

# LITERACY 2007

NEWSPAPERS Give  
Knowledge and Guidance



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# NEWSPAPERS HELP FAMILIES SHARE KNOWLEDGE AND GUIDANCE

A Message From **Sharon Darling**, President and Founder, National Center for Family Literacy

W

hen parents and children play, read and talk together, they form an important learning bond that lasts a lifetime. Parents who share their knowledge, especially of how language and literacy work, guide children along the path to success.

Your newspaper is a tremendous meeting ground for minds, a place to find information that's interesting and important to your family, and a source of unlimited opportunities to practice reading and language skills.

But not every family is equipped to take advantage of this resource. Many parents struggle with basic literacy tasks, and their children, in turn, struggle to keep up in school. When adults have trouble filling out a job application, reading a note from their child's teacher or following written instructions from a doctor, a family's finances, well-being and health are threatened.

Illiteracy is not an individual problem. It affects our neighborhoods, our schools, our states and our nation. It is a multigenerational challenge that needs a multigenerational solution.

Addressing the literacy needs of the entire family is a powerful community strategy for raising educational levels, improving workforce skills and breaking the intergenerational cycle of poverty.

Through family literacy, parents and children can turn stumbling blocks into stepping stones.

I encourage the parents who read and use this 2007 Literacy Day Tabloid to think about the knowledge and guidance you share not only with your children, but also with others in your community. Learn about the impact that low literacy rates have on your community. Consider volunteering at a local program or school, or work with your community leaders to start a literacy initiative.

Children, I encourage you to think about how you can help your friends with homework or read to a younger sibling or neighbors.

With a little knowledge and guidance, we can all make a difference in raising literacy achievement.



## 2007 NAA FOUNDATION LITERACY DAY TABLOID

The NAA Foundation strives to develop engaged and literate citizens in our diverse society through investment in and support of programs designed to enhance student achievement through newspaper readership and appreciation of the First Amendment. The Foundation's programs and products emphasize the use of newspapers and other media by young people. Foundation support is concentrated in three primary focus areas: Newspaper In Education, youth content and student newspapers.

### Newspaper Association of America Foundation [www.naafoundation.org](http://www.naafoundation.org)

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The 2007 Literacy Day Tabloid is supported by a grant from Idearc Media ([www.idearc.com](http://www.idearc.com)), publisher of the Verizon® Yellow Pages and home of Superpages.com®. Idearc creates communities of readers where its employees and customers live and work, partnering with like-minded organizations that supply books to underserved children, promote reading, provide reading tutors, improve libraries and use technology to encourage reading.

Articles in the 2007 Literacy Day Tabloid come from the National Center for Family Literacy ([www.familit.org](http://www.familit.org)), a nonprofit organization recognized as the leader in family literacy development. Jonathan Johannemann of Kinnelon, N.J., created the tabloid cover and its theme, "Newspapers Give People Knowledge and Guidance."

## WHAT'S IN A WORD?

Having fun with words is a great way to involve your whole family in an activity. Using the words below, see how many other words each family member can make. Award a point for each new word found: two points for any word that's two syllables; five points for any word that's more than two syllables. Younger children can receive a point for finding articles (a, an, the), and two points for any other words they find. Treat the whole family to a favorite meal or a special outing as a reward after the game.

Word 1: **Newspaper**

Word 2: **Masthead**

Word 3: **Subscription**

18. Pea	36. Spare	18. Head	36. Shame	18. Orb	36. Script
17. Paw	35. Span	17. He	35. Shade	17. On	35. Scrap
16. Paper	34. Sneer	16. Haste	34. Seat	16. Nut	34. Rut
15. Pane	33. Sew	15. Hash	33. Seam	15. Not	33. Run
14. Pan	32. Seer	14. Has	32. Same	14. Nib	32. Ruin
13. News	31. Seep	13. Hame	31. Sat	13. Is	31. Rub
12. Near	30. Seen	12. Ham	30. Sad	12. Cut	30. Rob
11. Nape	29. Sear	11. Had	29. Met	11. Crisis	29. Rip
10. Nap	28. Sane	10. Edam	28. Meat	10. Rib	28. Top
9. Ewer	27. Reap	9. Eat	27. Mead	9. Chb	27. Put
8. Ewe	26. Raw	8. East	26. Mate	8. Bus	26. Print
7. Ease	25. Rap	7. Dash	25. Mat	7. Burst	25. Pot
6. Earn	24. Ran	6. Dame	24. Mast	6. Bump	24. Post
5. Ear	23. Prawn	5. Dam	23. Mash	5. Burn	23. Pit
4. Awe	22. Swap	4. Ash	22. Made	4. Bun	22. Pin
3. Asp	21. Paw	3. As	21. Mad	3. Brunt	21. Out
2. Ape	20. Peer	2. Am	20. Hem	2. Bin	20. Oust
1. Answer	19. Pear	1. Ad	19. Heat	1. Bruln	19. Orbit
37. Spawn	38. Spear	37. She	38. Stead	37. Scrub	38. Sin
39. Spew	39. Spew	40. Tad	39. Steam	40. Tad	39. Slip
40. Swan	40. Swan	41. Tame	40. Tame	41. Tame	40. Sir
41. Swap	41. Swap	42. Tea	41. Tame	42. Tea	41. Son
42. Swear	42. Swear	43. Team	42. Team	43. Team	42. Spin
43. Sweep	43. Sweep	44. The	43. Team	44. The	43. Sprint
44. Wane	44. Wane	45. Them	44. The	45. Them	44. Sub
45. Wasp	45. Wasp	46. We	45. Them	46. We	45. Tip
46. We	46. We	47. Wear	46. We	47. Wear	46. Top
47. Wear	47. Wear	48. Weir	47. Wear	48. Weir	47. Ton
48. Weir	48. Weir	49. Weep	48. Weir	49. Weep	48. Toss
49. Weep	49. Weep		49. Weep		49. Trip
					50. Truss
					51. Tub
					52. Turn

A list of suggested words is included here, but there may be other words you find that are not included.

ANSWERS:



**LITERACY 2007**  
NEWSPAPERS Give  
Knowledge and Guidance

# NEWSPAPERS + READING = KNOWLEDGE

# AT ANY AGE!

By **Kim Jacobs**,  
Project Manager, National  
Center for Family Literacy

**M**y old friend, the newspaper, lands on my driveway every morning. It's dependable, it's current and it's always waiting for me.

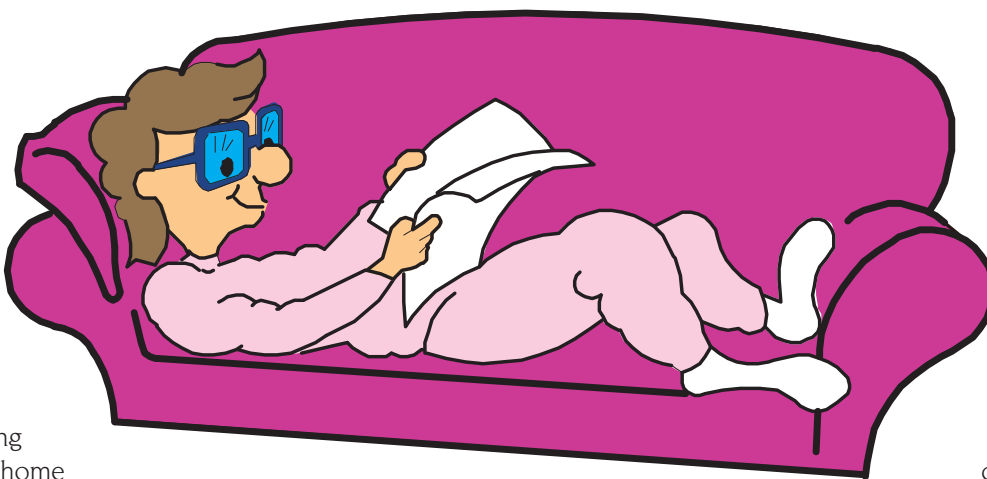
Some people read newspapers first thing every morning. Others wait until they're home and ready to unwind. They rush through it; they linger over it. I dash through mine during the week, longing for my weekend ritual: a slow, lazy Sunday morning with my thick newspaper in my lap, a cup of tea by my side and my favorite morning show on the television.

No matter how we approach reading the newspaper, we all do it for one reason – to gain knowledge.

Knowledge gained from reading the newspaper comes in many forms. We might hope to learn something new, obtain the latest information or seek guidance about a problem or product. Maybe we read the paper to discover the previous night's sports scores or lottery numbers. It might mean finding out about last night's storm, a fire in the mountains or the death of a friend. Whatever the reason, a very important fact remains – reading is at the heart of this knowledge-gaining process.

But where and when do we start? Is the newspaper only for adults? When do children start reading the newspaper? For me, the comics (or the funnies, as my family called them) were my first introduction. The newspaper, along with books and magazines, was a constant in my home.

I distinctly remember the time my mother handed our local newspaper to me – I was



household, it is important that they hear and participate in conversations. They

might not talk, but they sure can listen and make sounds. This process helps them learn that words have a purpose.

in elementary school, pushing toward junior high – and I recall her words quite clearly. “You might want to read this. It is all about your community and people you know.” We lived in a small town, to be sure, but from that point on, reading the newspaper became a habit.

It can become a habit in your family, too. And more than that, the newspaper can be a useful tool for helping children learn to read.

Research guides how educators teach children to read. They learn strategies to implement in the classroom and share with parents. Reading the newspaper, however, doesn't have to be grounded in scientific research. It can be fun, educational and meaningful. The rest of this article describes some strategies (based on current research) that parents can use with children of all ages to support their learning and reading development by using the newspaper.

## Talking and listening

Young children learn language by listening to others talk or read aloud. Conversations are important. If you have infants or toddlers in your

What should you talk about? Anything and everything. Why not talk about what you are reading in the newspaper? Share an article with an older child or your spouse, and let your toddler listen. Point to where the article is located in the newspaper so that everyone knows what you are talking about. Start a discussion with the family at the dinner table about a topic in the newspaper that caught your eye. Read the comics out loud while the family is sprawled on the living room floor.

Sharing, talking and listening are important basics upon which language, reading and knowledge are built. Just by talking and sharing, everyone benefits. The newspaper is a perfect place to start this family habit.

## Letters, words and print concepts

Letters make up words. Words make up sentences. Sentences make up paragraphs. Paragraphs make up newspaper articles, magazines, books and more. Depending upon the



ages of the children in your family, you might focus on different aspects of learning about letters, words and print.

Young children can explore the headlines, picking out the first letters in their names, identifying other letters, or as their skills develop, sounding out the words. Headlines use bigger type and are easier for children to see. Place a piece of newspaper on the table, give your child a crayon and ask him to circle all the Ms he sees on the page (focus on the headlines). Acknowledge what he finds. "Yes, Michael, that is an M! Just like in your name!"

Comics also are great for young children. Let them find the "speech" of the cartoon characters. Read what the character says so the child knows that those words belong to the character. Point out that conversation, like this character's speech, is written using letters and words.

Older children and adults might enjoy playing around with letters and words by doing the puzzles found in the paper. Anagrams, crossword puzzles, word searches and scrambles can all be fun family activities. Think about how you can extend these puzzle activities for more learning. How can you find the definitions of the words in the word search?

From the newspaper, children can also learn how print works. They learn that you open a newspaper and turn the pages from right to left, but that we read from left to right. Our eyes move from paragraph to paragraph through each column. When we reach the bottom of a column, we sweep back up to start over again with another column. These are all important concepts of print to understand when reading.

## Vocabulary

Identifying and sounding out words is one thing; understanding what they mean is another. The newspaper is full of new words to explore. The key is to find out what children are interested in, what sparks their interest and gets them reading.

Locate articles you think your older children will like. Think about their interests (sports, cooking or music, for example)

and search for newspaper articles they will enjoy. Scan the articles yourself. Are there new words you want your child to look up in a dictionary or research on the Internet?

Help your child use new vocabulary words in a sentence. Make a game of it. Say that everyone in the family will use that new word in conversation at least twice in the next week. Using new vocabulary words in context makes the word meaningful and solidifies learning.

Writing. What's not to learn about writing from the newspaper? The newspaper is all about sharing news, ideas and information through a written format. This material has to be communicated in a way that everyone can read and understand. The newspaper is full of opportunities for children and adults to experience writing for a purpose.

As a family, your first question might have to do with suitable topics for writing. Write about what you know, what gets you fired up and what interests you. Write about things you believe in or something you want to tell others. Newspapers offer a number of venues to share opinions.

Is someone in your family trying to make a difficult decision? Practice writing a letter to the local advice columnist. Do you need an answer to an entertainment question? Many newspapers have a trivia column that accepts inquiries. Letters to the editor are great places for families to express their opinions about a community issue. Why not write the letter as a family? Decide on what you want to say and have everyone contribute.

The op-ed page of the newspaper often accepts guest articles. Your local newspaper also might have an

Internet blog or a bulletin board where people can write and post questions on particular issues. Help children know what is appropriate to post and remember that parental supervision is recommended when accessing the Internet.

## Reading and Comprehension

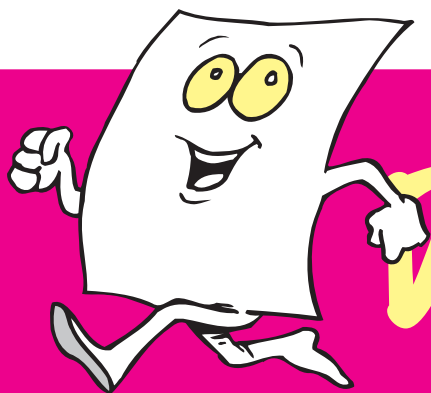
We read to understand. What we choose to read is often based on what we need to know or what we would like to know more about. We also choose to read for entertainment. Comprehension has to do with how well people understand what they have read.

You can help your children increase their comprehension skills in a number of ways. Ask children questions about articles or stories they read in the newspaper. (Of course, this means that you need to read the article, too.) Hold discussions about the topic and ask children to share their opinions. See how well they can connect those ideas to their own lives. Focus on topics of interest to them. "Did you see the article in the sports section about the University of Kentucky basketball team? Isn't that your favorite team? What did the article say about the new coach?"

Newspapers provide us with a wealth of new information every single day. Building knowledge from what we read is a stepping stone to success. Make reading the newspaper a family project every day or every week. Try some of the ideas provided in this article, and in the others throughout this special section, to increase your family's enjoyment of reading. Make use of that old friend, your newspaper, that's delivered right to your doorstep every single day.







# Dear Tabby

Dear Tabby,

My high school has a new newspaper project and now all of us are required to "teach" from the newspaper. I teach family and consumer sciences classes, not English or reading. Help!

– Ms. Cook 'n Stew

Dear Ms. Cook 'n Stew,

Cooking and stewing are right up my alley! The newspaper is full of feature articles about home, hearth and family. Have your students peruse the entertainment section to locate cool new restaurants. If they try out these restaurants, have them write reviews and submit them to the newspaper. Many newspapers have a home decorating section. Students can use the newspaper for ideas on interior design projects, such as creating house plans, planning a room makeover or finding out how to make window treatments. Use the ads in the Sunday newspaper to assist your students in making a project budget. What about the food section? Can your students create new recipes or try out recipes they find in the newspaper? Think about what you already do in your classes and how the newspaper can support what you do. And have fun!

Dear Tabby,

I work in a community nonprofit agency and we have a lot of families who can't afford to buy books for their children. I know that having reading materials in the home is important. Do you have any suggestions?

– Wants to Help

Dear Wants to Help,

Do I have a resource for you! First Book and Idearc Media Corp., publisher of the Verizon® Yellow Pages and home to Superpages.com®, are working together to bring new books to children from low-income families in communities across the United States. You can register with First Book and gain access to award-winning new books for free and to deeply discounted new books and educational materials. To find out how to register, go to <http://register.firstbook.org/idearc>.

Dear Tabby,

I know it's important to read to my child, but my 2½-year-old daughter will not sit still for me to read to her. I've tried reading before naptime to help her get to sleep, but all she wants to do is grab the book and turn the pages. I can't get to the end of the story because of this. I don't want to stop reading, but it's no longer any fun. What do I do?

– Frustrated Mama

Dear Frustrated Mama,

Getting a toddler to sit still for any length of time is always a problem. Here's something to think about: Is your end goal to get your child to sleep, or to share a story? Sometimes reading out loud won't calm children down because they get caught up in the process of doing something fun with Mommy. If your goal is rest, try telling a story (without a book) or singing a soft and quiet song. When you do read to her, choose a time when you have her full attention. Don't feel like you need to read from the first page straight through to the back. Let her explore the book (this is what she is doing when she wants to turn the pages) and look at the pictures at her own pace. You may only get a few pages into the story before she wants to take over. Next time you will probably get further. Eventually, you'll read the whole story.



# PREPARE TO BE AMAZED: SCIENCE AND LITERACY IN YOUR NEWSPAPER

By **Cindy Nelson**, Senior Training Specialist, National Center for Family Literacy

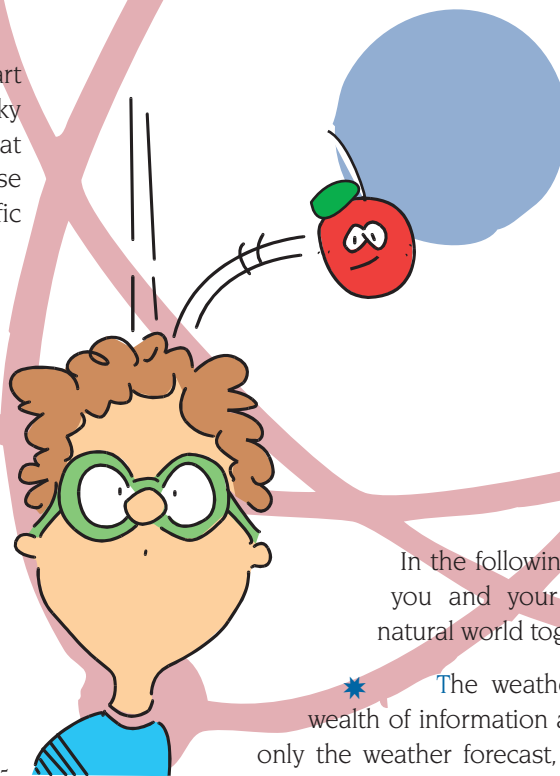
**H**umans are curious. As soon as young children start speaking, they begin asking questions: "Why is the sky blue?" "How come snakes don't have legs?" "What makes airplanes fly?" When parents answer these questions, they encourage their children's scientific curiosity. As children get older, their questions become more complex, but that underlying question of "why" is often the first posed.

The American Heritage Dictionary defines science as "the observation, identification, description, experimental investigation, and theoretical explanation of phenomena." Phenomena can include types of rocks, the human body and how it functions, plants and how and where they grow, animals and their habitats, and many other topics.

Did you know that newspapers are a great resource when you are looking for answers to your child's questions? Newspapers contain breaking news about scientific discoveries. They also have pages and sometimes whole sections devoted to science and health. These pages contain reports on new inventions, implications of scientific knowledge on our lives, and other fascinating material. Reading news articles and looking for answers in the newspaper make science real because it is happening in the present and relates to real people.

Just think of all the information that is printed in newspapers each day about the weather, the environment, medical breakthroughs, new technologies, diet and its effect on the human body ... the list can go on forever. When children read or talk with their parents about topics of interest, they gain knowledge and learn how science affects their everyday lives. They find out that science not only happens in the laboratory, but also in the natural world around them.

In her book "The Sense of Wonder," noted environmental author Rachel Carson writes, "The lasting pleasures of contact with the natural world are not reserved for scientists but are available to anyone who will place himself under the influence of earth, sea, and sky and their amazing life."



In the following paragraphs you'll find some ways you and your children can share the amazing natural world together using the newspaper.

The weather page in your newspaper has a wealth of information about the natural world. It gives not only the weather forecast, but also information about pollen count and air quality; the times of sunrise, sunset, moonrise and moonset; water levels of rivers; and the times of high and low tides. If you or your child has allergies, the pollen count relates in a very personal way to your lives.

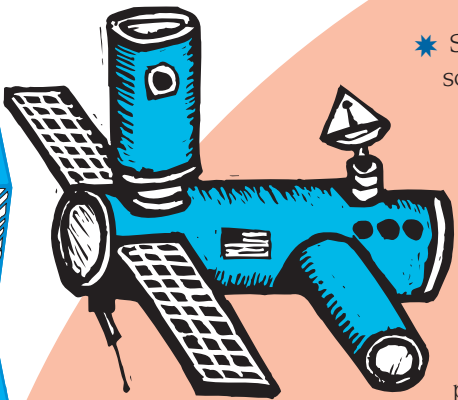
Your newspaper's weather page may also provide an opportunity to talk about history. What were the high and low temperatures yesterday? How do these compare with your city or region's average temperatures for this time of year? Does your newspaper list weather records, like highest or lowest temperature? When did those occur?

Try tracking temperatures over a week to see how accurate the weather forecast is. And if your child is really a weather bug, compare your weather to weather in other major U.S. and world cities. Talk about the fronts shown on the weather map and how those might affect your weather in the future.

When you plan a fishing trip with your child, check the weather report



together to plan what you will need to wear. Then you can check the fishing report in the newspaper to see what fish are biting and where. While you are at your local fishing spot, talk about the plants, bugs, worms, tides, water movement and water pollution, using recent news about the environment as background.



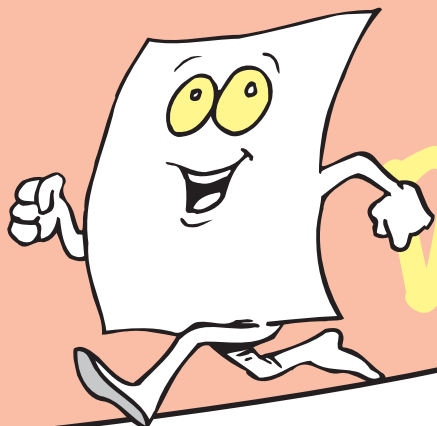
- ★ Space travel and discoveries about the solar system are exciting to most children. Preschool through high school students learn about outer space when they read about astronauts, trips to the International Space Station and other events. It doesn't have to be rocket science. Articles about space travel can lead to studying the stars, moon, planets, how spaceships work, gravity and much more.

★ If you want to stay down to earth, the travel section in the newspaper frequently has articles about different parts of the world and the animals living there. Share the information with your child and then do some research about the climate, the animals' habitats and the types of food they eat to survive. Discuss whether or not the animals could live in your area of the country.

- ★ In the food or health sections of the newspaper, you often can find information about healthy foods, recipes, exercise and nutrition. You and your child can plan a menu, calculate its nutritional value (calories, carbohydrates, protein, etc.), and have a fun and informative family meal. There often are recipes for dishes from around the world that can prompt research and discussion about the countries of origin. Sharing articles about health could inspire you and your child to chart your child's vaccinations, visit that new organic foods store or take a walk around the block.

- ★ Asking questions, or inquiry, is the basis of scientific study and research. Children of all ages are curious about what makes things happen. When you use a hands-on approach, children get to experience the reality of discovery. They learn that science is more than dry facts in a book. As science teacher Charles R. Pearce writes in his book "Nurturing Inquiry: Real Science for the Elementary Classroom," "The world around them is a mystery to be unraveled and solved. Place any child in any place and he or she will begin to explore. Ideas will develop, questions will flow, discoveries will be made."

Use your newspaper to encourage your child's interest in science and the world around him. Just think – one day your child may make a discovery that has a major impact on our world. He could make this discovery because you encouraged a sense of inquiry by using information available every day in your newspaper.



# Dear Tabby

Dear Tabby,

**My child is only 4 years old. Is there any way she can use the newspaper?**  
– Curious in Kalamazoo

Dear Curious,

Yes, there are many pictures in the paper that you can look at and discuss. For example, look at the weather page. Ask what she thinks the weather will be like based on the pictures. She can look at the comic pages and make up a story to go along with the pictures. Most children this age are beginning to learn to recognize the letters of the alphabet. Look at the headlines and point out the letters of her name.

Dear Tabby,

**My son is in high school and thinks that science is not important. How can I help him see the value of reading about and studying science?**  
– Distracted Dad

Dear Distracted,

What are your son's special interests? If they include sports, find articles in the newspaper about sports medicine, nutrition or the physics of speed. You might compare the football uniforms of the 1920s with what is currently worn and discuss how scientific discoveries relating to sports injuries have prompted the changes.



# AROUND THE WORLD

## AND HOME AGAIN: A LITERACY JOURNEY THROUGH THE NEWS

By **Gail J. Price**, Multimedia Specialist,  
National Center for Family Literacy

**W**hen it comes to learning about what's happening around the world and in our own back yards, there's no better resource than the newspaper. Right at your family's fingertips is a wealth of information about places, events and people – and opportunities to expand your child's knowledge and improve his reading skills.

The journey can begin simply with a conversation about something you see or read together in the world news section. Asking questions is a good way to start the conversation, create a focus for reading and help build comprehension.

Incorporate your child's interests in the conversation. What does she think the national sport of that country is? What kind of music do people there listen to? What are the major industries? Who are the famous people from that country? If the article doesn't answer these questions, look for more information on the Internet or at the library.

Datelines in newspapers (usually found at the beginning of an article) identify where the article originated. With your child, take a trip using the datelines you find in the world news section. Pick one to begin with and then, using three or four others, plan a trip together. Consider the best way to get to the next location – train, airplane, car, boat? Talk about how the weather might change from location to location, plus food you might find, places to see, things to do and the different geographic features of each country.



Mark your trip on a map and keep track of the miles you travel. Use each new location as an opportunity to "file a news story" about the country to someone "at home." Make sure to answer the "W" questions – who, what, where, when and why – in the report. And of course, include the dateline.

Places aren't the only feature of interest in world news stories. These articles also tie the names of people from all over the world to particular events and countries. Talk with your child about some of the people you read about in the newspaper. Who are they? What jobs do they hold in their own countries? What is an equivalent job in our country: president, army general, member of Congress?

How does the writer feel about the person, and why? Why is this person in the newspaper – what events are also reported in the article? Is there a recent U.S. event your child knows about that is similar or connected? Helping children connect world events to their own experiences increases their understanding and deepens their knowledge about what they are reading.

After your tour of the world, you're probably ready to come home and find out what's happening in your own neighborhood. The local or metro news section of the newspaper provides lots of opportunities to show your child how learning and reading are relevant to daily life.

Travel

Food

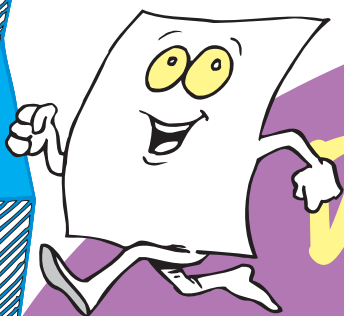
Arts

Sports



Look for a photo in the local section of a person or place your child will recognize. "Look, there is our grocery store. Why do you think a picture of our grocery store is in the paper?" Give your child time to respond, then ask more questions to extend your conversation and your child's learning. "Who are these people in the photo? Do you remember the time we went to the grocery store and there was no milk? What other stores are nearby?" Then, read the photo caption or the article and talk about why the photo is in the newspaper. If the store is changing in some way – being remodeled or expanded or closed – talk about how that will change your routine. Connecting learning to children's everyday experiences helps them understand that print has meaning.

Often, the local section includes a chart or graph that displays information, such as your community's economic growth, unemployment rates or approval ratings of candidates in a political race. These graphic representations offer a new opportunity to talk with your child about what's happening in your area. Ask first if your child knows what the graph is intended to show and what kind of graph it is – bar, line or circle? Ask questions that require her to interpret the information presented in the graph. What is being measured, and is it increasing or decreasing? Interpreting data is a great way to develop problem-solving skills that your child can use in school and throughout life.



## Dear Tabby

Dear Tabby,

**My 4-year-old brother does not know his alphabet letters. What can I do to help him learn them?**

– Concerned Sis

Dear Concerned,

You are sweet to be concerned about your brother's early literacy skills. One of the easiest things to do is to show interest in letters yourself. Pick a "letter of the day" and point it out to your brother whenever you come across it. "There's the Burger Shop. Do you see a g there?" "Can you help me circle every g on the front page of the newspaper?" "Look, the g is the first magnetic letter on the refrigerator." Sing the "ABC Song" as you put the magnetic letters in order. Repeated exposure, and your interest, will pay off.

Dear Tabby,

**My granddaughter reads very haltingly and without any expression. What can I do to help her?**

– Anxious Granny

Dear Anxious,

There are a number of ways to improve fluency. One is to be a model yourself when you read by grouping words, using lots of expression and pausing at punctuation. Another is to do paired reading with your grandchild: You read a few sentences, then your granddaughter reads a few, etc. The third way is through repeated reading of the same passage. Also talk to your granddaughter's teacher about her decoding and vocabulary skills, which may need improvement as well to help her read more fluently.

Check out the community calendar with your child to find out what special events are currently taking place. Even young children can share in the community's excitement about a new birth at the zoo or a victory parade for a local team just back from a tournament. Ask your child to write these special events on your family calendar. Staying informed about your community's events helps children practice their reading skills and encourages them to stay connected to the things happening around them.

When parents read and talk with their children about the important happenings occurring in the world and in the community, they are not only fostering literacy and learning, but also a sense of being a caring, informed citizen. The world and local news sections of the newspaper can start your child on a journey that will last a lifetime.

Dear Tabby,

**My middle-school student says he hates to read. He is a good reader, but doesn't ever read outside of school. What can I do to encourage his reading?**

– Frantic Father

Dear Frantic,

Not to worry! Just consistently provide written material that might interest your child. A comic book, an Internet site about a favorite sports team, or a magazine featuring a popular singing group all count as reading material. Use the newspaper to point out neighborhood happenings or local sporting events that he might want to know more about. Model a love of reading yourself with books from the library, newspapers and magazines. Your child will soon discover for himself all the fun advantages to reading.



# THAT'S ENTERTAINMENT AND LITERACY

By **Jennifer McMaster**, Multimedia Director,  
National Center for Family Literacy

**A**ll the world's a stage, and kids love to dance, sing, act and paint their experiences on the world stage (or at least in the living room). Encouraging your child's artistic expression not only provides an outlet for all that creative energy, but it also supplies many opportunities to practice important literacy skills.

What better way to tap your child's creativity than with the entertainment or weekend sections of your local newspaper? These sections often contain information that your child is already interested in: the latest reviews of movies, music and books; interviews with performers and artists; advertisements for new restaurants; and movie show times. From glass blowing to fiddle playing, there's probably something in the newspaper that will spark your child's creative curiosity.

The entertainment section offers lots of opportunities to practice open-ended questioning with your child. Open-ended questions are questions that require more than a "yes" or "no" answer. One of the easiest ways to try out open-ended questions is to start with the "W" questions – who, what, where, when and why. The next time your child expresses interest in a particular movie, book or TV program, ask



some of the "W" questions. Who is in the movie? Who is the main character in the TV show? Who wrote the book? What is it about? Where and when does it take place? And why does your child want to see the movie or read the book?

Listen for opportunities to expand on your child's answers. If she tells you who is in the movie or who wrote the book, ask if she's seen other programs with that actor or read other books by that writer. If she tells you the book takes place in England, ask her what she knows

about England. Can she find it on a map? Questions lead to conversations, and conversations are one of the best ways to build oral language, vocabulary and comprehension skills.

The entertainment section of your newspaper often is full of unusual photographs – dancers caught in flight, actors in extraordinary costumes and makeup, and exhibits of clay figurines or ceramic pottery. Take a visual tour of the entertainment section with your child. Point out interesting pictures and ask your child what he thinks is happening in the photo. Or, ask him to describe what he sees in as much detail as possible.

If your child is already a reader, cover up the headline so that he can't tell what the article is about. Then, read the headline aloud, and talk about how the photograph helped your child predict the details of the story. Making predictions is a good pre-reading strategy to help kids think about what they are about to read so that it's more meaningful for them. Looking at and talking about photographs and illustrations in the context of a story help children build important print awareness skills.

"Magical!" "Best ever!" "Enchanting!" "Fantastic!" Have you ever noticed how many exclamation points appear in the movie and



theater advertisements in the newspaper? Punctuation aside, exclamation points are often pretty good indicators of adjectives, superlatives and opinion, all of which offer opportunities to talk to your child about what she's reading. With your child, circle all the adjectives you can find in the ads in the entertainment section. Then, look to see which are superlatives (a form of adjective that implies the highest degree, often ending in *-est*).

As you look at the advertisements, talk about the opinions that are implied by the critics' quotes. Are any of them negative? Probably not. Why do the ads show only positive opinions? After you look at the advertisement for a new movie, read the review in the newspaper. Do the opinions expressed in the ad match the opinions expressed by your newspaper's critic? Which opinion does your child think is more accurate, according to her own likes or dislikes? After she sees the movie, ask her again which opinion most matches her own.

Speaking of movie reviews (or book reviews or concert reviews), these articles provide great opportunities for your child to practice summarizing and sequencing, both of which are very useful comprehension skills. Usually these types of articles will provide a summary of the dramatic events that occur in the story or plot. Even a concert or dance will have a beginning, middle and end (often holding the best song or most daring maneuver until the climax).

Read a review aloud to your child or ask him to read it to you. Then, talk about what he thinks happens at the beginning, middle and end of the story or event, using his own words. If possible, watch the movie or go to the concert together. Afterward, ask your child to describe what happened from beginning to end.

One of the best ways to support your child's literacy and reading skills development is to encourage reading about topics in which he or she is interested. When it comes to entertainment, the newspaper is the perfect source to inspire discussion, reflection and creative thinking.

Dear Tabby,

**I'm a librarian and I love to read aloud to families with young children. I'd like to incorporate the newspaper into our weekend events, but I'm not sure the kids and parents would enjoy hearing articles read aloud. Do you have any ideas on how I can incorporate the newspaper into our family activities?**  
– Read-aloud Librarian

Dear Read-aloud,

Granted, the financial section of the newspaper might not make for the most exciting material to read aloud. So why not turn to the entertainment section? Try reading aloud an interview with a celebrity, providing different voices for the interviewer and the star. Or, cut out movie ads and provide one to each family. Ask each family (parent, child, or parent and child together) to read the tagline or critic's quote out loud as dramatically as possible. Switch the ads among families, and do it again. Reading aloud with expression is important to fluency, and repeated oral reading is a good skill builder.

Dear Tabby,

**My first-grader has stars in her eyes. She's fascinated by celebrities, and spends a lot of time on the computer looking up information about them. I'm glad she's building her computer skills, but I'd like to make sure she's getting good reading practice, too. Can you help?**  
– Star-struck Mommy

Dear Star-struck,

Building on your child's interests is the perfect way to encourage her reading. If she likes celebrities, the computer and reading, here's a great resource she can check out: [www.storylineonline.net](http://www.storylineonline.net). The Screen Actors Guild Foundation and Idearc Media Corp., publisher of the Verizon® Yellow Pages and home to Superpages.com®, have teamed up to offer a free, online streaming video program featuring SAG members reading quality children's books aloud. Each book includes accompanying activities and lesson ideas to expand children's reading skills. There are lots of celebrities featured, including Jason Alexander ("Seinfeld"), CCH Pounder ("The Shield") and the voice of Amanda Waller on "Justice League" and Sean Astin ("The Lord of the Rings" trilogy).



# Dear Tabby

Dear Tabby,

**My teenager struggles with time management. She always has so many things she wants to do, but she can't seem to map out a schedule and keep to it. Is there any way the newspaper can help?**  
– Timed-out Dad

Dear Timed-out,

Your newspaper has lots of great examples of time management. Does your teen like movies or TV? Ask her to pick out a movie she'd like to see or a program she wants to watch, and look for the schedule in the newspaper. Ask her to find the beginning time of the show she wants to see. Then, ask her to find when the next program starts, to determine how long the show is. If it's a movie playing at your local cinema, ask her how long it will take to get to the theater and factor that into the total amount of time it will take to see the show. Remind her that if she wants to get popcorn, she probably needs to add a few extra minutes. Help her chart each step, from getting dressed to arriving at the theater, buying a ticket, meeting her friends and ultimately, getting back home.



**LITERACY 2007**  
NEWSPAPERS Give  
Knowledge and Guidance



# ADULTS WITH LIMITED LITERACY SKILLS? THE NEED IS REAL



**It may surprise some readers to learn that a significant number of adults have limited literacy skills.**

**A**ccording to the 2003 National Assessment of Adult Literacy, an estimated 13-14 percent of U.S. adults are at the "below basic" level – the lowest of four levels – in prose literacy (understanding and using any kind of continuous text).

Their literacy skills range from being nonliterate in English to being able to locate directly stated information in short, simple, common materials. That means that some of these adults (even some native English speakers) are virtually nonreaders, while others are minimally literate. Those who are nonliterate in English represent 5 percent of the population, which means that 8 or 9 percent (tens of millions of other adults) can perform at best only the simplest and most concrete literacy tasks.

By **Susan McShane**, Reading Initiatives Specialist,  
National Center for Family Literacy

The next group identified by the NAAL, described as "basic," amounts to 29 percent of adults. These people are better readers but still have difficulty with anything beyond simple, everyday literacy tasks.

The two groups combined represent more than 4 in every 10 adults.

How did this happen? Why do so many adults have trouble reading?

In fact, there is no simple answer. Research has documented several kinds of problems. Some adults recall having difficulty learning to read beginning in the first grade. They were aware from the start that reading came fairly easily to most kids, but for some reason, they couldn't do it. Many of these individuals would be considered to have a reading disability.

Others say they didn't feel "behind" until the later grades. They may have acquired adequate decoding skills and therefore could identify words in simple storybooks fairly well. Their difficulties began not when they were learning to read, but when they needed to read to learn.

There are many factors that could have contributed to an inability to comprehend subject matter texts (for example, science and social studies), such as limited experiences, vocabulary and background knowledge. Perhaps they preferred physical activity to reading, or their families' practices and expectations didn't encourage reading for pleasure. As a result, they may not have chosen to read

outside of school, didn't expand their knowledge and vocabulary through reading, and fell further behind in school every year.

This common phenomenon is often referred to as the "Matthew Effect" – the rich (in literacy) get richer and the poor get poorer.

If the NAAL data reflect reality, and if the Matthew Effect applies to reading, why is adult low literacy a nonissue in the United States?

Maybe it's because these individuals are not numbers. They are real people and they live among us. We don't recognize them, perhaps, because many of them are functioning grownups who are going about their business. They don't look different from the rest of us.

In the same way that people who don't have specific skills in music, sports or mathematics live in our communities without showing any obvious outward evidence of these limitations, people with reading problems also look and act like regular folks. They work in grocery stores, factories, auto repair shops and restaurants. They do construction and maintenance work. They live in our neighborhoods, drop their kids off at our schools, and shop at our stores. They make friends and care for their families.

It's easy to lump adults with low literacy into one category. It's more useful to think about the problem of low literacy as an issue of individual challenges.

Certainly, the overall challenge of poor reading skills is the huge impact this often has on

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self-esteem, educational achievements and earning power. But many of those who have struggled with reading have other offsetting strengths and abilities, such as:

- ★ Strong oral language skills
- ★ Good people skills
- ★ Creativity
- ★ Mechanical aptitude
- ★ Physical strength and agility
- ★ Artistic talent
- ★ Persistence and a good work ethic
- ★ Well-developed coping skills

Thanks to one or more of these strengths, many people have made the best of what they do well and compensated for limited abilities in other areas. Indeed, many of those with strong, supportive families and good educational opportunities have managed very well, and have even become high achievers in their chosen careers. We may know some of these folks, and we would be surprised to learn they don't enjoy reading and still struggle with print.

On the other hand, of course, are the many individuals whose lives and well-being are seriously limited by their weak reading skills. These are the people who require educational services that meet their very real needs.

Adult basic education programs, family literacy programs and community-based literacy programs form the "system" that exists to offer a second chance at learning to those who have failed in the past. One or more of these programs may be found in most communities. Programs serve adults with a wide range of skills, including English language learners.

Some who enroll need little more than a review of math or English composition skills to pass the GED. Others need more intensive study in reading, math and language. Those with very limited literacy skills need regular, systematic instruction in some or all of the basics. Meeting the needs of this diverse group is a challenge.

Adult basic education programs and many family literacy programs receive federal and state funding. Some community-based organizations also receive public dollars. All of these programs are working hard with limited resources. Many are part-time programs staffed with part-time instructors or volunteers.

Such programs often find that working with low-level readers is the most difficult task. Research and experience have demonstrated that the weakest readers need a structured, systematic instructional program. Most adult education and literacy agencies are not able to provide this kind of service. These programs cost money and instructors must be trained to use them successfully. Even working with those who have stronger reading skills (often called intermediate-level readers) requires more training than many adult educators have.

Literacy programs also face other challenges in attempting to meet the reading needs of participating adults. The adults, in most cases, are voluntary participants, and because of their own limited resources, they live complicated lives. Their attendance is often sporadic because of work schedules, family responsibilities and transportation problems, to name just a few of the issues that compete for the limited time they have to pursue educational goals.

As a result, learners may spend only a few hours each week in class or working with their tutors. Add to this the fact that poor readers have failed before and may have little hope that they will ever succeed. They often are easily discouraged.

Yet another challenge is that intermediate-level readers may be unaware of their own limitations. They have been guessing and getting by for years, and they often don't realize how much they are missing by not reading well. As a result, they don't request reading instruction and their specific deficiencies remain unidentified and therefore not addressed.

What can be done about this problem of low literacy? How can any of us help?

- ★ Find out about the programs in your community.
- ★ If you know someone who needs help, refer him or her to a program.
- ★ If you have time, volunteer as a tutor or offer other kinds of volunteer support.
- ★ Make a financial contribution (if possible).
- ★ Speak up! Advocate for services and promote additional funding for programs to enable staff to assess the specific needs of learners and provide the kind of structured, systematic instruction that beginning readers need.

Adult learners deserve a second chance, and we need to expand and enhance the services we offer. These are the workers, citizens and parents of today and tomorrow. This real problem must not be ignored, and these people deserve the best we can provide to build their literacy skills.





# WHY I PUSH FAMILIES TO ACHIEVE EXCELLENCE THROUGH EDUCATION



By **Angelica Ibarra**, Director, Florida Family Literacy Academy,  
St. John's Presbyterian Learning Center, Tampa

I was 8 years old when we arrived in the United States and already several years behind my school peers, because I had never attended school. It took me two years in the second grade to learn enough to survive in the third. Four years after I began school my father decided that we could not survive financially where we lived, and we started following the seasonal crops all across the country.

I remember being the new kid in school at least three different times in seventh grade. It was during that time that my father decided I knew enough to translate for the family and survive. He decided that I should drop out of school and I agreed. My father would say that school was a waste of time for poor people, because doctors and lawyers never came from families like ours.

We continued to migrate and follow the crops all across the country. In the middle of everything I ran away from home and became a mother of two children, all before the age of 18. I really don't remember why, but the thought of obtaining my GED would cross my mind every now and again. I attended a couple of GED programs for a day or two but never stayed. However, one day I began taking classes in an adult community education center in Tampa through the migrant program, and for the first time, I stayed.

Several months later, I received my diploma. I attribute my success to one of the teachers in the center. She was far more than just my teacher; she was a counselor, a mentor, and many times, a mother figure. She was someone who would listen without judgment, and she always seemed to care genuinely about what was going on in our lives. It was the same teacher who told me that I should enroll in a community college, and because she seemed like she really believed I could do it, I did, too. That same year, I registered for classes. I finished classes at the community college, earning my associate's degree. Then I transferred to the University of South Florida, where I obtained my bachelor's degree.

After I graduated, my children often told me how proud they were of me.

My son was the first in our entire family to graduate from high school. Both of my children graduated from high school with honors and both entered college.

A couple of years after I graduated from USF, I heard about a position in the Florida Family Literacy Initiative, and the rest is history in the making.

Currently, our program is one of the first in the newly-established Florida Family Literacy Academies. In our expanded role, we'll have the opportunity to continue learning from other academies, but also to share all we know with other programs and to help our colleagues grow strong for the benefit of all families.

I love what I do. I enjoy helping others achieve their goals. We offer the four components traditionally found in family literacy: adult education, children's education, parenting education, and parent and child together time. The majority of the families attending our program have full-time jobs and come to the program directly from work. They sacrifice their evenings at home three times a week to pursue their "American dream."

I often share my story with our families. I do so to let them know that through education, they can achieve their goals. I aim to inspire them by letting them know that sometimes it is not easy, but it is possible. I try to provide the support that was given to me by a very caring and devoted teacher. Many of the people who walk through our doors come with their fears, doubts and low self-esteem. Sometimes, all they need is to hear that they can do it.

**My family and I are  
originally from Mexico, and  
like many others before us, and  
many others after, we came to  
the United States in pursuit  
of the "American  
dream."**



**LITERACY 2007**  
NEWSPAPERS Give  
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# ZACH, THE DECODER RING? AND SOME MYSTERIOUS WORDS

By **Jennifer McMaster**, Multimedia Director, National Center for Family Literacy

**Z**ach awoke with a start, because there were two things he was supposed to do. He could remember one of them, but he couldn't remember the other.

The thing he was supposed to do that he did remember was to get the newspaper from outside. This was one of his daily responsibilities. So, as soon as he was washed and dressed, Zach slipped on his sneakers and retrieved the newspaper.

Walking back to his front door, he saw there was a little bag stapled to the front page. This wasn't unusual. Sometimes a free sample, such as new toothpaste or laundry detergent, came with the newspaper. His mother loved those free samples. But as he trudged back to his house, Zach noticed that the bag had a note enclosed.

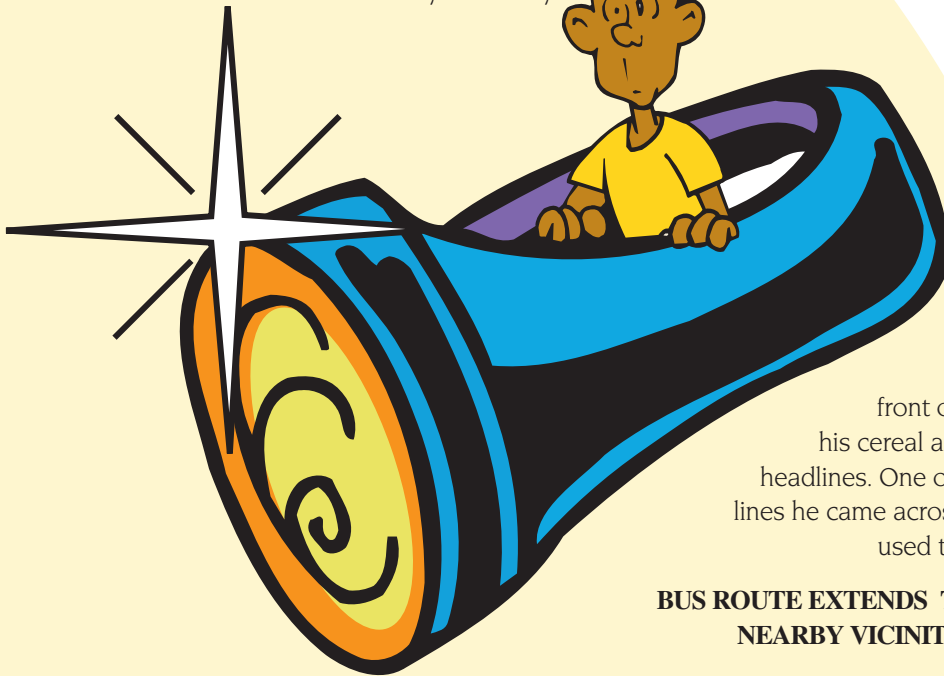
And, oddly, the note was addressed to him.

Dear Zach,

Inside, please find your secret decoder ring. Your mission, should you choose to accept it, is to remember the other thing you are supposed to do this morning.

As Zach read the message, he stopped and looked around him. Surely, someone was playing a joke on him. Yet it was very early in the morning, and there was no one in the vicinity.

Zach didn't know the word *vicinity*, but if he had wanted to use that word, he could have used context clues (or a dictionary) to figure it out.



With the newspaper in front of him, Zach ate his cereal and scanned the headlines. One of the first headlines he came across, interestingly, used the word *vicinity*.

## BUS ROUTE EXTENDS TO SERVE NEARBY VICINITY

Touching his decoder ring, Zach thought to himself, "Nearby. That's like near, which means close. And the *-ex* in extends means 'out of.' So, the bus is going outside of its normal route and picking up people in close areas."

Zach's decoder ring glowed on his finger, and he turned to another section of the newspaper.

One of the headlines caught his eye because it was about his favorite team, but it contained another word he didn't know.

"Mom, what's this word?" he asked, careful to swallow his cereal first so he wouldn't be talking with his mouth full.

His mother looked over his shoulder at the newspaper.

"Is there a part of that word that you recognize?" she asked.

Zach looked at the word again, and saw that there was a smaller word inside it.

"Wart," he answered her. "Yuck."

"And how about the letters in front of that?" she prompted.

But we're getting ahead of ourselves.

When Zach brought the newspaper inside, his mother had already poured a bowl of cereal for him.

"Good morning, Zach," his mother said. "Thank you for bringing in the newspaper. I'm glad you remembered."

With a kiss on the top of his head, Zach's mother got him settled at the table to eat his breakfast. She didn't seem to pay any attention to the newspaper, much less to the little bag attached to it.

So, while his mother wasn't looking, Zach opened the bag and extracted the plastic ring inside. And as he did this, he remembered that *-ex* is a prefix which can mean "out of." He didn't immediately remember this, but as soon as he placed the ring on his finger, he realized that he'd taken the ring out of the bag. In other words, he had *-exed* it.

The decoder ring tingled on his finger.



"Th," Zach sounded with his tongue against his front teeth. "Th-wart, thwart. But what does it mean?"

Instead of telling him what the word meant, which Zach knew would be way too easy, his mom asked him to read the whole headline out loud.

"Cardinals Th-wart Bulldogs' Chance at Playoffs," he read.

"So, who won?"

"The Cardinals."

"And who isn't going to the playoffs?"

"The Bulldogs. So, the Cardinals stopped the Bulldogs from going to the playoffs. They thwarted the Bulldogs."

Wow! This decoder ring really worked! With a little help from his mother, of course.

She smiled at him. "I have to get your sister ready for day care. Why don't you try another section of the newspaper?"

With his secret decoder ring, Zach thought he might just read the whole newspaper cover to cover. Before she left to get his sister, though, Zach's mom pulled out a little booklet from her kitchen "everything" drawer and placed it on the table next to Zach.

"Just in case," she said mysteriously, and disappeared down the hallway toward his sister's bedroom.



Zach saw that the booklet she'd left was a pocket dictionary. He quickly turned to the entertainment section to see what new movies were opening this weekend.

And wouldn't you know, right on the front page of the entertainment section was a gigantic word that Zach had never seen. He glanced down the hallway, but he could hear his mother waking up his baby sister and knew she would have her hands full. His baby sister was not a morning person.

He nervously twisted his decoder ring on his finger and looked at the big word again. He tried to read the whole headline: "Movie \_\_\_\_\_ Gather for Film Fest." He assumed, correctly, that Fest was short for Festival. And because there was a gathering, he assumed, again correctly, that the mystery word must refer to some type of people who were doing the gathering. But that was as far as he could get.

That's when he saw the dictionary his mother had left him. He carefully matched the letters in the word from the headline to the entries in the dictionary, singing the "ABC Song" in his head to help him get where he needed to be. It took awhile, but he found the word he was looking for.

"Aficionado. Noun. Derived from the Latin affection. A fan."

Well, it sure would have been easier if the newspaper had just used the word fan. But Zach read the headline again, substituting the word fan, and it made perfect sense: "Movie Fans Gather for Film Fest."

His mother returned, Zach's sleepy sister in tow.

"So, Zach, did you remember the other thing you were supposed to do this morning?" his mother asked.

"Yes, Mom," Zach said confidently, tapping his secret decoder ring. "I practiced my reading."

## HINK PINKS: HAVE FUN WITH RIDDLES AND RHYMES

"Hink pinks" are riddles. The answers to the riddles are words that rhyme with each other and contain the same number of syllables. Hink pinks are fun, can be played anywhere and can help increase vocabulary. Using rhyme increases awareness of sounds in words and promotes reading achievement.

### Newspaper-Related Hink Pinks

1. Athletic Tidbits \_\_\_\_\_
2. Movie Review \_\_\_\_\_
3. Nuclear Funny Strip \_\_\_\_\_
4. Gourmet Guy \_\_\_\_\_
5. Trendy Fashion Sale \_\_\_\_\_

6. Travel Advice \_\_\_\_\_
7. Market Seare \_\_\_\_\_
8. High Temperature Location \_\_\_\_\_
9. Correspondence Selected for Editorial Page \_\_\_\_\_

### Reading-Related Hink Pinks

10. Important Book Name \_\_\_\_\_
11. Animal Story \_\_\_\_\_
12. Groups of Vocabulary \_\_\_\_\_
13. Literature Review \_\_\_\_\_
14. Bloody Tale \_\_\_\_\_

ANSWERS:  
1. Sports Shorts 2. Flick Pick 3. Atomic Comic 4. Food Dude 5. Fad Ad 6. Trip Tip 7. Stock Shock 8. Hot Spot  
9. Better Letter 10. Vital Title 11. Creature Feature 12. Herds of Words 13. Book Look 14. Gory Story

# LITERACY ACTIVITY CALENDAR

## September 2007

01

Help your child write a letter to a family member. Ask her to tell about her day. Take the letter to the post office or closest mailbox, and mail it.



02

Read a newspaper article together. Ask whether the important ideas were at the beginning or the end of the article.

03

Plan a weekend outing to the park. Check the weather map each day that week to see what the weather forecast is and how it changes.

04

Pretend to be a newspaper reporter and interview your child about her favorite book. Ask all the "W" questions – who, what, where, when and why.

05

Talk about a photo in the newspaper. Ask your child what he thinks is happening in the photo. What might have happened right before the photo was taken? Right after?



06

Cut out some numbers from the newspaper. Ask your child to put them in order from smallest to largest. Leave a number out of a group of consecutive numbers. Ask your child which number is missing. (Do this counting by twos or fives).

07

Clip an article from the newspaper. Cut it into parts and ask your child to reassemble the article in the correct sequence.

08

Today is International Literacy Day. Using an atlas or a map, find locations mentioned in the newspaper. Pick a country and investigate its customs through the Internet or the library.

09

In honor of Grandparents' Day, encourage your child to make a card for an older person she knows and cares about. Help her write a message and then deliver or mail the card.

10

Do a comparison using scores from the sports page. Who had the highest score? Who had the lowest? Did anyone tie?



11

Point to words in the newspaper and ask your child to say another word that means the same thing, then a word that means the opposite.

12

Find the weather map in the newspaper. What kind of day is it going to be? What is the high predicted to be? How does that temperature compare to others across the country?

13

Do a round-robin story with your child. Have him start a story; then, you add to it. Other family members can join in as well. Continue taking turns and hear the story grow.

14

Take a favorite book to the park. Read it sitting under a tree.

15

Learn how to say some simple words, such as hello, good morning and good night, in Spanish as National Hispanic Heritage Month begins.

16

Sing a song together. And dance to it, too!



17

Recite short poems together. Pick one of the poems and ask your child to recite it for the family.

18

Ask your child to create an ad for his favorite food, book or toy, using pictures and words from the newspaper.

19

Look at the used car ads for a particular make of car. Pick five and list them in order of least expensive to most expensive. Compare mileage and special features. Which sounds like the best buy?

20

Check the TV listings and schedule a popcorn-eating, snuggling pajama party for a favorite show or movie.



21

Look for coupons for products you buy. Ask your child to cut them out and put them in categories such as food, cleaning supplies, personal items, etc.

22

Today is Elephant Appreciation Day. Name as many animals as you can. Make a list. Visit the zoo and check off all the animals you see there.



23

Go for a walk on the first day of autumn. See how many different kinds of leaves you can find. Match them with pictures in a book to identify the trees.

24

Today is National Punctuation Day. Write a paragraph, leaving out all the punctuation and making some spelling mistakes. Ask your child to proofread it, add the punctuation and correct the spelling mistakes.



25

Cut out a comic strip. Cover the words and ask your child to create the dialogue.

26

Read a movie review with your child. What positive comments does the reviewer make? What negative comments? Ask your child if it sounds like a movie she would like to see.

27

Find a favorite recipe. Ask your child to help measure the ingredients needed. Talk about how much one-half or one-fourth is.

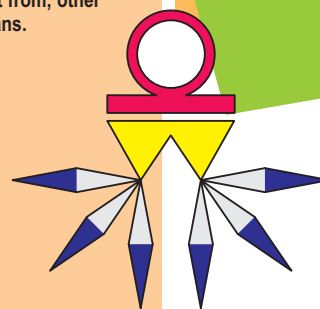


28

Borrow a book from the library about Native Americans. Read it together and talk about how Native Americans are similar to, and different from, other Americans.

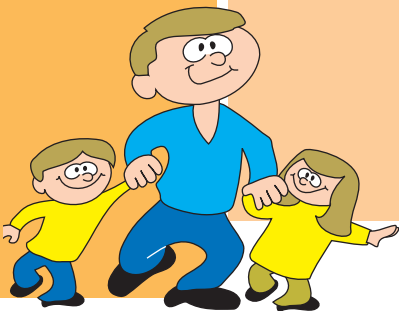
29

Look for a sale ad. Ask your child how much 20 percent off would be. What is the final price of the product?



30

Choose a special alphabet letter for the day. Ask your child to find and circle the letter each time it appears in a headline on the front page of the paper.





Send in Your Poster by Nov. 16, 2007

2008 NAA FOUNDATION

# Art Contest - Win \$250!

Students from elementary school through high school are encouraged to enter the Newspaper Association of America Foundation's Cover Art Contest, celebrating International Literacy Day on Sept. 8. Just draw a picture that relates to reading and newspapers, send it in, and you may win \$250!

**Winning artwork will be chosen in two categories: students ages 12 and under; and students ages 13-18. Here are a few more tips and instructions:**

- 1 Create a design that illustrates how reading is valuable to you. Each poster must be an original art composition created by one student. Adults may give only verbal assistance.
- 2 We prefer the entry to be the size of standard poster paper (18 inches by 24 inches). If standard poster paper is not available, use what you have. The design should be vertical. Communicate your message in a picture and come up with a title or slogan to go with your drawing. Use ink, tempera, powder paint, watercolors, oils, chalk, yarn, fabric or other materials. Be creative! Hint: Using a newspaper theme in the drawing is a plus.
- 3 The entry form must be completed in full and attached to the back of your poster. The entry form must be signed by the student entering the contest, and by a parent or guardian. Entry forms may be photocopied.
- 4 Entries are judged by a review panel selected by the NAA Foundation. The winner will receive a check for \$250. At least three other finalists will receive \$100 each. The judges' decisions are final.
- 5 All entries and submitted materials become the property of the NAA Foundation and will not be returned. Entries may be reproduced in any form by the NAA Foundation and/or the local newspaper, its agents or assigns for any purpose. The NAA Foundation reserves the right to modify any poster for reproduction purposes.
- 6 Entry into this contest constitutes permission for the artwork and the artist to be photographed for publicity purposes without compensation to the child, parent or guardian.
- 7 All federal, state and local regulations apply. Void where prohibited by law. Taxes on prizes are the responsibility of the winners and their families.

## Literacy Day Tabloid 2008 Cover Art Contest Entry Form

NAME (PLEASE PRINT)	GRADE	BIRTHDATE (MONTH/DAY/YEAR)
HOME ADDRESS		
CITY	STATE/PROVINCE	ZIP/POSTAL CODE
HOME PHONE	E-MAIL	
SIGNATURE OF STUDENT		
TEACHER'S NAME (PLEASE PRINT)		
E-MAIL		
SCHOOL		
SCHOOL ADDRESS		
CITY	STATE/PROVINCE	ZIP/POSTAL CODE
SCHOOL PHONE		
NAME OF PARENT OR GUARDIAN (PLEASE PRINT)		
SIGNATURE OF PARENT OR GUARDIAN		

**Please send in your poster and entry form postmarked by Nov. 16, 2007.  
Mail to: Art Contest, NAA Foundation, 4401 Wilson Blvd., Suite 900, Arlington, VA 22203.**

# PARENT RESOURCES

Parents want to help their children be successful in school. For some parents, building their own literacy skills, which may include increasing English language skills, is a great first step. Here are some of the many Internet resources that parents may find helpful.

## Children's Language and Literacy Development

[www.getreadytoread.org](http://www.getreadytoread.org)

[www.scholastic.com](http://www.scholastic.com)

(click on the "Parents" link for information about literacy development by age and grade)

## Adult Education

[www.gedpractice.com](http://www.gedpractice.com)

[www.keynews.org](http://www.keynews.org)

[www.tv411.org](http://www.tv411.org)

(designed for adults who want to improve their literacy skills)



## Finding an Adult Education Program

The National Center for Family Literacy ([www.familit.org](http://www.familit.org)) provides a directory of adult education programs. By clicking on your state, you can see a list of family-focused programs in your area. ProLiteracy Worldwide ([www.proliteracy.org/locator](http://www.proliteracy.org/locator)) provides a directory of literacy programs that you also can select by state or narrow to within 25 miles of your own ZIP code.

## English Language Learners (including Spanish options)

<http://a4esl.org>

[www.sesameworkshop.org](http://www.sesameworkshop.org)

## Other Resources

The U.S. Department of Education Publications Department offers many free print resources for parents. To order, write to ED PUBS, P.O. Box 1398, Jessup, MD 20794-1398, call 1 (877) 4-ED-PUBS or go to [www.edpubs.org](http://www.edpubs.org).

Newspapers provide more than just a daily resource for world, national and local news. The education pages may contain articles about the most recent findings in instructional strategies for teaching children (and adults). The book section may include reviews of new and award-winning books for both children and adults. Newspapers are also available online and in the local library.

## Literacy Resources

Do you know that many adults in the United States function at the lowest level of literacy? These adults are often unable to total an entry on a deposit slip, locate the time and place of a meeting on a form or identify a piece of specific information in a brief news article.

How can you help? Contact local literacy groups, libraries or community colleges in your area. Volunteer for a local family literacy program. Read up on childhood and adult learning disabilities.

The following resources can assist you in becoming an advocate for literacy, helping another adult become a better reader or finding out how you and your child can learn together.

American Library Association ([www.ala.org/olos](http://www.ala.org/olos))

Adult Literacy Media Alliance ([www.tv411.org](http://www.tv411.org))

American Council on Education ([www.acenet.edu](http://www.acenet.edu))

AVKO Educational Research Foundation ([www.avko.org](http://www.avko.org))

"Between the Lions"  
([www.pbs.org/readytolearn/resources/lions.html](http://www.pbs.org/readytolearn/resources/lions.html))

Book Adventure ([www.bookadventure.org](http://www.bookadventure.org))

Dave's ESL Café ([www.eslcafe.com](http://www.eslcafe.com))

First Book ([www.firstbook.org](http://www.firstbook.org))

High/Scope Educational Research Foundation  
([www.highscope.org](http://www.highscope.org))

International Reading Association ([www.reading.org](http://www.reading.org))

Multiple Intelligences for Adult Literacy and Adult Education  
([www.literacynet.org/diversity/writing.html](http://www.literacynet.org/diversity/writing.html))

National Center for Family Literacy ([www.familit.org](http://www.familit.org))

National Center for Learning Disabilities ([www.ncld.org](http://www.ncld.org))

National Institute for Literacy ([www.nifl.gov](http://www.nifl.gov))

Parent & Child Magazine  
([www.scholastic.com/parentandchild](http://www.scholastic.com/parentandchild))

Parents as Teachers ([www.patnc.org](http://www.patnc.org))

ProLiteracy Worldwide ([www.proliteracy.org](http://www.proliteracy.org))

Public Broadcasting Service Literacy Link ([www.pbs.org/literacy](http://www.pbs.org/literacy))

Reach Out and Read National Center  
([www.reachoutandread.org](http://www.reachoutandread.org))

Storyline Online ([www.storylineonline.net](http://www.storylineonline.net))

Verizon Literacy Network ([www.verizonreads.net](http://www.verizonreads.net))



**LITERACY 2007**  
NEWSPAPERS Give  
Knowledge and Guidance



# A YEAR OF LITERACY

Every month has something to celebrate. Love history? There are months for that. Want to know more about ice cream? There's a month for that, too. Why not turn these observances into family literacy celebrations? Here are fun activities to do with your child throughout the year.

## JANUARY

### New Year's Day:

Traditionally, we make resolutions at the start of a new year. Make a resolution based on something you read in the paper.

**National Soup Month:** Ask your child his favorite soup. Talk about the different ingredients. And, of course, make sure you heat up a bowl of alphabet soup.

**Winnie The Pooh Day:** On Jan. 18, find a photo of an animal in the paper.

## FEBRUARY

**Black History Month:** Look in the paper to find an event in your community focusing on this.

**Children's Dental Health Month:** Look through the paper for foods that are not bad for your children's teeth.

**Responsible Pet Owners Month:** Check the paper for a column by a veterinarian.

## MARCH

**Dr. Seuss' Birthday:** Fox in Sox, Horton the Elephant, Cat in the Hat and Marvin K. Mooney — who can resist these guys? On March 2, choose your favorite from the library.

**National Noodle Month:** Check the food section and find a recipe with noodles.

**National Nutrition Month:** Look through the supermarket ads in the paper. Can you find the ingredients for a nutritious dinner?



## APRIL

**National Garden Month:** Read through the home and garden section of your paper. What are the ads for?

**National Poetry Month:** Visit the library and check out some poetry books to read with your child.

**National Frog Month:** Who knew there is so much to learn about frogs?

**Keep America Beautiful Month:** Look in the newspaper for organizations sponsoring clean-up activities or start one of your own.

## MAY

**National Postcard Week:** During the first week of May, buy a postcard about your city or state, write a note with your child and mail it to a family member or friend.

**National Pet Week:** Take some time the first week of May to learn more about your dog, cat, fish or other pet.

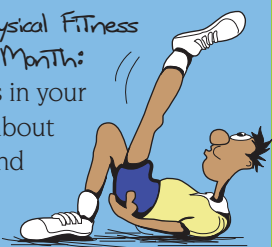
**National Physical Fitness and Sports Month:** Look for tips in your newspaper about keeping fit and healthy.

## JUNE

**Zoo and Aquarium Month:** If there's a zoo or aquarium nearby, plan a family outing. Check the paper for special events.

**Flag Day:** Old Glory ... the Stars and Stripes. Look in the newspaper for celebrations in your area on or around June 14.

**National Dairy Month:** With your child, go through the newspaper and cut out every dairy product you find.



## JULY

**National Picnic Month:** Use the weather forecast in the newspaper to pick a bright, sunny day for a family picnic.

**National Recreation Month:** Look for photos in the newspaper of people enjoying recreational activities such as hiking, biking, tennis and more.

**Independence Day:** Why is the Fourth of July important? Find a list of events in the newspaper's weekend or community section.

## AUGUST

### American Artist Appreciation Month:

Look in your newspaper's weekend or arts section for an article on an art exhibit or openings of art gallery shows.

**National Watermelon Day:** On Aug. 3, celebrate one of nature's biggest fruits by eating a watermelon.

**National Peach Month:** Check your newspaper for a farm where you can pick your own peaches. Not in your area? Then find a peach in a supermarket ad.

## SEPTEMBER

**Library Card Sign-up Month:** Take your child to the local library to get a library card.

**Read a New Book Month:** Now that your child has a library card, help him select a new book to read this month.

**Baby Safety Month:** Find tips in the newspaper or on the Internet about how to make your home safe for young children.



## OCTOBER

**National Pizza Month:** Find something in the paper that goes in or on a pizza.

**Columbus Day:** Take a family trip to the library to see what you can discover.

**Computer Learning Month:** What types of jobs use computers? (Hint: Check the classified ads in the newspaper.)

## NOVEMBER

**Good Nutrition Month:** Use the newspaper to create a food pyramid, cutting out pictures of grains, vegetables, fruits, dairy products and meat/beans.

**Latin American Month:** Encourage your child to look for newspaper articles about Latin American countries.

**Peanut Butter Lover's Month:** So much to learn about peanut butter ... so little time.

## DECEMBER

**Write to a Friend Month:** Encourage your child to write a letter to a friend or relative.

**Bill of Rights Day:** On Dec. 15, talk to your child about the first 10 amendments of the U.S. Constitution.

**First Day of Winter:** Invite your child to write a poem or story about her favorite part of winter or encourage her to draw a wintry scene.

