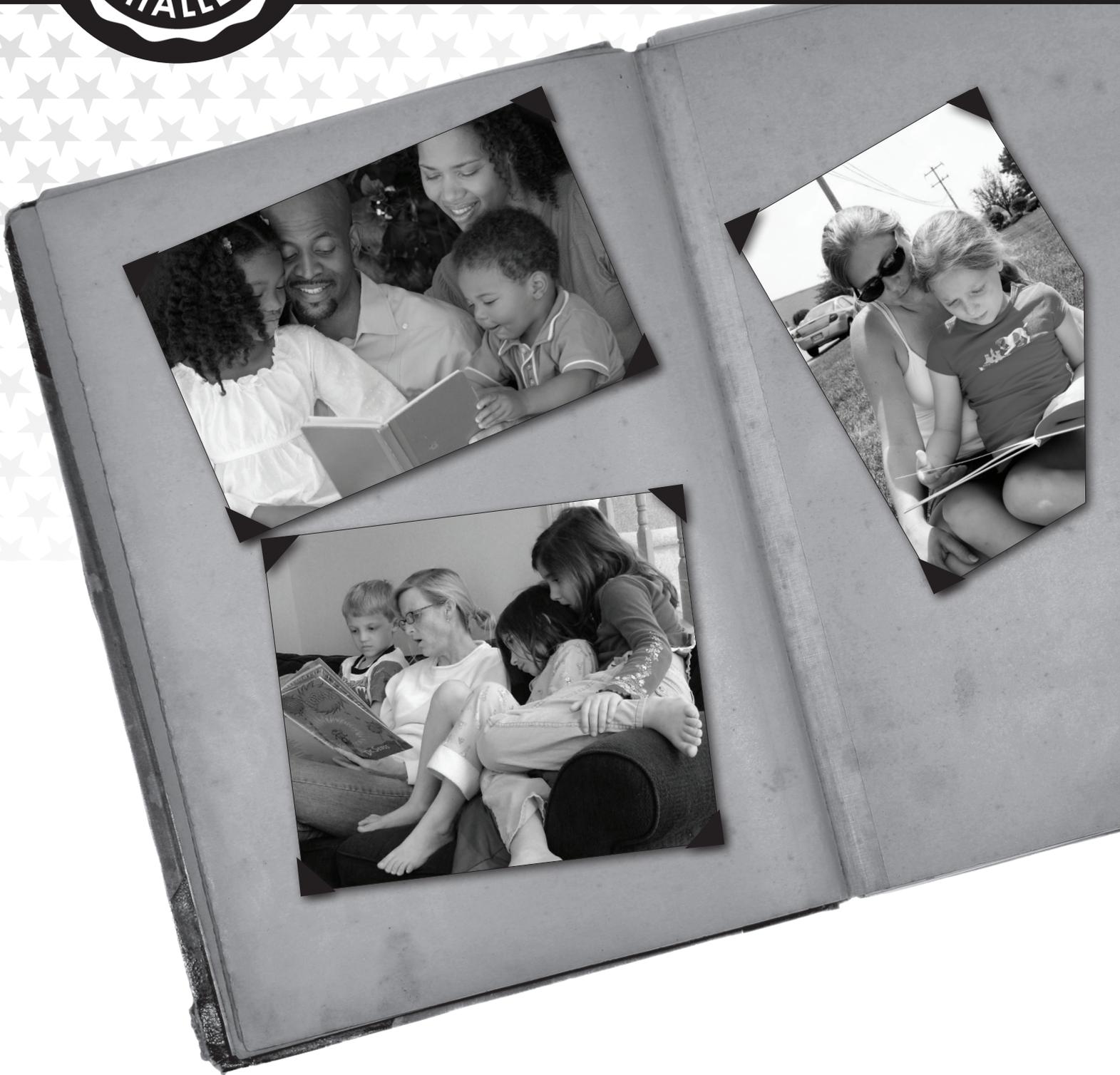




Parent Packet





100 BOOK CHALLENGE®

Linking Independent Reading with Effective Instruction

Dear Parents,

Did you know that children who score at the 95% level in reading on state tests spend two or more hours reading at home every night just because they like it? We know that when children love to do something, they get very good at it. Children who learn to love reading become very good readers. Good readers are successful in school. Success in school opens the doors to opportunity later in life.

Some children don't spend much time reading at home. Often they think that reading is schoolwork, and they only read what they have to. These children never really learn to love reading and often develop reading problems that turn into academic problems that can turn into life problems.

The solution is to be sure your children LOVE to read. Here's how to make sure that happens:

1. Be the Blocker for your Home Team: Insist on 30 minutes of family reading time every single weekday night. Block out TV, computers, telephone calls, video games, and other homework. For 30 minutes insist that all of your children (and adults, if possible) read books. Have healthy snacks and comfy places to snuggle up and read together.

2. Insist that your children read books they enjoy. If they are stopping to sound out words, the books are too hard. They can only pay attention to the ideas when they don't have to think about the words. Reading hard books is a surefire way to teach children that reading is not for them.

3. Do NOT test children on their reading. If you are able to read with your child, be sure to talk about the ideas, not the words. Laugh at the funny parts, wonder out loud about the information, talk about the characters. If you turn reading into a testing session, you will be teaching your child not to like to read.

4. Sign the logsheet so your children's teachers know that you are actively involved with reading at home. Even if your children already love to read and you don't think they need to keep logsheets, please sign the log anyway. The children love it and you will be helping your school establish Home Reading Routines by providing a good role model for other families. Imagine raising your children in a community where every family spent 30 minutes reading together every night.

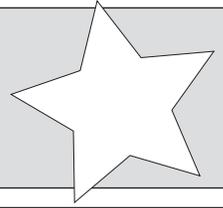
Smart is not something you are. Smart is something you become. Reading makes us all smarter.

Thank you for your support.



ACTION 100

Integrated Literacy Block



Planning

Common Core State Standard for Reading (Key Question & Scoring Rubric)

Reading

30 - 60 Minutes

Direct Instruction (Shared Reading Using Grade-Level Exemplar Text)

- Modeling
- Guided Practice

10-20 Minutes

Independent Practice (100 BOOK CHALLENGE)

15-30 Minutes

Accountable Talk

5-10 Minutes

Writing in Response to Reading

25 - 60 Minutes

Direct Instruction (Modeling & Guided Practice)

- Modeling
- Guided Practice

5-20 Minutes

Independent Practice

10-20 Minutes

Peer Review & Revising/Editing

5-10 Minutes 5 Minutes

Read-Aloud

10 - 20 Minutes



Patterns of Reading Practice

1. The top 5% of students in achievement read 144 times more than the lowest 5%.
2. Students in private schools spend 67% more time reading than students in public schools.
3. The quantity of trade book reading is the single best predictor of test score performance and success in schools.
4. The reading level at which a student is challenged by exposure to new vocabulary and concepts *without being frustrated* is the reading level at which reading practice will promote maximum development.
5. Students improve 2.66 grade levels per year per *60 minutes per school day* they spend reading trade books.



Lots of Easy Reading Is Essential

“Simply put, students need enormous quantities of successful reading to become independent, proficient readers. By successful reading, I mean reading experiences in which students perform with a high level of accuracy, fluency, and comprehension. When a 9-year-old misses as few as two or three words in each hundred running words of text, the text may be too hard for effective practice. That text may be appropriate for instructional purposes, but developing readers need much more high-success reading than difficult reading. It is the high-accuracy, fluent, and easily comprehended reading that provides the opportunities to integrate complex skills and strategies into an automatic, independent reading process.”



How Much Should Our Children Read at Home?

One hour every day

from the time they are four months old until they take the SAT

if they want to go to any four-year public or private college:

Penn State—University Park, PA
Spelman College—Atlanta, GA
Ohio State—Columbus, OH
Morehouse College—Atlanta, GA
University of Pittsburgh—Pittsburgh, PA
Tuskegee University—Tuskegee, AL
Colorado State—Fort Collins, CO
Harvard University—Cambridge, MA
Fisk University—Nashville, TN
Stanford University—San Francisco, CA
Clark-Atlanta University—Atlanta, GA
University of Pennsylvania—Philadelphia, PA
Howard University—Washington, DC

The typical middle-class child enters first grade with 1,000–1,700 hours of one-on-one picture book reading, whereas a child from a low-income family averages just 25 hours.

—M.J. Adams, *Learning to Read*

The quantity of trade book reading is the best single predictor of test score performance and success in schools, and is a better predictor than either socioeconomic factors or parental education.

—Terrance Paul, *Patterns of Reading Practice*



Reading Lifestyles

How Is Your Family Doing?

1. If parents read, chances are children will read.
2. Designate reading time in the home—a time when television and radio are off and books are on.
3. Try to visit the library weekly as a family.
4. Take children to bookstores (new and used) and encourage them to spend their own money on books they want.
5. Each home should have a library (i.e., a collection of best-loved books to be read often and shared with others).
6. Parents should read to young children.
7. Self-discipline is the key to a life of reading pleasure—read for information and fun.
8. Books are like good fruit—rare, precious, and healthy.

Home Read-Aloud Counts as Home Reading for Kindergarten and First Grade

Language experience and reading experience go hand in hand in growing a reader. The most important difference between more successful and less successful readers is the amount of reading experience they have. Those differences in experience start at the very beginning of children's lives. Most children from middle- and upper-income homes are read to for an average of 1,000 to 1,700 hours before they enter first grade. Children from high-poverty homes are read to for an average of only 25 hours during these crucial, formative years.

For home reading, one-to-one Read-Alouds to a Kindergarten or first-grade child may be included on the logsheet. For each 15-minute Step of Read-Aloud, the person who reads the book to the child should sign in the "Coach's Signature" space. The Coach may be a parent, guardian, other relative, neighbor, older sibling, etc.

Source: Haki Madhubuti, *Black Men: Obsolete, Single, Dangerous?: Afrikan Families in Transition—Essays in Discovery, Solution, and Hope*



Patterns of Reading Practice

Reading Achievement & Vocabulary Exposure

Some students in America are reading a lot more than others, are encountering many more words per year than others, and are reading better than others. This study by Anderson, Wilson, and Fielding found that the amount of time a child spent reading was strongly correlated with the scores the child earned on tests of reading proficiency. The students who read more read better. They found that the students in the highest category in terms of amount of reading read books, magazines, newspapers, comic books, and mail for more than an hour each day. Students who read more scored better on reading tests, and "...time spent reading books was the best predictor of a child's growth as a reader from the second to the fifth grade." (p. 294)

PERCENTILE RANK (IN TERMS OF AMOUNT OF READING)	MINUTES PER DAY	WORDS PER YEAR
98th	67.3	4,733,000
90th	33.4	2,355,000
70th	16.9	1,168,000
50th	9.2	601,000
30th	4.3	251,000
10th	1.0	51,000
2nd	0	-

Anderson, R., et al. *Reading Research Quarterly*. (3). 1998



Family Questionnaire

Student's Name: _____ Grade: _____ Teacher: _____

Working along with your child, please circle all answers that apply to your child and write anything else you feel might help us encourage your child to read for knowledge and pleasure.

1. My Child
 - Loves to read
 - Likes to read
 - Doesn't care about reading
 - Hates to read
2. My Child
 - Feels like a good reader
 - Feels like an okay reader
 - Feels like a poor reader
3. This summer, my child read
 - More than one hour most days
 - 30 minutes to an hour most days
 - 15–30 minutes most days
 - Every once in a while
 - Almost never
 - Never
4. My child read during these times because
 - We insisted
 - He/she wanted to
 - School assignment
 - Other
5. My child
 - Asks to be taken to the library
 - Asks to be taken to bookstores
 - Spends his/her own money on books
 - Reads to younger siblings or friends
 - Reads without being nagged
6. Are there any avid readers in your home? Who? _____
7. Do you have any concerns about your child's reading lifestyle? What should we know about your child as a reader? (Use the back if necessary.)

Parent's signature

Child's signature

Date



Meet Ben Carson

Smart is not something you are. Smart is something you become.

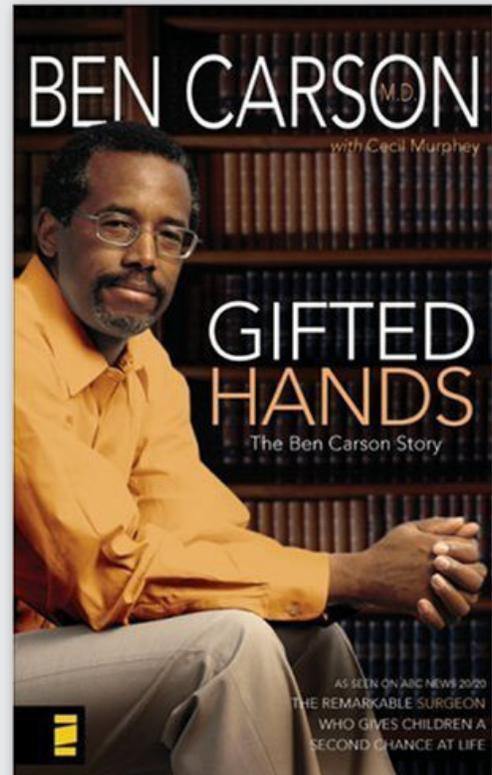
Ben Carson

Ben Carson is one of the world's most renowned neurosurgeons.

Benjamin Solomon Carson was born in Detroit, Michigan. His mother, Sonya Carson, had dropped out of school in the third grade and married Robert Solomon Carson, a much older Baptist minister from Tennessee, when she was only 13. When Carson was only 8, his parents divorced, and Mrs. Carson was left to raise Benjamin and his older brother, Curtis, on her own. She worked at two, sometimes three, jobs at a time to provide for her boys.

Early on, Carson experienced difficulty in school, eventually falling to the bottom of his class. He became the object of name-calling and subsequently developed a violent, uncontrollable temper. Determined to turn her son's life around, Carson's mother limited his television watching and refused to let him go outside to play until he had finished his homework each day. She required him to read two library books a week and to give her written reports on his reading, even though, with her own poor education, she could barely read what he had written. Soon Carson was amazing his instructors and classmates with his improvement. "It was at that moment that I realized I wasn't stupid," he recalled later. Carson continued to amaze his classmates with his newfound knowledge, and within a year he was at the top of his class.

Carson has received numerous honors and awards including more than 40 honorary doctorate degrees. He was a member of the American Academy of Achievement, the Horatio Alger Association of Distinguished Americans, the Alpha Omega Alpha Honor Medical Society, the Yale Corporation (the governing body of Yale University), and many other prestigious organizations. He sits on many boards including the Board of Directors of Kellogg Company, Costco Wholesale Corporation, and America's Promise. Dr. Carson is best known for his pioneering work in separating conjoined twins.





Readers Read at Their Independent Reading Levels

At Independent Reading levels, students:

- Can use what they know to figure out the few hard words by themselves.
- Are engaged for long periods of time.
- Want to do it again.
- Can tell you what they've learned from their reading.
- Laugh at the funny parts.
- Read with expression.
- Are relaxed, comfortable, and having fun.
- Get into the habit of fluency, understanding, and success.
- Are learning to love to read.

Home Coach Contract
Establish an Academic Lifestyle at Home

- Turn off TV, computers, phone, and games.
- Observe your child reading for 30 minutes.
- Think and talk about the books afterward.
- Sign Home Reading logsheets.
- Pack up the books for safe return to school.

AMERICAN READING COMPANY

PreK	Kindergarten	1	2	3	4	5	6	7	8	9 & 10	11 & 12				
RTM	2Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl



Independent Reading Level Assessment Guide

Grade	Expected Level	Students must be able to	Student doesn't need to be able to	Useful tools
PreK	RTM		Read anything.	
K	2Y Stage 1	Listen to first couple of pages of a 2Y book and use the pattern and pictures to give a reasonable "reading" of rest of book.	Track words on a page in 2Y books. "Sound out" anything.	
	2Y Stage 2	Track and self-correct to read one word for each word on the page after being given the pattern to 2Y books.	Use initial consonants to solve unknown words in 2Y books. "Sound out" anything.	
	2Y Stage 3	Use most consonant sounds to prompt unknown words (e.g., cup not glass) after being given the pattern in 2Y books.	Use initial consonants to read words they've never heard before. Read any Power Words.	
	1G	Recognize 35-40 Power Words. Use initial consonant sounds and pictures to guess at new word.	Sound out more than the first letter. Know any vowel sounds.	1G Skills Card (back)
1	2G	Recognize 70+ Power Words. Use initial consonant blends and pictures to guess at new word.	Sound out more than the first 2 letters. Know any vowel sounds.	2G Skills Card (back)
	1B	Use familiar chunks (vowel families) to figure out most 1-syllable words.	Figure out most 2-syllable words.	Phonics Infrastructure (IRLA) Levels Check Sheet
	2B	Use familiar chunks (vowel families) to figure out most 2-syllable words.	Figure out most 3-syllable words.	
2	1R	Use familiar chunks (vowel families) to figure out most 3-syllable words.	Figure out irregular, multi-syllable words.	
	2R	Figure out any word familiar from speech (<i>mysterious, championship, familiar</i>). Finish chapter books.	Deduce the meaning of words they've never said or heard (<i>cantankerous</i>).	
3	Wt	Be able to decode and deduce meaning of words they have never heard in speech (<i>shrugged, exclaimed</i>) common to third-grade level books. Finish chapter books.	Deduce the meaning of words appropriate to levels beyond the third grade.	Wt Entry Requirements: Vocabulary Check (IRLA)

Black, Orange, Purple, Bronze, Silver, and Gold

are distinguished by their content, including the:

- Density and frequency level of literary vocabulary
- Technical load of content area materials, including technical vocabulary
- Complexity and familiarity of organizational schemes and genres
- Use of literary devices
- Complexity of sentence structures

Vocabulary Infrastructure (IRLA)



On Target: Grade Level

Four Marking Periods

Use the chart below to help determine if students are reading on, below, or above grade level, based on their American Reading Company color levels. To be considered on grade level, a student should consistently be reading books independently in school and at home at the color level indicated for his or her grade at the indicated time of year.

Caution: A student should move up in levels “naturally” as a consequence of lots of reading and good coaching. It is counterproductive to “push” a student to a higher level before he or she is ready.

On Target: Grade Levels

Grade	September	November	January	March	June
K	Y Stage 1	Y Stage 3	Y Stage 3	1G	1G
1 st	1G	2G	1B	2B	2B
2 nd	2B	1R	1R	2R	2R
3 rd	2R	Wt	Wt	Wt	Wt
4 th	Wt	Bk	Bk	Bk	Bk
5 th	Bk	Or	Or	Or	Or
6 th	Or	Pu	Pu	Pu	Pu
7 th	Pu	1Br	1Br	1Br	1Br
8 th	1Br	2Br	2Br	2Br	2Br
9 th	2Br	Si	Si	Si	Si
10 th	Si	Si	Si	Si	Si
11 th	Si	Gl	Gl	Gl	Gl
12 th	Gl	Gl	Gl	Gl	Gl



Coaching Guidelines

The Reader

- Holds the book.
- Points to each word as he or she reads it (Levels Y–G).
- Tries to figure out a word he or she doesn't know.
- Asks for help if the word is too hard.

The Coach

- Holds the logsheet.
- Listens to every word the reader reads.
- If the reader makes a mistake, the coach:
 - Says, “Oops! Try that again.”
 - Says, “Try making the first sound.”
 - Says, “Try looking at the picture for clues.”
 - Tells the reader the word.
- Helps the reader (if necessary) write the titles on the logsheet after the reader reads the book. (Just one title for each Step – 15 minutes of reading.)
- Signs the logsheet.
- Sees the good things the reader does and says nice things to the reader.



Using 100 BOOK CHALLENGE® Skills Cards

A Parent's Guide

The 100 BOOK CHALLENGE Skills Cards travel between school and home daily. They are made to help you, the parent, be a successful Home Reading Coach and help your child make growth in reading. On each card, you will find the skills and strategies for each level. The included Comprehension questions match the higher-order thinking skills required by high-stakes tests. Here we've included some tips to help you make the best use of the Skills Cards.

Responsibilities of a Home Reading Coach

- ☆ Turn off TV, phone, computers, and games. Eliminate distractions.
- ☆ Read with your child, or observe him/her reading, for 30 minutes. (For children in 2Y through 1R, taking breaks may be necessary.)
- ☆ Think and talk about the books afterward. **THIS IS WHEN TO USE THE SKILLS CARD** (see right).
- ☆ Sign 100 BOOK CHALLENGE logsheet. Sign ONE line for each 15-minute Step of reading.
- ☆ Have the student pack up the books for a safe return to school.

The Basics of Coaching

1. Let your child do the work. The 100 BOOK CHALLENGE focuses on INDEPENDENT reading. If your child has selected appropriate books, you should not have to help him at all. He should enjoy the reading, and so should you. Listen all the time. Don't talk unless you absolutely have to. If your child makes a mistake, do this:
 - ▶ WAIT and don't say anything. Give him a chance to work it out on his own.
 - ▶ If your child corrects the mistake, praise him. ("I like the way you fixed that all on your own.")
 - ▶ If your child goes on for a while and does not correct the mistake, try one of these:
 - Ignore it, if it does not change the meaning of the text (Saying *home* instead of *house* doesn't change the basic meaning. Saying *horse* instead of *house* does change the meaning.)
 - Ask if what he read makes sense.
 - Give him the word and keep on going. Don't make a big deal of it.
2. Give your child the coaching he needs, when he needs it. See the back of this letter for suggestions about what to look for and say at each of the color levels.
3. Talk to your child about reading. Reading is thinking. Use a comprehension question from the Skills Card to start a discussion. Or just ask, "What are you thinking?" Explore, don't test. Just as adults enjoy talking to friends about their reading, kids do, too. Make book talk a regular activity in your home--over dinner, in the car, anywhere--so long as it happens!
4. Take 5 minutes to practice your child's Power Goal, the one his teacher asked him to work on. Use flash cards if necessary. When using flash cards, remember the 80/20 rule: Make sure 80% is material that your child knows well, and only 20% is new. Feeling successful means she'll enjoy the practice and stay engaged longer.

Supporting Your Child's Reading

	What to Say and Do	Don't Worry About
2Y	<p><u>Stage 1</u>: "I'll read the first page or two, then you finish it."</p> <p><u>Stage 2</u>: "Can you point to each word as you say it?"</p> <p><u>Stage 3</u>: "Let me see your lips ready to make that first letter sound. Now look at the picture. What starts with that sound?"</p> <p><u>Transition to 1G</u>: Use flash cards and games to help transitioning readers memorize consonant sounds and Power Words.</p>	<p>...word substitutions that do not change the meaning of the sentence. (e.g., If student says "I have a cat," when the text says "I have the cat.")</p> <p>...words that don't match the text, but DO match the picture and make sense. (e.g., If the child says "I see the stairs," when the text says "I see the steps.") He got the meaning and the first letter sound. Don't worry about the rest, for now.</p> <p>...trying to "sound out the word." He'll learn that later. Be patient. Enjoy the books together.</p>
1G-2G	<p>"Let me see your lips ready to make that first letter sound. Now look at the picture. What starts with that sound?"</p> <p>When your child's error changes the meaning of the sentence, ask "Did that make sense? Can you reread that part?"</p> <p>Use flash cards and games to help readers memorize sounds and Power Words. For 1G, work on consonant sounds only. For 2G, work on blends (bl, br, cl, cr, etc.) and digraphs (ch, th, sh, wh).</p>	<p>...asking your child to sound out letter by letter, or to use "rules" for decoding. Learning to notice and use word patterns is much faster. Help him practice chunking.</p> <p>...drilling the words on the back of the cards for memorization. These are provided for students to develop quick and flexible word chunking. Practice using the chunks.</p>
1B	<p>"Can you use your fingers to find a chunk in the word that you already know?" (e.g., If the unknown word is "ham," your child should cover the letter "h," read "am," then uncover the "h" to read "ham.")</p> <p>When your child's error changes the meaning of the sentence, ask "Did that make sense? Can you reread that part?"</p> <p>Choose a few power chunks from the back of the Skills Card to practice each night. Get your child to use their fingers to decode the words on the card and read across the whole row (if they are able). Have them write some other words that have the same word chunk.</p>	<p>...asking your child to sound out letter by letter, or to use "rules" for decoding. Learning to notice and use word patterns is much faster. Help him practice chunking.</p> <p>...drilling the words on the back of the cards for memorization. These are provided for students to develop quick and flexible word chunking. Practice using the chunks.</p>
2B-1R	<p>"Can you use your fingers to find a chunk in the word that you already know?" (e.g., If the unknown word is "hammer," your child should cover the letters "mer," read "ham," then uncover "mer" to read "hammer.")</p> <p>When your child's error changes the meaning of the sentence, ask "Did that make sense? Can you reread that part?"</p> <p>Use a comprehension question from the Skills Card to start a discussion. Explore, don't test.</p>	<p>...asking your child to sound out letter by letter, or to use "rules" for decoding. Learning to notice and use word patterns is much faster. Help him practice chunking.</p> <p>...drilling the words on the back of the cards for memorization. These are provided for students to develop quick and flexible word chunking. Practice using the chunks.</p>
2R	<p>"Try a different sound for that letter or chunk."</p> <p>"Try accenting a different syllable. Keep trying until you recognize the word."</p> <p>When your child's error changes the meaning of the sentence, ask "Did that make sense? Can you reread that part?"</p> <p>Use a comprehension question from the Skills Card to start a discussion. Explore, don't test.</p>	<p>...asking your child to sound out letter by letter, or to use "rules" for decoding. Learning to notice and use word patterns is much faster. Help him practice chunking.</p> <p>...drilling the words on the back of the cards for memorization. These are provided for students to develop quick and flexible word chunking. Practice using the chunks.</p>
WT-GL	<p>"What word on this page is new for you? What do you think it probably means?"</p> <p>"What genre would you say this book is? How do you know?"</p> <p>Use a comprehension question from the Skills Card to start a discussion. Explore, don't test.</p> <p>Ask your child to choose and explain a few of the Academic Vocabulary words from the back of the card each night.</p>	<p>...helping your child sound out words. Readers at Wt and above should be doing this independently. DO worry if your child has trouble decoding words quickly using chunking. If he is having this problem, he probably needs to read easier books.</p>



Helping Your Children with Comprehension Skills

Comprehension is the ability to apply understanding and meaning to what has been read. It includes skills such as listening, retelling, predicting, summarizing, evaluating, and identifying the main idea. Good readers connect their prior knowledge with the text and can easily communicate those thoughts and ideas to others. A good reader will take action and use strategies to fix comprehension when confused. Good readers think as they read, and make connections to real life, the world, and other things they have read. They use their imagination as they read and make predictions.

Actions and Questions that Help Demonstrate Comprehension:

Ask your child to do these things or answer these questions.

Retell the story as if you haven't heard it before.

Tell about the main character.

What is the problem? How was it solved?

What is the setting?

What is an important part of the book?

What does the book remind you of from your own life?

Ask open-ended questions.

- What would happen if...?
- If you were the character...?
- Why does the character...?

Form opinions and support them.

- What did you like about...? Why?
- What did you think about...? Why?
- I wonder if you think this is a good story—Why or why not?

Make predictions.

- What do you think this book will be about? Why?
- What might happen next? Why?

Practice summarizing.

- Have your child tell about what he/she read in his/her own words; draw a picture, or act out the story.

What is the main idea of the book?

- Find the main idea when reading. Have your child tell the purpose or the point of what has been read. What is the author trying to tell us or what is the message? Remember, the main idea is supported by details.

What else do you want to know?

What is an interesting detail?

What does _____ mean?

What did you learn from this reading?

Summarize the most important things about what you read.



1G Power Words Check

Must Recognize On Sight

Student	Dates																			
a																	lots	get	lots	this
all																	love	go	love	to
am																	me	had	me	up
an																	my	has	my	want
and																	no	have	no	was
are																	of	he	of	we
at																	on	here	on	went
be																	one	I	one	what
big																	said	in	said	where
can																	see	is	see	who
can't																	she	it	she	why
come																	that	like	that	will
do																	the	little	the	with
down																	there	live	there	yes
for																	they	look	they	you
																	Totals			

HOOK BOOKS

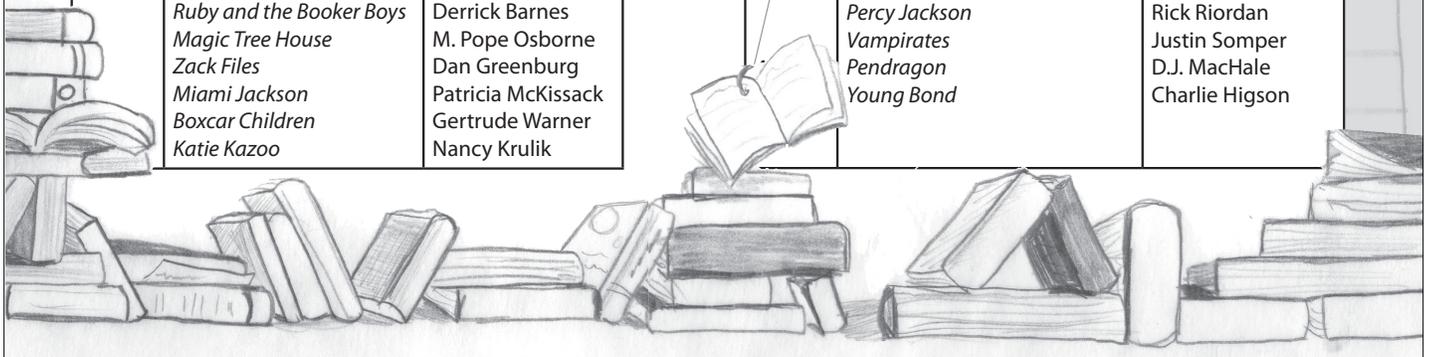


This list includes some of the most popular and engaging series for readers at each level. All of these titles are available at your local bookstore or library. They can also be purchased online. Get hooked on any one of these great series and reading may well be what makes this a memorable year!



Level	Series	Author
1B	<i>Biscuit</i> <i>Harry</i> <i>Spot</i> <i>Little Bear</i>	Alyssa Capucilli Harriet Ziefert Eric Hill Else Minarik
2B	<i>Clifford</i> <i>Elephant & Piggie</i> <i>Fly Guy</i> <i>Amanda Pig</i> <i>Frog & Toad</i> <i>Little Critter</i>	Norman Bridwell Mo Willems Tedd Arnold Jean Van Leeuwen Arnold Lobel Mercer Mayer
1R	<i>Young Cam Jansen</i> <i>Arthur</i> <i>Easy-to-Read Spooky Tales</i> <i>Little Bill</i> <i>Fox</i> <i>Miss Nelson</i> <i>Fancy Nancy</i> <i>High-Rise Private Eyes</i> <i>Poppleton</i>	David Adler Marc Brown Veronika Charles Bill Cosby James Marshall James Marshall Jane O'Connor Cynthia Rylant Cynthia Rylant
2R	<i>Amelia Bedelia</i> <i>Cam Jansen</i> <i>Flat Stanley</i> <i>Horrible Harry</i> <i>Junie B. Jones</i> <i>Pinky and Rex</i> <i>Ricky Ricotta</i> <i>Roscoe Riley Rules</i> <i>The Stories Julian Tells</i> <i>Marvin Redpost</i>	Peggy Parish David Adler Jeff Brown Suzy Kline Barbara Park James Howe Dav Pilkey K. Applegate Ann Cameron Louis Sachar
Wt	<i>Andrew Lost</i> <i>A to Z Mysteries</i> <i>Go Girl!</i> <i>Claudia Cristina Cortez</i> <i>Judy Moody</i> <i>My Weird School</i> <i>Ruby and the Booker Boys</i> <i>Magic Tree House</i> <i>Zack Files</i> <i>Miami Jackson</i> <i>Boxcar Children</i> <i>Katie Kazoo</i>	J.C. Greenburg Rob Roy Vicki Steggall Diana Gallagher Megan McDonald Dan Gutman Derrick Barnes M. Pope Osborne Dan Greenburg Patricia McKissack Gertrude Warner Nancy Krulik

Level	Series	Author
Bk	<i>Babymouse</i> <i>Camp Rock</i> <i>Captain Underpants</i> <i>Franny K. Stein</i> <i>Geronimo Stilton</i> <i>Hank Zipzer</i> <i>How I Survived Middle School</i> <i>Goosebumps</i> <i>Time Warp Trio</i> <i>Diary of a Wimpy Kid</i> <i>American Girl</i> <i>Matt Christopher sports</i>	Jennifer Holm N.B. Grace Dav Pilkey Jim Benton Geronimo Stilton Henry Winkler Nancy Krulik R.L. Stine Jon Scieszka Jeff Kinney Various Authors Matt Christopher
Or	<i>Camp Confidential</i> <i>Dragon Slayers' Academy</i> <i>Spiderwick Chronicles</i> <i>Warriors (Graphic Novels)</i> <i>Dear Dumb Diary</i> <i>Comeback Kids</i> <i>My Teacher is an Alien</i>	Melissa Morgan Kate McMullan Tony DiTerlizzi Erin Hunter Jim Benton Mike Lupica Bruce Coville
Pu	<i>Beacon Street Girls</i> <i>Children of the Red King</i> <i>Diamond Brothers</i> <i>A Series of Unfortunate Events</i> <i>The Seventh Tower</i> <i>How to Train Your Dragon</i> <i>Zodiac Girls</i> <i>Deltora Quest</i> <i>On the Run</i> <i>Winning Season</i>	Annie Bryant Jenny Nimmo Anthony Horowitz Lemony Snicket Garth Nix Cressida Cowell Cathy Hopkins Emily Rodda Gordon Korman Rich Wallace
Br	<i>Alex Rider</i> <i>The Dark is Rising</i> <i>Dinah Galloway Mystery</i> <i>Dive</i> <i>The Dragon Codices</i> <i>Maximum Ride</i> <i>Percy Jackson</i> <i>Vampirates</i> <i>Pendragon</i> <i>Young Bond</i>	Anthony Horowitz Susan Cooper Melanie Jackson Gordon Korman R.D. Henham James Patterson Rick Riordan Justin Somper D.J. MacHale Charlie Higson





100 BOOK CHALLENGE Guidelines

1. **First Do No Harm:** The purpose of 100 BOOK CHALLENGE is to be sure that all children learn the life habit of independent reading. Should any 100 BOOK CHALLENGE rule, form, or procedure begin to interfere with a child's everyday learning that reading is one of the most satisfying, natural, and essential parts of life, please assume there is a misunderstanding and call the American Reading Company office toll-free at 866-810-BOOK (2665).
2. **Success:** A successful 100 BOOK CHALLENGE classroom is one in which every child has met the minimal goal of 800 Steps per year. 800 Steps is only 60 minutes a day for 200 days. Young avid readers read two to four times that amount on average. It is this difference in reading experience that largely explains the achievement gaps among our children.
3. **Teacher:** The teacher is actively coaching independent reading during 100 BOOK CHALLENGE time. This is not the time for guided reading or teacher seatwork. The teacher is monitoring the whole class, working with a small group, or conferencing with individuals, but in all cases she is supporting and assessing students' success in books they have chosen to read for their own reasons.
4. **Levels:** The classroom teacher—in collaboration with the student, parent, and school reading specialist—should be the final arbiter of whether or not a reader can handle a given reading level. The whole point of the 100 BOOK CHALLENGE is to ensure that long-term, daily, in-depth interactions with children are used to determine reading levels. No single test can determine a child's reading level as well as 100 BOOK CHALLENGE in the hands of a knowledgeable teacher.
5. **Reading Zones:** Students should be encouraged to read widely from books in their "Reading Zones." The Reading Zone includes the highest color a reader can handle on his or her own and anything easier. Students are not required to read only from the top of their independent Reading Zones all the time. When in doubt, trust the child's preferences. Skills Cards go home daily for coaching support.
6. **Student:** Pencils and logsheets are away. No writing of any kind should happen during the reading time. All students are doing independent reading from books they have selected. Students are not doing guided reading, shared reading, or centers. Partner reading can be useful during the second half of the reading time as emergent readers get tired; however, partner reading should be used sparingly with 2Y through 1B levels and rarely, if ever, once a child is at 2B.
7. **Parent:** The parent is the Home Coach and is in charge of deciding what "counts" for 100 BOOK CHALLENGE reading at home. There is no limit on how much home reading is allowed to count for 100 Book Challenge. Avid readers typically read four to seven Steps a night. This should be encouraged. We recommend that students read in their Reading Zones, but the parent should be the judge of home success levels. Any book counts for 100 BOOK CHALLENGE reading, not just 100 Book Challenge books.
8. **Documentation:** Readers do not have to write anything to "prove" that they have actually read whatever is on the logsheets or Log Books. Home Coach signatures are good enough. Any book counts for 100 Book Challenge. Do not limit student reading to just 100 BOOK CHALLENGE books. Students may read independently at other points in the school day and document this reading in their logs, provided that this is in addition to, rather than in place of, the daily Readers' Workshop when all students are reading and all adults are coaching.
9. **Logsheets or Log Books:** 1 Step = 15 minutes of reading for Kindergarten through 12th grade.
10. **Avid Reader Account:** Once a student has demonstrated that he or she is already an avid reader, he or she may use an Avid Reader Account system instead of logging every 15 minutes. An Avid Reader is automatically credited each week with the minimum number of Steps needed to be on target to reach the end-of-year goal. For example, if the end-of-year goal is 800 Steps, the Avid Reader is automatically credited with 22 Steps each week. Instead of keeping track of each 15-minute Step, the Avid Reader just keeps a list of the books she/he has read.



Early Literacy 100 BOOK CHALLENGE[®]

Home Literacy Environment Self-Assessment

Are You Growing a Reader?

Good Readers are made, not born. School and home have to work together to create places where children learn to love and appreciate books. Mark the items below to find out if your home is Growing a Reader.

School: _____
 Child: _____
 Parent/Guardian: _____
 Date: _____
 Grade: _____ Room: _____

		3	2	1	0
	Item	Excellent	Good	Fair	Low
1	BOOKS IN THE HOME: To grow a reader, a home needs lots of books, everywhere in the house and car.	We have more than 200 books in our house that my child likes to have read to him/her.	We have between 100 and 200 books in our house that my child likes to have read to him/her.	We have between 10 and 100 books in our house that my child likes to have read to him/her.	We have 10 or fewer books in our house that my child likes to have read to him/her.
2	READ-ALoud TIME: Children should be read to for at least 30 minutes per day.	I, or another person, read to my child for at least 30 minutes per day outside of school.	I, or another person, read to my child for at least 20 minutes per day outside of school.	I, or another person, read to my child for at least 10 minutes per day outside of school.	My child is not read to regularly at home.
3	Book-Look TIME: Children need lots of time to look at and enjoy books.	My child spends at least 15 minutes each day looking at books on his/her own.	My child spends at least 10 minutes each day looking at books on his/her own.	My child spends at least 5 minutes each day looking at books on his/her own.	My child does not spend time with books on his/her own.
4	TALKING TIME: To become good readers, children have to experience and know a lot of language.	My child and I talk about things for at least 45 minutes each day. We ask each other questions, and we listen to each other's answers.	My child and I talk about things for at least 30 minutes each day. We ask each other questions, and we listen to each other's answers.	My child and I talk about things for at least 15 minutes each day.	My child and I do not talk about much.

Self-Assessment Totals	
3 Excellent	10-12
2 Good	7-9
1 Fair	4-6
0 Low	0-3



Early Literacy 100 BOOK CHALLENGE[®]

Raising a Reader

Recipe for Raising a Reader

1. Talk to the child when you are together.
2. Listen to the child. Ask the child questions. Listen to the child's answers.
3. Read to the child every day. Read lots of books.
4. Talk about the books.
5. Encourage the child to look at books by him/herself. Let the child "tell" the story from just the pictures.
6. Let the child see you reading—books, magazines, newspapers, etc.
7. Make sure there are always lots of books everywhere in the child's house—kitchen, living room/family room, bedroom, bathroom—and in the car.
8. Encourage the child to write and draw. Make sure the child has lots of paper, crayons, pencils, markers, etc.
9. Let the child see you writing—lists, letters, notes, etc.
10. Take the child to the library and bookstore often.

