

# GET READY TO READ

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# Contributions from neuro-science & educational research

- Phonological Awareness
- Dialogic Reading

# MASTERY

- READ PRINT AND MAKE SENSE OF IT EVEN IF THE SPELLING IS ALL SCRAMBLED UP BECAUSE YOU'RE USING THE HIGHER LEVELS OF PROCESSING AS YOUR BRAIN SHAPES JUST A LITTLE OF THE SPELLING TO RECOGNIZE THE WORDS AUTOMATICALLY.

# Phonology to Fluency

1. Children detect, distinguish & manipulate sounds in words.
2. Children connect sounds to letters.
3. ***Children store the letter-sound connections.***



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PHONOLOGICAL/PHONEMIC  
AWARENESS  
IS THE AUDITORY ANALYSIS OF .....

- *THE RHYTHM/CADENCE OF THE LANGUAGE (S)*
- *THE PATTERNS /SOUNDS OF SPEECH OF  
THE LANGUAGE (S) ; and*
- *A POTENT PREDICTOR OF READING  
SUCCESS*

# PHONOLOGICAL/PHONEMIC AWARENESS

THE ABILITY TO:

- DETECT, (LISTEN FOR)
- DISTINGUISH; AND
- MANIPULATE

THE LITTLE SOUNDS INSIDE OF WORDS (PHONEMES).

- Baby's first reading skills

# CHILDREN WHO STRUGGLE WITH LEARNING-TO-READ

- *THE MOST COMMON CAUSE OF DIFFICULTIES ACQUIRING EARLY WORD READING SKILLS IS WEAKNESS IN THE ABILITY TO PROCESS THE PHONOLOGICAL FEATURES OF LANGUAGE*

# PATHS TO PHONOLOGICAL AWARENESS

## BEGINNING AT BIRTH

1. Talk with (vs. to) young children. (oral language/vocabulary)
2. Tell stories. (oral language/vocabulary)
3. Play word games. (phonological/phonemic awareness)
4. Read to children- then talk about it. (dialogic reading)
5. Listen to our readers read-then talk about it.  
(dialogic reading)
6. Bonus AUDIO BOOKS!!

# PLAYING WITH SOUNDS IN WORDS

- AT BED TIME
- IN THE CAR
- IN THE BATH TUB
- AT THE SUPER MARKET
- WHILE WAITING ..... ANYWHERE!

# DIOLOGIC READING

- Start with toddlers who are beginning to speak new words every day.
- Before- during- after questions
- Defer to the interests of the child.

# THE 5 ESSENTIAL EARLY LITERACY MESSAGES

(Susan Neuman, PhD)

what to tell parents

TALKING	ORAL LANGUAGE DEVELOPMENT
SINGING	PHONOLOGICAL DEVELOPMENT
PLAYING	DECONTEXTUALIZED LANGUAGE
READING	VOCABULARY DEVELOPMENT
WRITING	COMMUNICATION & PHONOLOGICAL DEVELOPMENT

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# REACH OUT AND READ QI DATA

- is measuring whether parents are increasing the numbers of days per week they are reading to their child;
- is counting the number of new books distributed and number of parents receiving anticipatory guidance; and
- is gathering information about clinical changes, challenges and successes.



# Get Ready to Read!

A National Early Literacy Program from the  
National Center for Learning Disabilities, Inc.

ON-LINE (FREE)  
EARLY LITERACY SCREENING  
for children the year before K

- [WWW.GETREADYTOREAD.ORG](http://WWW.GETREADYTOREAD.ORG)
- 20 ITEMS (Spanish + English)
- On-line (cost free)

# Three Domains of Learning to Read

## PRINT KNOWLEDGE

Differentiating Print from Pictures
Functions of Print
Book Rules
Print Components
Rules of Print
Naming Letters

## EMERGENT WRITING SKILLS

Scribbling
Drawing
Copying
Printing Letters
Printing Name
Invented Spelling
Message Composition

## LINGUISTIC AWARENESS

Active Listening
Vocabulary
Rhyming Words
Segmenting Sentences
Segmenting Words
Phonemic Awareness

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# Steps to Reading Success



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# GRTR EARLY LITERACY SCREENING FOR CHILDREN AGES 3 - 5:11 (\$85)

- PEARSON PUBLISHING
- 25 ITEMS (Spanish + English)
- PAPER SCREENING

# *How Eva Learned to Read*

*A love story*

By

Jean Ciborowski Fahey



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**Once upon a happy time  
In a village near the sea,  
There lived a child named Eva,  
And that child belonged to me.  
I *longed* for you to love to  
read,  
And yet you were so small.  
Nonetheless I'd read to you,  
You didn't mind at all!**



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**And even though you  
could not talk,  
You'd start a  
conversation.  
I'd chat with you. You'd  
chat with me-  
Exchanging information!**



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**You loved it when I rubbed your skin.  
“Ooh, ooh,” you’d softly coo.....  
And smiling down upon your face,  
I’d coo right back to you.**



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**You seemed to like your  
picture books,  
but sometimes  
best of all...  
were stories  
that I told of you  
Or me -  
when I was small!**





**It made me sad to  
leave for work.  
You'd cry and wave  
"bye bye."  
Then Mrs. Kwong  
would read to you,  
and soon your eyes  
were dry**



**Then one fine day  
at 2 years old--  
I heard you squeal and shout!  
The puppy chewed  
your favorite book  
before I pulled it out!  
“NO NO” you said,  
“IT’S MINE!”  
“NO sniff, NO smell, NO  
doggy lick!!”..  
up on your tippy toes ....  
You reached so high  
to keep your books  
away from Snoopy’s nose!**

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**Sometimes you'd sit so quietly  
until the book was done.  
But other times you'd scamper off....  
there's Eva on the run!**

**I'd wait 'till you were sleepy,  
and hugging baby sheep...  
then read to you your favorite book  
until you fell asleep.**



**And oh the days the family came  
With books to read and keep.  
So sweet was Grandma's gentle voice  
And Papa's gruff and deep.**

**And as for me, I'd read MY books  
And peek at you to see...  
That you'd pretend to read yours too  
So you could be like me!**



**And then when you were 3  
years old  
you learned that words could  
rhyme.**

**At 4 you learned that words  
have parts -  
an early reading sign!  
So at the store we'd play with  
words**

**like "cookie lookie me"....  
and AP- PLE,  
well it has 2 parts--  
and BA-NA-NA has 3!**



**I showed you letters in your books  
To you they looked like squiggles.  
I gave you lots of paper then  
And watched your pen  
make wiggles.**

**Your scribbles soon began to look  
A little like some letters.  
You made them twist  
and turn around  
And practice made them better.**

**At 5 you learned to print  
your name.**

**I was so proud of you.  
We set off to our library-  
a splendid thing to do!**

**Your card was such an  
awesome thing.**

**It didn't cost a penny.**

**We borrowed books –  
some even talked!  
and never had too many!**



**First grade began with Mrs. Frank**

**Your time to learn to read!**

**But sometimes it was difficult,  
and you did not succeed.**

**I watched you sound out letters,  
and helped you all I could-  
with little words like cat and can,  
and harder words like wood.**

**You practiced, practiced,  
practiced. ...**

**And some words you  
forgot.**

**But as you read and read  
and read  
the easier it got!**



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**So now you've heard  
this story.  
My favorite tale to  
tell.....  
about how children  
learn to read --  
and why you read so  
well!**



*Dear Eva,  
I Love you, love you , love you  
You are my special one!*

*My gift to you is reading.  
I hope it's always fun.*

*Read when you are happy,  
Or when you feel alone*

*Please pass this love of  
reading  
To children of your own.*

*Love, Mama*

**THE END**