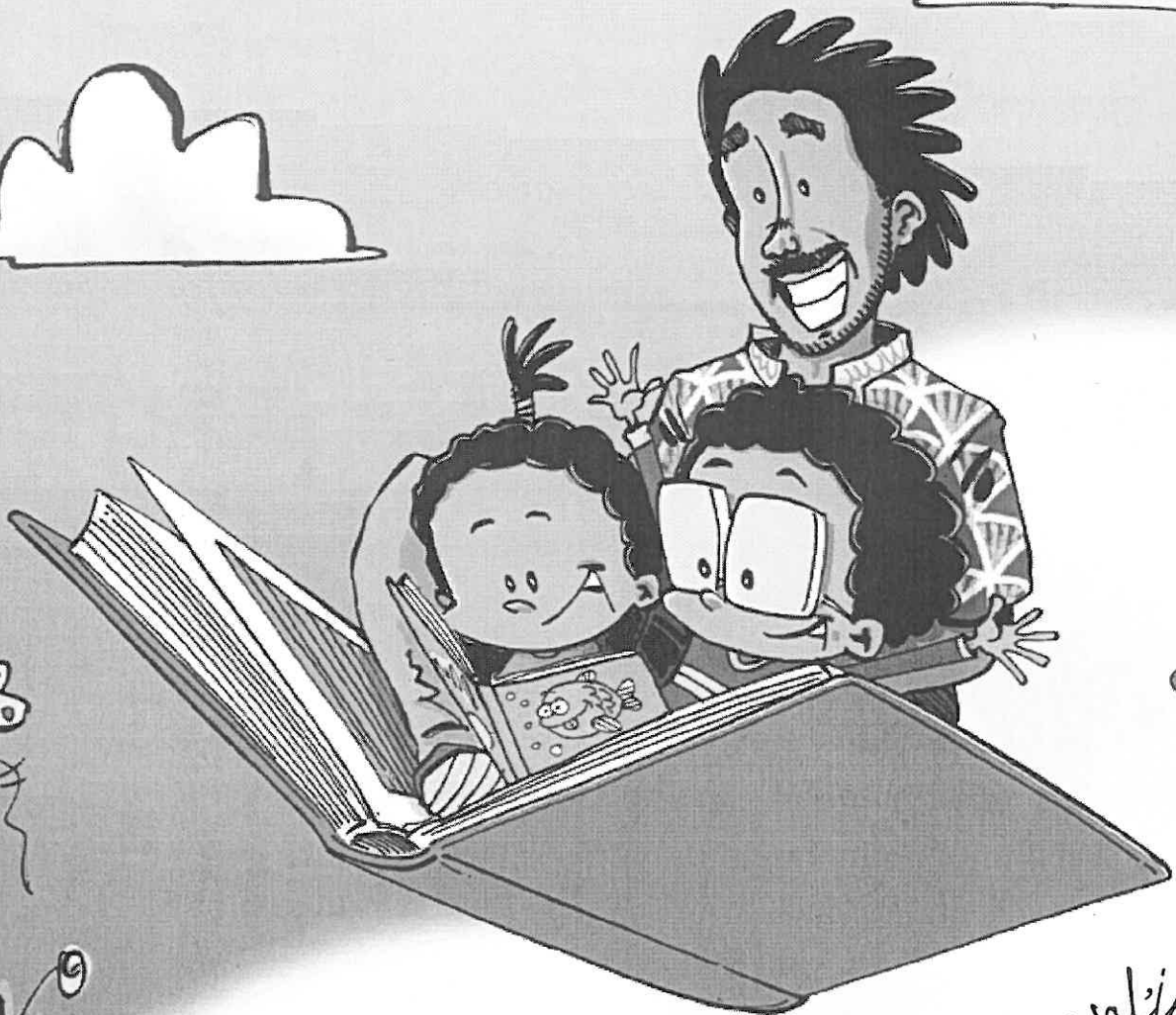
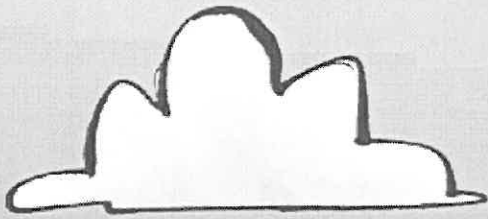
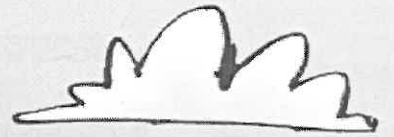


Afrikaans



Story Power

'n Gids tot
lees vir genot



Maliba



Welkom!

Nal'ibali beteken "Dit begin met 'n storie" in isiXhosa. Dit is ook die naam van 'n nasionale lees-vir-genot veldtog wat kinders se potensiaal help ontwikkel deur middel van lees en die vertel van stories. Dalk wonder jy waarom dit saak maak. Daar is 'n eenvoudige antwoord hierop: dit is nie net baie pret om stories te deel nie, maar dit help kinders ook om te leer lees en kweek 'n liefde vir lees by hulle. Jong mense wat vandag se passievolle lesers is, is mōre se voorste probleemoplossers!

In hierdie Story Power-gids kan jy uitvind wat lees vir genot is, en dan ook hoe om dit met jou eie kinders en/of die kinders by jou skool, biblioteek of leesklub te gebruik. Daar is wonderlike idees oor hoe om boeke vir kinders te kies en ook storieverwante aktiwiteite om te doen.

Sluit by ons aan om gereeld vir kinders te lees!

Die Nal'ibali-span

NS: Hierdie gids is in elf Suid-Afrikaanse tale beskikbaar. Kyk uit vir ander gidse in die Story Power-reeks! Gaan na www.nalibali.org om hulle te vind.



Wat's binne

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- Vir meer inligting oor die hergebruik en/of verspreiding van hierdie materiaal, kontak Nal'ibali: Suite 17-201, Gebou 17
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- Tel: (021) 448 6000
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Nal'ibali-karakterillustrasies: Rico

Ontwerp: Magenta Media

Geset deur: Baseline Publishing Services

Wat is lees vir genot?



Nal'ibali is 'n "lees-vir-genot"-veldtog. Wat presies is "lees vir genot" en waarom is dit belangrik?

Verskillende mense noem lees vir genot verskillende dinge. Sommige mense noem dit "ongebonde, vrywillige lees" of net "ongebonde lees". Ander noem dit "lees vir plesier" of "lees vir ontspanning". Maar hulle bedoel almal dieselfde ding: lees vir genot, is lees omdat jy wil lees.

Dit is *nie* lees omdat jy inligting vir 'n projek of werkopdrag moet vind nie. Dit is *nie* lees omdat jou onderwyser gesê het almal in jou klas moet 'n sekere boek lees nie, of omdat jou ouers sê, lees is goed vir jou nie. Dit is *nie* lees omdat iemand anders sê hulle sal jou R20 gee as jy in die skoolvakansie 'n boek lees nie, of omdat jy meer sterre op jou leeskaart as enigiemand anders in jou klas wil hê nie.

Wanneer jy vir genot lees, kies jy wat jy lees, en meestal ook wanneer jy lees. Jy hoef nie 'n boek klaar te lees as jy nie daarvan hou nie. Jy hoef ook nie na die tyd daarvoor te praat of te skryf nie – jy kan kies om dit te doen, maar jy hoef nie. Daar is geen toets oor die boek nie, en daar is geen pryse as jy die boek klaar lees nie. Maar daar is beslis belonings!

Wanneer jy lees omdat jy wil, is jou grootste beloning die bevrediging wat jy ervaar wanneer jy 'n goeie boek klaar gelees het.

Jy ervaar dit wanneer jy 'n ander wêreld betree, of van iets leer waarin jy belangstel, of as jou begrip van iets of iemand verander of verdiep. Dit maak nie saak hoe oud jy is nie – of iemand vir jou lees en of jy self lees nie – die belonings is dieselfde.

En dit is waarom dit so belangrik is om vir kinders te lees bloot omdat dit 'n bevredigende aktiwiteit is om saam te doen. Wanneer kinders baie, bekoorlike stories hoor, sal hulle die krag van stories ervaar. Dit motiveer hulle om te wil leer lees, en hoe meer hulle lees, hoe beter sal hulle lees.

Dit vorm 'n kringloop: hoe meer jy lees, hoe makliker raak dit, en hoe meer waarskynlik sal jy vir genot wil lees, en daarom sal jy meer gereeld lees. Dit is wat van kinders lewenslange lesers maak.



Hoe om te begin

Om hardop vir kinders te lees, help hulle om die genot van stories te ervaar. Dit stimuleer ook hul verbeelding, en ontwikkel hulle taal, nuuskierigheid en kennis.

Of jy nou vir jou eie kinders hardop lees of vir 'n groep kinders in jou klas of leesklub, gee ons hier 'n paar wenke om jou te help om die meeste uit jul leestyd saam te put.

- ★ **Geniet dit.** Die belangrikste ding is vir julle om dit te geniet, want dan sal jou kinders leer dat lees 'n genotvolle aktiwiteit is.
- ★ **Kies boeke.** Kies boeke wat julle geniet, maar ook boeke wat by jou kinders se veranderende belangstellings pas. (Jy kan op bladsy 6 meer uitvind oor hoe om boeke te kies.)
- ★ **Tydsberekening is alles.** Deel stories op tye wanneer jou kinders dit maklik vind om tot ruste te kom, soos na badtyd of net voor hulle saans gaan slaap. Jonger kinders mag dit moeilik vind om vir lang tye te konsentreer; moet dus nie te lank lees nie. Onthou, jy wil hulle aanmoedig om 'n belangstelling in stories en boeke te ontwikkel; moet dit dus nie iets maak wat gedoen *moet* word nie!
- ★ **Voor jy lees.** Kinders mag tyd nodig hê om rustig te raak voordat jy begin lees. Jong kinders reageer goed op 'n lied of rympie, of jy kan hulle vra om op grond van die titel en die illustrasie op die omslag, te raai waarom die storie gaan. Vra ouer kinders om te herroep wat in 'n roman gebeur het aan die einde van die vorige keer wat julle saam hardop gelees het.
- ★ **Moenie van die omslag vergeet nie.** Lees die titel van die boek en die naam van die skrywer en illustreerder elke keer wanneer jy 'n boek lees. Dit help kinders om te beseef dat regte mense net soos hulle stories skryf en illustreer.
- ★ **Gee 'n vertoning!** Om hardop te lees is altyd 'n vertoning! Gebruik jou stem om uitdrukking te gee en die regte stemming te skep.
- ★ **Al doende leer mens.** As hardop lees vir jou nuut is, oefen 'n paar keer om die storie hardop te lees voordat jy dit vir 'n groep kinders lees.
- ★ **Dink oor jou gehoor.** Probeer bewus bly van jou luisteraars en moenie te vinnig lees nie! Maak tyd vir hulle om goed na die illustrasies te kyk of om 'n prentjie in hulle koppe te vorm terwyl jy lees.





- ★ **Raak deel van die storie.** Ons moet almal leer hoe om te luister en deel te word van 'n storie. Trek jou kinders in die storie in deur hulle byvoorbeeld te vra wat hulle dink van iets wat 'n karakter gedoen of gesê het, bespreek een van die prente, of vra hulle om die bladsye vir jou om te blaai.
- ★ **Wys die prente.** Wanneer jy 'n prenteboek lees, maak seker dat almal 'n kans kry om na die prente te kyk. Jy sal dalk wil ophou lees om vir hulle die prente te wys en kommentaar of vrae toe te laat terwyl jy lees of nadat jy die hele boek een keer deurgelees het.
- ★ **Vra vrae.** Vra vrae met oop eindes terwyl jy die storie lees. "Wat dink julle gaan volgende gebeur?" is 'n goeie vraag om kinders te help om die vaardigheid van voorspelling te ontwikkel, wat noodsaaklik is om 'n suksesvolle en onafhanklike leser te word.
- ★ **Lees saam.** Namate jou kinders meer vertrouwd raak met 'n storie, of namate ouer kinders leer lees, vra hulle om jou te help om die storie te lees. Jonger kinders

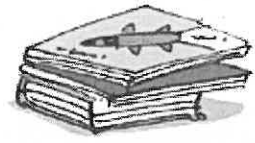
geniet dit dikwels om dele van 'n bekende storie op te sê – veral as die woorde rym of 'n frase herhaal word. Lees saam met ouer kinders terwyl hulle die woorde op die bladsy probeer lees, en wys na die woorde terwyl julle lees.

- ★ **Lees dit weer!** As jou kinders jou vra om 'n storie weer ... en weer en weer te lees, doen dit! Dit stel hulle in staat om elke keer nuwe dinge oor die storie te ontdek.
- ★ **Saamlees is ook vir ouer kinders.** Wanneer kinders self kan lees, hoef jy nie op te hou om vir hulle te lees nie! Kies boeke wat moeiliker en ingewikkelder is as dié wat hulle op hul eie kan lees. As jy 'n roman hardop lees, lees elke dag 'n hoofstuk of 'n deel van 'n hoofstuk. Vind 'n plek in die storie waar jy kan ophou en wat jou luisteraars sal laat uitsien daarna om die volgende dag verder te lees.

Vir meer inligting oor lees vir kinders, en hoe om vir kinders van verskillende ouderdomme te lees, gaan na www.nalibali.org.

Weer en weer:
Dit is goed om kinders se leiding te volg en die towerkrag vir hulle te herskep! Wanneer kinders jou vra om 'n boek weer en weer vir hulle te lees, is dit 'n duidelike teken dat hulle lief is vir boeke, of hulle nou 10 maande of 10 jaar oud is!

Kies boeke vir kinders



Watter boeke laat kinders smee vir nog? Jonger lesers kies dikwels 'n boek omdat hulle van die illustrasie op die omslag hou! Meer ervare lesers sal dalk 'n boek oor hul gunstelingonderwerp of deur 'n bekende skrywer kies. Hoe kies jy dus boeke vir kinders? Hier is 'n paar idees.

1. Maak beurte

Laat soms jou kinders toe om boeke te kies wat hulle wil hê jy moet lees. Ander kere kan julle saam oor die boeke gesels wat julle gaan kies, en jy kan boeke voorstel wat jy dink by hul belangstellings sal pas.

2. Vra hulp

Vra jou kinders se maats wat hulle geniet het om te lees, of vra ander ouers wat hulle kinders op die oomblik lees. Leer ken jou plaaslike bibliotekaris en vra hulle watter skrywers se boeke kinders van 'n spesifieke ouderdom gewoonlik geniet.

3. Huistaal is belangrik

Boeke vir babas en voorskoolse kinders behoort in hul huistaal te wees, waar moontlik. Probeer boeke met slegs 'n paar woorde vertaal as dit nie beskikbaar is in die taal wat jy nodig het nie. Probeer ook vir ouer kinders boeke in hul huistaal vind – niks kan kers vashou by 'n storie wat in jou huistaal gelees word nie!

4. Boeke vir babas

Babas hou van helderkleurige prente of foto's van voorwerpe of mense met eenvoudige teks. Hulle hou daarvan om die ritmes van taal te voel en na herhaling en rym te luister.

5. Boeke sonder woorde

Boeke sonder woorde is 'n wonderlike belegging, want jy kry die kans om 'n storie op jou eie manier vir jou kinders te vertel, in enige taal waarvan jy hou. Hulle kan dan ook hul eie stories skep.

6. Boeke wat goed is om hardop te lees

Boeke met rympies, ritme en herhaling is goeie boeke om vir jonger kinders hardop te

lees, en is ook goed om 'n nuwe taal bekend te stel. Moedig jou kinders aan om saam te lees, namate hulle die storie begin ken.

7. Die bekende en die onbekende

Kies sommige boeke wat gaan oor dinge waarmee jou kinders vertrou is, byvoorbeeld, boeke waarin die huise lyk soos dié waarin die kinders woon. Kies ander boeke wat nuwe ervarings bied, soos volksverhale of stories wat op ander plekke en in ander kulture afspeel.

8. Boeke vir kinders wat kan lees

Vir kinders wat reeds kan lees, is dit die beste om boeke te kies wat hulle op hul eie kan lees, boeke wat julle saam kan lees, en boeke (met meer komplekse taal en storielyne) wat jy vir hulle kan lees.

9. Kyk gevoelens en vrese in die oë

Prenteboeke en romans oor moeilike dinge in kinders se lewens – soos die koms van 'n nuwe baba, siekte, ouers wat skei of probleme met vriendskappe – kan hulle help om hul gevoelens te verwerk en hul vrese in die oë te kyk.

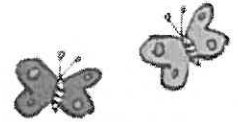
10. Sluit feiteboeke in

Feiteboeke is nie net vir ouer kinders nie. Feiteboeke prikkel kinders se nuuskierigheid en help hulle om van die wêreld te leer.

Deur elke dag net 15 minute saam met jou kind te lees, word hulle in 'n jaar se tyd aan een miljoen geskrewe woorde blootstel.

Anderson, Wilson & Fielding, 1998

Kry die meeste uit stories



Geniet jy dit om saam met jou kinders te lees en wil jy seker maak hulle baat soveel moontlik by hierdie aktiwiteit? Hier volg 'n paar idees vir aktiwiteite wat jy kan gebruik voor jy lees, terwyl jy lees en nadat jy 'n boek gelees het. Hierdie aktiwiteite verdiep en verbreed die ervaring van die boeke wat julle saam gelees het. Sommige daarvan is geskik vir alle ouderdomme, terwyl ander meer geskik is vir ouer kinders – kies dié wat jy dink die beste vir jou kinders is.

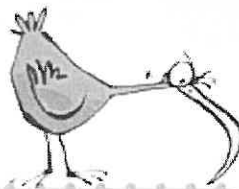
Voor

- ★ Spandeer tyd deur na die inligting en illustrasie of foto op die omslag van die boek te kyk. Met ouer kinders sal jy dalk ook die flapteks op die agterkant van die boek wil lees. Dit help kinders om te leer dat hulle die inligting wat op 'n boek se omslag gegee word, kan gebruik om te besluit of hulle die boek wil lees of nie.
- ★ Vra jou kinders om die omslag te gebruik om te voorspel of te raai waarom die boek gaan. (Jy kan dit opvolg nadat jy die boek gelees het deur jou kinders te vra om te dink hoe akkuraat hulle voorspellings was!)
- ★ Vra jou kinders of hulle enige ander stories ken wat soortgelyk is aan hierdie storie. Vra hulle ook om hul herinneringe te deel, byvoorbeeld, "Het jy al ooit verdwaal?"



Tydens

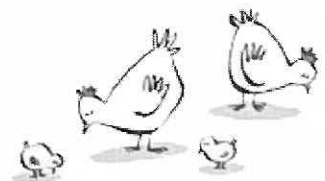
- ★ Terwyl jy lees, hou een of twee keer vir 'n kort rukkie op met lees om te vra: "Wat dink julle gaan volgende gebeur?" Om oor oorsaak en gevolg te dink, verdiep kinders se begrip van hoe dinge werk.
- ★ Vra jou kinders om te gesels oor die illustrasies of om spesifieke mense of voorwerpe in die illustrasies te vind.
- ★ As jou kinders reeds kan lees, maak beurte om verskillende dele van die storie te lees. Moedig jonger kinders aan om deel te neem deur te maak of hulle dele van die stories wat hulle goed ken, lees (of opsê) en om jou te help om klankeffekte te maak, soos 'n klop aan 'n deur of die wind wat huil.



Vind stories in elf tale om vir jou kinders te lees by www.nalibali.org en www.nalibali.mobi.

Na

- ★ Baie stories fokus op hoe karakters die uitdagings hanteer wat die lewe op hulle pad plaas. Dit is kragtig vir kinders om hierdie dinge in verband te bring met uitdagings waarvoor hulle in hul eie lewens te staan kom. Moedig hulle aan om sterk verbande te trek deur iets soos die volgende te sê: "Wanneer ek hierdie storie vir jou lees, herinner dit my hoe belangrik goeie vriende is. Waaraan herinner dit jou?"
- ★ Kinders ontwikkel empatie deur hulself in 'n karakter se situasie te plaas. Help hulle om dit te doen deur hulle te vra om te dink waarom 'n karakter in die storie op 'n sekere manier opgetree het.
- ★ Nooi kinders om die storie wat jy gelees het, oor te vertel of 'n prent van hul gunstelingdeel van die storie te teken of te verf. Of voer die storie saam met hulle op. Hierdie aktiwiteite help om hul begrip van die storie te verdiep.





Maak kontak met Na'ibali



Word deel van die Na'ibali-netwerk en gebruik die krag van stories om kinders te inspireer om te wil lees en skryf.



Besoek ons verskillende platforms vir lees-vir-genot-hulpbronne en -wenke, en stories vir kinders in 11 tale.

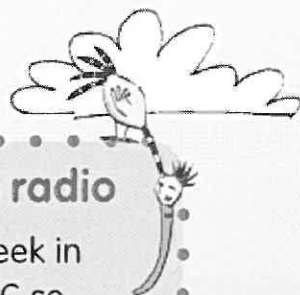
Na'ibali-bylaes

- Kry jou tweetalige lees-vir-genot-koerantbylae in die *Sunday World*, *Sunday Times Express*, die *Daily Dispatch* en *The Herald*. Vir meer inligting, gaan na www.nalibali.org.



Na'ibali op die radio

- Skakel drie keer per week in op Na'ibali op die SABC se openbare radiostasies en geniet kinderstories in al 11 amptelike tale. Gaan na www.nalibali.org vir die Na'ibali-radioskedule.

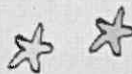


www.nalibali.org

- Gaan na die Na'ibali-webwerf vir gratis wenkblaaië, blogs oor geletterdheid, leeswenke en kinderstories.

@nalibaliSA

- Vind ons op Facebook en Twitter vir wenke, bygewerkte inligting en ongelooflike kompetisies.



www.nalibali.mobi

- Kry storievertel- en leeswenke, leesklubsteun en stories in 11 Suid-Afrikaanse tale – op jou selfoon!

WeChat

- Besoek ons webwerf om uit te vind hoe om WeChat af te laai sodat jy stories en wenke op jou selfoon kan ontvang.



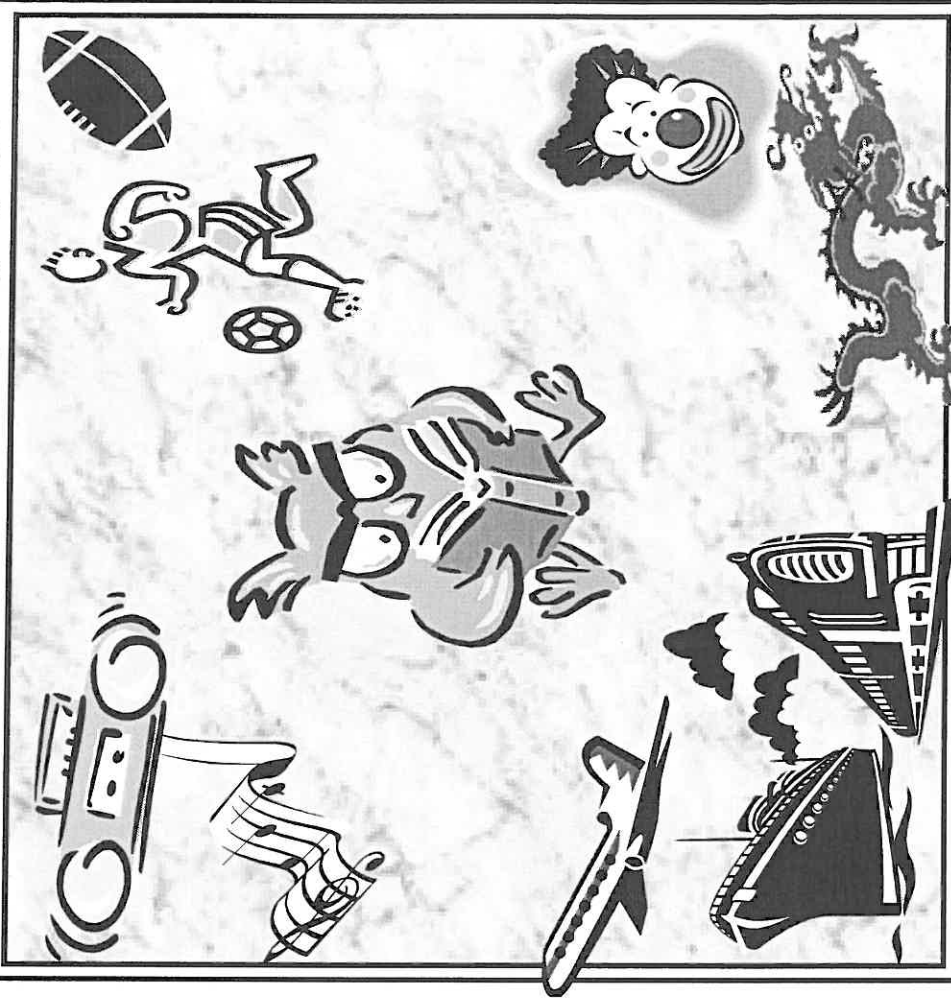
Ontsluit kinders se potensiaal deur lees en die vertel van stories



Dit begin met 'n storie...



LEESLEKKERTE VIR SEUNS



BOYS HOOKED ON READING

Items op hierdie lys mag geleen word deur lede van EDULIS Biblioteek.

Saamgestel deur J. Cloete

November 2006



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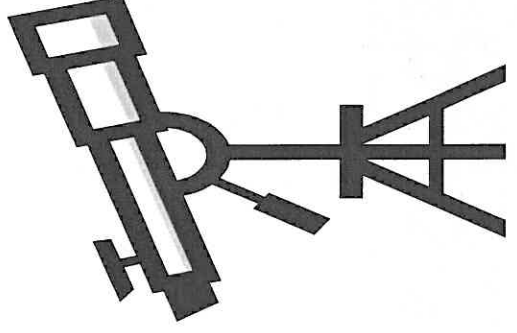
<http://edupals.wcape.gov.za>

What boys like to read

- They like to read what's toolish, not schoolish
- They devour anything that connects to their daily lives, interest and imagination
- They prefer reading things that have something they can immediately use, talk about, argue about, do something with
- Books that reflect their image of themselves - what they aspire to be and do
- Books that make them laugh and appeal to their sense of mischief
- Fiction... that focuses on action more than on emotions
- Books in series...Harry Potter series
- Science fiction or fantasy of power, adventure and friendship
- Comics, instruction manuals on cars, hobbies, skate boards
- Books that are visual and provide a multi media experience
- Controversial texts to argue about
- Books about hobbies, sports, things they might do or be interested in doing
- Escapism
- If they can identify with a character, e.g. one who struggles with similar issues, or if they want to be just like that person. One of the reasons why the Harry Potter series is so successful is that, although a fantasy, many boys identify with Harry because he is struggling with the day-to-day problems of every young boy, how to make his way in the world.
- Boys love humour, if it's fun, they are excited and so become hooked on reading
- Boys will embrace books that tap into their interests and imagination
- Non-fiction, e.g.
 - * urban legends, true crime, military, scary stories
 - * snakes, sharks, wolves, outer space, reptiles, electronics, any thing with wheels, magic, comics
 - * sports, wars,
 - * biographies of athletes, musicians, actors, explorers

RAADPLEEG HIERDIE WEBWERFBRONNE:

1. **Me read? No way! A practical guide to improving boy's reading skills**
<http://www.edu.gov.on.ca/eng/document/brochure/meread/meread.pdf>
2. **Overcoming the obstacle course: Teenage boys and reading**
http://www.teacherlibrarian.com/tlmag/v_30/v_30_3_feature.html
3. **Guys read To help boys find stuff they like to read.**
<http://www.guysread.com/>
4. **If your boy won't read Find some good suggestions**
<http://content.scholastic.com/browse/article.jsp?id=1543>
5. **Boys and books**
http://www.reading.org/publications/reading_today/samples/RTY-0408-boys.html
6. **Gender and literacy resources**
<http://www.nationalliteracytrust.org.uk/database/boys/Boysres.html>



- Rousseau, L. 839.363 ROU
Fritz Deelman en die Swart Eiland. 2004 (*Intermediêr/Senior*)
- Rowling, J.K. A ROW
Harry Potter en die beker vol vuur. 2001 (*Senior/VOO*)
- Rudolph, J. 796.35802 RUD
Krieketpret. 2004 (*Intermediêr/Senior*)
- Smit, L. 839.363 SMI
Professor Fossilus en die dinosourusse. 2004 (*Intermediêr*)
- Stevenson, R. 839.363 STE
Skateiland. 2005 (*Intermediêr/Senior/VOO*)
- Stine, R.L. 836 STI
Kiek en koebaai!. 1998 (*Intermediêr/Senior*)
- Van Lill, J. A VANL
Agtervolger. 1998 (*Lewensvaardighede/VOO*)
- Van Tonder, J. 839.363 VANT
Roepman, 2004
- Vels, V. 839.363 VEL
Die liewe Heksie-omnibus. 2002 (*Grondslag/Intermediêr*)
- Weideman, G. A WEI
Dana se jaar duisend. 1998 (*Senior/VOO*)
- Weideman, G. 839.363 WEI
Draaijakkals. 2000 (*VOO*)
- Weideman, G. 839.363 WEI
Die geel komplot. 2003 (*intermediêr*)
- ## What to do
- Start with what he loves. If he loves bikes or sport, look for books about bikes or sport
 - Give him a book as a present...related to a hobby, something to connect about, to talk about, anything that connects to an interest or a passion
 - Find positive male rolemodels who will influence boys' attitudes
 - Expose boys to male characters in books who are courageous, sensitive, moral, honest, nurturing, successful in relationships, reliable, etc.
 - Boys will follow the lead of their male role models, usually a father, sport coach... if that man values reading, he will too
 - Teachers, male teachers, fathers can read with their boys
 - Get parents involved, he must see his father reading...father-son reading time
 - Expose them to books about their favorite sports heroes or athletes
 - Also cater to the interests of more sensitive, less competitive, and less aggressive boys
 - Make books available that address boy's issues, e.g. low self-esteem, weaknesses, bullying
 - Take books on long trips, places where waiting is anticipated
 - They must perceive reading books as a man thing
 - Build a boy-friendly collection
- FROM:** *Me read? No, way! A practical guide to improving boys' literacy skills*

WATTER GENRES VERKIES EN GENIET SEUNS?

❖ NIE-FIKSIE

- Feiteboeke ...seuns is nuuskierig oor nuwigheide, uitvindings, die tegnologie
- Sportboeke
- Boeke oor sporthelde
- Boeke oor motors, fietse
- Stokperdjieboeke
- Kuns- en handwerkboeke
- Visuele tekste
- Loopbaangerigte boeke

❖ FIKSIE

- **Aksiebelaaide avontuurverhale**
- **Reeksboeke**
- **Vriendskapsverhale**
- **Strokiesverhale**
Soos *Agent Snoet* en *Die avonture van Kuifje*. Strokiesprente is lekker om te lees. Ongelukkig is daar weinig strokiesverhale in Afrikaans beskikbaar.
- **Speurverhale**
- **Rillers.** 'n Baie gewilde genre, veral as dit in reeksboekvorm is.
- **Natuurverhale.** Nege- en tienjariges hou die meeste hiervan op grond van hul natuurlike nuuskierigheid op hierdie ouderdom.
- **Diereverhale.** Gewild by jong lesertjies
- **Fantasieverhale**
- **Humoristiese verhale**
- **Skoolverhale....**
- **Verhale oor ander lande.** Gewoonlik min belangstelling by ouer leerders hiervoor.
- **Probleemverhale.** Min belangstelling by jonger lesers, waardering neem gewoonlik toe met ouderdom, wanneer hul in ontwikkelings stadium is en met probleme begin worstel.

• Wetenskapfiksie

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Jacobs, J. Pretpark. 2003 (<i>Intermediêr/Senior</i>)	839.363 JAC
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Jacobs, J. Tande. 2002 (<i>Intermediêr/Senior</i>)	839.363 JAC
Jansen, A. Die Simson-opsie. 1998 (<i>VOO</i>)	A JAN
Kruis en dwars. 2001 (<i>VOO/Senior</i>)	839.36301 KRU
Lewis, C. Die toewenaar se neef. 2002 (<i>Intermediêr/Senior</i>)	839.363 LEW
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Preller,, M. Balkie en die kleurdief. 2004 (<i>Grondslag/ Intermediêr</i>)	PB 839.363 PRE
Preller, M. Jamie en Sebastiaan. 2003 (<i>Intermediêr/ Senior</i>)	839.363 PRE
Preller, M. Maar my magtig, Moesoek! 1998 (<i>Intermediêr/Senior</i>)	836 PRE
Prinsloo, L. Spookhuis by die see. 2003 (<i>Intermediêr/Senior</i>)	839.363 PRI
Roux-de Jager, L. Monsterduiwe. 2001 (<i>Senior/VOO</i>)	839.363 ROU

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Baker, E. 839.363 BAK

Daar is spore op die maan. 2005 (*Senior*)

Bloemhof, F. A. BLO

Die dae toe ek Elvis was. 2000 (*VOO*)

Bloemhof, F. 839.363 BLO

Vampiere in Londen. 2004 (*Intermediêr*)

Botes, A. 839.363 BOT

Raaiselkind. 2001 (*VOO*)

Brandt, M. A BRA

Die geheim van die toringkamer. 2001 (*Intermediêr + Senior*)

Brandt, M. 839.363 BRA

Die stoutsterte. 2002 (*Intermediêr*)

Brandt, M. 839.363 BRA

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Colfer, E. 839.363 COL

Artemis Fowl. 2002 (*Senior – VOO*)

De Villiers, L. 839.363 DEV

Ek en my monster. 2004 (*Intermediêr/Senior*)

De Villiers, L. 839.363 DEV

Droomoog diepgraver. 2003 (*Intermediêr*)

De Villiers, L. 839.363 DEV

Erik en die kido-dinges. 2003 (*Intermediêr*)

Diedericks-Hugo, C. 839.363 DIE

Aqua.net. 2003 (*Senior*)

Diedericks-Hugo, C. 839.363 DIE

Koning Henry. 2003 (*Senior/VOO*)

Jacobs, J. 839.363 JAC

Duskant die doodlyn. 2001 (*Intermediêr/Senior*)

FIKSIE WAARBY SEUNS SAL AANKLANK VIND

Hierdie titels is aangekoop gedurende 2006 en sal in 2007 beskikbaar wees by EDU-LIS Biblioteek

Graad	Genre	Titel	Skrywer
3-5	Fantasie	Die towerpotlood	J. Oosthuysen
3-5	Fantasie	Daar is vlooië in my bed	J. Oosthuysen
3-5	Spanningsavontuur	Die verlore eiland	J. Oosthuysen
4-6	Humor	Vincent van Gogga	P. de Vos
4-6	Riller	Geraamte in die klas	F. Viljoen
4-6	Avontuur	Die 7 Kristalballes	Herge
4-6	Humor	Liewe Grapste Grapboek	N. Meyer
4-6	Spanningsavontuur	Ouma Hester - reeksboek	J. Oosthuysen
4-6	Griller	Gruwelike grieselrige grilboek	M. Snyman
4-6	Griller	Nagvlerke	J. Jacobs
4-6	Grillers	Grillers	R. Stine
4-6	Spanningsavontuur	Operasie M.I.A.A.U	C. Diedericks- Hugo
4-6	Tienerkwessies	Die dag van die vis	U. Koch
4-6	Fantasie-avontuur	Net Aliens eet spinasie	J. Jacobs
5	Avontuur	Trompie - reeksboek	T. Smith
5-6	Grootword	Simpel dinge wat 'n mens mis	M. van der Vyver
5-7	Strokiesavontuur	Avonture van Kuifie - reeksboek	Herge
5-7	Strokiesavontuur	Agent Snoet - reeksboek	F. Bloemhof
7	Humor	Pa se stem	W. Burger
7	Diereverhaal	Avonture van Magrietjie Swaailboude	M. Brandt

7-9	Avontuur	Charlie en die Sjokolade- fabriek	R. Dahl
7-9	Avontuur	Charlie en die groot glashyser	R. Dahl
7-9	Aktuele kwessies	Die masker van Yoruba	M. Reyneke
7-9	Avontuur	Fritz Deelman - reeksboek	L. Rousseau
7-9	Fantasie	Die leeu, die heks en die hang- kas	C. Lewis
7-9	Aktuele kwessies	Vuvuzela	E. van Rooyen
7-9	Tienerkwessies	Dans op die rand van die krans	E. Fourie
7-9	Tienerkwessies	'n Tweede kans	C. van der Merwe
7-9	Vriendskappe	Reënboogtjomme	S. Muller
8-9	Humor + avontuur	Stoutsterfte Poot aan wal	M. Brandt
10	Spanningsavontuur	Woestynvuur	L. Roux –de Jager
8-10	Spanningsavontuur	Nagmerrie.net	C. Diedericks- Hugo
8-10	Spanningsavontuur	Oloff: Skuim van die see	G Radlof
8-10	Grootwordkwessies	Grootword is nie vir sissies nie	K. Roussouw
8-10	Sprokies	Volledige sprokies van Grimm	M. van der Vyver
10-12	Spookstories	Van spoke gepraat	C. Fryer
10-12	Lewenslesse	Taxi Staanplek- stories	G. Jooste
10-12	Volwasse verhale	Merke van die nag	R. Greeff
10-12	Riller	Rillers- omnibus	F. Bloemhof
10-12	Ernstige kwessies	Stefan slaan terug	H. Bergh
10-12	Dapperheid	Themba	L. van Dijk
10-12	Wetenskap- fiksie	Die hart van Zeebak	M. Preller
10-12	Spanning	Donker veld	F. Bloemhof

10-12	Menslike drama	Die onsigbares	E. Dido
10-12	Soeke na die self	Die uitgespoeldes	D. Matthee
10-12	Towerkuns	Harry Potter en die Halfbloed, Prins	J. Rowling
10-12	Aksie – avontuur	Avonture van Sherlock Holmes	A. Doyle
10-12	Avontuur	Avonture van Tom Sawyer	M. Twain
10-12	Spanningsavontuur	White fang die wolfhond	J. London
10-12	Spanningsavontuur	Die doemprofeet	L. Roux- de Jager
10-12	Humor	Op hulle stukke	J. Ferreira
10-12	Menslike verhoudings	Avonture van Pieter Franccken	J. Fouché
12	Speur – spanning	Infanta	D. Meyer
12	Speur – riller	Proteus	D. Meyer
12	Ernstige kwessies	Breinbliksem	F. Viljoen
12	Histories	Bidsprinkaan	A. Brink
12	Oorwinning	Nawelstring	A. Botes
12	Spanning	Akwarius	P. van Rooyen
12	Lewensinsig	Die dieper Dors	K. Kombuis

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1. Harry Potter J. K. Rowling
2. Ouma Hester J. Oosthuysen
3. Die Libri- reeks
4. Kuifie Herge
5. Agent snoet F. Bloemhof
6. Fritz Deelman L. Rousseau
7. Thomas@ - reeks C. Diedericks- Hugo
8. Trompie – reeks T. Smith



INTERNATIONAL
LITERACY
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LITERACY LEADERSHIP BRIEF

The Power and Promise of Read-Alouds and Independent Reading

International Literacy Association | 2018

Recent research shows that reading is on the decline in the United States; in a 2014 survey, only 17% of students ages 6 to 17 reported daily in-school independent reading. Research also shows the reading habits of young adults have sharply decreased in the past two decades; students read less outside of school hours as they spend more time with technology.

With these discouraging findings, the National Endowment for the Arts warns that literacy—as a leisure activity—will virtually disappear in a half a century. As less of our population engages in pleasurable literacy activities in adulthood, our schools hold an increasingly important responsibility: carving out instructional time, space, and resources for literacy practices that build engagement, motivation, and joy in reading.

Two powerful instructional practices—teacher-led read alouds and in-school independent reading—have the power and promise to set students on a path of lifelong reading. When instructional time is devoted to these practices, we rouse students into embracing literacy as a perennial skill and practice. Yet as instructional time today becomes increasingly scarce because of content coverage and standardized test preparation, these cornerstones of effective literacy instruction are too often pushed aside. Schools today must treat these tried-and-true practices as the essential, nonnegotiable components that bring us closer to the International Literacy Association’s (ILA) goal of giving every child the right to read.

Two powerful instructional practices—teacher-led read alouds and in-school independent reading—have the power and promise to set students on a path of lifelong reading.

Teacher-Led Read Alouds

Reading aloud is undoubtedly one of the most important instructional activities to help children develop the fundamental skills and knowledge needed to become readers.

Decades of research highlight the instructional benefits of read-alouds. There is a direct causal relationship between reading to children at a young age and their future schooling outcomes. Effective read-alouds increase children’s vocabulary, listening comprehension, story schema, background knowledge, word recognition skills, and cognitive development. In addition to these important academic benefits, read-alouds promote a love of literature, foster social interactions, and ignite a passion for lifelong reading habits.

Reading aloud to children is so important that the American Academy of Pediatrics recommends that parents read aloud

to their infants from birth. Recognizing that reading to children enhances vocabulary and exposure to oral language, the pediatrics group embraces reading aloud as a way to reduce academic disparities between wealthier and low-income children. These recommendations remind us of the critical role that reading aloud plays in promoting the rapid development of young children's neural and auditory systems as well as language and attention.

Most frequently occurring in preschool and early elementary classrooms, read-alouds help emergent and beginning readers gain understanding of book handling, print conventions, story structure, literacy syntax, expressive language, and text organizational structures. Reading to very young children stimulates their emergent literacy skills as well as their interest and motivation in becoming independent readers.

As readers age, the frequency of read-alouds declines. Secondary literacy teachers must embrace the read-aloud as nonnegotiable instructional practice. Upper elementary and secondary students reap multiple benefits from teacher-led read-alouds, including building background knowledge and vocabulary and modeling of effective comprehension strategies. As teens embrace the social nature of literacy activities, effective teachers provide opportunities for students to personally connect literature to their lives. When we relegate read-alouds to the purview of elementary teachers, we overlook the power and joy of read-alouds across grade levels.

Additionally, content area teachers must embrace read-alouds as opportunities to build content knowledge, to stimulate higher order thinking, and to engage in meaningful discussion. Even mathematics teachers can incorporate read-alouds to maximize student discourse, content acquisition, and understanding of informational text. In science classrooms, read-alouds can transform passive reception of content into instruction involving more discourse-centered meaning making. When postsecondary instructors incorporated read-alouds into college-level courses, students reported enhanced learning and significant positive responses.

A broader application of read-alouds occurs not only across grade levels and content areas, but also across a wider variety of text genres and forms. Though significant strides have been made to include non-narrative text, teachers must intentionally read aloud from expository text. Exposure to teacher-led

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read-alouds of expository text in the early grades better prepares students for reading informational and expository text that frequently occurs in later grades. Texts of varying length and format are equally ripe for read-alouds; short stories, poetry, and newspaper/magazine articles provide teachers with opportunities to model their thinking, reading, and writing skills.

Effective read-alouds are complex instructional interactions that require thoughtful preparation and deep understanding of a text. Not all read-alouds are created equal. What matters more than merely reading aloud is the quality of the teacher-student book interaction. Read-alouds must be interactive, during which teachers briefly stop, model their thinking, ask and answer questions, and invite participation from students. In reading aloud, an effective teacher serves as an orchestra conductor, coordinating conversation among students, fostering aesthetic and efferent text responses, pushing students' text reaction past surface-level responses, and weaving an intricate network of meaning.

Another key ingredient of effective read-alouds is purposeful selection of text. Literacy teachers must conduct read-alouds from books that serve as what researcher Rudine Sims Bishop referred to as mirrors, windows, and doors so that students not only see themselves reflected in stories, but also are able to consider perspectives of those who are different from themselves.

When teachers read aloud, their actions demonstrate that they value reading; a key component in motivating students to read is a teacher who uses the read-aloud to demonstrate enthusiasm for reading and to model reading practices. When teachers purposefully read aloud from texts that capitalize on students' interests and academic needs, students are more likely to embrace the authentic role of literacy.

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In-School Independent Reading

A central component of the development of lifelong readers is consistent, adequate in-school time for independent reading. Essential components of effective independent reading include the following:

- Classroom time to self-select and read a large number of books and variety of text
- Explicit instruction about what, why, and how readers read

- Teacher monitoring and support during the in-class independent reading time
- Authentic conversation about what students are reading

When accompanied by intentional instruction and teacher conferring, independent reading is not only a valuable but also an essential use of classroom time.

Independent reading is the critical time when students both consolidate and take ownership of reading skills and strategies. Richard Allington, noted literacy researcher and a past president of the International Reading Association (now ILA), often pointed out that without extensive independent reading practice, reading proficiency lags. The benefits of independent reading are inarguable; the best readers are those who read the most and the poorest readers are those who read the least. The more students read, the better their background knowledge, comprehension, fluency, vocabulary, self-efficacy as readers, and attitudes toward reading for pleasure.

In-school independent reading fosters more frequent out-of-school reading. By allowing students to independently read during school hours from well-stocked classroom libraries, we increase the likelihood that students become lifelong readers. As students select their own titles and read for extended periods, they develop a sense of agency and identify themselves as readers. In assuming agency for selecting books of personal relevance and interest, we increase students' motivation for reading as a practice.

The key components of independent reading time are frequency, duration, choice, and authentic response to text being read. Whether incorporated as a schoolwide program or encompassed into individual classrooms, independent reading must occur each day for at least 15 minutes. Without this frequency and duration, students may not develop appropriate stamina. As little as 15 minutes of in-school reading has a profound impact; students who read independently for that amount of time significantly increased their reading performance, with more profound gains for below-average readers.

Another critical ingredient is diverse classroom libraries that offer print, digital, and multimodal text of both quantity and quality. The most effective teachers are those with extensive classroom libraries. These classroom libraries enable students to spend a larger percentage of their instructional time

The benefits of independent reading are inarguable; the best readers are those who read the most and the poorest readers are those who read the least.

independently reading from books that are both appropriate and appealing. Students who have access to a collection of quality books in their classrooms read 50%–60% more than students who do not have access.

An effective classroom library entails a minimum of 10 books per student, or an average of 300 books. Perhaps more important is the need for high-quality, diverse, and appealing books that reflect students' personal interests, backgrounds, and curiosities and that have a wide cultural representation. Classroom libraries must contain digital and multimodal texts and be diverse in text category (nonfiction and fiction), genre (e.g., fantasy, historical fiction, realistic fiction, myths, autobiographies and biographies, memoir, narrative nonfiction, expository nonfiction), and text level. As students encounter variety in genre, they increase their ability to understand each genre's specific features and characteristics.

Independent reading equates to self-selected reading. As we allow student choice, we empower students to select books of personal relevance. Ninety-one percent of children ages 6–17 report that “my favorite books are the ones that I have picked out myself.”

This choice and ownership is especially important for struggling readers or reluctant readers. When the disengaged reader discovers a text in a classroom library that is personally relevant to his or her background and interests, the student receives the message that his or her interests matter and that books further his or her knowledge of that topic. This same student is then more likely to read attentively and work through the challenges the text might present.

Furthermore, teachers must provide meaningful opportunities for students to discuss, evaluate, and reflect upon their independent reading. When students talk around text and confer with the teacher and each other, independent reading becomes accountable and authentic.

Teachers must provide meaningful opportunities for students to discuss, evaluate, and reflect upon their independent reading.

Delivering on Our Promise

For too many U.S. students, in-school time is their only encounter with books. We cannot afford to shortchange our students of the myriad of benefits afforded by read-alouds and independent reading. If students are not immersed in language-rich read-alouds and flooded with opportunities for independent

reading in school, then when? When schools allocate adequate in-school instructional time and resources to fund well-stocked classroom libraries and help prepare teachers to engage in effective, interactive read-alouds, these practices become a fundamental cornerstone of literacy.

MOVING FORWARD

- Recognize the benefits of read-alouds beyond elementary grades as increased background and content knowledge, expanded vocabulary, and development of higher order thinking and critical discussion.
- Create time for reading aloud as integral activity of literacy instruction across all grades and content areas.
- Build in time for independent reading in all classrooms where students self-select reading materials that are appealing and related to their personal interests.
- Review and grow your classroom library to include not only a variety of high-quality, high-interest print and digital texts across text types and genres, but also topics and themes that reflect wide cultural representation.

ILA RESOURCES

[The Case for Children's Rights to Read](#)

The goal of ILA's Children's Rights to Read campaign is ensuring every child has access to the education, opportunities, and resources needed to read. This companion resource identifies why the 10 fundamental rights were selected.

[Characteristics of Culturally Sustaining and Academically Rigorous Classrooms](#)

This literacy leadership brief highlights the principles of culturally sustaining, academically rigorous classrooms through the metaphors of mirrors, windows, and doors, as originated by researcher Rudine Sims Bishop.

[Choices Reading Lists](#)

Download the Children's Choices, Teachers' Choices, and Young Adults' Choices reading lists for high-quality, popular titles selected by students and educators alike.

[Expanding the Canon: How Diverse Literature Can Transform Literacy Learning](#)

This literacy leadership brief shares how diverse literature can boost student engagement and communication skills and reshape the literature classroom.

[Exploring the 2017 NAEP Reading Results: Systemic Reforms Beat Simplistic Solutions](#)

This literacy leadership brief shares the most promising pathway to improving reading comprehension performance—through systemic reform.

[Literacy Glossary](#)

Curated by a team of literacy experts, this interactive resource defines the shared language of literacy research and instruction.

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International Literacy Association: Literacy Research Panel 2018–2019

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This literacy leadership brief is available in PDF form for free download through the International Literacy Association's website: literacyworldwide.org/statements.

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About the International Literacy Association

The International Literacy Association (ILA) is a global advocacy and membership organization dedicated to advancing literacy for all through its network of more than 300,000 literacy educators, researchers, and experts across 146 countries. With over 60 years of experience, ILA has set the standard for how literacy is defined, taught, and evaluated. ILA's *Standards for the Preparation of Literacy Professionals 2017* provides an evidence-based benchmark for the development and evaluation of literacy professional preparation programs. ILA collaborates with partners across the world to develop, gather, and disseminate high-quality resources, best practices, and cutting-edge research to empower educators, inspire students, and inform policymakers. ILA publishes *The Reading Teacher*, *Journal of Adolescent & Adult Literacy*, and *Reading Research Quarterly*, which are peer reviewed and edited by leaders in the field. For more information, visit literacyworldwide.org.

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INTERNATIONAL
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LITERACY LEADERSHIP BRIEF

Creating Passionate Readers Through Independent Reading

International Literacy Association | 2019

How can we ensure that students are successful not only at learning to read but also at becoming as driven about reading as they are their video games, sports, or other hobbies?

As *Fortnite*, the latest downloadable action game to dominate the gaming scene, captivates middle school and high school students across the globe, teachers may wonder, how can we compete for students' attention in learning to read? How can we inspire a similar level of passion? How can we ensure that students are successful not only at learning to read but also at becoming as driven about reading as they are their video games, sports, or other hobbies?

There is no one-size-fits-all answer, but there is an instructional approach that produces results: giving students control over their reading lives through independent reading.

A common, long-held belief of teachers and parents is that "the more you read, the better you read." Because many students either did not choose to read at home or did not have books at home, schools began to provide independent reading time in the classroom. In the 1980s and 1990s, this time may have been called DEAR, or Drop Everything And Read. Students and teachers read simultaneously or, in some schools, all staff and students read for a specified number of minutes.

As the years progressed, more and more requirements were added into English language arts instruction and curriculum. Teachers could no longer provide time for everything and anything, so crucial decisions were required about what to include in daily instruction. Some decisions are made at the district level, whereas others are made at the teacher level. Depending on the ages and stages of the students, decisions about *how* to spend time require careful thought.

The ILA literacy leadership brief *The Power and Promise of Read-Alouds and Independent Reading* identifies the following components of independent reading:

- Classroom time to self-select and read a large number of books and variety of text
- Explicit instruction about what, why, and how readers read
- Teacher monitoring and support during the in-class independent reading time
- Authentic conversation about what students are reading

Each component instills student competence, confidence, and joy. Independent reading is a valuable use of time because of the many benefits students realize from reading practice and

volume: Students develop reading stamina, their vocabulary and background knowledge increases, and they acquire reading habits.

Reading Stamina

Stamina in reading is a relatively new discussion but whether students do or do not read has been a common topic for decades. Students are required in classrooms and in life to put sustained attention into reading tasks. Sometimes the reading seems connected to life, but at other times, the reading seems to be connected to external factors such as assessment. Readers who have time to read can grow their skills. Readers who do not have time to read or who are working on isolated skills may not be reading texts of their choice.

Choice of reading texts may not be sufficient to engage all students in reading because texts matter and need to be appealing, on topics of interest, and representative of the students in the room. Better texts mean better book choices and increased student motivation to read heightened by personal work, actions of peers, and teacher promotions without artificial quizzes or book reports. Consider implementing any (or all) of the following strategies to increase student engagement:

- Promote “book tastings” or “speed dating” to create lists of books to read.
- Organize a display of new book arrivals and reader “waiting lists.”
- Collect “golden lines” lifted from current text shared on a graffiti board.
- Encourage student development of “book ladders.”
- Leave a note with some tantalizing highlights inside the book for the next reader.
- Draft a post about a book read for a classroom blog.
- Add a sticky note to a class Padlet about a book read.
- Plan, storyboard, and record a Flipgrid video to convince would-be readers in the form of “If You Loved ____, You Must Read ___!” with reasons to support.

Choice of reading texts may not be sufficient to engage all students in reading because texts matter and need to be appealing, on topics of interest, and representative of the students in the room.

Providing time at school for independent reading becomes an equity issue when some students have access to a wide volume of books at home and other students have none.

These approaches for students to share their voices about *what* and *why* they read provide specific feedback to other student readers for motivation as well as encouragement to continue with daily independent reading.

Research establishes that one cause for the difference between good readers and poor readers is the difference in the amount of time spent reading. Providing time at school for independent reading becomes an equity issue when some students have access to a wide volume of books at home and other students have none.

The lack of reading time to increase stamina is also problematic. Motivating students to read is easier to accomplish when students select their own books because student choice in reading materials develops a love for reading that often lasts a lifetime. These students can name the books that have affected their lives, the next ones they want to read, and those favorite genres that keep them up at night reading.

Because love of reading is not an academic goal, teachers may overlook it. Others argue that it is perhaps the most important goal because it imparts a lifelong interest and is real in terms of developing a purpose for reading. Scholastic surveys of students report that students who read daily typically outscore students who do not read on a daily basis. Self-selected reading to help build stamina is imperative in classrooms to encourage the volume of reading that is necessary to grow as a reader and to increase confidence, competence, and a love for reading.

Vocabulary and Background Knowledge

Independent reading also enlarges vocabulary and background knowledge. The relationship of wide reading and increased vocabulary is commonly accepted because many studies support the proposition that time and ample opportunity to read relate to a growth in vocabulary. There are not enough days during an entire academic career to teach students all the words that they need to know. Wide reading can help students learn the meanings of thousands of new words each year while also building schema or background knowledge. Students' reading ability is influenced by the amount of schemata or interrelated information they have about a topic under study. Wide reading exposes students to diverse topics and information that can be used in future reading.

Reading Habits

When independent reading focuses on reader choice, readers inevitably find books they love, and then they often find friends and others to hold a conversation with about such books. The conversation can be held face to face, in a text, or through Skype, Zoom, a Google Hangout, or the use of Flipgrid or Padlet.

Reading habits matter. Reading the first book in a series leads to reading the second book and then the third. Students learn to have an “on-deck book” or a “to-be-read list” in order to have a book at hand to fill free minutes. Research establishes that students with strong reading habits are more likely to reach their full literacy potential. Celebrating and encouraging reading habits with time during the school day for independent reading furthers that goal.

The Teaching Side of Independent Reading

Just as independent reading offers benefits for students, it also offers benefits for the “teaching side.” Teachers who use the gradual release of responsibility model know that the independent work phase allows them to determine whether students can apply their learning independently. Independent reading allows teachers to seize upon students’ appropriate and applicable postreading responses to extend inquiry and stimulate additional reading. Students are not expected to respond in cookie-cutter fashion to texts. Differences in ideas are celebrated.

The inclusion of independent reading also opens opportunities for teachers to coach, instruct, provide feedback, and even assess the effectiveness of independent reading during those precious daily scheduled minutes. Teachers can coach individual students or small groups to deepen specific skills and strategies in order to increase students’ reading competence, habits and behaviors, and purposes for reading. Check-ins with students can quickly determine whether additional scaffolds are necessary. Both coaching and conferring with students fuel continued reading while supporting additional independence and transfer. Student confidence also increases when independent reading continues to be successful.

Teacher feedback to students can fill the range from skills and strategies to habits, routines, and even volume of reading.

Independent reading allows teachers to seize upon students’ appropriate and applicable postreading responses to extend inquiry and stimulate additional reading.

How much is enough? How much is needed to encourage each student to stretch for his or her own goals? Teacher monitoring of how quickly students begin working, the number of pages read, and even the number of books read by students, the class, or both, can all be used to monitor the effectiveness of independent reading and the classroom routines in place.

Comprehensive literacy instruction makes room for students to have time to read, write, speak, listen, and view many texts of their own choice during class time while teachers confer with students about their progress and check in on instructional goals. Teachers must have flexibility to allocate time for a wide balancing act: increasing student skills and capabilities, fostering students' confident reading of required text, and the even more important goals of motivating students to explore their world and developing and sustaining a love for reading.

Independent reading is tricky. Setting aside time is just the first step for teachers. Having a plan to provide adequate books that students will choose to read requires student input to find the books that match their passions. Teacher scheduling also requires thought and attention because putting 10 minutes in the daily lesson plan book may not correspond to day-to-day classroom actions, as schoolwide announcements, assemblies, and other factors may cut the actual reading minutes. Teachers will also need to weigh the delicate balance of the school curriculum and the goal of creating passionate readers. Teachers who are committed to finding opportunities for students to read independently during each school day will adeptly juggle student and school needs in order to create the best and most equitable lifelong readers.

Independent reading is tricky. Setting aside time is just the first step for teachers.

MOVING FORWARD

- Purposefully build independent reading time into your classroom schedule to provide equitable access to books.
- Boost student interest in and engagement with books through book tastings, new book displays, classroom blog posts, or Flipgrid or other video discussion platforms, where teachers can make connections between books and make recommendations to similar titles.
- Foster self-selected reading by providing books that reflect topics of interest and stories that are representative of all students in your classroom.
- Encourage and allow time for student discussion on favorite books through face to face conversations or through online chat platforms or apps.

ILA RESOURCES

[The Case for Children's Rights to Read](#)

The goal of ILA's Children's Rights to Read campaign is ensuring every child has access to the education, opportunities, and resources needed to read. This companion resource identifies why the 10 fundamental rights were selected.

[Choices Reading Lists](#)

Download the Children's Choices, Teachers' Choices, and Young Adults' Choices reading lists for high-quality, popular titles selected by students and educators alike.

[Literacy Glossary](#)

Curated by a team of literacy experts, this interactive resource defines the shared language of literacy research and instruction.

[The Power and Promise of Read-Alouds and Independent Reading](#)

This literacy leadership brief identifies two instructional approaches that instill strong reading habits.

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About the International Literacy Association

The International Literacy Association (ILA) is a global advocacy and membership organization dedicated to advancing literacy for all through its network of more than 300,000 literacy educators, researchers, and experts across 146 countries. With over 60 years of experience, ILA has set the standard for how literacy is defined, taught, and evaluated. ILA's *Standards for the Preparation of Literacy Professionals 2017* provides an evidence-based benchmark for the development and evaluation of literacy professional preparation programs. ILA collaborates with partners across the world to develop, gather, and disseminate high-quality resources, best practices, and cutting-edge research to empower educators, inspire students, and inform policymakers. ILA publishes *The Reading Teacher*, *Journal of Adolescent & Adult Literacy*, and *Reading Research Quarterly*, which are peer reviewed and edited by leaders in the field. For more information, visit literacyworldwide.org.

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