

LITERACY AT HOME

Digital Children's Reading Initiative



WHAT
is the DCRI?

The NCDPI Office of Early Learning created Literacy at Home: Digital Children's Reading Initiative (DCRI). This digital bank of literacy activities is intended for families and the community in accordance with state law (SB 387 Part VIII). It is organized by grade level, pre-kindergarten through fifth grade, as well as by skill. The resources are aligned to the science of reading and aligned with the NC Standard Course of Study for each grade level.



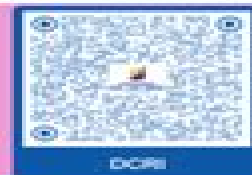
WHO
should use the DCRI?

The DCRI is for families and communities to easily access free tools and resources for their pre-5th grade students. All of the resources can be incorporated into everyday life and none require sign-in or passwords. (Many teachers have also enjoyed reviewing the suggested activities as they continue their journey with the science of reading.)



WHERE
is the DCRI?

The DCRI can be found on the DPI website.
Go to: www.nc.dpi.gov
Select: Students & Families
Select: Parent's Corner
Select: Literacy at Home



HOW
is the DCRI organized?

The DCRI is organized first by grade level, pre-5th grade. Then it is organized by literacy skill; phonemic awareness, phonics, fluency, vocabulary, reading comprehension, and oral language. Each skill page is then organized by a definition of the skill, a video of what the skill looks like, practice activities that require no materials, printable practice activities, and online activities. There is also an Online Libraries section and a section on SB 387 Part VIII.



WHEN
to share the DCRI?

Each district is required to post the DCRI resources directly on a prominently displayed area of the district's home webpage no later than July 1, 2022. Districts may compile and add additional high-quality resources to the DCRI. Hard copies of the printable activities must be provided to students who do not have digital access at home and may be provided to all students as a supplement to digital resources.



WHY
was the DCRI created?

The DCRI was developed according to the guidelines set forth by state law (SB 387 Part VIII) with the purpose of increasing the percentage of NC school children who are reading proficiently by the end of third grade. It is designed to assist families in cultivating confident, proficient, lifelong readers by providing free tools and resources that can be easily incorporated into everyday life.

Promoting Voluntary Reading In School Home

Michael Lockwood



Promoting Voluntary Reading In School Home:

Promoting Voluntary Reading in School and Home Lesley Mandel Morrow, 1985 This booklet describes methods that teachers can use in recreational reading in early childhood and elementary classrooms and suggests ways to help parents promote voluntary reading in their children The first section deals with Promoting Voluntary Reading through Classroom Library Corners Discussed are the value of classroom library corners their physical features their management books and materials to use and how to integrate instructional activities with the library corner Comments of teachers and students about library corners are included The second section deals with The Teacher as Facilitator of Voluntary Reading Teacher attitudes recreational reading periods and reading activities for children are discussed The third section deals with Promoting Voluntary Reading in the Home Discussed are research on home influence on voluntary reading what teachers can do to promote voluntary reading at home and parents responses to home reading programs Also included is a parents checklist for promoting voluntary reading at home The concluding section discusses Reading by Choice Not by Coercion The booklet concludes with references RM

Handbook of Reading Research, Volume II Rebecca Barr, Michael L. Kamil, Peter B. Mosenthal, P David Pearson, 2016-11-18 A comprehensive overview of important contemporary issues in the field of reading research from the mid 1980s to mid 1990s this well received volume offers readers an examination of literacy through a variety of lenses some permitting microscopic views and others panoramic views A veritable who's who of specialists in the field chapter authors cover current methodology as well as cumulative research based knowledge Because it deals with society and literacy the first section provides the broadest possible view of literacy The second section defines the range of activities culturally determined to be a part of the enterprise known as literacy The third focuses on the processes that individuals engage in when they perform the act of reading The fourth section visits the environment in which the knowledge that comprises literacy is passed on from one generation to the next The last section an epilogue to the whole enterprise of reading research provides apt philosophical reflection

Resources in Education, 1997

Reading Literacy in the United States, 1994

Promoting Literacy in Grades 4-9 Karen D. Wood, Thomas S. Dickinson, 2000 A reference for pre service and inservice classroom teachers who want to develop and maintain literacy skills and abilities of their students as well as establish and maintain classroom climates that promote and nurture literacy

The Early Childhood Curriculum Carol Seefeldt, 1999-01-01 This third edition of The Early Childhood Curriculum provides the same coverage as the first edition and brings it up to date Individual chapters present the research and practice of early childhood education by areas of curriculum content play oral language reading mathematics science social studies movement music and art Introductory chapters include an overview of current developments in early education as well as a discussion of teaching strategies It includes two new chapters on inclusion and the multicultural world of the early childhood classroom an overview of current developments in the field

Play and Early Literacy Development James F. Christie, 1991-01-01 This book

overviews the sociolinguistic and psychological approaches to studying play and literacy It offers research studies that relate different aspects of play to emergent reading and writing behaviors The use of certain language structures storybook reenactments literacy activities during play and notions of reality and pretense are considered It also presents applied research on how manipulation of play environments teacher involvement in play and play training can promote literacy growth

Promoting Reading for Pleasure in the Primary School Michael Lockwood, 2008-06-24 Winner of the UKLA Author Award 2009 Lockwood has written a useful supportive book which will help teachers and librarians He describes the background and summarises the research and then proposes thoroughly practical programmes Carousel Michael Lockwood has produced an excellent practical overview and analysis of what works in the primary school to promote reading for pleasure Lockwood's work is grounded and valuable to those who need it most teachers in the classroom working hard to engender a love of reading English Drama Media This book is first class It puts the matter very clearly and succinctly and presents a great deal of evidence to support the argument that pleasure is not a frivolous extra but the very heart and essence of what reading is about It also gives readers plenty of ideas for carrying the principle into the classroom and for justifying it This is an excellent piece of work which I hope will find a place on every staffroom bookshelf Philip Pullman English primary school children are less likely to read for pleasure than their counterparts in many other countries This practical and focused book discusses the background to this situation and looks at how government initiatives have tried to address it Drawing on the author's own research project in order to identify good practice in promoting reading for enjoyment the book presents specific activities which teachers can use to develop their own whole school and classroom practice enabling them to put the fun back into reading Each chapter features case study material and provides examples of planning from schools that have successfully created thriving reading cultures through schemes such as reading assemblies book clubs library loyalty cards school book evenings and quizzes There is also an extensive annotated list of print and internet based resources Topics covered include Becoming a reading for pleasure school Promoting a love of reading in the early years Developing reading enjoyment in the later primary years Getting boys reading Promoting Reading for Pleasure in the Primary School is written for all those involved in education who would like to see as many children as possible develop a love of reading It will be particularly relevant for primary teachers teaching assistants trainee teachers advisers and consultants as well as teacher educators and researchers

Enhancing Teaching and Learning Jean Donham, 2013-06-12 It is important for school librarians to consider the expertise of classroom teachers the position of school administrators and the beliefs and values of the community at large Striking the balance between collaboration and leadership is a key to successful implementation of an effective library program

Motivating Reading and Writing in Diverse Classrooms Lesley Mandel Morrow, 1996 An 8 month study tracked 166 second graders of various ethnic backgrounds in an urban setting while they were being motivated to read through a literature based reading and writing program The classrooms in which

the research was conducted used basal readers and did not have well designed literacy centers Collaboration was not an integral part of reading instruction During the research project some of these classrooms were converted into experimental classrooms Basal based reading instruction was supplemented with literature based instruction literacy centers were created and students were given opportunities for collaborative literacy activities Students were randomly selected for the experimental classrooms the remaining classrooms were used as controls On several quantitative measures of comprehension students in the experimental classrooms performed significantly better than the others Qualitative data were also collected interviews observations to measure attitudes toward traditional and experimental reading instruction to determine the types of literacy activities students in experimental rooms participated in and to identify the interactive behaviors that motivate reading and writing Findings suggest that a good case can be made for the inclusion of literature and collaborative activities in reading instruction and that a balanced approach to reading instruction is superior to one based solely on the use of basal readers Contains 6 tables of data one figure and 143 references appendixes list storybooks used for testing and children s literature references NKA *This Is Balanced Literacy, Grades K-6* Douglas Fisher,Nancy Frey,Nancy Akhavan,2019-08-26 This is Balanced Literacy Grades K 6 Students learn to read and write best when their teachers balance literacy instruction But how do you strike the right balance of skills and knowledge reading and writing small and whole group instruction and direct and dialogic instruction so that all students can learn to their maximum potential The answer lies in the intentional design of learning activities purposeful selection of instructional materials evidence based teaching methods and in strategic groupings of students based on assessment data Together these create the perfect balance of high impact learning experiences that engage and excite learners In this hands on essential guide best selling authors Douglas Fisher Nancy Frey and Nancy Akhavan help you define that balance for your students lighting the path to implementing balanced literacy in your classroom Their plan empowers you to integrate evidence based approaches that include Instructional materials comprised of both informational and narrative texts The best uses of instructional delivery modes including direct and dialogic instruction Grouping patterns that work best to accomplish learning aims for different learners at different stages Instruction in foundational skills and meaning making including oral language phonemic awareness phonics fluency vocabulary comprehension and writing Technology used as a tool for increasing learning of a specific literary process All the tips and tools you need to realize the goal of balanced literacy learning are included with classroom videos that show strategies in action Tap your intuition collaborate with your peers and put the research based strategies embedded in this roadmap to work in your classroom to implement or deepen a strong successful balanced literacy program Grow as a reading and writing teacher while leading your students to grow as readers and writers *Reading Instruction That Works* Michael Pressley,Richard L. Allington,2014-10-07 This book has been replaced by Reading Instruction That Works Fifth Edition ISBN 978 1 4625 5184 2 **The Joy of Children's Literature** Denise Johnson,2023-12-18 This book provides in

depth coverage of children's literature with integrated reading methods in a concise accessible format Johnson emphasizes that reading writing discussing and finding pleasure in children's books are essential tools in being able to recognize and recommend literature and being able to share the joy of children's literature with children themselves This fully updated third edition includes up to date research new book titles within each chapter a greater focus on diversity and inclusion and new sections on Activities for Professional Development and Print and Online Resources *Educating Everybody's Children* Robert W. Cole W. Cole, 2008-06-15 Designed to promote reflection discussion and action among the entire learning community *Educating Everybody's Children* encapsulates what research has revealed about successfully addressing the needs of students from economically ethnically culturally and linguistically diverse groups and identifies a wide range of effective principles and instructional strategies Although good teaching works well with all students educators must develop an extensive repertoire of instructional tools to meet the varying needs of students from diverse backgrounds Those tools and the knowledge base behind them are the foundation of this expanded and revised second edition of *Educating Everybody's Children* Each strategy discussed in the book includes classroom examples and a list of the research studies that support it The most important thing we have learned as a result of the education reform movement is that student achievement stands or falls on the motivation and skills of teachers We must ensure that all teachers are capable of delivering a standards based curriculum that describes what students should know and be able to do and that these standards are delivered by means of a rich and engaging pedagogy of plenty By these two acts we can ensure that all schools will be ready and able to educate everybody's children *2 Million Children* Robert E. Slavin, Nancy A. Madden, Bette Chambers, Barbara Haxby, 2008-12-05 Based on a program that has benefited over 2 million children this updated edition outlines steps for school reform and achievement through prevention intervention and assessment to promote reading *Literacy in America* Barbara J. Guzzetti, 2002-12-02 The definitive encyclopedic resource on literacy literacy instruction and literacy assessment in the United States Once upon a time the three Rs sufficed Not any more not for students not for Americans Gone the way of the little red school house is simple reading and writing instruction Surveying an increasingly complex discipline Literacy in America An Encyclopedia offers a comprehensive overview of all the latest trends in literacy education conceptual understanding of texts familiarity with electronic content and the ability to create meaning from visual imagery and media messages Educators and academicians call these skills multiple literacies shorthand for the kind of literacy skills and abilities needed in an age of information overload media hype and Internet connectedness With its 400 A Z entries researched by experts and written in accessible prose Literacy in America is the only reference tool students teachers and parents will need to understand what it means to be and become literate in 21st century America **Teachers and Independent Reading**, 1989 *Pathways to Independence* Jo Worthy, Karen Broaddus, Gay Ivey, 2001-04-20 This comprehensive text presents a core of research based approaches to engaging effective literacy instruction in the middle grades Methods and materials are

described to foster reading skills content mastery and writing in different formats and for different purposes The authors emphasize the need to tailor instruction to the needs strengths skill levels and interests of diverse students They offer recommendations for reading lists that incorporate critically acclaimed fiction and nonfiction popular series books and other student friendly materials Special features include case studies examples of teaching and assessment activities and commentary from middle school teachers and students Appendices contain reproducible forms and lists of recommended reading materials and resources

Focus on Fluency Nancy Cecil, 2017-05-12 This valuable book is written for preservice and inservice teachers who are searching for best practices with which to promote fluency in reading and writing Fluency is one of the primary building blocks for creating successful readers and writers and the practical discussions and activities found here will help teachers develop effective ways to promote fluency and to engage and motivate children while always remembering that the essential purpose of reading is to gain meaning from text and that of writing is to convey meaning through text

Rural Recreation and Tourism Abstracts , 1986

Whispering the Techniques of Language: An Mental Quest through **Promoting Voluntary Reading In School Home**

In a digitally-driven world where screens reign supreme and quick interaction drowns out the subtleties of language, the profound secrets and psychological nuances concealed within phrases usually get unheard. However, located within the pages of **Promoting Voluntary Reading In School Home** a charming literary treasure blinking with natural feelings, lies an extraordinary journey waiting to be undertaken. Penned by a talented wordsmith, that marvelous opus encourages viewers on an introspective journey, gently unraveling the veiled truths and profound affect resonating within ab muscles material of every word. Within the emotional depths of the emotional review, we shall embark upon a honest exploration of the book is core subjects, dissect its fascinating publishing type, and fail to the effective resonance it evokes strong within the recesses of readers hearts.

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Promoting Voluntary Reading In School Home Introduction

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