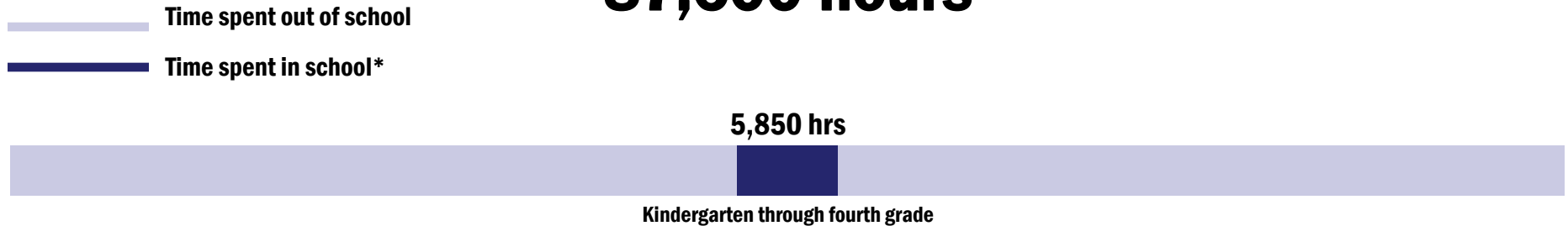


Time Spent In and Out of School: Average 10-year-old child

87,600 hours



FACTS:

- The vast majority of a child's life is spent outside of school.
- Kids who only read in school will rarely be great readers. The time spent in school is usually enough time to *learn* to read, but not nearly enough time for most kids to become *proficient* at reading.
- 61% of low-income families (nationally) have no children's books in their home.¹
- The availability of reading material in the home, whether owned or borrowed from the library, is directly associated with children's achievement in reading comprehension.²
- Idaho Reading Indicator scores in 2011 show that 19% of children entering Kindergarten do not recognize three or more letters of the alphabet. Another 24.5% recognize fewer than 11 letters.³
- 80% of preschool and after-school programs serving low-income populations have no age-appropriate books for their children.⁴
- Children who are read to at least three times a week by a family member are almost twice as likely to score in the top 25% in reading compared to children who were read to less than three times a week.⁵
- The most successful way to improve the reading achievement of low-income children is to increase their access to print.⁶
- More facts... →

* Time spent in school includes all-day kindergarten through fourth grade. Based on 180 days a year at 6 ½ hours per day for a total of 5,850 hours.

MORE FACTS:

- **Kids say that they would spend more time reading for fun if they had greater access to books.⁷**
 - **It is clear that letting kids choose which books they want to read is key to raising a reader. Nine out of 10 children say they are more likely to finish books they choose themselves. Parents also recognize the power of choice – nearly 9 out of 10 parents say, “As long as my child is reading, I just want my child to read books he/she likes.”**
 - **From age 6 through age 17, the time kids spend reading declines while the time kids spend going online for fun and using a cell phone to text or talk increases.**
- **Students who are not reading at grade level by the end of first grade have a 1 in 8 chance of ever catching up to grade level without extraordinary and costly interventions.⁸**

SOURCES:

“Time spent in and out of school” timeline from Gary Johnston, <http://kidstoreaders.com>

¹National First Book, www.firstbook.org

²National Center for Education Statistics, 2001

³Idaho State Department of Education, 2011

⁴Neuman, Susan B., et al. “Access for All: Closing the Book Gap for Children in Early Education.” Newark, DE: International Reading Association, 2001, p. 3.

⁵Denton, Kristen and Gerry West, “Children's Reading and Mathematics Achievement in Kindergarten and First Grade.” U.S. Department of Education, NCES, Washington, DC, 2002.

⁶Newman, Sanford, et al. “Americans Child Care Crisis: A Crime Prevention Tragedy”; Fight Crime; Invest in Kids, 2000

⁷Kids and Family Reading Report, Scholastic, 2010.

⁸Juel, C. Learning to Read and Write in One Elementary School, 1994. Learning to read and write: A longitudinal study of 54 children from first through fourth grades. *Journal of Educational Psychology* 80 (4), pp 437-447, 1988.

For more information contact a Read to Me Project Coordinator:

Stephanie Bailey-White, stephanie.bailey-white@libraries.idaho.gov

Staci Shaw, staci.shaw@libraries.idaho.gov

Erica Compton, erica.compton@libraries.idaho.gov

Boise area: 208-342-2150

In-state: 1-800-458-3271



Idaho
Commission
for Libraries