

First 100 Children's Books

Recommendations for a first collection of children's literature

Final Draft: December 6, 2023

Overview

This note outlines the World Bank's Read@Home initiative's recommendations for a "first collection" of children's literature. It is intended for Read@Home and other early reading programs involved in the development and/or selection of books to support children's pre-reading and early reading skills.

Providing children with a variety of fiction and nonfiction texts—with nonfiction making up as much as 50% of a book collection—is critical in order to engage all kinds of readers and help children gain the background knowledge they need to succeed in their educational and life pursuits¹. Gender, diversity, and inclusion should be considered within all of the categories below. In addition, accessible digital, Braille, audio, sign language, and other types and versions of books should be considered for as many titles as possible.

Below are the overall recommendations. The remaining pages of this document provide general selection principles, further explanations of the types of book included in each category, and their importance for children's language and literacy development.

Further reading about each category of book and its benefits to children's skills, knowledge, joy, and motivation can be found in the Appendix.

¹ [Studies such as Mohr 2006 and Dorion 2003](#), indicate that children prefer nonfiction up to 80 percent of their independent reading choices. Thus, library and children's book experts recommend that collections include 50% fiction and 50% nonfiction.

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Guiding Principles for Creating a Collection

Why do we read?

People involved in education understandably spend a lot of time thinking about how children learn to read. They must learn phonological awareness, decoding, vocabulary. They must gain fluency and comprehension. To succeed in education and in their lives, children must learn to read their textbooks and the information in the world around them.

But is the goal of reading this mechanical? We certainly read for information and academic growth. But we also read for personal growth. We read to learn, to laugh, to challenge ourselves and expand our views of the world.

As we grow readers at home, we want children to value and love reading. We want them to read to learn, but also to read for pleasure—to choose to read. In fact, research shows that reading for pleasure

- boosts academic achievement, and provides a foundation for critical, digital and information literacy
- builds cognitive function and stamina when immersed in the flow of reading
- develops empathy and knowledge — of self, other worlds, culture, heritage, and ways of being and thinking
- empowers students to become active citizens
- improves and builds psychological wellbeing and healthy behaviors, and
- crucially for young people, can be relaxing and provide an escape².

What kind of books inspire children to love reading?

Well, that depends on the child!

The most important thing we can do is give children access to a wide variety of books, and allow them to select the books that they find most exciting. This framework provides some built-in variety between book genres (fiction and nonfiction) and book formats (early childhood books, picturebooks, traditional nonfiction, browsable nonfiction, early chapter books). It also suggests topics. **When you make further selections, try to ensure a variety of:**

- Topics
- Language styles (straightforward, poetic, lyrical, humorous, etc.)
- Art styles (realistic, cartoon, whimsical, painterly, abstract, pop art, etc.)
- Characters (gender, disability, use of minority or traditional clothing styles, body shape, skin color, religion, use of animals vs humans)

² National Library of New Zealand, [Reading for Pleasure – a Door to Success](#) This site, maintained by the government of New Zealand, includes more information and links to relevant research.

Recommendations

Read@Home recommends that collections include, at a minimum, the number and types of titles listed below.

Children 0-3 (25 Books)

Early Childhood Books (20)

Picturebooks – Fiction (5)

Children 4-6 (25 Books)

Wordless Books (5)

Picturebooks – Fiction (10)

Nonfiction Books (10)

Children 7-10 (50 Books)

Readers – Fiction (21)

Readers – Nonfiction (18)

Picturebooks – Fiction (5)

Nonfiction Books (6)

Notes on contextualization of these recommendations:

- The recommended topics in this document should be considered a guideline only, and contextualized to each country and language.
- “Topics” is used broadly: it includes themes, subjects, and genres.
- It is very important for children, especially early in their development, to see their own lives and experiences reflected and validated in books. These are often called “mirror” books. As well, children gain important insights into other people, places, and ideas through books about unfamiliar contexts, ideas, and cultures. These are known as “window” books. Both are necessary in a quality book collection.
- Depending on the program, country, or language, the age categories indicated here may shift. Children may begin to learn reading skills at age 6, in which case some of the titles in our ages 7-10 category could be appropriate for them. Or children older than 3 may still need basic introductions to nouns and concepts found in First Books.
- You may be familiar with the term “storybook,” and notice that we have not used it. We use the term “picturebook” instead, as it more specifically refers to a book for children that contains more pictures than text. For more about picturebooks, see page 6. **If you encounter books called “storybooks” that meet the needs of your program, they can be considered fiction picturebooks in the 100 First Books framework.**

CHILDREN 0-3 (25 BOOKS)

EARLY CHILDHOOD BOOKS (20)

Young children benefit from making connections between books and things they can see and touch in the world around them. First Books help them make these connections, building important background knowledge children will need when they start school. Thus, first books introduce basic conceptual categories like colors, shapes, directions; patterns; and familiar nouns in their everyday lives, such as articles of clothing, animals, and foods.

Most First Books have little text. Many such books show labeled pictures with single words or phrases. Others use short sentences or repetitive sentences that encourage simple prediction (an important pre-reading skill). Predicting what comes next through repetition, simple questions and/or guessing games can be very engaging for children.

First Books topics can be presented in numerous ways. Concepts and easy nonfiction might be presented alone. Often, they are combined with one another or with a simple fictional storyline to make the book more interesting. A famous American book that combines concepts and simple nonfiction with a narrative is Eric Carle's *The Very Hungry Caterpillar*. This book teaches simple foods, colors, days of the week, and the butterfly life cycle in a fictional story about a hungry caterpillar.

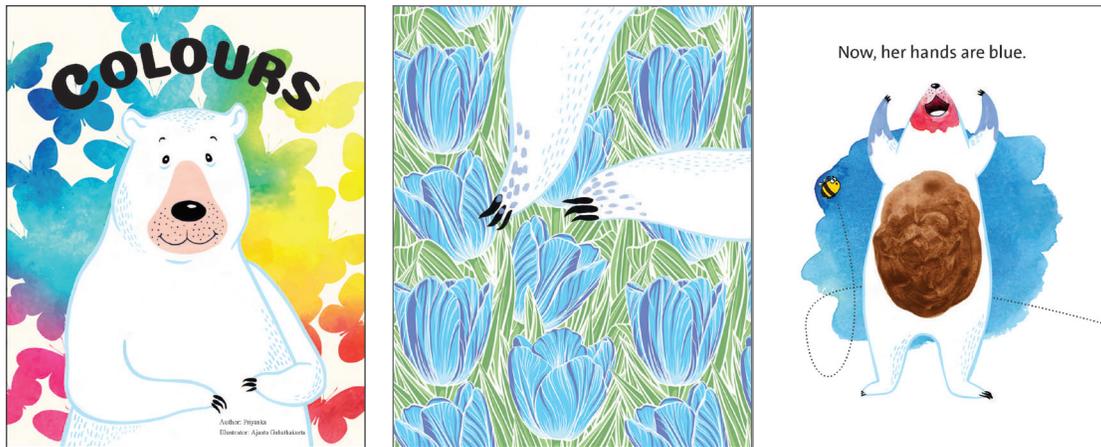
Recommended topics include:

- Black/white pattern books³
- Baby faces/social-emotional states⁴
- Letters/Alphabet⁵
- Counting
- Colors
- Shapes
- Opposites
- Senses
- Animals
- Animal Sounds
- Birds
- Flowers
- Fruits
- Vegetables
- Common Meals
- My Body
- Clothes
- My Home
- Urban, rural, and periurban environments
- My Village/Town/City
- My Family
- Transportation
- Holidays/Celebrations
- Simple actions
- Getting dressed/basic daily routine
- Basic hygiene
- Bath time
- Community Jobs
- First 50-100 Basic Words (with pictures)
- Guessing games (Who am I?)

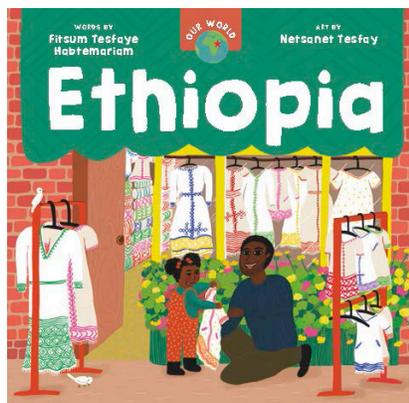
³ Babies see contrast first, so these books give them visual stimulation.

⁴ Such books are meant to introduce common social/emotional states. Photographs are often ideal, though suitability of such books depends on cultural contexts around photographs/faces/representation.

⁵ Such books are meant to help very young children become familiar with letter forms. The books may show one letter/one noun, or the idea may need to be contextualized to languages with little variation in noun spelling, or whose building blocks are syllables rather than letters.



Colours, by Priyanka Goawami, illustrated by Ajanta Guhathakurta, published by Room to Read 2013.



Ethiopia, by Fitsum Tesfaye Habtemariam, art by Netsanet Tesfaye, published by Barefoot Books, 2023.

PICTUREBOOKS - FICTION (5)

Picturebooks are books in which there are more pictures than text. When there is not a long text to depend on, the pictures must do important storytelling work! In the best picturebooks, the story needs both text and pictures to make sense. Picturebooks are a critical part of children's literature.

Children's language and comprehension abilities are more developed than their reading ability until their early teens⁶. For the youngest children, picturebooks help grow phonological awareness, vocabulary, and comprehension. They assist children to develop social-emotional skills as they observe how characters treat one another. Older children can build critical thinking and explore sophisticated topics. Parents and children can share picturebooks at home, nurturing their relationship through interaction and enjoyment. Adults bring wisdom and life experience to the reading session; children bring acute perception and curiosity.

In great picturebooks, the pictures add more, new, or different information to the story. The pictures might show a character's emotions, add interesting actions, or give additional details—for instance, a small repeating image, like a bird, for children to find on every page. The pictures can even challenge the readers' expectations, like

⁶ Stricht, T.G., & James, J.H. (1984). "Listening and reading." In P.D. Pearson, R. Barr, M.L. Kamil, & P. Mosenthal (Eds.), *Handbook of Reading Research* (Vol. 1, pp.293 – 317). White Plains, NY: Longman.

in the Book Dash story called [The Monster Must Go](#). In this story, the text is the voice of a little girl complaining about a monster in her house. But from the pictures, readers come to understand that the monster is her new baby brother! This “gap” between the text and the pictures helps spark interesting questions for the child and the grown-up reading them the book. These discussions form the heart of children’s learning and literacy development. As you review picturebooks, consider the kinds of questions the pictures and text could inspire.

Finally, children’s experiences with picturebooks gives them firsthand knowledge of the pleasures of literature. And they are often full of interesting stories filled with humor, adventure, and the “magic” that motivates children to want to read more and more. Experts in the field of children’s literature have identified many such pleasures, including the following⁷:

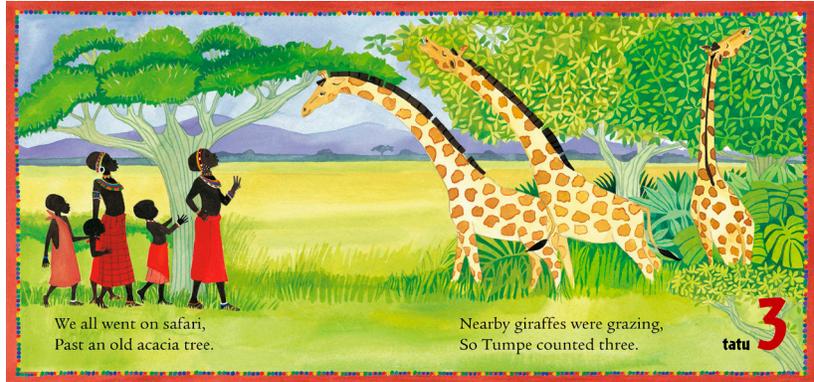
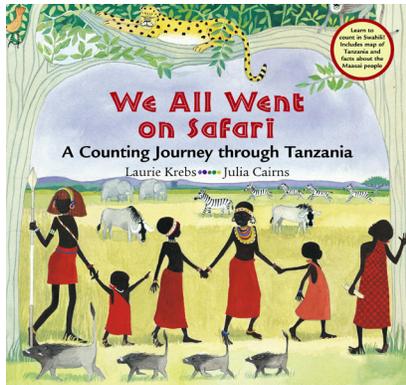
- Delighting in the words themselves
- Visualizing new images and exploring new ideas
- Understanding a work of art in terms of its form, structure, and patterns
- Connecting with the book and resonating to its message
- Gaining awareness of how the parts of the picturebook combine into a meaningful whole
- Appreciating history and expanding cultural awareness
- Recognizing the unique styles of authors and illustrators
- Sharing experiences of literature with others
- Learning ways of talking about responses to books
- Reflecting on connections between one’s life and the story

Although this is not a strict rule, picturebooks in this 0-3 age category are often fairly short, with simple, linear storylines and approximately 100-200 words.

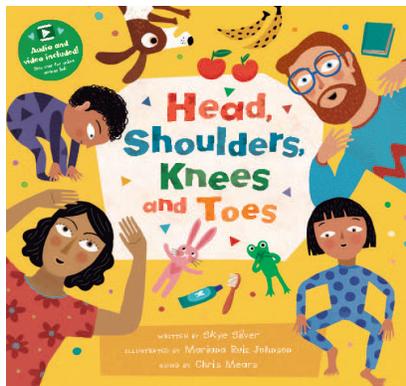
Recommended genres & topics:

- Rhyme, rhythm, and poetry
 - Repetitive language helps children predict and interact with stories
- Oral poetry, song, and storytelling
- Simple concepts, familiar situations, and common objects
- Humor, silly situations

⁷ adapted from Nodelman & Reimer 2003, by Mary Jenck Jalongo in *Young Children & Picture Books, 2nd Edition*, National Association of the Education of Young Children, Washington, DC, 2004.



We All Went on Safari, by Laurie Krebs, illustrated by Julie Cairns, published by Barefoot Books, 2003.

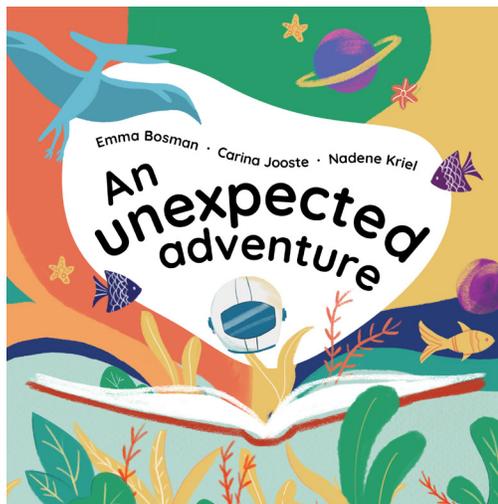


Head, Shoulders, Knees, and Toes, by Skye Silver, illustrated by Mariana Ruiz Johson, published by Barefoot Books, 2020.

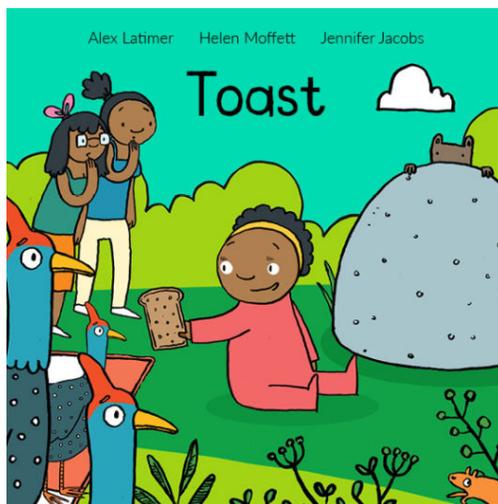
CHILDREN 4-6 (25 BOOKS)

WORDLESS BOOKS (5)

These books have no words, only pictures. They support visual literacy and interaction with images, and children and family members with different reading abilities can easily share them. Wordless books also build the confidence of new or reluctant readers. Some such books are very simple, and others are quite complex. Because these stories require the ability to read a visual narrative and can invite rich discussions and use of more complex vocabulary, we recommend them in our 4-6 year old category. However, many wordless books can be used with children (and adults) of any age.



An Unexpected Adventure (<https://bookdash.org/books/an-unexpected-adventure/>)



Toast (<https://bookdash.org/books/toast-by-jennifer-jacobs-helen-moffett-and-alex-latimer/>)



NONFICTION BOOKS (10)

There are many exciting and innovative nonfiction titles currently being published. At ages 4-6, nonfiction picturebooks that share narrative stories about people, events, or other informational topics can be popular. Picturebook nonfiction generally comes in two styles: narrative (which tells a story, like the story of someone's life in a picturebook biography) and expository literature (which uses rich language and creative presentation to share information about a traditional nonfiction topic like the geography of a country, space, or a specific animal).

Simple traditional informational books with photographs are also great at this age. More information about children's nonfiction is included in the Appendix: Additional Resources.

The following topics are appropriate across age categories; for children ages 4-6, the level of complexity and narrative approach to the topic is more straightforward than a text for older children.

Recommended topics include:

- Biographies (sports stars, scientists, writers, actors, musicians, child "changemakers" etc.)
- Technology
- Sports & Games
- Plants, Trees, Forests
- Crops & Harvesting
- Animals & Insects
- Planets & Space
- Early Science (photosynthesis, water cycle, etc.)
- Careers/"A Day in the Life" at a Job
- Health & Nutrition
- Transportation (Earth, Sea, Space)
- Construction & Machines
- Geography (My country, my continent, famous cities in my country)
- Local geography/communities
- Traditional Culture (clothing, games, dances, songs, meals, celebrations, crafts)
- Weather
- Seasons
- Safety (crossing the street, unknown people, etc.)
- Days of the Week
- Months of the Year
- Dinosaurs
- Marine life (sharks, fish, etc.)
- Some "advanced" concepts, such as *sequences* (first, last, next); *time* (early, late); *spatial positions* (above, below, next to, under...); *direction* (up, down, around, through)(above, below, next to, under...); *direction* (up, down, around, through)



Beastly Biomes, written and illustrated by Carly Allen Fletcher, published by Creston Books, 2019.



A Tiny Seed (<https://bookdash.org/books/a-tiny-seed/>)

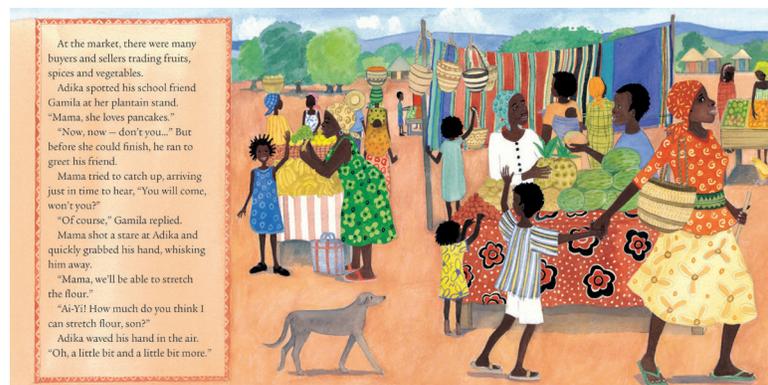
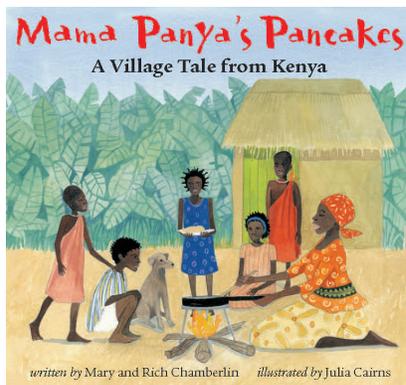
PICTUREBOOKS - FICTION (10)

These picturebooks have more words and more complex storylines and themes than those for ages 0-3. Rhythm, rhyme, and repetition are still very much appreciated by children of this age. Such language also allows adults to bring the stories to life with their voices and gestures. In an excellent picturebook, an important moral or lesson is often included with an engaging plot or storyline. Most children find such stories more interesting than those specifically about timeliness, respect, good behavior, cleanliness, etc.

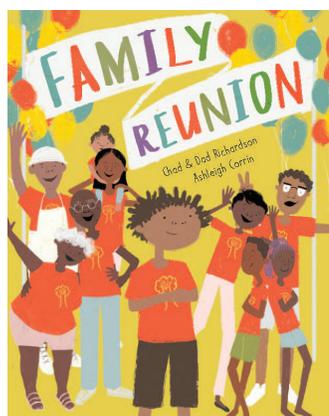
Recommended topics include:

- Relationships (with friends, siblings, parents, teachers, family)
- School stories (first day, getting to/from, school clubs, etc.)
- Visiting relatives for holidays
- Imaginary creatures
- Historical fiction
- Interactive texts

- Folklore
- Cultural events (like baby naming ceremonies)
- Humor
- Mystery
- Adventure
- Eating & Food
- Sports & Games
- Poetry
- Social & Emotional Learning
- Oral stories & songs



Mama Panya's Pancakes, by Mary and Rich Chamberlin, illustrated by Julia Cairns, published by Barefoot Books, 2005.



Family Reunion, by Chad & Dad Richardson, illustrated by Ashleigh Corrin, published by Barefoot Books, 2021.

CHILDREN 7-10 (50 BOOKS)

A NOTE ABOUT READERS

There are two widely used types of readers, decodable readers and leveled readers.

Decodable readers are based on a reading curriculum and form part of an instruction program. Thus, they are not included as part of this suggested collection for reading at home.

Leveled readers, on the other hand, build in complexity as the levels increase, but their schemes are not tied to a curriculum. Rather, they more broadly reflect growth in understanding of a language. As the levels progress, word and sentence count, punctuation, and vocabulary increase in difficulty. Page count also tends to increase with level. The exact parameters of a leveling system are decided by the publisher.

In general, pictures in a leveled reader show exactly what the text describes. They are meant to give contextual clues and vocabulary assistance to children.

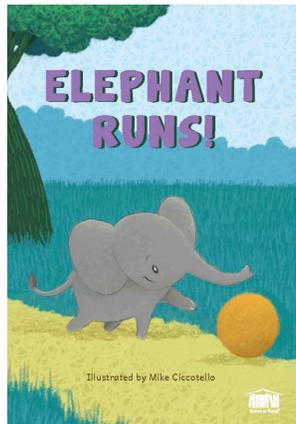
Leveled readers are generally not effective read-alouds, as their text is not sufficiently complex.

READERS - FICTION (21)

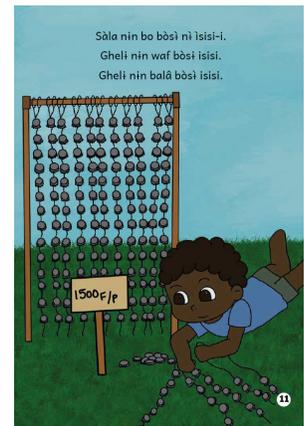
Fiction readers begin with stories with themes and situations familiar to children. Complexity of ideas and plot grows as their level increases. These readers can be about a wide variety of topics, but first and foremost should be interesting and engaging for children. We want readers to motivate children to want to read more and more.

Depending on the leveling scheme for the country/language/program, these numbers of readers might be appropriate:

- **LEVEL 1** (6 books)
- **LEVEL 2** (6 books)
- **LEVEL 3** (6 books)
- **LEVEL 4 / Early Chapter Book** (3 books)
 - Early chapter books are told in chapters with cliffhangers that keep children excited to read the next chapter. They still have many pictures, but often have fewer than earlier levels. These books help children “bridge” to more standard children’s novels, and the longer informational texts they will experience in the classroom.

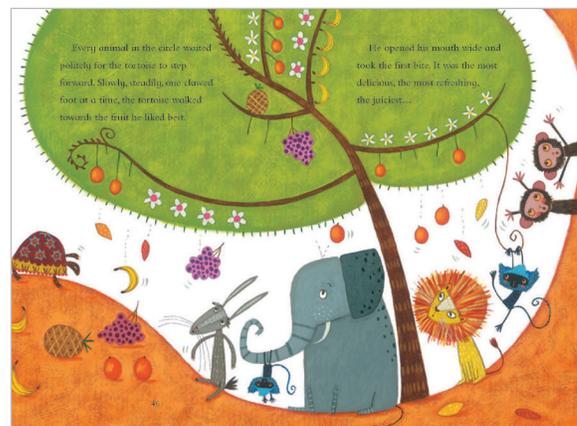
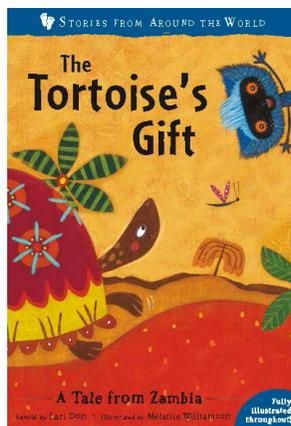


Elephant Runs, illustrated by Mike Ciccotello, published by Room to Read, 2015.



Arai Ibore Akirujare!, by Simon Lodung' a Ipo, illustrated by Arthur Makali & Simon Odera, published by Read@Home Kenya, 2021.

ÀFYÁ' A BETINI-A, by Chuo Kain Godfrey, illustrated by David Nwa, published by SIL Cameroon, 2021.

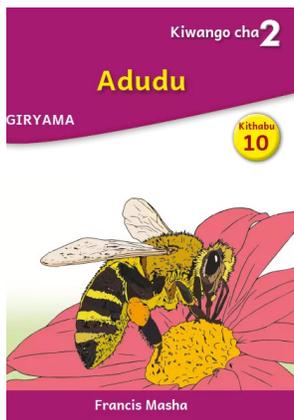


The Tortoise's Gift by Lori Don, illustrated by Melanie Williamson, published by Barefoot Books, 2012.

READERS - NONFICTION (18)

Nonfiction readers differ from fiction readers in that they often contain nonfiction organizational elements like a table of contents, captions, sidebars, simple graphs, and labeled diagrams. This type of exposure to the organization of information is important to help children navigate their textbooks and other expository texts. Some nonfiction readers may also be narrative in style. Some should have illustrations; others photographs; others a combination of both. Topics should be appealing to children (reference the “nonfiction books” list).

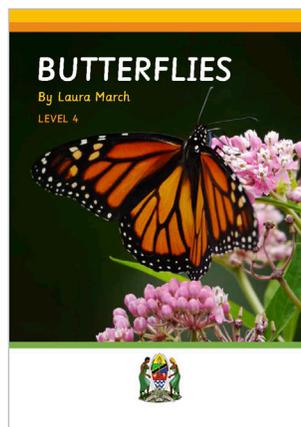
- **LEVEL 1** (6 books)
- **LEVEL 2** (6 books)
- **LEVEL 3** (6 books)



Adudu, by Francis Masha, illustrated by Simon Odera, published by Read@Home Kenya, 2021.



Why Do Birds Have Feathers?, by Ruth Owen, published by Ruby Tuesday Books, Ltd., 2021.



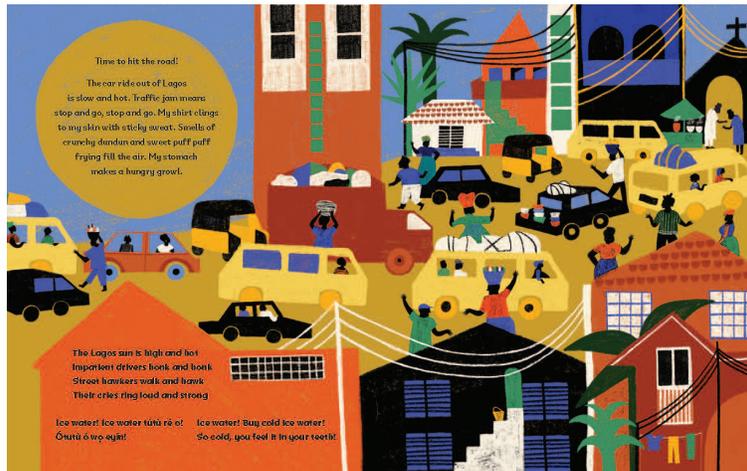
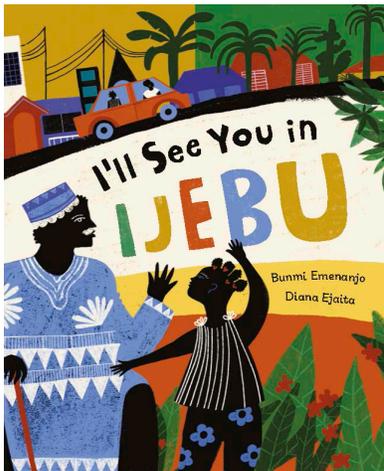
Butterflies, created by Room to Read for USAID Tusome Pamoja, Tanzania, 2017.

PICTUREBOOKS - FICTION (5)

Children in this group can now express more complex thoughts about issues, themes, and characters from their own experiences and relationships. Thus, picturebooks for this age group are used to inspire more nuanced conversations in classrooms, libraries, and families.

*Additional **fiction** themes to consider, in addition to more sophisticated versions of the topics in age category 4-6:*

- Conceptual questions like: who am I, why do people do certain things or act in certain ways
- Themes that generate age-appropriate discussions and allow children to express their ideas and experiences, such as:
 - Difficult emotions like anger, fear, sadness, jealousy
 - Multiculturalism, diversity, unity
 - Courage, peace, happiness
 - Winning, losing
 - Sharing, caring, friendship, tolerance



I'll See You in Ijebu, by Bunmi Emenarajo, illustrated by Diana Eljalta, published by Barefoot Books, 2023.

NONFICTION BOOKS

As children 7-10 are learning many nonfiction concepts in their textbooks, they often appreciate nonfiction books that present content in non-traditional ways. Picturebooks with narratives and rich language are still wonderful, and picturebook biographies are often popular.

Browseable nonfiction books can be favorites as well. Browseable nonfiction generally include lots of information about a topic that does not need to be read in a linear fashion. Thus, children can dip in and out of these books to find the content that is most interesting to them.

Of course, traditional nonfiction with the same kinds of organizational elements as those found in nonfiction readers and their textbooks can still be appealing.

*Additional **nonfiction** themes to consider, in addition to more sophisticated versions of the nonfiction topics in age category 4-6:*

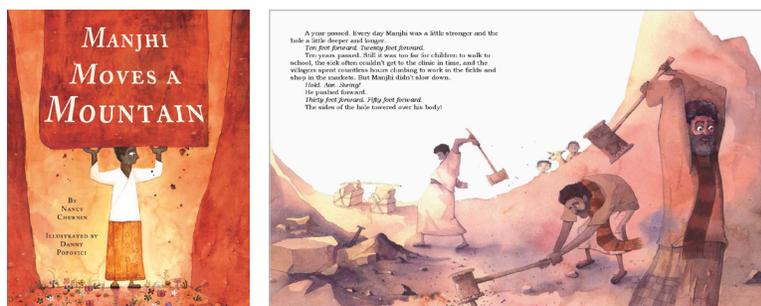
- Technology (computers, telecommunications, internet, artificial intelligence, robots, etc.)
- Bodies (digestive system, skeletons, the brain...)
- Engineering (bridges, dams, water systems, sewer systems)
- Earth (volcanoes, oceans, droughts, floods...)
- Space (clouds, stars, space travel, weather systems)
- Geography (other countries & continents; geological features; reading maps)
- Environment (pollution, climate change, plastics, ecosystems...)
- Current or historical events
- Basic political systems
- Famous inventions/inventors
- Famous discoveries
- Diversity within a country; different peoples, etc.
- Migration/immigration/refugees



DKfindout! Earth by DK, published by Dorling Kindersley Limited, 2017.



Water: A Deep Dive of Discovery, by Christy Mihaly, illustrated by Mariona Cabassa, published by Barefoot Books, 2021.



Manjhi Moves a Mountain, by Nancy Churnin, illustrated by Danny Popovici, published by Creston Books, 2017.

Templates

To support the development of these collections, the ELRN is developing InDesign templates and instructions to create the following types of books. Note that some templates can be used for more than one type of book, and some types of books have more than one template depending on whether they are fiction or nonfiction.

1. Concept Book & First Nonfiction
2. Picturebook - Fiction or Nonfiction
3. Reader - Fiction
4. Reader - Nonfiction
5. Comic

Optional format: The comic format can be good for leveled readers, to vary the child's reading experience and exposure to different kinds of visual storytelling. It can also be very helpful for and popular with reluctant or struggling readers⁸.

⁸ Liu, J. (2004). Effects of comic strips on L2 learners' reading comprehension. *TESOL Quarterly*, 38, 225–45.

Bibliography & Additional Resources

Resources that are freely available in PDF form can be found on the Early Learning Resource Network, and are linked in this document.

DIVERSITY IN COLLECTIONS

Bishop, Rudine Sims. "[Mirrors, Windows, and Sliding Glass Doors.](#)" originally published in *Perspectives: Choosing and Using Books for the Classroom*, vol. 6, number 30, Summer 1990.

- A key essay in children's literature theory, about why children need books that reflect their realities (mirrors) and those that challenge them to grow their perspectives (windows).

Grasso, Marianne. "[The importance of multicultural literature.](#)" Australian Schools Catalog Information Service, Issue 26, Term 1 2016.

- Why diverse literature is important in school literature collections, including links to supporting research.

EARLY CHILDHOOD BOOKS

Carlson, A. D. (1995). [Concept Books and Young Children](#). In Kay E. Vandergrift (Ed.), *Ways of knowing: Literature and the intellectual life of children* (pages 185-202). Scarecrow Press.

- A long-time American school librarian and early childhood educator, discusses the types of concept books for young children and which she has found are most useful.

Funk, John (2013). [Repetitive or Predictable Texts](#), April 9, 2013; retrieved from the blog The Reading Corner: Helping diverse learners crack the code of learning.

- An award-winning American early educator shares how he has seen predictable and repetitive texts assist children in developing their reading skills.

Lorraine, Susie (2008). [What Are Basic Concepts?](#) Worksheet. Super Duper Publications.

- American master of speech pathology, Susie Lorraine, offers an explanation of basic concepts for young children, as well as why they are so important.

WORDLESS BOOKS

Children's Library Lady. [7 Reasons Why Wordless Books Are So Powerful](#), retrieved from *The Children's Library Lady* blog. August 17, 2022.

- Wordless picture books are a powerful tool in developing literacy skills. This post shares how wordless books promote comprehension, acquisition of new vocabulary, listening skills and an understanding of story structure and character development.

Silent Books Collections and Exhibitions

- IBBY, the International Board of Books for Young People, uses the term "silent books" for wordless books. Their website has more information and resources.

PICTUREBOOKS

Balcazar, Sarah. "[How Picturebooks Help Children Develop Reading Skills.](#)" *Reading Partners Blog*. November 19, 2013.

- Five important benefits picturebooks can bring to children who are learning to read.

Bland, Janice. "[Using Pictures and Picture Books to Create Readers and Thoughtful Readings.](#)" Year 12, Issue 6; December 2010.

- A short, easy summary of the key research and scholarship about using picturebooks with children.

Dean, Carolee. [Not Just for Little Kids: Five Reasons to Use Picturebooks with Older Children](#), from *Story Frames for Teaching Literacy*. Accessed on *Beth Anderson, Children's Writer* blog, November 21, 2021.

- A look at how picturebooks can continue to support literacy development in children ages 7-10.

National Library of New Zealand, [What makes a good picture book](#). Retrieved December 6, 2023.

- The National Library of New Zealand maintains excellent summaries of different kinds of books, their uses, and current research. This article is a wonderful introduction to picturebooks, with many helpful links to additional information.

National Library of New Zealand, [Sophisticated picture books](#). Retrieved December 6, 2023.

- This article is a wonderful introduction to picturebooks for older readers, with many helpful links to additional information.

NONFICTION

Baker, Amanda. "[Nonfiction is Cool, and Our Kids Know it.](#)" *Scientific American*, December 3, 2021.

- This fun article summarizes research and the five kinds of nonfiction, with some examples.

National Library of New Zealand, [Nonfiction](#), Retrieved December 6, 2023.

- The National Library of New Zealand maintains excellent summaries of different kinds of books, their uses, and current research. This article is a wonderful introduction to nonfiction, with many helpful links to additional information.

Seagraves, Erin. "[5 Reasons Nonfiction Books Are Important for Young Learners.](#)" *Teaching Strategies Blog*. March 20, 2021.

- Five key reasons nonfiction is just as important to share with children as fiction.

Stewart, Melissa and Marlene Correia (2021). [Five Kinds of of Nonfiction](#): *Reading and Writing Instruction With Children's Books*. Routledge.

- The linked post shares a summary of the book and a short video that explains five broad categories of children's nonfiction and why they are important in enriching reading and writing instruction. The author, Melissa Stewart, is an award-winning North American author of more than 200 science books for children.

READERS

Backman, Jill. [Levels Are a Teacher's Tool, NOT a Child's Label](#). Fountas & Pinnell Literacy blog. Retrieved November 23, 2023.

- A discussion of the most supportive way to use leveling to help children

COMICS

Carter, James Bucky (Ed.) (2020). [Building Literacy with Graphic Novels: Page by Page, Panel by Panel](#). National Council of Teachers of English. Ohio: USA.

- This free resource shares Carter's introduction to this book, which offers a summary of recent research and teaching recommendations.

Connors, S. P. (2016). [Designing meaning: A multimodal perspective on comics reading](#). In C. Hill (Ed.), *Teaching comics through multiple lenses: Critical perspectives* (pp. 13–29). London, England: Routledge.

- A teacher educator at the University of Arkansas who teaches a course on graphic novels summarizes how comics reading helps support literacy skills.

Scholastic Parents Blog. ["Raising Super Readers: Benefits of Comic Books & Graphic Novels"](#). Retrieved November 23, 2023.

- A quick round-up of reasons why comic books and graphic novels are helpful literacy tools.

EARLY CHAPTER BOOKS

National Library of New Zealand, [Early Chapter Books](#), Retrieved December 6, 2023.

- This article is a wonderful introduction to early chapter books, with many helpful links to additional information.