

West Bloomfield Township Public Library
Penny Neef, Coordinator of Youth Services
neefpenn@wplib.org
Barb Shumer, Youth Services Librarian
shumerba@wplib.org



Ready, Set, READ!
Notes and Other Useful Information
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Every Child Ready to Read @ your library: 6 early literacy skills:

- Print motivation – a child's interest and enjoyment of books
- Vocabulary – knowing the names of things
- Print awareness – noticing that print is everywhere, knowing how to handle a book, understanding how to follow words on a page
- Narrative skills – the ability to describe things and events and to tell stories
- Phonological awareness – the ability to hear and play with initial sounds, rhyming words, and the smallest sounds in words
- Letter knowledge – the ability to know the names of the letters, that letters are different from each other, and that they have different names and sounds

For more information:

<http://www.ala.org/ala/alsc/ecrr/ecrrhomepage.cfm>

No Child Left Behind (NCLB) – the 5 essential components of reading instruction:

- Phonemic awareness
- Phonics
- Vocabulary development
- Reading fluency, including oral reading skills
- Reading comprehension strategies

For more information:

<http://www.ed.gov/nclb/landing.jhtml>

The definition of reading (in Michigan) –

Reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the text, and the context of the reading situation.

Phonemes – the smallest parts of sound in a spoken word

Phonemic awareness skills:

- Hear and recognize which words in a set of words begin with the same sound
- Isolate and say the beginning and ending sound in a word
- Blend separate sounds in a word to say a word
- Break a word apart into separate sounds

Phonics – the relationship between the letters of our written language and the individual sounds (phonemes) of our spoken language.

Notes about phonics:

- Phonics instruction is most effective when introduced early – kindergarten or even preschool
- Phonics instruction is **not** reading instruction. Phonics is only one part of a balanced literacy program (see NCLB's 5 essential components above)

Notes about vocabulary development:

- Children use the words they have heard and understand to make sense of unknown words they see in print
- Children will have a much more difficult time reading words that are not already part of their vocabulary

Reading fluency – the ability to read a text smoothly, quickly, and accurately.

Notes about reading fluency:

- To build fluency, text must be easy for the child
- The more a child reads, the more fluent they will become
- It may be more about quantity than quality
- A fluent reader reads with expression

Some basic reading comprehension strategies:

- Retelling
- Predicting
- Asking questions
- Making connections
- Recognizing important ideas
- Inferring

Notes about reading comprehension:

- Comprehension strategies can be explicitly taught and can be modeled while reading aloud to a child
- Good readers read with a purpose
- Good readers are always actively thinking while they are reading to make sense of what they are reading

How do children learn to read?

Children learn to read by using three cue systems, also known as reading strategies:

1. Meaning – the representation of the child’s knowledge about the world (prior knowledge, vocabulary, the illustrations in the book, etc.)
2. Structure – the syntax of the sentence, the structure of the child’s spoken sentences and speech
3. Visual – the graphophonic cue system – what the words look like – the letter sounds, common endings, word families, etc.

When a child knows and understands these three strategies, and is able to use them quickly, cross-checking “on the fly”, they are reading.

Resources:

Grow Up Reading – West Bloomfield Township Public Library
www.growupreading.org

National Institute for Literacy
www.nifl.gov

Read, Write, Think – International Reading Association
www.readwritethink.org

Reading Rockets
www.readingrockets.org

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