

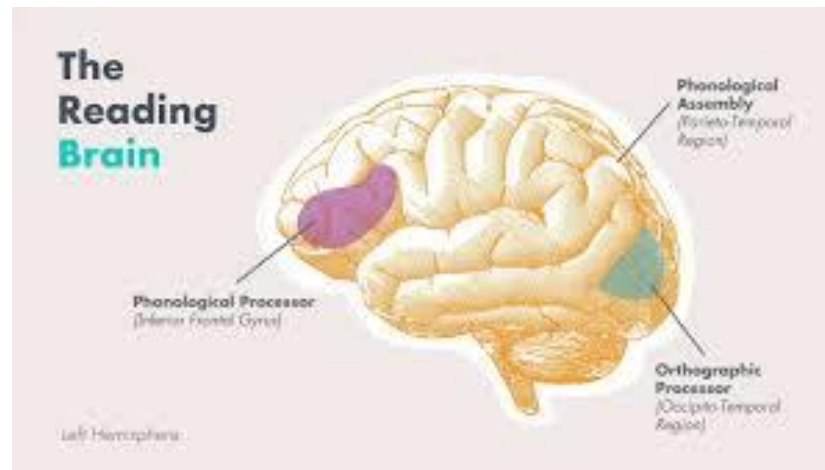
# Literacy Launchpad: Helping Your Child Soar

Janet Hershner - Literacy Specialist  
Illene Courtright - Language Specialist

October 24, 2024

# Reading and the Brain

- Human brains are naturally wired to speak; they are not naturally wired to read and write.
- Learning to read restructures our brains.

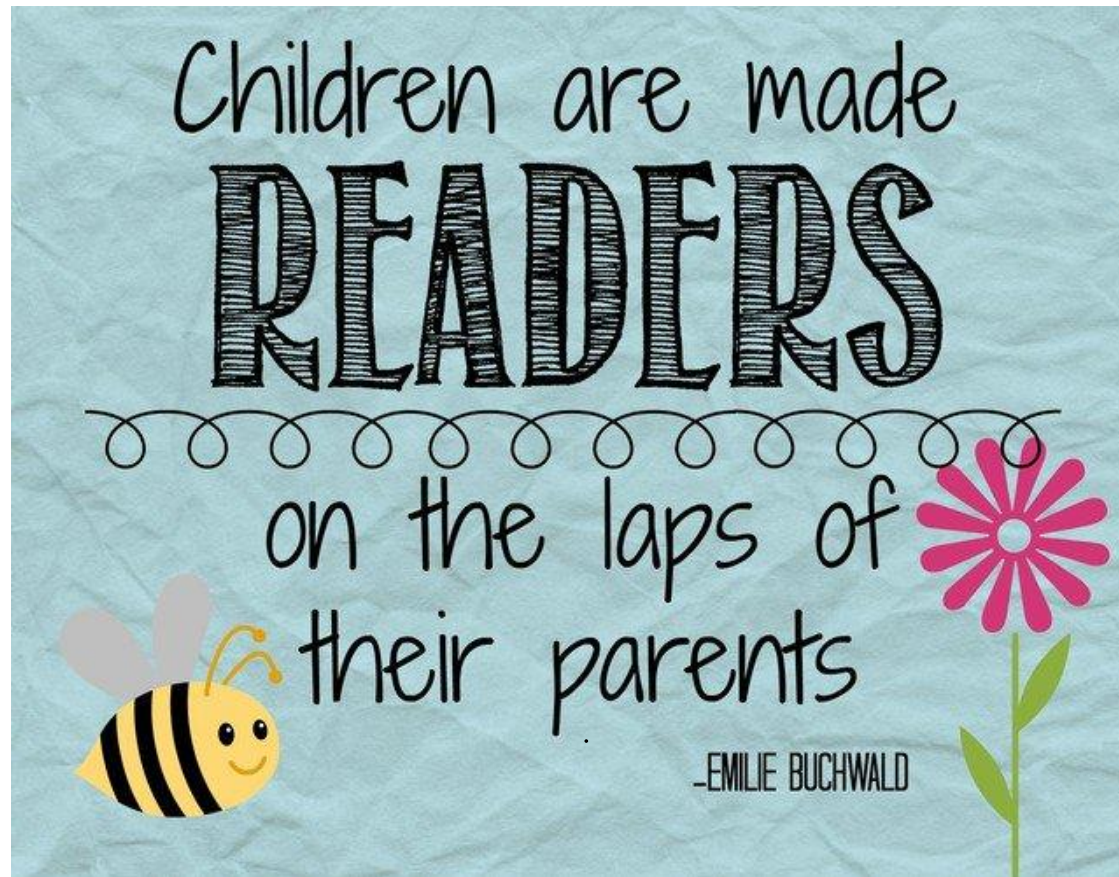


- Explicit, systematic phonics instruction is delivered via our Saxon Phonics program starting in Kindergarten.
- Phonological awareness skills are continually strengthened throughout the day in all of Early Childhood.

# Phonological Awareness

- Ability to recognize and manipulate sounds in spoken language
- Includes:
  - Rhyming: Identifying words that sound the same at the end
  - Alliteration: Recognizing repeated beginning sounds
  - Segmenting: Breaking sentences into words
  - Syllabication: Breaking words into syllables
  - Blending: Combining sounds to make words
  - Phoneme manipulation: Changing sounds in words to make new words
- Key for reading and writing because it helps children distinguish the sounds in words and eventually match them to written letters
- Begins to develop **before** formal schooling and continues through 3rd grade and beyond

# Parents and Reading



# Dialogic Reading

- **How** we read to children is as important as how frequently we read to them.
- In dialogic reading, the adult helps the child become the teller of the story rather than remaining a passive listener.
- The adult becomes the listener, the questioner, and the audience for the child.
- The child is actively engaged while oral language, comprehension, and critical thinking skills are strengthened.

# Purposeful Prompts

- **Completion prompts**
  - You leave a blank at the end of a sentence and get the child to fill it in.
  - These are typically used in books with rhyme or books with repetitive phrases.
- **Recall prompts**
  - You ask the child to say in their own words what has happened so far in a story.
- **Open-ended prompts**
  - You ask the child to focus on the pictures in books and describe what is going on.

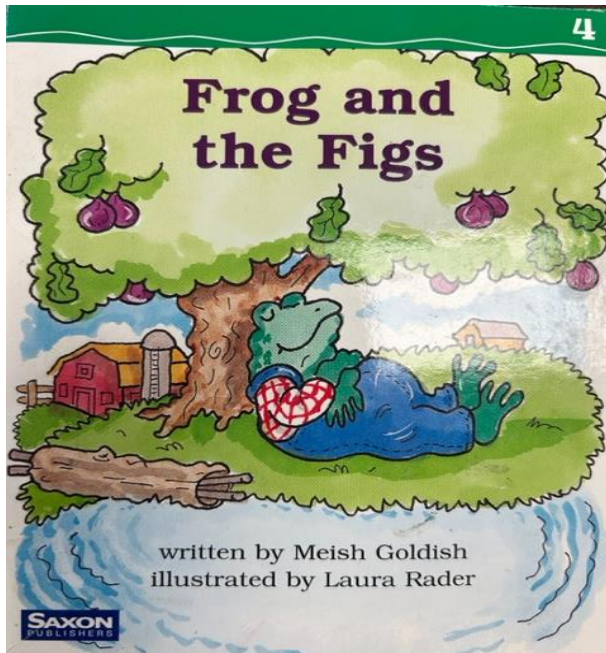
# Purposeful Prompts

- **Wh- prompts**
  - These prompts usually begin with what, where, when, why, and how questions.
  - You encourage the child to find the correct response.
- **Distancing prompts**
  - You ask the child to relate the pictures or words in the book to experiences outside the book.
  - This helps children form a bridge between books and the real world.

# Dialogic Reading with Saxon

Your child will come home with phonics readers beginning in Kindergarten.

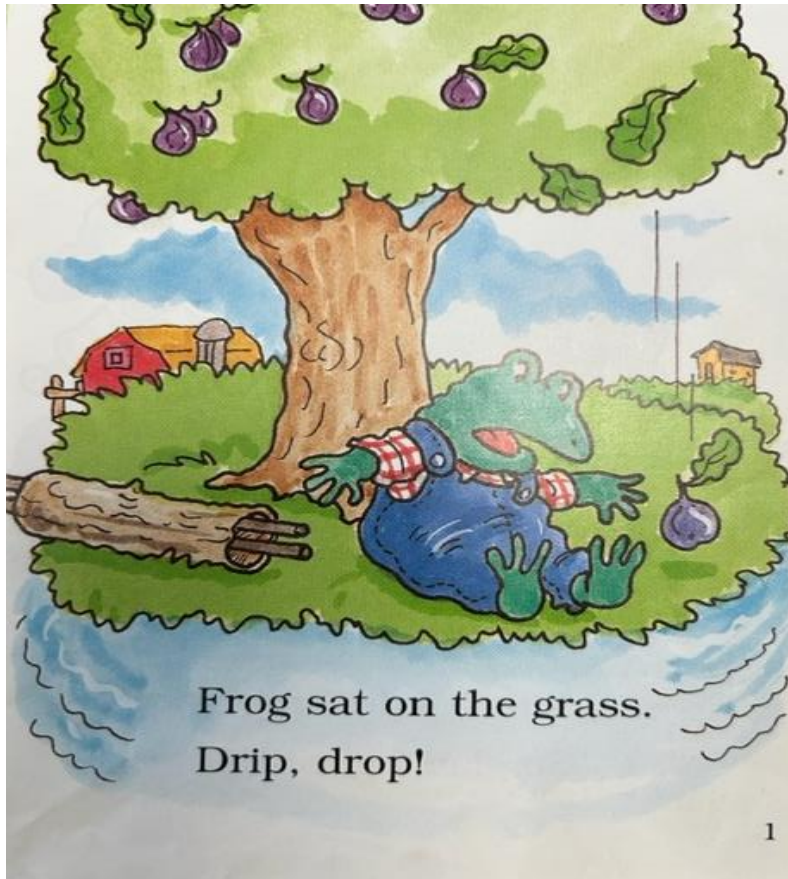
You can use purposeful prompts to engage in conversation as THEY read to you, too!



## Recall

“What happens in this story?”





Frog sat on the grass.  
Drip, drip!

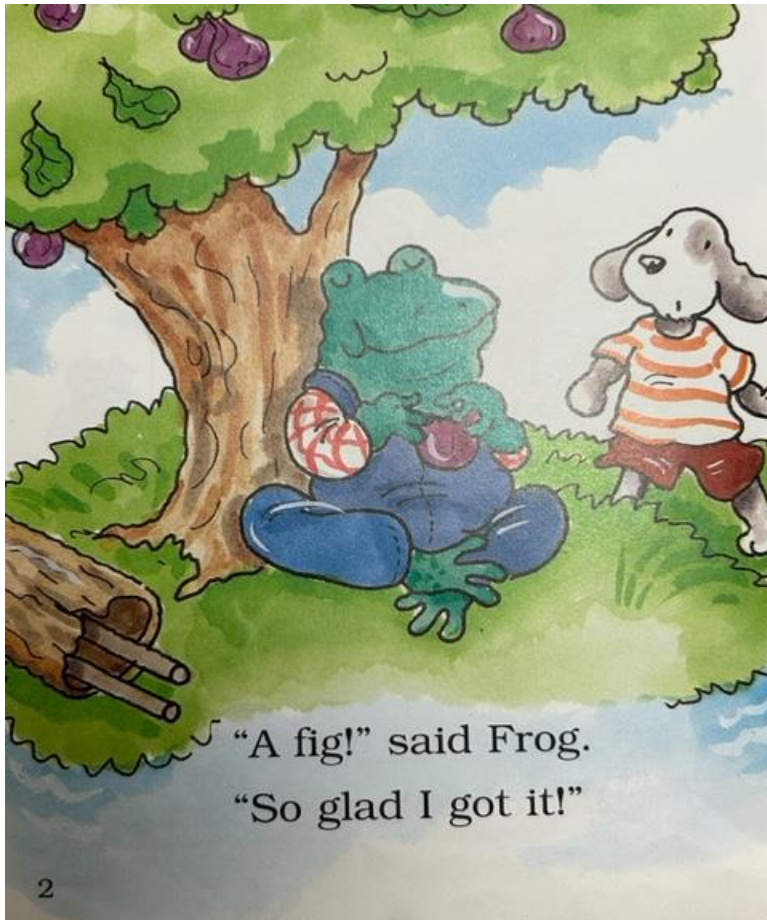
1

## Completion

“Frog sat on the \_\_\_\_\_”

## Distancing

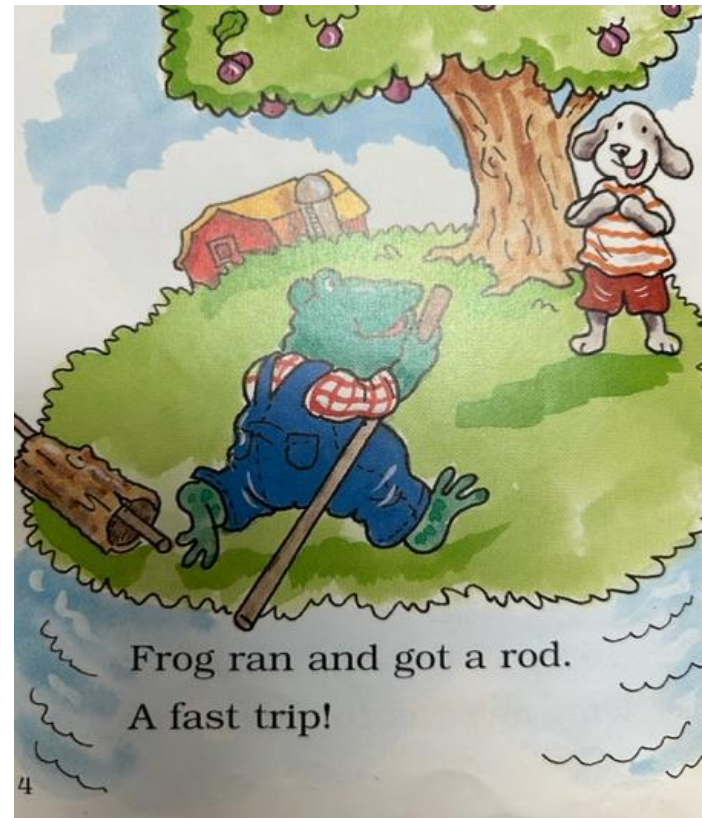
“He looks so happy now, but earlier he was surprised. Have you ever been surprised by something that made you happy?”



2

**Wh-**

“What did Frog get?”





“You grip the rod,” said Dog.  
“Prod the figs.”

**Open-ended**

“What are they doing?”

# Let's try it!

Using the text provided, see if you can come up with prompts you could use while reading aloud to your child.

## **Prompts:**

1. Completion
2. Recall
3. Open-ended
4. Wh-
5. Distancing