

The Reading Report

Reading ASSIST Institute 425-4080 100 W. 10th St., Suite 910, Wilmington, DE 19801
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Early Childhood Literacy: What the Researchers are Saying.

Predictive variables in student abilities are strongly correlated to later literacy.

According to literacy specialist, child literacy researcher and author Dr. Lucy Hart Paulson, the following early skills can predict a child's later reading skill:

Phonological awareness, or a child's ability to detect, manipulate or analyze the sounds of spoken language. A child's ability to recognize rhyme is one example.

Alphabet knowledge, the ability to know the names and sounds associated with printed letters.

Rapid Automatic Naming (RAN), the ability to name a sequence of random letters or digits (A,4,H,7)

Rapid Automatic Naming of random sets of pictures, objects or colors ("beach, pencil, red").

The ability of a child to write or to write his/her own name on request.

Phonological Memory, or the ability to remember spoken information for a short period of time. (What was the name of the girl in the story I just read to you?)

Reading ASSIST Institute trains Delaware's educators to recognize these predictors in children as young as 3 years old and to build the language skills that will enable them to ultimately achieve success in reading.

RAI is an affiliate site of LETRS (Language Essentials for Teachers of Reading and Spelling), whose **LETRS for Early Childhood Educators** provides quality professional development for early childhood educators interested in helping young children build a strong foundation in early literacy skills.

LETRS training for teachers is available through Reading ASSIST[®] Institute's Professional Development Program. Contact Judie Caroleo for more information.

RAI's fee-based PD offerings provide financial support for its free in-school Volunteer Tutor Program.

Reading ASSIST Institute 100 West 10th Street, Wilmington, DE 19801
www.readingassist.org (302) 425-4080 scoonin@readingassist.org