



Leyendo Juntos (Reading Together)

Spanish Language
Literacy Promotion for Pediatric
Primary Care Providers



Introduction to Spanish Language Literacy Promotion Guide for Primary Care Providers

The Spanish Language Literacy Promotion Reference Guide was developed for pediatric primary care providers who serve Hispanic/Latino families. The content of the Guide was steered by the *Leyendo Juntos* (Reading Together) National Advisory Committee for Reach Out and Read, which is composed of medical providers who are bilingual/bicultural and who have extensive experience working with Latino families. The information presented in the Guide was also created with the input of four focus groups of Latino parents of young children.

This Guide is designed to be a reference tool for pediatric health care providers already trained in the Reach Out and Read model of early literacy promotion and who are familiar with, but not necessarily fluent in, Spanish. However, the Guide may also be used as a tool for residents and providers new to Reach Out and Read, as it illustrates how to incorporate literacy promotion into common anticipatory guidance discussions.

The Guide is not designed to be a script. Rather, it contains topic ideas and common phrases to enhance interactions with Spanish-speaking patients and parents around books and reading aloud. The Guide is organized by clinical situation (e.g. “I don’t have time to read with my child.”) and by topic (e.g. “Introducing the book to the patient/family”). For providers with limited Spanish, these suggested phrases may be useful when working with a medical interpreter to ensure that the importance of reading to a child is properly conveyed. They also offer some simple ways to reinforce the interpreter’s information.

Please remember that the usage of some of the words may vary slightly from country to country, and culture to culture. **Note:** The majority of phrases in this guide are directed to the parent/guardian. **Phrases in red throughout the guide are directed to the child.**

If you have any feedback on this document, or additional best practices, we invite you to email us at info@reachoutandread.org. We hope that this information is useful to you as you bring the essential message of literacy promotion to the tens of thousands of Latino patients that Reach Out and Read serves every day.

Sincerely,



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Table of Contents

BY TOPIC	PAGE #
Essential Messages about Reading with Children	4
BOOK GUIDANCE	
Introducing book to the patient/family	5
Child puts book in mouth	6
Book handling	7
READING TOGETHER	
Modeling Book Reading	9
Reading at Bed Time	11
OVERCOMING BARRIERS	
Child is too active to read	12
Parents are too busy to read	13
Parents think child is too young to read	15
Books are only in English	16
LANGUAGE DEVELOPMENT	
Encouraging language development	18
Preschool preparation	19
WORKING WITH LATINO FAMILIES	
Acknowledging Latino Heritage	20
Familismo, Respeto, Cariño	21
PARENTAL LITERACY GUIDANCE	
Assessing parents' reading experience	21
Parents' reading level	21
Encouraging low-literacy adults	21
Referring parents to the library	22
BY CLINICAL SITUATION	PAGE #
“My child can’t read – she’s too young.”	15
“I can’t read.”	21
“I can’t read English.”	17
“He chews the book.”	6
“I don’t have time to read to my child.”	13
“My child will learn to read in school.”	19
“When should I read to my child?”	11 – 14
“How do I read to my child?”	10
“I want my child to learn English.”	16 – 19

Essential Messages about Reading with Children

Read together every day.

Enjoy this book together.

I have a book for...

Do you like books?

Enjoy reading together!

Read with/to your child as much as possible.

It will prepare him/her better for school.

It's never too early to start developing a love for books!

Speak, sing and read to your child.

No one can give your child the love that you give her.

If you read to her now, when she gets older she will associate books with affection.

That's how the love of reading and learning begins!

Lean juntos todos los días.

Disfruten de este libro juntos.

Tengo un libro para...

¿Te gustan los libros?

¡Diviértanse leyendo juntos!

Lean juntos lo más posible.

Lo va a preparar mejor para la escuela.

Nunca es demasiado temprano para empezar a desarrollar el amor por los libros.

Hable, cante y lea con su hijo/hija.

Nadie le puede dar a su hijo/hija tanto cariño como usted.

Si usted le lee ahora, cuando ella sea grande verá a los libros con cariño.

¡Así empieza el amor por la lectura y el interés por el aprendizaje!

NOTES

Book Guidance

Introducing the book to the patient/family

Age 6 months – 1 year

These phrases may come in useful for modeling, pointing and naming skills with a book that shows pictures of babies.

I have a present for Maria.

Look, Sara, a book!

Are you already reading to Jose?

Do you have children's books at home?

Tengo un regalo para María.

¡Mira Sara, un libro!

¿Ya le está leyendo a José?

¿Tienen libros para niños en su casa?

Age 15 months – 2 years

Are you already reading with him?

Does he like it when you look at books with him?

I have a book for you.

What does he do when you show him children's books?

¿Ya están leyendo con él?

¿Le gusta que le muestren libros?

Tengo un libro para ti.

¿Qué hace cuando le muestra los libros?

Age 3 – 5 years

Does he like it when you read to him?

Does he have a favorite book?

What books do you like?

¿Le gusta cuando leen con él?

¿Ya tiene su libro favorito?

¿Qué libros te gustan?

NOTES

Book Guidance

Child puts book in his/her mouth

Age 6 months – 1 year

Is that a tasty book? You have good taste in books!

Don't worry if she puts the book in her mouth. That's what all babies do. That's the way they show appreciation for the book.

Don't worry if she bites the book.

Babies learn by using their senses. By handling the book, she is learning to explore.

¿Está sabroso? ¡Tienes buen gusto en libros!

No se preocupe si se mete el libro a la boca. Eso lo hacen todos los bebés. Es su forma de explorar el libro.

No se preocupe si muerde el libro.

Los bebés aprenden con sus sentidos. Al llevarse el libro a la boca está explorando y aprendiendo.

Age 15 months and up

If beyond 15 months the child's first response is to put the book in his/her mouth, this is a potential warning sign that there may be cognitive/socio-emotional delays that need to be evaluated and addressed.

Is he still putting everything in his mouth?

¿Se sigue llevando todo a la boca?

NOTES

Book Guidance

Book Handling

Age 6 months – 1 year

He's going to put the book in his mouth!

Wow! Look how well he holds the book.

She looks so interested!

Look at how he turns to you when you talk!

Your voice is very important to him. Talk to him to stimulate his brain.

Look how she is paying attention! It doesn't matter if she holds the book upside down. What's important is that she enjoys the book. When she is older, she will realize which way is backwards.

¡Se va a llevar el libro a la boca!

¡Mire como sostiene el libro!

¡Se ve qué está muy interesada!

¡Mire como se da vuelta cuando usted le habla!

Su voz es la más importante para él. Háblele para estimular su mente.

¡Mire como presta atención! No importa si lo agarra al revés. Lo importante es que disfrute del libro. Cuando sea más grande se va a dar cuenta de que está al revés.

Age 15 months – 2 years

Look at how interested he is in the book!

Look how he focuses on the pictures.

Even though he is a little afraid of me, he is obviously interested in the book.

He is already turning the pages!

If I give him the book upside down, he turns it up the right way!

¡Mire como se fija en el libro!

¡Mire como se fija en los dibujos!

Aunque me tiene un poco de desconfianza, se ve que está interesado en el libro.

¡Ya empieza a voltear las páginas!

Si le doy el libro al revés, él lo da vuelta.

NOTES

Age 3 – 5 years continued

Does he like to draw/scribble?

Is he starting to write some letters?

Can he write his name?

Other ideas to help him learn to read and write that can be included in daily life are:

- Reading signs on the road.
- Reading the cereal box while having breakfast.
- Asking the child if she can help make the grocery list.
- Writing a card together to family members who live elsewhere.

¿Le gusta dibujar?

¿Ya empieza a escribir algunas letras?

¿Ya escribe su nombre?

Otras actividades para ayudarlo a aprender a leer y escribir que pueden ser incluidas en la vida diaria son:

- Leer letreros en la calle.
- Leer la caja del cereal mientras desayunan.
- Pedirle al niño que le ayude hacer una lista de compras para el supermercado.
- Escribir una carta juntos a familiares que vivan en otros lugares.

NOTES

Reading Together

Modeling Book Reading

Age 6 months – 1 year

These phrases may be useful for modeling, pointing and naming skills with a book that shows pictures of babies.

Look at the baby! What a cute baby!

Look at the baby's _____. Where are his _____? (eyes, toes, nose)

Here they are!

¡Mira el bebé! ¡Que lindo bebé!

Mira _____ del bebé. ¿Dónde están _____ del bebé? (los ojos, los pies, la nariz)

¡Aquí están!

Age 15 months – 2 years

At this age, it is important to pause to watch the verbal or physical response from the child and take the toddler's lead if he wants to engage. These questions focus on shared attention, receptive language, and early expressive language skills. (These examples offer some phrases for talking about a picture of a dog; modify according to the book's subject.)

Do you like books?

Look it's a doggy! What does the doggy say? Woof, woof!

Where is the doggy? Here he is!

What is he doing? He is playing!

Do you see the doggy here? Can you show me where he is? Yes, there he is! Very good!

¿Te gustan los libros?

¡Mira, es un perrito! ¿Cómo hace el perrito? ¡Guau, guau!

¿Dónde está el perrito? ¡Mira, aquí está!

¿Qué está haciendo? ¡Está jugando!

¿Ves al perrito aquí? Muéstrame dónde está. ¡Sí, aquí está! ¡Muy bien!

NOTES

Age 3 – 5 years continued

These questions are increasingly more complex, and focus on language (vocabulary, pronunciation, sentence structure – future tense, past tense, subjunctive, etc.) These examples are based on “Five Little Monkeys Jumping on the Bed.”

What is the monkey doing? Where is he going?

¿Qué está haciendo el monito? ¿A dónde va?

Are the monkeys supposed to be jumping on the bed?

¿Está bien que los monitos salten en la cama?

What's going to happen next?

¿Ahora que va a pasar?

What color is the telephone?

¿De qué color es el teléfono?

How many monkeys are on this page?

¿Cuántos monos hay en esta página?

Why is the monkey crying?

¿Por qué está llorando el monito?

How would you feel if...

¿Cómo te sentirías tú si...

NOTES

Reading Together

Reading at bedtime

Age 6 months – 1 year

Start the habit of reading aloud at bedtime. When children learn a nighttime routine, they go to bed more easily and with less conflict.

Desarrolle el hábito de leer en voz alta antes de dormir. Cuando los niños aprenden una rutina para irse a dormir, se les hace más fácil, y se van a la cama con menos conflicto.

Age 15 months – 2 years

Routines are very important at this age. It is a good idea to read to your children before they go to bed. That way they learn that after reading it's time to sleep and they go to bed more easily.

Sometimes, it's easier to find time to read together at night than during the day.

Las rutinas son muy importantes a esta edad. Es bueno leerles a sus niños cuando se acuestan a dormir. Así se acostumbran a que después de leer sea hora de dormir y se duermen más fácilmente.

A veces es más fácil encontrar tiempo para leer juntos de noche que durante el día.

Age 3 – 5 years

Reading together at night is a nice way to end the day. It helps kids calm down, with a familiar book and a loving hug.

At this age kids may be afraid of the dark or of monsters. Sometimes they may have nightmares. There are many children's books that deal with these topics that can help kids talk about their fears and understand that others feel the same way.

Leer juntos de noche es una linda forma de terminar el día. Ayuda a los niños a relajarse, con un libro familiar y un abrazo cariñoso.

A esta edad algunos niños desarrollan miedo a la oscuridad o a los monstruos. A veces pueden tener pesadillas. Hay muchos libros para niños, que tratan estos temas y que pueden ayudarles a discutir sus temores y entender que otros sienten lo mismo.

Overcoming Barriers

If parents say the child is too active to read

Age 6 months – 18 months

You don't have to read for very long. You'll see that as she gets older she will pay attention for a longer time.

No se necesita leer por mucho tiempo. Ya va a ver que en cuanto vaya creciendo va a prestar atención por más tiempo.

Age 18 months and up

That's the way kids are at this age.
They love to explore! That just shows that he is very curious!
It doesn't matter if he doesn't sit still.
Read anyway, even if he is not sitting down with you the whole time.
You can make animal sounds so that she will imitate you, or show her the different colors or shapes.
The important thing is to make it fun.

Así son los niños de esta edad.
¡Les gusta explorar! ¡Eso demuestra que tiene mucha curiosidad!
No importa si no se queda quieto.
Léale de todas maneras, aunque no este sentado todo el tiempo.
Puede imitar los sonidos de los animales para que los copie, o mostrarle diferentes colores y formas.
Lo importante es hacerlo divertido.

NOTES

Overcoming Barriers

If parents say they are too busy to read

Age 6 months – 1 year

Sometimes it's hard to find time to do everything.

But you don't have to spend too much time.

You can even read aloud while you are breastfeeding him.

A veces es muy difícil encontrar tiempo para todo.

Pero no se necesita dedicarle mucho tiempo.

Puede leerle en voz alta cuando le está dando el pecho.

Age 15 months – 2 years

You don't need much time.

Just 10 to 15 minutes a day is enough.

It doesn't have to be at night. You can look at books at naptime, on the bus or train, when you're doing laundry, or any time you have a few minutes.

You can even read to Juan while you breastfeed his baby sister.

You don't have to finish the book. You can begin to read, and if he loses interest, just continue later.

All it takes is a few minutes each day. Pretty soon your child will be following you around with a book, and reading together will become one of your and your child's favorite things to do!

No se necesita mucho tiempo.

Con que lean juntos unos 10 a 15 minutos al día es suficiente.

No tiene que ser de noche. Pueden mirar libros antes de ponerlo a dormir la siesta, cuando tomen el autobús o el tren, cuando laven la ropa, o cuando tengan unos minutos libres.

Puede leerle a Juan mientras usted le da el pecho a su hermanita.

No es necesario terminar un libro. Pueden empezar a leerlo y si su niño pierde interés pueden continuar más tarde.

Sólo toma unos minutos cada día. ¡Pronto su hijo la seguirá por todas partes con sus libros, y leyendo juntos será una de las actividades favoritas para él y para usted también!

Age 3 – 5 years continued

You can encourage reading in your everyday activities without taking extra time.

You can point to signs on the road, look at recipes together, or have your child “write” his own shopping lists. Some kids even like to read on the potty!

Take a favorite book when you go out. You can read it while you wait in line, even while you wait for the doctor in clinic!

No se necesita tiempo extra para promover la lectura.

Puede señalarle los letreros en la calle, mirar recetas de cocina juntos, o hacer que su hijo “escriba” su propia lista de compras. ¡A algunos niños les gusta leer mientras van al baño!

Lleve un libro favorito cuando salgan juntos. ¡Lo pueden leer mientras esperan en línea, y hasta en la sala de espera de la clínica!

NOTES

Overcoming Barriers

If parents think the child is too young to read

All Ages

She is young, but babies are born ready to enjoy books.

Look at how well she is sitting, and how interested she is in the pictures!

This is the perfect age to start reading with her.

Nobody can give Lola the love that you give her. If you read with her now, she will associate books with love as she gets older.

That's a great way to help her love reading and learning when she gets older and is in school.

Está chiquita pero los bebés nacen listos para disfrutar de los libros.

Mire que bien se sienta, y como se fija en los dibujos.

Esta es la edad perfecta para empezar a leer con ella.

Nadie le puede dar a Lola tanto cariño como usted. Si usted le lee ahora, cuando Sara sea grande va a ver a los libros con cariño.

¡Así empieza el amor por la lectura! Y ese amor le ayudará cuando sea más grande y vaya a la escuela.

NOTES

Language Development/ Books in English and/or Spanish

Should the book be Spanish, English, or bilingual?

You want to help parents communicate with their infants and children in the best and richest way they can. The language of the book you give to the child should depend on the family's preference. Some parents prefer bilingual books because it helps them to learn English. Some Latino families will prefer books in Spanish and some will prefer English, if that is the language spoken in the home. For example: "We have books in Spanish, others in English, and some are bilingual books. Which do you prefer? Choose a book in the language in which you are most comfortable."

Latino families are a culturally diverse group and you might want to give the child a book that reflects his/her heritage, whether in terms of culture or in terms of geography. Children like to see themselves and their families reflected in books (e.g. "Isla" is a book about a girl who visits an island with her grandmother.) Particularly for parents who struggle with reading, this encourages them to expand on the pictures: "this reminds me of when I was little..."

Sometimes, no matter how hard your ROR Program tries, you may not have the perfect book to offer – the right language, the right culture – and you may need to offer some guidance to parents about how to enjoy the book you do have.

Bilingualism should not be a reason for language delay. When assessing a child's language and communication skills add the milestones of the child in both languages. If there is any doubt about the language and communication development in a bilingual child, do not hesitate to request further input including assessments through Early Intervention, Speech and Communication Pathology, and/or Developmental-Behavioral Pediatrics.

Language Development/ Books in English and/or Spanish

Should the book be Spanish, English, or bilingual?

All Ages

Don't worry if you can't read this book because the words are in English. You can point out the pictures and ask him questions. You can even make up your own story.

Remember that at the library you can find books in Spanish.

Speak with Carlos in the language that is easiest for you.

The most important thing is that he learns that reading with mom/dad is fun.

The more Spanish he hears the better he will learn to speak it.

How lucky that you can read to him in Spanish! Growing up bilingual will help him a lot in the future. We need more people who can speak English and Spanish.

No se preocupe si usted no puede leer este libro en inglés. De todas maneras puede mostrarle los dibujos y platicar sobre lo que ven. Hasta puede inventar su propia historia.

Recuerde que en la biblioteca puede encontrar libros en español.

Hable con Carlos en el idioma que le sea más cómodo a usted.

Lo más importante es que él aprenda que es muy divertido leer con su mamá/papá.

Cuanto más español escuche, mejor va a aprender a hablarlo.

¡Que suerte que usted le puede leer en español! Si crece bilingüe, eso le ayudará mucho en su futuro. Necesitamos más gente que pueda hablar en inglés y en español.

NOTES

Language Development/ Books in English and/or Spanish

Encouraging language development

Age 6 months – 1 year

Talk with him all the time. Although he doesn't talk yet, he is learning language.

Talk constantly; that's the way kids learn to speak.

Tell him stories from your country or your childhood.

Singing to him is also a wonderful thing to do. He will love music!

Hable con él constantemente. Aunque todavía no hable, está aprendiendo el idioma.

Platique con ella todo el tiempo, así es como aprenden a hablar.

Cuéntele cuentos de su país o de su juventud.

También es muy bueno que le canten. ¡Le encantará la música!

Age 15 months – 2 years

The more you talk with Pablo and read books to her, the better prepared for school she will be.

You are Nora's first teacher. The more you talk with her and read to her, the more she will learn.

If you read a lot to her now, by the time she gets to school she will be an expert with books!

At this age, children still don't have much vocabulary and therefore they get frustrated when they can't express themselves. Be patient and help your child learn words that express what he is feeling.

You can help your child learn to speak more when you describe things that you see in books or your surroundings.

Cuanto más hable con Pablo y más le lea sus libros, más lista va a estar para la escuela.

Usted es la primera maestra de Nora. Cuanto más hable con ella y más le lea, más va a aprender.

Si leen mucho con ella ahora, cuando llegue a la escuela será toda una experta con los libros.

A esta edad, los niños todavía no tienen mucho vocabulario y por eso se frustran cuando no pueden expresar lo que quieren. Sea paciente y ayude a su hijo a aprender las palabras que expresan lo que está sintiendo.

Describiendo lo que ven en los libros o a su alrededor, usted puede ayudar a su niña a aprender a hablar mejor.

Age 15 months - 2 years continued

Although sometimes you won't understand what Carla is trying to say, act like you know what she is saying. For example, if she is pointing to something in the book and saying things you can't understand, you can say, "Wow! I see that you like this book and that you have a lot to say!"

How many words can he say? Does he understand what you say to him? How does he communicate with you? Does he point at things with his finger? Does he pay attention when you point something out?

Aunque a veces no entienda lo que Carla trata de decirle, animela a que siga platicando. Por ejemplo, si está señalando algo en el libro y hablando de forma que no se entiende, usted puede decirle: "¡Veo que te gusta ese libro y que tienes muchas cosas que decir!"

¿Cuántas palabras dice? ¿Ya entiende lo que le dicen? ¿Cómo se comunica con usted? ¿Le señala las cosas con el dedo? ¿Presta atención cuando usted le señala algo?

Age 2 - 5 years

The more you talk with Mark and read to her, the more she will be ready for school.

The more you speak to her and the more you read to her, the more she will learn. If you read a lot to her now, by the time she gets to school she will be an expert with books!

Give her the opportunity to use language that she is learning. When you are reading, stop in the middle of the story and ask her what she thinks is going to happen next.

Or simply ask your child to tell a story. This experience can be very fun since children have a lot of imagination. It's also good to give her the opportunity to develop her imagination even more.

Cuanto más hable con Mark, y más le lea sus libros, más lista va a estar para la escuela.

Cuanto más hable con ella y más le lea, más aprenderá. Si lee mucho con ella ahora, cuando llegue a la escuela será toda una experta con los libros.

Déle a su hijo la oportunidad de usar el lenguaje que está aprendiendo. Cuando estén leyendo, pare a mitad del cuento y pregúntele qué cree que va a pasar.

O simplemente, pídale a su hijo que le cuente un cuento. Esta experiencia puede ser muy divertida ya que los niños tienen mucha imaginación. De este modo le dará la oportunidad de desarrollar su imaginación aún más.

Working with Latino Families

Acknowledging Latino Heritage

It may be helpful, if applicable, to acknowledge that extended family members – siblings, grandparents – may be caring for the child.

All Ages

It doesn't always have to be the parent who reads aloud to your child. Older siblings, grandparents, and other family members can read to him.

That's great that her brothers read to her. But it is very important that you also read with her.

No siempre tienen que ser los padres los que le lean a su hijo. También los hermanos, los abuelos y otros parientes le pueden leer.

Está muy bien que sus hermanos lean con ella. Pero es muy importante que usted también le lea.

NOTES

Familismo, Respeto, Cariño

The following suggestions are based on available research about Latino families as well as medical providers' experience working with Latino families. However, as with any cultural group, it is important to avoid generalizations and stereotypes. Latinos are a very diverse group, by language, country of origin, socio-economic status, education, and level of acculturation. It is important to ask about each family's background and beliefs, and to address each family's individual needs and preferences.

Parental Literacy Guidance

Assessing parents reading level

We don't always know which parents have difficulty reading, and it's important not to make assumptions.

I know many parents that have difficulty reading some of the information that we give out. Have you ever had difficulty reading?

Would you be interested in a program to help you read better? (If you ask this make sure that you have a referral source available.)

A muchos padres se les hace difícil leer la información que les damos. ¿Alguna vez ha tenido usted dificultad para leer?

¿Estaría interesado en un programa para ayudarle a leer mejor?

Encouraging low-literacy adults

We need to find ways to encourage all parents to enjoy books with their children.

You don't have to read all the words on the page. Just talk about the pictures. Make up your own story. Make it fun so that David learns that books are fun!

No tiene que leer todas las palabras en cada página. Simplemente muéstrole los dibujos. Invente su propia historia. ¡Hágalo divertido para que David aprenda que los libros son divertidos!

Counseling parents who worry that child needs to learn English

Don't worry. You can speak in Spanish. You'll see... his English will be better than my Spanish.

No se preocupe. Háblele en español. Ya va a ver... su Inglés va a ser mejor que mi Español.

Referring parents to the library

Many immigrants often have little experience with libraries in their own countries. It is important to let parents know about the resources available to them at the library.

Have you ever been with your child to the library? Do you know if there is a library near where you live?

Many libraries have special programs for children and families. You can borrow lots of books!

¿Alguna vez ha llevado a su niño a la biblioteca? ¿Sabe si hay alguna biblioteca cerca de donde viven?

Muchas bibliotecas tienen programas especiales para niños y familias. Pueden sacar muchos libros prestados.

NOTES



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