



### How Is Read Right Little Readers Different?

Read Right Methodology, is significantly different. Little Readers Members Only will guide you through a host of activities designed to help you help your young children (up to Age 6) become excellent readers before they start formal schooling.

#### ***Difference #1: Explicit Phonics Instruction***

Read Right methodology does not explicitly teach young readers the 44 English language phonemes plus the 30 to 35 “digraphs” (typically two letters that make a distinct sound). Instead, our methods encourage joyful acquisition of individual letter names and their representative sounds during experimentation and play, with the 15 “stable” consonants that make primarily one sound the *only pre-reading expectation*.

The 15 stable consonants are: B, D, F, H, J, K, L, M, M, P, R, S, T, V and W. Why? They are reliable, nearly always representing the same sound. Therefore, young children don’t need to worry about how they shift and change based upon how a word is spelled! As a result, they are more useful to any brain that is seeking to figure out how reading works. Every normally developing brain is perfectly capable of *strategically sampling* all the available phonetic information in any single sentence. “Sampling” means the brain can pick and choose helpful phonetic information anywhere in a sentence to support the act of figuring out a message. Since the late 1990s, a popular example of strategic sampling known to many adults has circulated on the Internet. You may recognize it:

“Aoccdrnig to rscheearch at Cmabrigde Uinervtisy, it deosn't mtttaer in waht oredr the ltteers in a wrod are. The olny iprmoetnt tihng is taht the frist and lsat ltteer are in the rghit pclae.”

*Translation: “According to research at Cambridge University, it doesn’t matter in what order the letters in a word are. The only important thing is that the first and last letter are in the right place.”*

Great materials for inspiring your child’s interest in “alphabetics” (letter/sound relationships) include: **simple alphabet books** that feature one letter and multiple objects starting with that letter on each page (cardboard books are great for toddlers), **story-driven alphabet books** that are intended to be a fun read-aloud activity with your child, **foam floor puzzle tiles** that feature one letter and one object per tile; and **refrigerator magnets** that are fun for kids to touch, hold, and rearrange (introduce only after your child stops putting things in his mouth). Introduce your child to how fun the letters can be by showing them how to spell their own name! They’ll take pride in learning how to do it for themselves!

#### ***Difference #2: Surround Your Child with Highly Predictable & Predictable Early Readers***

Very young children naturally aspire to do what their family members love to do. So, make sure that, as early as possible, your child knows that those they love value reading. It’s sensible advice, but it isn’t everything you need to do to create the right kind of environment for the development of reading excellence. Just as you prefer certain types of reading material, your child will too. Keep these things in mind:

- 1) Read to your child daily in a voice that sounds as natural as conversational speech. Over-dramatizing isn’t necessary, but engaging with your child with what’s happening in the story *IS* necessary. Be alert for concepts they may not understand and use story-time as an opportunity to

help them grow their knowledge of language and concepts (e.g., “circus” is a foreign concept to many children born in the 21<sup>st</sup> Century!)

- 2) When your child asks for a certain book, follow their lead! He is expressing an early interest in books and may even use his “favorite book” to help him figure out how to read with the same reading excellence you model.
- 3) Make sure you introduce a variety of reading material to your child:
  - a. “Read-Aloud Books” are entertaining books that hold your child’s interest. They are great for entertainment, but they are not the right kind of book to enable your child to figure out the complex process of reading.
  - b. “Highly Predictable Books” will enable your child to begin the process of figuring out how to make excellent reading happen. These books feature no more than one or two sentences per page, and the repetitive language makes it easy for your child to “anticipate” the story’s meaning.
  - c. “Predictable Books” are less predictable, but still have some repetitive language. Sentences may be a little longer than the short sentences in Highly Predictable Books.
  - d. “Minimal Print Early Readers” are not predictable, but the sentences are short and concise sentences. Introduce these after your children understand that the purpose of books is to tell and enjoy engaging stories.
- 4) Be sure to read highly predictable books frequently to your developing readers—and they should be given many, many opportunities to read them by themselves. Why? Because young children can easily anticipate the meaning in highly predictable books, and that’s what excellent readers do. The children will use memorization as a tool to help them create the anticipatory set, but as long as their eyes are on the print as they are ‘reading’, their brains are having valuable reading lessons. Notably, highly-trained linguists were able to figure out Egyptian hieroglyphics *only* after Napoleon’s soldiers discovered the Rosetta Stone! The three-faced stone had the same pharaoh’s proclamation in two different languages that could be read on two sides. The assumption that the third face, written in Egyptian hieroglyphics, contained the same proclamation, helped the experts crack hieroglyphics! The lesson: To crack any unique written language system, the human brain—regardless of age—needs to know what a printed message says. When the brain figures out how to seek, locate, and integrate all the information relevant to giving meaning to print, they build a neural network specifically designed to construct meaning from printed messages.

### ***Difference #3: Never Praise Young Children for Sounding Out or Naming Single Words in Books!***

Instead, praise youngsters as they flip through the pages and correctly retell the story in a voice that sounds natural (just like conversational speech), while they keep their eyes on the print!

### **And...NEVER Do This:**

- 1) NEVER tell your child to sound out individual words.
- 2) NEVER correct your child if they make *slight* changes to the text that do not change a sentence’s meaning. Slight changes are a sign of neural efficiency!
- 3) NEVER have your child point to single words as they read. Remember: *Fingers don’t read!* The eyes and brain work together to integrate multiple forms of knowledge.
- 4) NEVER force reading activities on your child. Instead, make every activity fun and engaging! Lean toward their interests, not your own. When reading is fun, they’ll choose it!