jean. (1985). Walker.

Have You Ever Seen...? An ABC Book. Gardner, Beau.
(1986). Dodd, Mead.

On Market Street. Lobel, Arnold. (1981). Greenwillow.

- Pigs from A to Z.* Geisert, Arthur. (1986). Houghton Mifflin.
- The Z Was Zapped: A Play in Twenty-Six Acts.* Van Allsburg, Chris. (1987). Houghton Mifflin.
- Where Is Everybody? An Animal Alphabet.* Merriam, Eve. (1989). Simon & Schuster.

Going to school

- Annabelle Swift, Kindergartner.* Schwart, Amy (1988). Orchard Books.
- Best Friends.* Cohen, Miriam. (1971). Macmillian.
- Chrysanthemum.* Henkes, Kevin. (1991). Greenwillow.
- Lilly's Purple Plastic Purse.* Henkes, Kevin. (1996). Greenwillow.
- Mrs. Toggle and the Dinosaur.* Pulver, Robin. (1991). Four Winds.
- Mrs. Toggle's Beautiful Blue Shoe.* Pulver, Robin. (1994). Four Winds.
- School Days.* Person, Tracy Campbell. (1990). Viking.
- School.* McCully, Emily Arnold. (1987). Harper & Row
- Starting First Grade.* Cohen, Miriam. (1985). Greenwillow.
- That Dreadful Day.* Stevenson, James. (1985). Greenwillow
- The Other Emily.* Davis, Gibbs. (1983). Houghton.
- The Rag Coat.* Mills, Lauren. (1992). Little, Brown.
- This is the Way We Go to School: A Book About Children Around the World.* Baer, Edith. (1990). Scholastic.
- Time To...* Macmillan, Bruce. (1989). Lothrop, Lee & Shepard.
- We Laughed A Lot My First Day of School.* Tester, Sylvia Root (1979). Children's LB
- What I Did Last Summer.* Prelutsky, Jack. (1984). Greenwillow.

What Will Mommy do When I'm at School? Johnson, Dolores.
(1990). Macmillian

When You Go to Kindergarten. Howe, James. (1986). Knopf.

Will I Have A Friend? Cohen, Miriam. (1967). Macmillian

Counting Books

Anno's Counting Book: An Adventure in Imagination. Anno,
Mitsumasa. (1977). Harper LB.

How Many Stars in the Sky? Hort, Lenny. (1991). Tambourine.

How many, How many, How many. Walton, Rick. (1993).
Candlewick.

Moon Jump: A Countdown. Brown, Paula. (1992). Viking.

Only One. Harshman, Marc. 1993). Dutton.

Ten Black Dots. Crews, Donald. (1986). Greenwillow.

Ten Potatoes in a Pot. Katz, Michael Jay. (1990). Harper & Row.

The April Rabbits. Cleaveland, David. (1988). Scholastic.

The Twelve Days of Summer. O'Donnell, Elizabeth Lee. (1991).
Morrow.

What comes in 2's, 3's, & 4's. Aker, Suzanne. (1990). Simon &
Schuster.

When Sheep Cannot Sleep: The Counting Book. Kitamura, Satoshi.
(1986). Farrar.

Friendship

Annie Bananie. Komaik, Leah. (1988). Harper & Row.

The Balancing Girl. Rabe, Bernice. (1981). E.P. Dutton.

Best Friends. Kellogg, Steven. (1986). Dial.

Big Al. Clements, Andrew. (1988). Picture Book Studio.

Frog and Toad are Friends. Lobel, Arnold. (1970). Scholastic.

George and Martha Encore. Marshall, James. (1973). Houghton Mifflin.

Harry, Willard, and Carrothead. Caseley, Judith. (1991). Greenwillow.

Family

Baby Says. Steptoe, John. (1989). Lothrop, Lee & Shepard.

Bet You Can't. Dale, Penny. (1987). Lippincott.

Christmas Tree Memories.. Alikl. (1991). HarperCollins.

Do Like Kyla. Johnson, Angela. (1990). Orchard Books.

Grandpa's Face. Greenfield, Eloise. (1988). Philomel.

Island Boy. Cooney, Barbara. (1988). Viking.

On Grandma's Roof. Silverman, Erica. (1990). Macmillian

Oonga Boonga. Wishinsky, Frieda. (1990). Little, Brown.

Osa's Pride. Grafalconi, Ann. (1990). Little, Brown.

The Perfect Family. Carlson, Nancy. (1985). Carolrhoda Books.

Peter's Chair. Keats, Ezra Jack. (1967). Harper & Row

Five Senses

A Button In Her Ear. Litchfield, Ada B. (1976). Albert Whitman.

Arthur's Eyes. Brown, Marc. (1979). Little, Brown.

Arthur's Nose. Brown, Marc. (1976). Little, Brown

Cooking the Indian Way. Madavan, Vijay. (1985). Learner Publications.

From Head to Toes- How Your Body Works. Packard, Mary. (1985). Jullian Mesner.

Has Anyone Here Seen WILLIAM? Fraham, Bob. (1989). Little, Brown.

My Feet. Alikl. (1989). Harper & Row.

My Five Senses. Aiki. (1989). Harper & Row.

My Five Senses. Miller, Margaret. (1994). Simon & Schuster.

My Hands. Aiki. (1990). Crowell.

Sense Suspense: A Guessing Game for the Five Senses. Macmillan, Bruce. (1994). Scholastic.

Tasting. Pluckrose, Henry. (1986). Franklin Watts. Also *hearing, Smelling, Seeing,* and *Touching* by the same author.

Where We Live

Animals Live Here. Batherman, Muriel. (1979). Greenwillow.

Building a House. Barton, Byron. (1981). Greenwillow.

City Night. Rice, Eve. (1987). Greenwillow.

City Seen from A to Z Isadora, Rachel. (1983). Greenwillow.

Goodyear, the City Cat. Coats, Laura Jane. (1987). Macmillan

Home in the Sky. Baker, Jeannie. (1984). Greenwillow.

How a House is Built. Gibbons, Gail. (1990). Holiday House.

Light. Crews, Donald. (1981). Greenwillow.

My Cousin Katie. Garland, Michael. (1989). Crowell

My House, Mi Casa. Emberley, Rebecca. (1990). Little, Brown

My Perfect Neighborhood. Komaiko, Leah. (1990). HarperCollins.

On Granddaddy's Farm. Allen, Thomas B. (1989). Knopf

The Little House. Burton, Virginia Lee (1942). Houghton Mifflin

What Is a Community? Arnold, Caroline. (1982). Franklin Watts.

What People Do

A Chair for My Mother. Williams, Bera B. (1982). Greenwillow.

Carpenter. Florian, Douglas (1991). Greenwillow.

Daddies at Work. Merriam, Eve. (1989). Simon and Schuster.

Doctor DeSoto. Steig, William. (1982). Farrar, Straus & Giroux.

Inventing Things. Brown, Julie. (1990). Bareth Stevens Children's Books.

Invention of Ordinary Things, The. Wulffson, Don L. (1981).

Lothrop, Lee & Shepard.

Mary Alice, Operator Number 9. Allen, Jeffrey. (1975). Little, Brown.

My Doctor. Rockwell, Harlow. (1973). Harper.

People Working. Florian, Douglas. (1983). Crowell.

Pig Pig Gets a Job. McPhail, David. (1990). E. P. Dutton.

The Berenstain Bears on the Job. Berenstain, Stan and Jan. (1987). Random House.

The Farmer. Knightley, Rosalinda. (1987). Macmillan

The Jolly Post Man and Other People's Letters Ahlberg, Janet and Allan. (1986). Little, Brown.

Who Uses This? Miller, Margaret. (1990). Greenwillow.

Bodies and Brains

1 One Year Old. Bawden, Juliet. (1989). Holt.

Everything Grows. Raffi. (1989). Raffi Songs to Read.

Leo the Late Bloomer. Kraus, Robert. (1971). Crowell.

Libby's New Glasses. Tusa, Tricia. (1984). Holiday.

Little Rabbit's Loose Tooth. Bate, Lucy. (1975). Crown.

The Magic School Bus Inside the Human Body. Cole, Joanna. (1988). Scholastic.

What Happens to a Hamburger. Showers, Paul. (1985). Crowell.

Your Skeleton and Skin. Broekel, Ray. (1984). Children's Press.

Food and Nutrition

- Burgoo Stew.* Patron, Susan. (1991). Orchard.
- Grandpa's Garden Lunch.* Caseley, Judith. (1990). Greenwillow.
- Growing Vegetable Soup.* Ehlert, Lois. (1987). Harcourt.
- How My Parents Learned to Eat.* Friedman, Ina. (1984). Houghton Mifflin.
- How Pizza Came to Queens.* Khalsa, Dayal Kaur. (1989). Clarkson N. Potter.
- How to Make an Apple Pie and See the World.* Priceman, Marjorie. (1994). Knopf.
- Milk.* Carrick, Donald. (1985). Greenwillow.
- Mr. Floop's Lunch.* Novak, Matt. (1990). Orchard.
- Pizza Man.* Pillar, Marjorie. (1990). Crowell.
- Pancakes for Breakfast.* dePaloa, Tomie. (1978). Harcourt.
- Sheep Out to Eat.* Shaw, Nancy. (1992). Houghton Mifflin.
- The Doorbell Rang.* Hutchens, Pat. (1986). Greenwillow.
- The Milk Makers.* Gibbons, Gail. (1985). Macmillan
- The Bread I Baked for Ned.* Dragonwagon, Crescent. (1989). Macmillan.
- Today is Monday.* Carle, Eric. (1993). Philomel.
- What's On My Plate?* Grooss, Ruth Belov. (1990). Macmillan.
- The Wolf's Chicken Stew.* Kasza, Keiko. (1987). Putnam.

Animals

- A Nice Walk in the Jungle.* Bodsworth, Nan. (1989). Viking Kestrel.
- Animals Born Alive and Well.* Heller, Ruth. (1982). Grosset.
- Cat Is Back At Bat.* Stadler, John. (1991). Dutton.

Chickens Aren't the Only Ones. Heller, Ruth. (1981). Grosset.
Edward the Emu. Knowles, Sheena. (1992). HarperCollins.
I Know an Old Lady. Karas, G. Brian. (1994). Scholastic.
I Went to the Zoo Gelman, Rita Golden (1993). Scholastic.
Mud Flat Olympics. Stevenson, James. (1994). Greenwillow.
Rain Forest. Cowcher, Helen. (1988). Farrar.

Vehicles and Machines

Big Wheels. Rockwell, Anne. (1986). Dutton.
Bored - Nothing to Do. Spier, Peter. (1978). Doubleday.
Glorious Flight. Provensen, Alice and Martin. (1987). Puffin.
Harvey Slumfenburger's Christmas Present. Burningham, John.
 (1993). Candlewick.
Katy and the Big Snow. Burton, Virginia Lee. (1974). Houghton
 Mifflin.
New Road! Gibbons, Gail. (1983). Harper LB.
No Problem. Brown, Eileen. (1993). Candlewick.
Odds' N' Ends Alvy. Frank, Hohn. (1993). Four Winds.
Richard Scarry's Cars and Trucks and Things that Go. Scarry,
 Richard. (1974). Western.
The Adventures of Taxi Dog Barracca, Debra and Sal. (1990). Dial.
The Little Engine that Could. Piper, Watty. (1984). Putnam.

Down by the Sea

An Octopus is Amazing. Lauber, Patricia. (1990). Crowell.
D is for Dolphin. Berg, Cami. (1991). Windom.
Follow the Water from Brook to Ocean. Dorros, Arthur. (1991).
 HarperCollins
I am the Ocean. Marshak, Suzanna. (1991). Arcade.

- Not the Piano, Mrs. Medley!* Levine, Evan. (1991). Orchard.
- Over the Deep Blue Sea.* Ikeda, Daisaku. (1993). Knopf.
- The Magic School Bus on the Ocean Floor.* Cole, Joanna. (1992).
Scholastic.
- Under the Sea from A to Z.* Doublet, Anne. (1991). Crown.

Ecology

- Alejandro's Gift.* Albert, Richard E. (1994). Chronicle.
- Counting Wildflowers.* Macmillan, Bruce. (1988). Lothrop.
- Fireflies, Fireflies, Light My Way.* London, Jonathan. (1996).
Viking.
- Growing Colors.* Macmillan, Bruce. (1986). Lothrop.
- Hello, Tree!* Ryder, Joanne. (1991). Lodestar Books.
- How Green Are You?* Bellany, David. (1991). Clarkson Potter.
- My First Green Book: A Life-Sized Guide to Caring for Our
Environment.* Wilkes, Angela. (1991). Knopf.
- River.* Gilliland, Judith Heide. (1993). Clarion.
- Science of Things That Grow.* Ardley, Neil. (1991). Harcourt ,
Brace, Jovanovich.
- Sun Fun.* Arnold, Caroline. (1981). Franklin Watts.
- That Sky, That Rain.* Otto, Carolyn. (1990). Harper.
- The Empty Pot.* Demi. (1990). Holt.
- The Old Ladies Who Liked Cats.* Greene, Carol. (1991).
HarperCollins.
- Whistling Thorn.* Cowcher, Helen. (1993). Scholastic.

Creepy, Crawling, Creatures

- A Snake in the House.* McNulty, Faith. (1994). Scholastic.
- ABC of Crawlers and Flyers.* Ryden, Hope. (1996). Clarion.

- Butterfly Alphabet.* Sandved, Kjell B. (1996). Scholastic.
- Creepy, Crawly Baby Bugs.* Markle, Sandra (1996). Walker.
- Creepy, Crawly Caterpillars.* Flacklam, Margery. (1996). Little.
- Gran's Bees.* Thompson, Mary. (1996). Millbrook.
- Old Black Fly.* Aylesworth, Jim. (1992). Henry Holt.
- Slither McCreep and His Brother Joe.* Johnston, Tony. (1992).
Gulliver, Harcourt.
- Snake Hunt.* Kastner, Jill. (1993). Four Winds.
- The Magic School Bus Inside a Beehive.* Cole, Joanna. (1996).
Scholastic.
- When the Fly Flew In.* Peters, Lisa Westberg. (1994). Dial.

FOR BEGINNING AND GROWING INDEPENDENCE READERS

Humorous Fiction

- Arthur's Day.* Pinkwater, Daniel. (1993). Macmillan.
- Family Reunion.* Tusa, Tricia. (1993). Farrar.
- Martha Speaks.* Meddaugh, Susan. (1992). Houghton Mifflin.
- Rats on the Roof and Other Stories.* Marshall, James. (1991). Dial.
- Rattlebang Picnic.* Mahy, Margaret. (1994). Dial.
- That's The Spirit Claude.* Nixon, Joan Lowery. (1992). Viking.
- The Cut-Ups Carry On.* Marshall, James. (1990). Viking.
- The lady Who Put Salt in Her Coffee.* Schwartz, Amy. (1989).
Harcourt.
- Watch Out For Those Weirdos.* Kline, Suzy. (1990). Viking.
- Wempires.* Pinkwater, Daniel. (1991) Macmillan.
- Whitefish Will Ride Again!* Yorinks, Arthur. (1994).
HarperCollins.

Transitional books

- A Bear for Miguel.* Alphin, Elaine Maria. (1996). HarperCollins.
- Alfonse, Where are You?* Wikler, Linda. (1996). Crown.
- Cody and Quinn, Sitting in a Tree.* Larson, Kirby. (1996). Holiday.
- Danger at the Breaker.* Welch, Catherine A. (1992). Carolrhoda.
- Detective Dinosaur.* Skofield, James. (1996). HarperCollins.
- Junie B. Jones and a Little Monkey Business.* Park, Barbara. (1993)
Random House.
- Knights of the Kitchen Table.* Scieszka, Jon. (1991). Viking.
- Ned Feldman, Space Pirate.* Pinkwater, Daniel. (1994).
Macmillan.
- Stinky Sneakers Contest.* Peters, Julie Anne. (1992). Little, Brown
- The Creepy Computer Mystery.* Levy, Elizabeth. (1996).
Scholastic.
- The Day the Ants Got Really Mad.* Stanley, G. E. (1996). S&S.
- The Houdini Box.* Selznick, Brian. (1991). Knopf.

FOR GROWING INDEPENDENCE AND READING FOR LEARNING

Picture books

- I'll See You in My Dreams.* Jukes, Mavis. (1993). Knopf.
- Brother Eagle, Sister Sky: A Message From Chief Seattle.* Jeffers,
Susan. (1991). Dial.
- Cinder Edna.* Jackson, Ellen. (1994). Lothrop.
- Dog team.* Paulsen, Gary. (1993). Delacorte.
- Dogzilla.* Pilkey, Dav. (1993). Harcourt.
- Four Dollars and Fifty Cents.* Kimmel, Eric A. (1990). Holiday
House.

- Frog Medicine.* Teague, Mark. (1991). Scholastic.
- Grandfather's Journey.* Say, Allen. (1993). Houghton Mifflin.
- Loop the Loop.* Dugan, Barbara. (1992). Greenwillow.
- Murphy and Kate.* Howard, Ellen. (1995). Simon and Schuster.
- Now Everyone Really Hates Me.* Martin, Jane Read and Marx, Patricia. (1993). HarperCollins.
- Pink and Say.* Polacco, Patricia. (1994). Philomel.
- Santa Calls.* Joyce, William. (1993). HarperCollins.
- Smoky Night.* Bunting, Eve. (1994). Harcourt.
- Supergrandpa.* Schwartz, David. (1991). Lothrop.
- Swamp Angel.* Isaacs, Anne. (1994). Dutton.
- Sweet Clara and the Freedom Quilt.* Hopkinson, Deborah. (1993). Knopf.

Historical Fiction

- The Lotus Seed.* Garland, Sherry. (1993) Harcourt.
- A Tree's Tale.* Carrier, Lark. (1996). Dial.
- Barn.* Atwell, Debby. (1996). Houghton.
- Ice Horse.* Christiansen, Candace. (1993). Dial.
- Log Cabin Quilt.* Howard, Ellen. (1996). Holiday.
- On the Mayflower.* Waters, Kate. (1996). Scholastic Press.
- Seasons Sewn.* Paul, Ann Whitford. (1996). Harcourt.
- Selma and the Bear Paw Quilt.* Smucher, Barbara. (1996). Crown.
- Tapenum's Day.* Waters, Kate. (1996). Scholastic.
- The Blue and The Gray.* Bunting, Eve. (1996). Scholastic.
- The Pony Express.* Kroll, Steven. (1996). Scholastic.

They're Off! The Story of the Pony Express. Harness, Cheryl.
(1996). S&S.

Wagons West! Gerrard, Roy. (1996). Farrar.

Natural disasters

Come a Tide. Ella, George. (1990). Orchard.

Earthquake Terror. Kehert, Peggy. (1996). Cobblehill.

Coping with Natural Disasters. Caroline, Arnold. (1988). Walker
LB.

The Great Shaking. Carson, Jo. (1994). Orchard.

Hurricanes. Lauber, Patricia. (1996). Scholastic Press.

Tornado. Byars, Betsy. (1996). HarperCollins.

Sports

Baseball Saved Us. Mochizuki, Ken. (1993). Lee & Low Books.

Batboy. Anderson, Joan. (1996). Dutton.

My Dad's Baseball. Cohen, Ron. (1994). Lothrop.

Nana Hannah's Piano. Bottner, Barbara. (1996). Putnam.

Opening Days. Hopkins, Lee Bennet. (1996). Harcourt.

Teammates. Goldenbock, Peter. (1990). Harcourt Brace,
Jovanovich.

War Game. Foreman, Michael. (1993). Arcade.

When Willard Met Babe Ruth. Hall, Donald (1996). Harcourt.

Special Relationships

Boundless Grace. Hoffman, Mary. (1995). Dial.

Mama Is a Miner. Lyon, George Ella. (1994). Orchard.

My Rotten Redheaded Older Brother. Polacco Patricia. (1994).
Simon and Schuster.

Navajo: Visions and Voices Across the Mesa. Begay, Shonto.

(1995). Scholastic.

The Story of Rosy Dock. Baker, Jeannie. (1995). Greenwillow.

Three Stories You Can Read to Your Dog. Miller, Sara Swan.

(1995). Houghton Mifflin.

Wollybear Goodbye. Denslow, Sharon Phillips. (1994). Four

Winds Press.

Information Books - Not Necessarily Nonfiction

Antler, Bear, Canoe: A Northwoods Alphabet Year. Bowen, Betsy.

(1991). Little, Brown.

Blast Off to Earth! A Look at Geography. Leedy, Leoreen. (1992).

Holiday House.

Calico and Tin Horns. Christiansen, Candace. (1992). Dial Books.

Fly Away Home. Bunting, Eve, (1991). Clarion Books.

Folks in the Valley: The Pennsylvania Dutch ABC. Aylesworth, Jim.

(1992). HarperCollins.

Matthew Wheelock's Wall. Weller, Frances Ward. (1992).

Macmillan.

Mc Crephy's Field. Myers, Christopher A. and Myers, Lynne Born.

(1991). Houghton Mifflin.

Mighty Tree. Gackenbach, Dick. (1992). Harcourt Brace

Jovanovich.

One Earth, a Multitude of Creatures. Roop, Peter and Roop, Connie.

(1992). Walker and Company.

The Finest Horse In Town. Martin, Jacqueline Briggs. (1992).

HarperCollins.

The Seashore Book. Zolotow, Charlotte. (1992). HarperCollins.

Tigress. Cowcher, Helen. (1991). Farrar, Straus and Giroux.

Books That Invite Writing

An Alphabet in Five Acts. Andersen, Karen Borne. (1993). Dial.

Duck's Breath and Mouse Pie: A Collection of Animal Superstitions.

Jenkins, Steve. (1994). Ticknor & Fields.

Grandma Essie's Covered Wagon. Williams, David. (1993). Knopf.

Hotter Than a Hot Dog. Calmenson, Stephanie. (1994). Little,

Brown.

My Bike. Jakob, Donna. (1994). Hyperion.

The Bone Stranger. Remkiewicz, Frank (1994). Lothrop.

Tyrannosaurus Tex. Birney, Betty C. (1994). Houghton Mifflin.

Wag, Wag, Wag. Hansard, Peter. (1993). Candlewick Press.

Changing Family and Friends Relationships

Mirette on the High Wire. McCully, Emily. (1992). Putnam.

Summer Wheels. Bunting, Eve. (1992). Harcourt Brace

Jovanovich.

The Gold Coin. Ada, Alma Flor. (1991). Atheneum.

Waiting For Baby. Birdseye, Tom. (1991). Holiday House.

Moving to a New Community

Lottie's Dream. Pryor, Bonnie. (1992). Simon & Schuster.

Stars for Sarah. Turner, Ann. (1991). HarperCollins.

The Leaving Morning. Johnson, Angela. (1992). Orchard.

Wilderness Cat. Kinsey-Warnock, Natalie. (1992). Cobblehill.

Following a Process from Start to Finish

Bread, Bread, Bread. Morris, Ann. (1989). Lothrop, Lee, &

Shepard.

- Cranberries.* Jasperson, William. (1991). Houghton Mifflin.
- Make me a Peanut Butter Sandwich and a Glass of Milk.* Robbins, Ken. (1992). Scholastic.
- Pasta Factory.* Machotka, Hana. (1992). Houghton Mifflin.
- The Heart of the Wood.* Davol, Marguerite W. (1992). Simon & Schuster.
- The Milk Makers.* Gibbons, Gail. (1985). Macmillan.

Contemporary Social and Political Issues

- A Forever Family.* Banish, Roslyn. (1992). HarperCollins.
- Bill Clinton, Our 42nd President.* Cwiklik, Robert. (1993). Millbrook Press.
- Gracie.* Ballard, Robin. (1993). Greenwillow.
- Homelessness.* Seymour-Jones, Carole. (1992). New Discovery Books.
- My Name is Jonathan and I Have AIDS.* Schilling, S. & Swain, J. (1989). Prickly Pair.
- Nobody's Cat.* Joosse, Barbara. (1992). HarperCollins.
- Old Turtle.* Wood, Douglas. (1992). Pfeifer-Hamilton.
- Over the Deep Blue Sea.* Ikeda, Daisaku. (1992). Knopf.
- Pictures of Home.* Thompson, Colin. (1993). Green Tiger Press.
- Pole Dog.* Seymore, Tres. (1993). Orchard Books.
- Refugees.* Seymour-Jones, Carole. (1992). New Discovery Books.
- Sami and the Time of the Troubles.* Heide, Florence Parry & Gilliland, Judith Heide. (1992). Clarion Books.
- Sarah.* Nichols, Kathie. (1992.) Lone Tree,
- Space Travelers.* Wild, Margaret. (1993). Scholastic.

The Crane Girl. Charles, Veronika Martenova. (1993). Orchard Books.

The Polka Dot Horse. Thiel, E. (1992). Simon & Schuster.

Thurgood Marshall and Equal Rights. Cavan, Seamus. (1993). Millbrook Press.

Environmental Issues and Actions

A Walk in the Rain Forest. Pratt, K.J. (1992). Dawn.

A Wetland Walk. Amsel, S. (1992). Millbrook.

Arctic Summer. Matthews, D. (1993). Simon & Schuster.

Backyard Bear. Murphy, Jim. (1993). Scholastic.

Cleaning Up: How Trash Becomes Treasure. Stwertka, Eve and Albert. (1993). Julian Messner.

Here Is the Arctic Winter. Dunphy, M. (1993). Hyperion.

Just a Dream. Van Allsburg, Chris. (1990). Houghton Mifflin.

Life in the Rain Forest. Baker, Lucy. (1990). Scholastic.

Look Out for Turtles. Berger, Melvin. (1992). HarperCollins.

Mother Earth's Counting Book. Clements, A. (1992). Picture Book Studio.

Never Grab a Deer by the Ear. Bare, Colleen. (1993). Cobblehill.

Rain Forest: A Close-up Look at the Natural World of a Rain Forest. Taylor, B. (1992). Dorling Kindersley.

Someday a Tree. Bunting, Eve. (1993). Clarion.

Stop That Noise! Geraghty, Paul. (1993). Crown.

Take a Look at Snakes. Maestro, Betsy. (1992). Scholastic.

The Fascinating World of Snakes. Julivert, M. (1993). Barron's.

The Great Kapok Tree. Cherry, L. (1990). HBJ.

Towns and Cities. Aldis, R. (1992). Dillon.

Welcome to the Green House. Yolen, Jane. (1993). G.P. Putnam's
Sons.

Working Together

Deadline! From News to Newspaper. Gibbons, Gail. (1987).

Junior Books.

Shh! We're Writing the Constitution. Fritz, Jean. (1987). Putnam.

Turtle Watch. Ancona, George. (1987). Macmillan.

Celebrations

A Crack in the Wall. Haggerty, M.E. (1993). Lee & Low.

Brown Angels: An Album of Pictures and Verse. Myers, Walter
David. (1993). HarperCollins.

Buffalo Dance: A Blackfoot Legend. Van Laan, N. (1993). Little,
Brown.

Dumpling Soup. Rattigan, Jama Kim. (1993). Little, Brown.

Going for Oysters. Adams, J. (1994). Whitman.

In America. Moss, Marissa. (1994). Dutton.

Just in Time for Christmas. Borden, L. (1994). Scholastic.

Pablo Remembers: The Fiesta of the Day of the Dead. Ancona,
George. (1993). Lothrop.

The Always Prayer Shawl. Oberman, S. (1994). Boyd Mills.

The Creation Johnson, J. (1994). Little, Brown.

The Day Before Christmas. Bunting, Eve. (1992). Clarion.

The First Night. Hennessy, B.G. (1993). Viking.

The Palace of Stars. Lakin, P. (1993). Tambourine.

The Shepherd Boy. Franklin, Kristine, (1994). Atheneum.

Too Many Tamales. Soto, Gary. (1993). Putnam.

We Three Kings. Zharkova, O. (1993). Scholastic.

Living in Harmony

After the Flood. Geisert, A. (1994). Houghton Mifflin.

Bein' with you this way. Nikola-Lisa, W. (1994). Lee & Low.

Grandfather's Dream. Keller, H. (1994). Greenwillow.

Noah Gauch, Patricia Lee. (1994). Philomel.

Subway Sparrow. Torres, Leyla. (1993). Farrar, Straus, & Giroux.

The Cook and the King. Brusca, M.C. & Wilson, T. (1993). Holt.

The Sad Night: The Story of an Aztec Victory and a Spanish Loss.

Mathews, S.S. (1994). Clarion.

Wanda's Rose. Brisson, P. (1994). Boyds Mills.

Interesting or Unusual Characters

A Picture Book of Anne Frank. Adler, David. (1993). Holiday House.

Be Good to Eddle Lee. Fleming, Virginia. (1993). Philomel.

Flyaway Girl. Grifalconi, Ann. (1992). Little, Brown.

Serena Katz. Pomerantz, Charlotte. (1992). Macmillan.

Sweet Clara and the Freedom Quilt. Hopkinson, Deborah. (1993). Knopf.

Uncle David. Gleeson, Libby. (1993). Tambourine.

Uncle James. Harshman, Marc. (1993). Cobblehill Books.

Uncle Magic. Gauch, Patricia Lee. (1992). Holiday House.

Stories About Reading and Writing

- Amber on the Mountain.* Johnson, Tony. (1994). Dial.
- Beethoven Lives Upstairs.* Nichol, Barbara. (1994). Orchard Books.
- Come Back Jack!* Anholt, Catherine and Anholt, Laurence. (1994). Candlewick.
- Dear Benjamin Bannker.* Pinkney, Andrea Davis. (1994). Gulliver Books/Harcourt Brace.
- Dear Rebecca, Winter is Here.* George, Jean Craighead. (1993). HarperCollins.
- Don' t Tease the Guppies.* Collins, Pat Lowery. (1994). G.P. Putnam's Sons.
- Dream Peddler.* Haley, Gail E. (1993). Dutton.
- Guttenberg.* Fisher, Leonard Everett. (1993). Macmillan.
- Only Opal: The Diary of a Young Grl.* Whiteley, Opal. (1994). Philomel.
- Soul Looks Back in Wonder.* Feelings, Tom. (1993). Dial.
- The Bee Tree.* Polacco, Patricia. (1993). Philomel.
- Truman's Aunt Farm.* Rattigan, Jama Kim. (1994). Houghton Mifflin.

APPENDIX D
LAP READING

Parent checklist for Lap Reading (Stewig & Jett-Simpson, 1995)

Remember Lap Reading is a time to create a special bond with your children as you share a learning experience through the world of books. Keep this time positive and “stress free”. The sense of security you are building with your children will help them to become confident learners.

Get ready

- Find a comfortable place for you and your children so you can cuddle close and everyone can see the book.
- Set aside 15 minutes of uninterrupted time.
- Let your children choose the books to read.

Reading aloud

ALWAYS

- Let your voice show you are enjoying the story.
- Let your children hold the book or part of the book and turn the pages while you read.

SOMETIMES

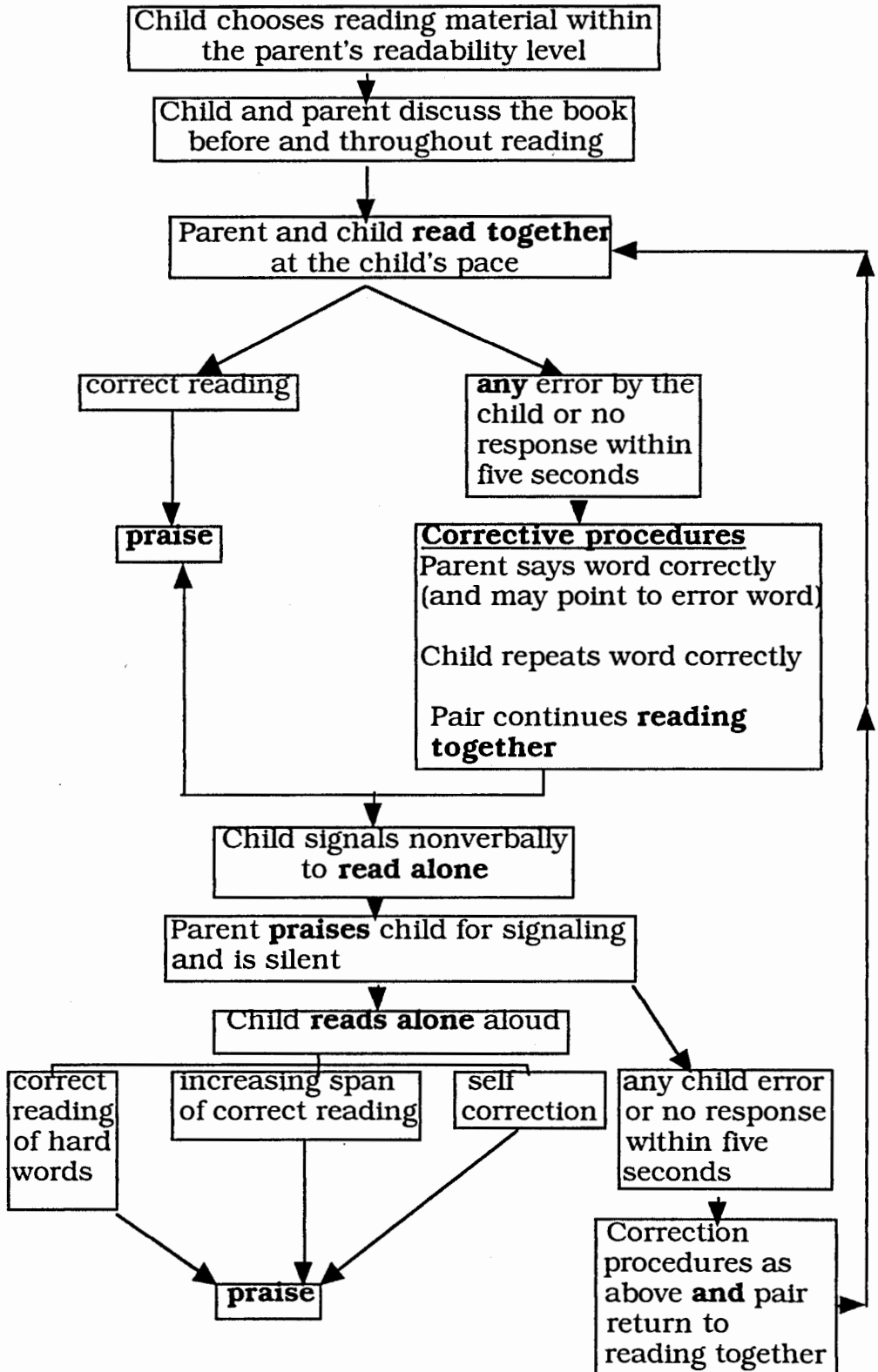
- Invite your children to chime in on rhymes, repeated phrases, sentences and refrains.
- Invite the children to guess what will happen next.
- Invite the children to talk about the story.
- Invite the children to talk about the pictures.

Conclusion

- Give them a hug.
- Tuck them into bed or send them off to play.

APPENDIX E
PAIRED READING

PAIRED READING PROCEDURES (Topping, 1987, p 610)



APPENDIX F

STRATEGIES FOR PROMOTING GROWTH
IN STAGES OF LITERACY DEVELOPMENT

(Stewig & Jett-Simpson, 1995 and Rasinski & Padak, 1996)

Introduction to Books

- Discuss the front and back covers of the book. Try to identify clues about the book from what is found on the covers.
- Point to, identify, and read the title, author, and illustrator of the book. For example... “The title of our book today is _____.”
- Point to the words as you read.
- Have the child point out where to start reading.
- Child may be official page turner.

Emergent Readers

- Point to the words as you read.
- Have the child point out where to start reading.
- Child may be official page turner.
- Have the child point to words, phrases, or sentences they know.
- Match sentence strips or word cards to sentences or words in the story.
- Identify rhyming words.
- Think of other words that rhyme with the rhyming word pattern in the story.

Beginning Readers

- Predict the beginning letter of a word. For example... “Say dog with me. Dog. What letter do you think you will see at the beginning of the word dog?” Have the child find the word dog on the page and check their prediction.
- Parent models thinking aloud about what strategies can be used to figure out hard words in the story: reread, read on, check to see what makes sense, if it sounds right, if it looks right, and if the letter pattern is one you might expect to see.

- Parent models what to do when reading doesn't make sense: reread, read on, look at the pictures, think of possible meaning, ask someone for help.
- Make word banks of words the child recognizes. Child can use words in the word bank to write his or her own sentences and/or stories.
- Play word games such as *Scrabble*, *Hangman* and *Wheel of Fortune*.
- Use word bank cards to make a game of Word War cards. Word War is played similar to the card game War. After all cards have been dealt. Each player turns one card at a time, saying the word, and laying it out on the table. The player who plays and is able to read the card with the most letters wins the round and takes both cards.

Growing Independence

- Model fluent reading for your child. Paired reading is a good strategy for this, as well as continuing to read to your child each night.
- Repeated readings of a favorite book or passage by the child working on expression and fluency.
- An **occasional** alternate to paired reading is to have your child listen to an audio tape of the text while reading along out loud.
- Allow many opportunities for you child to practice the art of reading.
- Make a story make that shows characters, setting, important events in the story in order.

Reading for Learning

- Child makes a concept web of information learned in non-fiction reading.
- Child tells what they already know about a topic before they begin reading. Then the child states what they would like to know about the topic. After reading the book the child tells what they have learned.

All Readers

- Use their voices to reflect the cues in exclamation marks, questions, commas, and periods.
- Think of other words that would make sense in a particular spot in the story.
- Act out parts of the story.
- The child retells the story in his or her own words.

APPENDIX G

BLOOM'S TAXONOMY OF THINKING SKILLS

Knowledge

Knowledge questions ask one to recall information. These are questions that check the basic facts. Key words: define, memorize, list label, identify, show, recall, collect, recognize.

Comprehension

Comprehension questions check one's understanding of the material. Key words: describe, explain, dramatize, retell, identify.

Application

Application questions ask one to apply and use information in a new situation. Key words: apply, experiment, show, solve, describe.

Analysis

Analysis questions ask one to break apart information and examine its separate parts and relationships. Key words: connect, relate, arrange, analyze, compare, contrast.

Synthesis

Synthesis questions ask one to use information in a new, creative and original way. Key words: design, decorate, construct, imagine, suppose.

Evaluation

Evaluation questions ask one to make judgments, with support, about the value of given information. Key words: judge, debate, decide, criticize.

APPENDIX H
TORRANCE CREATIVE THINKING ACTIVITIES

Fluency

Fluency activities ask one to produce a large quantity of ideas or responses or possibilities

Flexibility

Flexibility activities ask one to think of alternative ideas or categories of ideas and change one's way of thinking about a given situation.

Originality

Originality activities ask one to produce unique and novel ideas and responses.

Elaboration

Elaboration activities ask one to expand on a single idea by adding detail or making changes to make it more interesting and complete.

APPENDIX I

HOWARD GARDNER'S MULTIPLE INTELLIGENCES

Verbal- linguistic Intelligence - The ability to use language to express meaning and understanding of others. Verbal linguistic learners are strong readers, writers, and listeners.

Logical - Mathematical Intelligence - The ability to understand basic concepts of numbers such as more or less than, one-to-one correspondence, making predictions, and principals of cause and effect. Students strong in logical-mathematical intelligence think critically, conceptualize, and quantify.

Visual - Spatial Intelligence - The ability to form a mental image of large spatial layouts and find one's way around a new place. Children strong in visual-spatial intelligence benefit from drawing, visualizing, coloring, and mapping.

Bodily - Kinesthetic Intelligence - The ability to use the body or parts of the body to solve problems. Children strong in bodily-kinesthetic intelligence benefit from building, acting, touching, and dancing to learn and show what they have learned.

Musical-Rhythmic Intelligence - The ability to produce and recognize simple songs and play with melody and rhythm. Children strong in musical-rhythmic intelligence benefit from singing, rapping, listening to music, and chanting to learn and show what they have learned.

Interpersonal Intelligence - The ability to understand other people and work effectively with them. Children strong in interpersonal intelligence benefit from teaching others, collaborating with others, and simulations to learn and show what they have learned.

Intrapersonal Intelligence - The ability to understand things about oneself. Children strong in intrapersonal intelligence benefit from

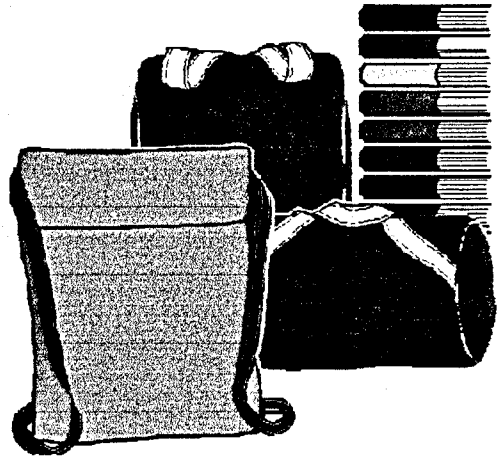
opportunities to connect what they have learned to their personal life and make choices regarding their personal life based on what they have learned.

APPENDIX J
ACTIVITY GENERATOR

The teacher uses the activity generator to design activities for the books chosen for non-reading students. Older reading students and families may use the activity generator to pick their own activity.

ACTION (Choose One)	TOPIC (Choose One)	PRODUCT (Choose One)
<p><u>Knowledge</u> Define Collect List Label Record</p> <p><u>Comprehension</u> Describe Dramatize Retell Report Explain</p> <p><u>Application</u> Solve Apply Demonstrate Sketch Construct</p> <p><u>Analysis</u> Compare Categorize Classify Discover Connect</p> <p><u>Synthesis</u> Compose Create Design Construct Imagine</p> <p><u>Evaluation</u> Rank Order Recommend Debate Criticize</p> <p><u>Elaboration</u> Change Expand on</p>	<p><u>Story Response Topics</u> Deal with characters, setting, events and conflict in the story.</p> <p><u>Research Topics</u> Deal with places, events, and things in the story.</p>	<p><u>Linguistic</u> Poem Letter True/False Book Oral Report Newspaper Story Audio Tape</p> <p><u>Logical-Math.</u> Chart Editorial Story Sequence Venn Diagram</p> <p><u>Spatial</u> Model Collage Timeline Map of Story Mural</p> <p><u>Kinesthetic</u> Dramatization Dance Experiment Mime Invention</p> <p><u>Musical</u> Song Rhythm pattern Rap Write lyrics</p> <p><u>Interpersonal</u> Interview Question/Answer session Lesson</p> <p><u>Intrapersonal</u> Diary of feelings Personal projection</p>
<p>Examples for <u>Miss Rumphius</u>. Barbara Cooney. (1982). Viking Penguin</p>		
Describe	Three things you would like to do with your life	in a song
Compare	how Miss Rumphius and her grandfather made the world more beautiful	in a collage

APPENDIX K
PARENT NOTE



Dear Parent(s),

I hope you enjoy reading this book with your child. Please help us with the following information. Check all that apply.

- We enjoyed lap reading this story
- We did paired reading with this story.
- My child read this story independently to me.
- This book was not read.
- We completed the following extension activities:

Your comments on the book, activities and/or your child's reading are always appreciated.

Parent Signature

Date

APPENDIX L
OUTLINE OF PARENT INSERVICE NIGHT

Setting Up for the Inservice

- Schedule a two hour block of time in a facility large enough accommodate all parents of the students involved in "Backpacking to Reading Success Project".
- Send flyer invitations to parents one week in advance. These are designed to look like passports.
- Set up display tables including: a "Backpacking To Reading Success" banner, road maps and travel brochures displayed on the wall and used as table cover, safari hats used as center piece, several samples of book bags and activities.
- Provide coffee, juice, and cookies. Perhaps cookies could be from various countries.
- Provide pencils and a writing surface.

Community Building activity 15 minutes

- People Search - As parents come in they are given a small people search where they look for people who have traveled to various places, read about travel to various places, read to their children from an early age, and read to their children at least three nights a week. They find someone who fits in each category and have them sign their name. A copy of Jim Trelease's (1989) The New Read-Aloud Handbook or Oppenheim, Brenner, and Boegehold's (1986) Choosing Books for Kids are given as prizes for the parent with the furthest destination on their chart, or the most names, or the youngest age reading began, as well as the person who signed their name to those squares.

Introduction to the Evening (5 minutes)

- Presenters are introduced.
 - Brief overview of the evening
 - Tie in to backpacking and reading development
 - State objectives of the evening.
1. Parents understand and act upon the importance of their powerful and long-lasting effect on their children's educations.
 2. Presenter explains the literacy development of elementary-aged children.
 3. Lap reading and paired-reading is modeled by presenter.
 4. "Backpacking to Reading Success Project" is explained.

Rationale for Developing and Implementing this Project (5 minutes)

- Discussion of the America Reads Challenge presented by Bill Clinton in August of 1996.
- Summary of Patterns of Reading Practice Study conducted by Paul from 1992-1995.

Theoretical framework for parent/teacher collaboration (10 minutes)

- Presentation of the Immaculate Conception-St. Joseph Consolidated School mission statement.
- Summary of Hewison & Tizard (1995) study of the value of parental involvement.
- Summary of National Committee for Citizen's of Education(NCCE) examination of 53 studies on parental involvement.
- Tie above research to the "Backpacking to Reading Success Project".

Break and Treasure Hunt (20 minutes)

- Time for restroom break, another cup of coffee or juice, talking and

a treasure hunt. Before parents are let go for break they are given a treasure hunt sheet. Three or four different ones are prepared so not all are searching for the same things. Remind parents that prizes will be reward for successful completion of the treasure hunt. The treasure hunt asks the parents to look through books and backpacks on display. They might be searching for a book whose main character wears a paper bag, a book that takes place near a place they have visited, a book with illustrations they would love to frame and hang in their home, a book your preschooler might enjoy, a book your sixth grader might enjoy, etc.

- Five to ten prizes (depending on the size of the crowd) are awarded to those who have the most answers or most unique answers. Information about different items found are shared so that all parents get an overview of books included in the project.

Literacy Continuum (15 minutes)

- Share literacy continuum
- Stress importance of positive interactions with their children during reading time.

Modeling of Lap Reading and Paired Reading (20 minutes)

- Lap Reading - video taped session so all can hear and see what is happening
- Paired Reading - video taped session

Implementation of Program (10 minutes)

- Explain checkout system
- Discuss parent note

Closing (10 minutes)

- Thank parents for time this evening and all they do for their children's education.
- Ask parents to complete evaluation of inservice.
- Open up for questions.

APPENDIX M
PARENT SURVEY

Parent Survey

1. Were you read to as a child?

Often

Sometimes

Seldom

Comments: _____

2. Do you read for pleasure now?

Often

Sometimes

Seldom

Comments: _____

3. Do you read to your child?

Often

Sometimes

Seldom

Comments: _____

4. What do you do at home to help your child with learning activities?

5. How confident are you that the things you are doing are helping your child become a better reader?

6. How important are you in your child's literacy development?

APPENDIX N
STUDENT SURVEY

Student Survey

- | | | | |
|---|----------------|------------------|---------------|
| 1. I enjoy my reading lessons. | Usually | Sometimes | Seldom |
| 2. Reading is interesting. | Usually | Sometimes | Seldom |
| 3. Reading is my best subject in school. | Usually | Sometimes | Seldom |
| 4. I care about reading better. | Usually | Sometimes | Seldom |
| 5. I like to read in front of people. | Usually | Sometimes | Seldom |
| 6. I like to read about new ideas. | Usually | Sometimes | Seldom |
| 7. I try hard to understand new material when I read. | Usually | Sometimes | Seldom |
| 8. I really like to read at home. | Usually | Sometimes | Seldom |
| 9. I enjoy answering questions about stories I read. | Usually | Sometimes | Seldom |
| 10. I learn a lot when I read. | Usually | Sometimes | Seldom |
| 11. I like to read hard books. | Usually | Sometimes | Seldom |

12. When I read books I feel smart.

Usually

Sometimes

Seldom

13. Reading is easy for me.

Usually

Sometimes

Seldom

14. I can tell other people about the books I read.

Usually

Sometimes

Seldom

15. I think I read well.

Usually

Sometimes

Seldom

16. Reading at home is something I do well.

Usually

Sometimes

Seldom

17. I can read harder books than I used to.

Usually

Sometimes

Seldom

18. My parents are pleased with my reading.

Usually

Sometimes

Seldom

19. I like to read at home.

Usually

Sometimes

Seldom

20. I feel like I am learning to be a better reader.

Usually

Sometimes

Seldom