

# “Get Delaware Reading’s Strategies for Early School Success”

May 9, 2023

@readingby3rd #GLReading #LearningTuesdays



CRUCIBLE  
OF PRACTICE

*Reflections on Lessons Learned*



# Presenters



**Lisa Blume, M.Ed.**  
Instructional Designer  
Nemours Children's Reading  
BrightStart!



**Ken Livingston, M.S.**  
Director  
Get Delaware Reading  
United Way of Delaware



**Jamie M. Williams, M.Ed.**  
Intellectual Property and  
Curriculum Design  
Nemours Children's Reading  
BrightStart!



**CRUCIBLE  
OF PRACTICE**

*Reflections on Lessons Learned*





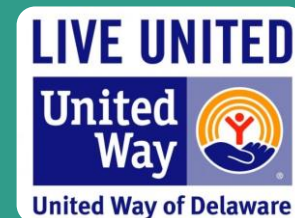
# A Partnership to Improve Kindergarten Readiness

*United Way of Delaware and Nemours Children's Health Literacy Initiative*

Ken Livingston, United Way of Delaware

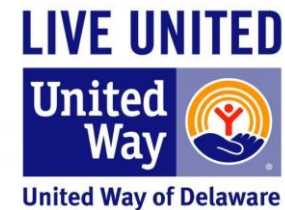
Jamie Williams, Nemours Children's Reading BrightStart!

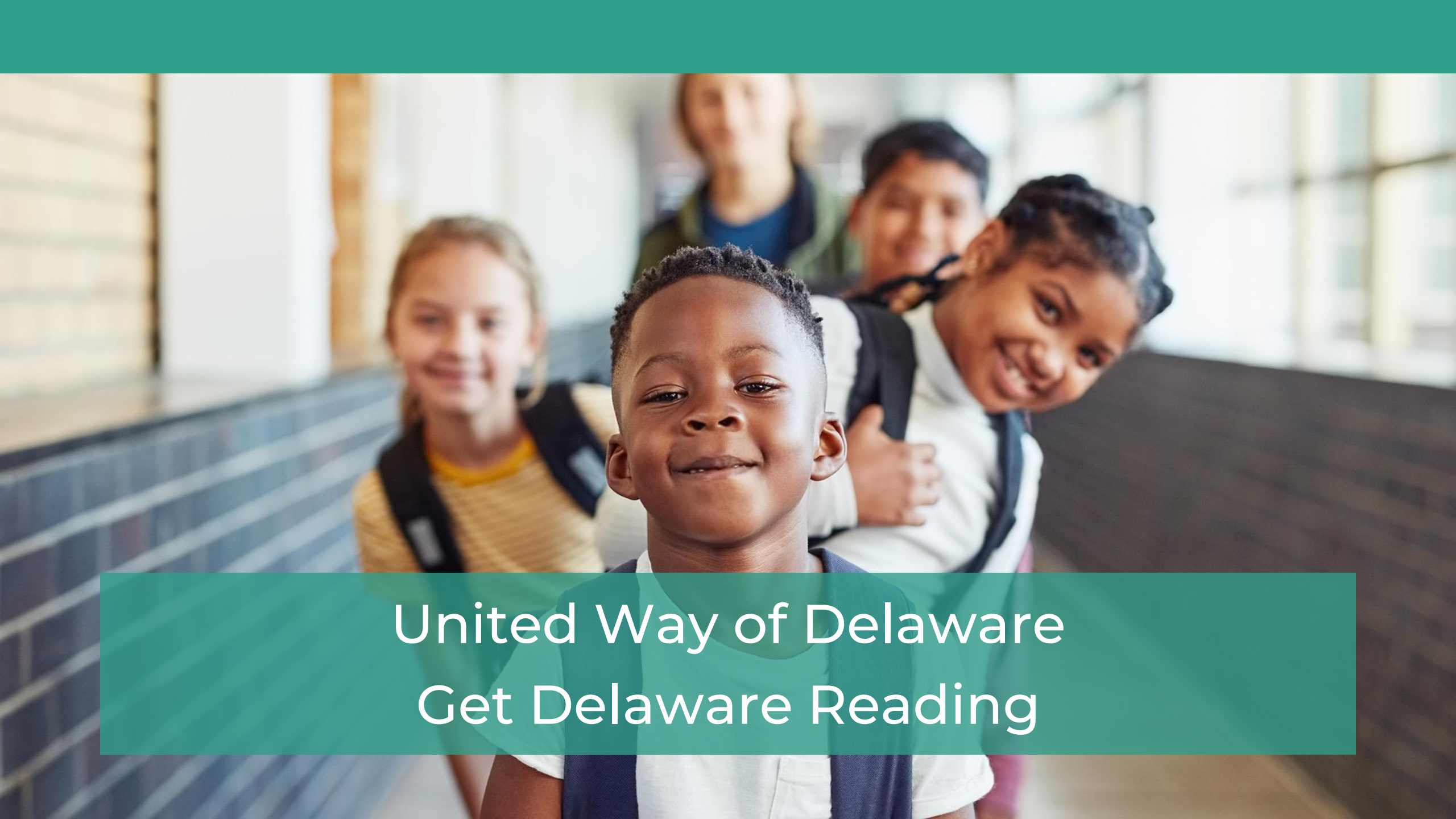
Lisa Blume, Nemours Children's Reading BrightStart!



# Goals

- Showcasing the work between United Way of Delaware and Nemours Children's Health to build reading readiness in Delaware's youngest learners
- Share curriculum and resources available through Nemours
- How to replicate this program in your community





United Way of Delaware  
Get Delaware Reading

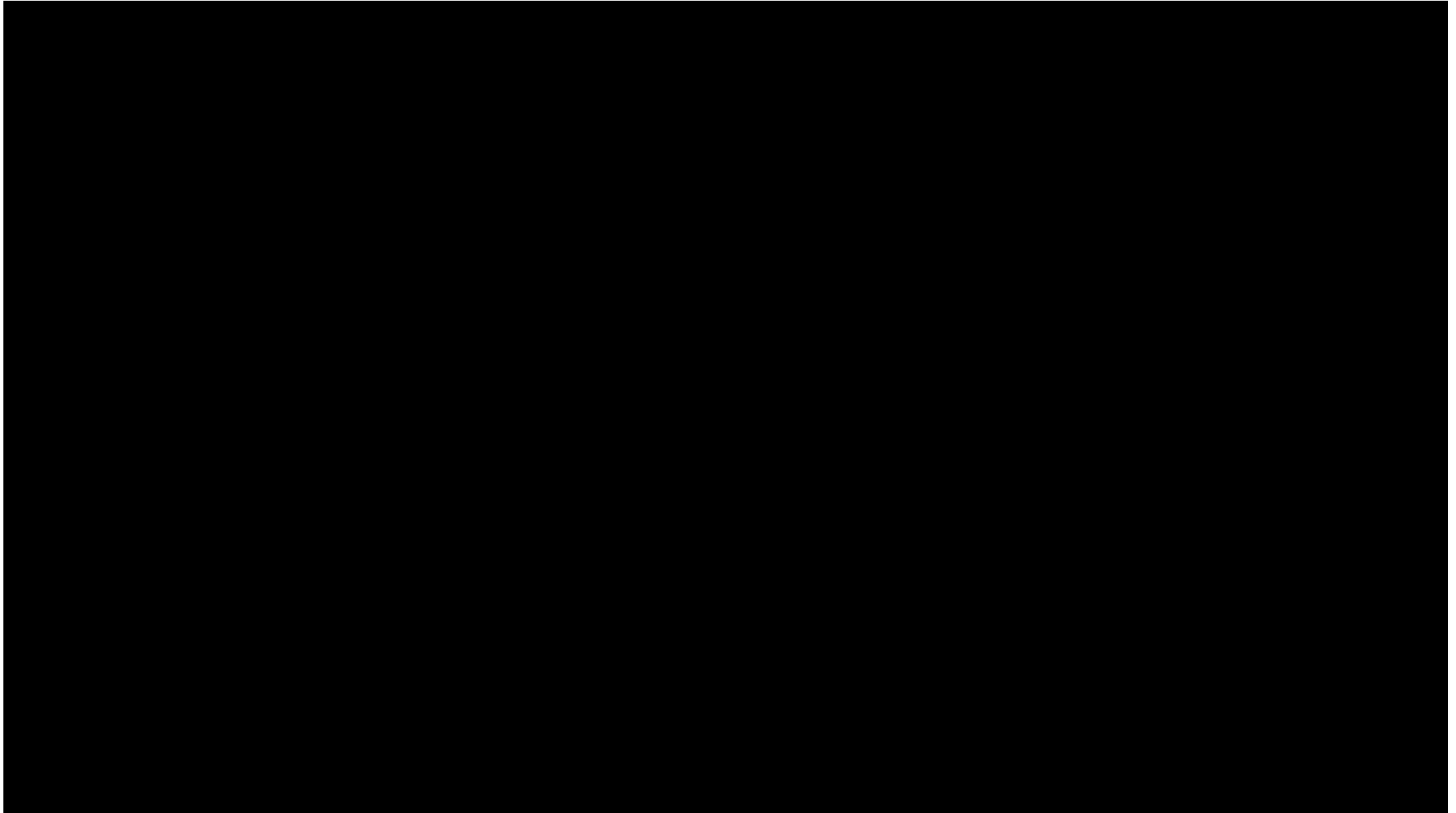




GET DELAWARE  
**READING**

- Moving the Needle on Third-Grade Reading in Wilmington
- Real Action Leading to Results







GET DELAWARE  
**READING**

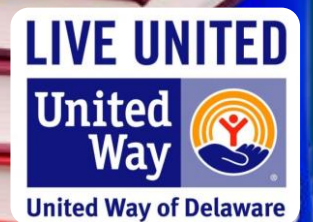
1. Kids are healthy and ready for school
2. Grow up in a word and book-rich environment
3. Healthy and educational summer activities
4. Attend school every day







2. Grow up in a word and book-rich environment



## Goal:

- Increase student literacy outcomes
- Creating home libraries for students
- Fostering student love of reading

## Strategies:

- Increasing students' motivation to read through engaging motivational event/activities.
- Enhancing literacy skills and habits through access to print materials
- Increasing parent and community engagement to build students' language arts literacy

# Strategies For Change



# Why this work is important

- 61% of low-income families have no books at all in their homes for their children.
- 37% of children arrive at kindergarten without the skills necessary for lifetime learning.
- Those who don't read proficiently by the 3rd grade are 4 times likelier to drop out of school.





# Why Do Kids Need Books?

- Books create warm emotional bonds between adults and kids when they read books together.
- Books develop and nourish kids' imaginations, expanding their worlds.
- Books inspire us to dream and give us the tools to achieve them.



# The Value of Books in the Home

- Spark your child's imagination
- Stimulates curiosity
- Helps develop your child's brain
- Helps with the ability to focus, and concentration
- Effects on social skills and communication skills
- Help your child learn the difference between 'real' and 'make-believe'
- Increase vocabulary





# MVOL This Year (22/23 SY)

- 20 Participating Schools (7 School Districts across Delaware)
- 2 Book Fair Events @ each school (Fall and Spring)
- 10 Self-Selected Books for ALL Students, with additional author engagement books
- FREE Promotional Items: Free Tote-Bags, Bookmarks, Posters, etc.
- Family Engagement (literacy events)
- At least 1 Author Visit per school (In person/Virtual)
- MVOL Support
- Scholastic Support



# Read Bowl





# My Very Own Library Distribution









# MVOL Recap Video







GET DELAWARE  
**READING**

1. Kids are healthy and ready for school
2. Healthy and educational summer activities
3. Healthy and educational summer activities



# Our Partnership

- Began in 2018 ?
- Efforts focused on Child Care, Early Learning and Early Elementary Programs
- COVID's impact on our program
- Summer Intensive
- 2023 Re-energized Program



**NEMOURS**  
**CHILDREN'S HEALTH®**

Reading BrightStart!

**LIVE UNITED**

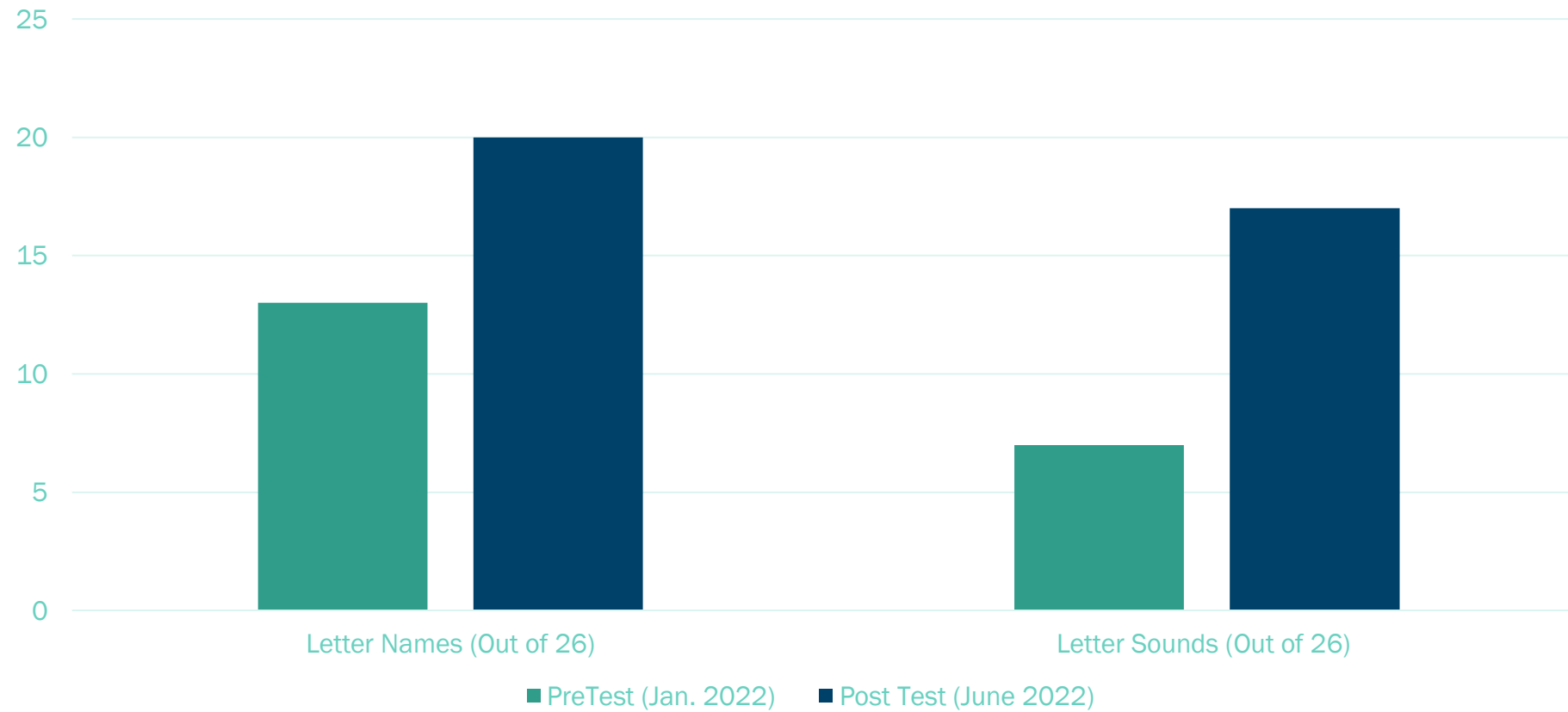
**United**  
**Way**



**United Way of Delaware**

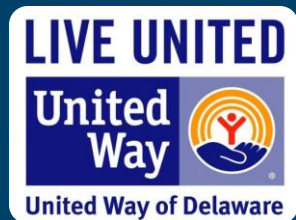
# Student Growth

Stubbs Early Education and Dual Gen Center Student Data



# Future Goals of Partnership

- Continue to grow and spread Reading BrightStart! In Delaware schools (expand by 3 childcare centers)
- Continue to use measurement tools to measure the success of the program
- Spread and scale infant and toddler resources to programs within United Way's reach







Nemours Children's Reading BrightStart!



# Poll:

*What is the strongest predictor of adult health?*

- Physical activity
- Regular doctor visits
- Literacy
- Healthy lifestyle



**NEMOURS**  
CHILDREN'S HEALTH



# Did you know?

- Literacy is one of the strongest predictors of adult health
- We can change the trajectory of children's health through literacy
- Literacy development is a lifelong process that begins before birth



## Why so early?

- 90% of brain growth occurs from birth to age 5
- More than 1 million new neural connections form every second during a child's early years
- More than 30% of our nation's children have trouble reading





# Who is Reading BrightStart!?

- Founded on the understanding that child health and reading skills are closely linked.
- A team of educational experts with a unique, research-based approach to helping all children learn to read.





# What are the Reading BrightStart! Resources?

4 research-based curricula:

- Infant and Toddler
  - Comprehensive
  - Language and Literacy
- Levels One and Two
  - Supplemental
  - Intensive Literacy Instruction

Parent website:

- Free Preschool Reading Screener
- Articles for Parents
- At-Home Activities
- Book Recommendations

## Early Literacy and Language Success: Infant and Toddler Toolkits

- Designed to enhance the skills of early childhood caregivers to support the growth of infants and toddlers
- Uses a combination of unique experiences, books and sensory items to teach critical language and literacy skills
- Incorporates research on brain development knowledge to lay the foundation for literacy and lifelong health



Lakeshore®





## The Complete Program for Early Literacy Success: Level One

- Specifically designed for teaching early literacy skills to small groups.
- Builds a foundation in reading readiness.
- Includes proven instructional strategies for developing foundational literacy skills.
- Includes research-based tools and techniques.





# Level One Foundational Reading Skills



## The Complete Program for Early Literacy Success: Level Two

- Builds on foundational literacy skills for beginning readers, especially those struggling with early literacy concepts.
- Designed to be implemented in small groups or as a tier 2 intervention.
- Includes research-based tools and techniques to provide failure free instruction.



**KAPLAN**  
EARLY LEARNING COMPANY



# Level Two Foundational Reading Skills





# Our Unique Approach

- Failure-free instruction with multisensory activities



# Engage Sensory Pathways



See it!



Hear it!



Do it!



Touch it!

# Which type of learner are you?



Do you prefer to see it, hear it,  
do it or touch it?



# Our Unique Approach

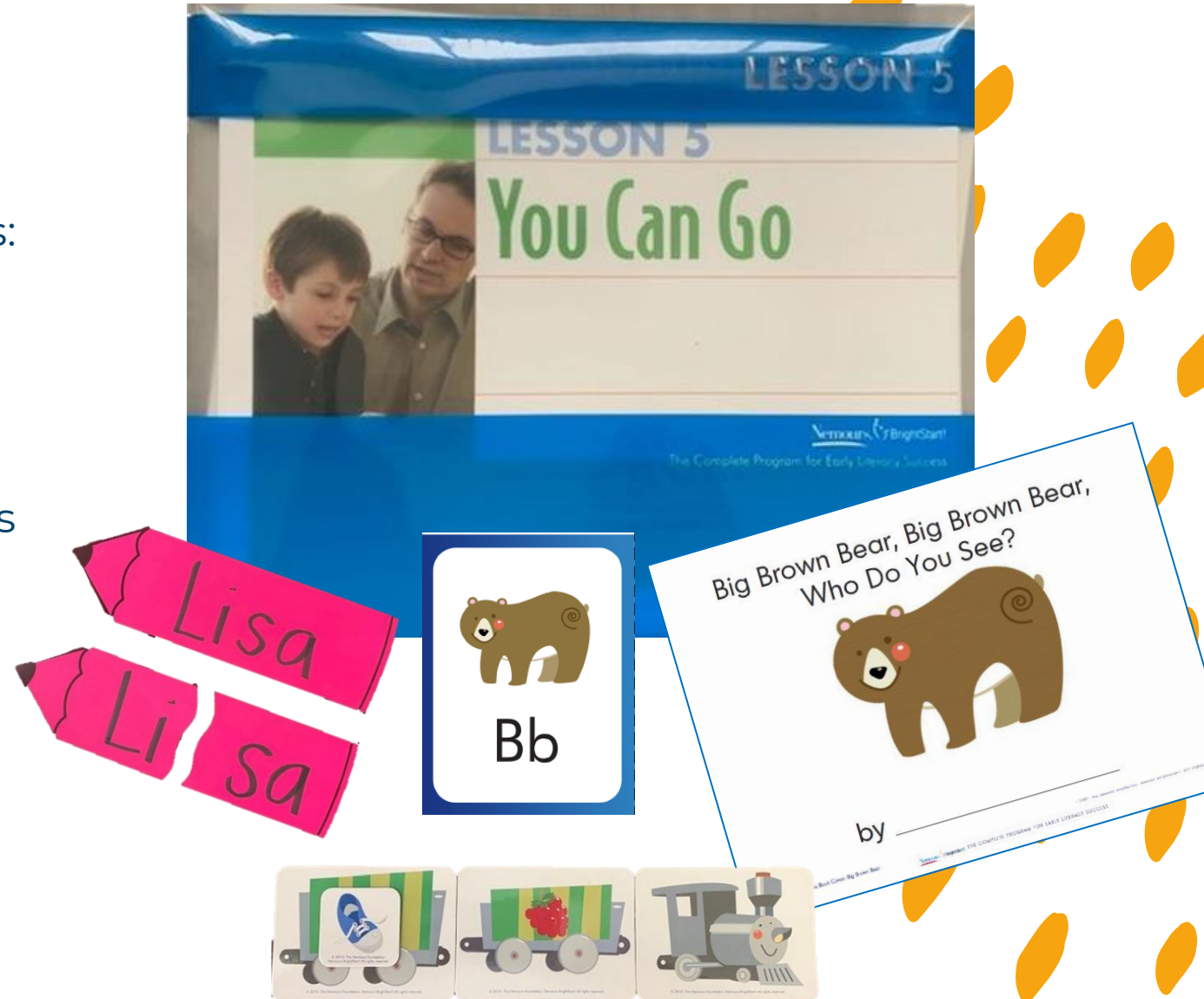


- Failure-free instruction with multisensory activities
- Explicit and Systematic lesson plan design that focuses on foundational reading skills

# Lesson Plan Design

Each **Level One** lesson has 9 components:

- Opening activity
- Letter introduction
- Read Aloud
- Core Activities: Phonological Awareness
- Emergent Writing
- Wrap Up
- Reflection
- Family Connection
- Adaptive and Accelerated Strategies



# Opening Activity

## Each child's Name

- Name Recognition
- Syllable segmenting
- Syllable blending
- Letter recognition
- Beginning Sound Isolation
- Name Writing and sequencing
- Syllable elision





# Letter Introduction

- Multisensory: See it! Hear it!  
Do it! Touch it!
- Letter detective
- 21/26 letters introduced
- Letter carried throughout lesson
- Failure-free to build confidence



# Letter Knowledge



CENTRAL DOMAINS				
APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
		Literacy	Scientific Reasoning	

- Child names most letters
- Child recognizes some letter sounds

# What Does Research Say?

---

“Children who were able to identify \_\_\_ uppercase letter names and \_\_\_ lowercase letter names were more likely to read on or above grade level by the end of first grade”

-Journal of Educational Psychology





# Poll:

*“Children who were able to identify \_\_\_\_ uppercase letter names and \_\_\_\_ lowercase letter names were more likely to read on or above grade level by the end of first grade”*

- 8 uppercase and 6 lowercase
- 12 uppercase and 10 lowercase
- 18 uppercase and 15 lowercase
- 26 uppercase and 26 lowercase



**NEMOURS**  
CHILDREN'S HEALTH

# What Does Research Say?

---

18 uppercase letter names and  
15 lowercase letter names

-Journal of Educational Psychology



# Level One: Letter Introduction





# Read Aloud

- Quality children's literature
- Different types of questions and prompts to enrich conversation and further comprehension
- Make stories interactive
- Provide opportunities for children to be storytellers



# Core Activities

- The “heart of the lesson”
- Broken down into:
  - Model and Teach
  - Teacher-Directed Practice
  - Teacher-Directed Child Practice, and
  - in some lessons, a Child Practice



# How does NRBS! teach Phonological Awareness?

Fun, quick  
listening games

Repetition

Manipulatives

Exposure

Multisensory teaching  
strategies

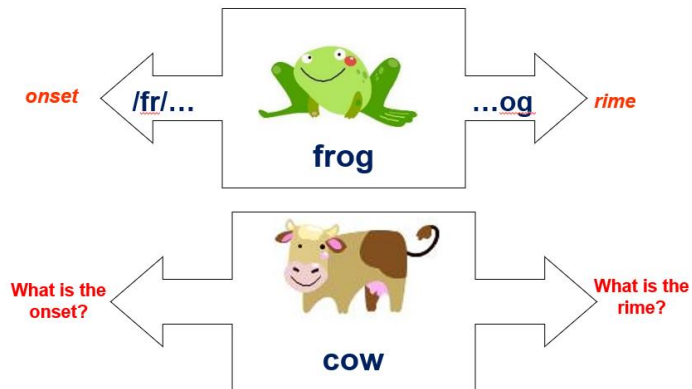
Failure free  
instruction



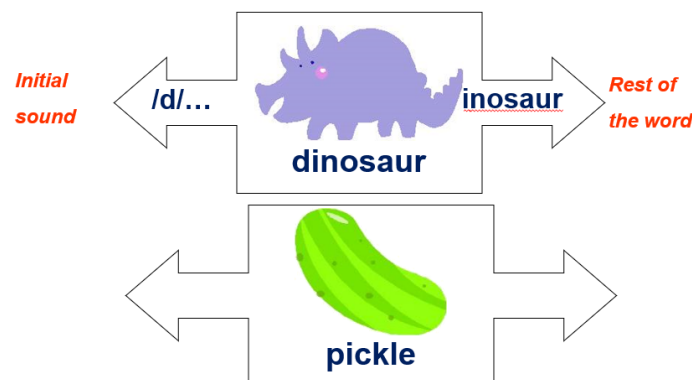


# How does NRBS! teach Phonological Awareness?

## What is... Onset and Rime?



## What is ... Initial Sound Segmenting and Blending?



## What is Rhyme Awareness?

The ability to identify words that share the *same* ending sound combination.

### Rhyme Recognition



*Cat...hat.  
Do they rhyme?*



### Rhyme Production

*Tell me another word that rhymes with  
cat.*

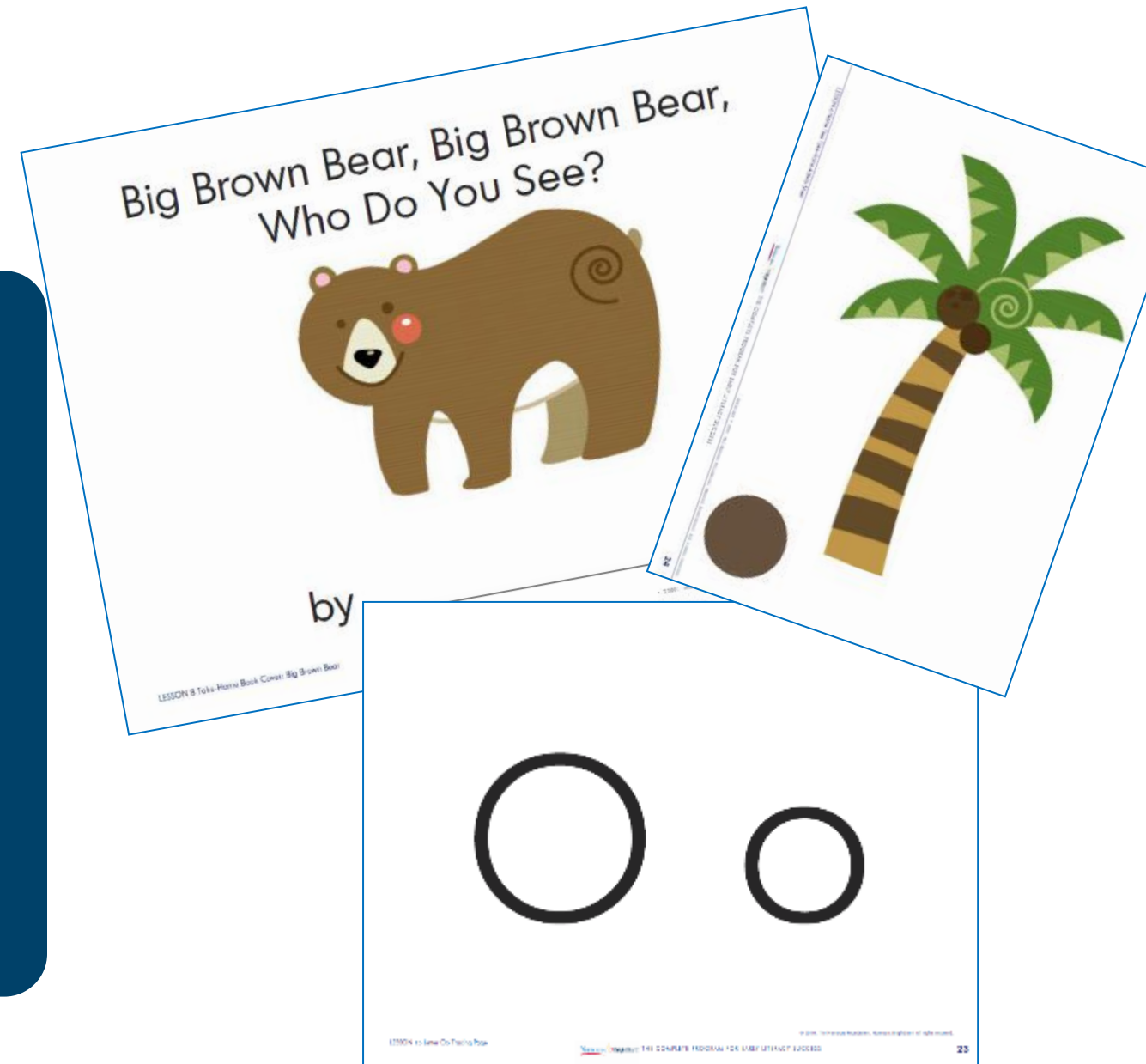


# Level Two: Phonemic Awareness



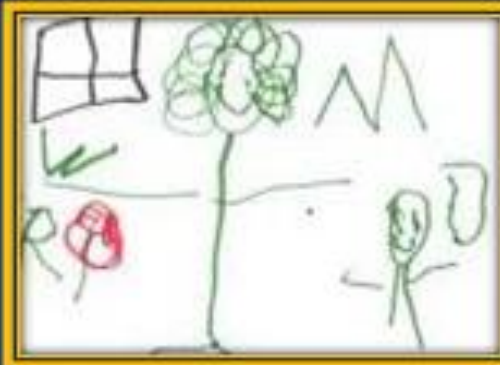
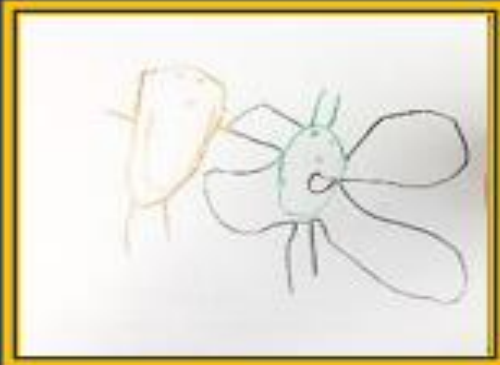
# Emergent Writing

- Create confident writers
- Allow students to write about their own interests
- Acknowledge student effort and provide positive feedback
- Provide variety of writing tools and surfaces
- Follow the 5-step writing process





# Emergent Writing Development



# Final Components

- Wrap Up
- Reflection
- Family Connection
- Adaptive and Accelerated Strategies



McGraw-Hill Education THE COMPLETE PROGRAM FOR EARLY LITERACY SUCCESS

## Lesson 9 Strategies

LESSON 9

### Adaptive and Accelerated Strategies for All Learners

#### Adaptive Strategy

Provide an opportunity for children to express themselves by retelling a known story.

#### What To Do

- Set up a story-telling center. Have books available that have been read to the children during group or circle time.
- Children can work in pairs or small groups to retell a story that they have experienced.
- The "reader" can point to the pictures and tell the others about the story based on the pictures.
- Encourage turn-taking for shy or non-expressive children.

#### Accelerated Strategy

Engage in a variation of the Name Activity for children who can recite their names without visual cues.

#### What To Do

- A child stands with his/her Name Pencil displayed behind him/her.
- Another child stands by the Name Pencil.
- The first child calls out the first letter in his/her name.
- The standing child points to the letter that has been called out.
- All children in the group call out the letter, strengthening listening skills and letter knowledge.
- Children can come forward in pairs to repeat the exercise using other names in the group.



McGraw-Hill Education THE COMPLETE PROGRAM FOR EARLY LITERACY SUCCESS

# Our Unique Approach



- Failure-free instruction with multisensory activities
- Explicit and Systematic lesson plan design that focuses on foundational reading skills
- Supportive Dialogue



# Why Use Supportive Dialogue?

- Tells you WHAT to say and HOW to say it
- Students receive the same explicit instruction no matter who delivers the lesson
- Provides proper scaffolding of key concepts and skills
- Ensures the right level of support for struggling readers



## LESSON 1

### "Name Cheer"

#### Focus

Children will be introduced to concepts of print.

#### Materials

Chart: "Name Cheer"  
 Magnetic Board  
 Magnetic Clips  
 Name Pencils (uncut: two for each child, and two for the teacher)  
 Pointer (use craft stick as pointer)

#### What to Do

- Fasten the "Name Cheer" Chart to the Magnetic Board using the Magnetic Clips.
- Introduce yourself to the children.  
*Hi! My name is \_\_\_\_\_.*  
*We are going to learn a new cheer today about our names. Let's say the "Name Cheer" together using my name.*
- Attach two Teacher Name Pencils with your name on them to the two Velcro® Dots on the "Name Cheer" Chart.
- As you say the "Name Cheer" use the Pointer to model one-to-one correspondence and to track the words from left to right.

"Name Cheer"

\_\_\_\_\_  
 \_\_\_\_\_  
*Let's give a cheer.*  
*We're so glad that you are here!*

- Take the two Teacher Name Pencils off the chart and replace with two Name Pencils belonging to one of the children.
- Say the "Name Cheer" with the selected child.
- Encourage all children to say the "Name Cheer" chorus together.
- Repeat the activity with each child's name.

# Our Unique Approach



- Failure-free instruction with multisensory activities
- Explicit and Systematic lesson plan design that focuses on foundational reading skills
- Supportive Dialogue
- Designed for small groups

# Why is small group instruction important?

## Benefits to Child

- Better comprehension
- More opportunity to be selected
- Increased confidence
- Increased focus and self-regulation
- More interaction among peers

## Benefits to Teacher

- More accurate understanding of a child's abilities
- Opportunities to adapt or modify instruction
- Better feedback
- Easier management of behavior and materials

# Level One: Emergent Writing in Small Group





# Family Connection

- Family Letter
- Letter Bracelet
- Supporting Activities that families can do at home together

## Family Connections

### Materials

Lesson 9 Family Letter (see page 21)  
 Letter Pp Bracelet (see page 22)  
 Take-Home Books: My Party Book

### What to Do

At the end of the lesson, give each child a Family Letter (see page 21), his/her "My Party Book," and a Letter Pp Bracelet to take home.



## LESSON 9

## Family Letter to

### What We Did Today!

**Early Literacy Lesson 9 Pig Party!**  
**Listening for Beginning Sounds**

Dear Family,

Today, your child learned about the letter Pp and the beginning sound "p." We read the book, *If You Give a Pig a Party* by Laura Numeroff. Your child made his/her very own My Party Book.

Ask your child to tell you about the letter Pp and the sound it makes. Ask your child to show you his/her Party Book and to tell you about what he/she wrote and drew. Encourage your child's attempts at writing and drawing.

Talk about words that begin with the "p" sound, like *party, pancakes, peanut, and pickle*. Look for items in your house that begin with Pp.

**Focus Letter: Pp**

Nn



Nn



Nn



A man with dark hair, wearing a green t-shirt, is sitting in a white rocking chair on a porch. He is holding a young child on his lap. The child is wearing a striped shirt and denim overalls. The man is holding an open yellow book and looking at it. The child is also looking at the book. The background shows a house with white siding and a window. The scene is lit with warm, natural light, suggesting it is daytime.

Free Resources for Families

# www.ReadingBrightStart.org



- Free Preschool Reading Screener
- Articles for Parents
- At- Home Activities
- Book Recommendations



# Keep Your Child On Track.

We're here to help you get your child on track to be a good reader and keep moving ahead. Know the milestones, take the screener and enjoy the activities!



IS YOUR CHILD 3, 4, OR 5? TAKE THE PRESCHOOL READING SCREENER



Pre-Reading Milestones:							
Birth-5 Months	6-11 Months	12-17 Months	18-23 Months	24-35 Months	3 Years	4 Years	5 Years



## What's New

### Rethinking the ABCs and How We Teach Them

Listen to a discussion on alpha learning and early literacy with BAM Radio Network.







Start

Answer 31 Reading Readiness Questions

Results & Action Plan

## Preschool Reading Screener

This Screener is intended only for parents of children ages 3, 4 and 5.

Most parents complete the Screener in fewer than 15 minutes. The website will not save your Screener responses. Please plan to complete all 31 questions in one visit.

\*Required field

I certify that I am a legal adult in my state of residence \*  Yes

Child's age? \*  3  4  5

Child's gender:  MALE  FEMALE

State of Residence

Child's ethnicity/race:

Screener is not intended for diagnostic purposes. See your child's pediatrician if you suspect your child is struggling with developing age-appropriate skills.

 Next Page

Start **Answer 31 Reading Readiness Questions** Results & Action Plan

# Preschool Reading Screener

Read each of the following **31 items** and check "Yes" if you are confident your child routinely succeeds with that item. If you are not confident your child is successful with the item, check "No."

## Oral Language i (Questions 1-9 of 31)

- Yes  No Likes listening to stories that I read aloud \*
- Yes  No Follows simple two- and three-step directions \*
- Yes  No Continuously understands and uses new words \*
- Yes  No Retells a basic sequence of steps from an activity (such as baking cookies) or a story \*
- Yes  No Connects own feelings and experiences to stories we read together \*
- Yes  No Answers questions about experiences and stories in complete sentences \*
- Yes  No Identifies common signs in the community (restaurants, stores) \*
- Yes  No Uses a variety of descriptive words when talking (such as "gigantic," "excited," "frustrated," "patient," "ridiculous") \*
- Yes  No Asks questions to clarify or extend conversations \*

[Previous](#) [Next](#)

[Start](#)[Answer 31 Reading Readiness Questions](#)[Results & Action Plan](#)

## Preschool Reading Screener



### Letter Knowledge ?

(Questions 10-16 of 31)

- Yes  No Recognizes his or her own name in print \*
- Yes  No Sings, says or recites the letters of the alphabet \*
- Yes  No Names some letters, especially those in his or her name \*
- Yes  No Points correctly to some letters as I name them \*
- Yes  No Points correctly to some letters as I name the letter sound ("Which letter makes the /b/ sound?") \*
- Yes  No Says the correct letter sound as I point to letters ("What sound does this letter make?") \*
- Yes  No Can identify at least 18 uppercase letters as I point to them \*

[Previous](#)[Next](#)

Start — Answer 31 Reading Readiness Questions — Results & Action Plan

# Preschool Reading Screener



## Phonological Awareness i

(Questions 17-25 of 31)

- Yes  No Answers correctly when I ask if two simple words rhyme ("Do 'cat' and 'bat' rhyme?" or "Do 'car' and 'house' rhyme?") \*
- Yes  No Tells me a word that rhymes with the word I say ("Tell me a word that rhymes with red.") \*
- Yes  No Points to pictures that have the same beginning sound \*
- Yes  No Names a word that begins with a specific sound ("Tell me a word that starts with /b/.") \*
- Yes  No Identifies the beginning sound in words ("What sound do you hear first when I say 'doll' and 'door'?") \*
- Yes  No Blends words into compound words (base + ball = baseball) \*
- Yes  No Blends smaller parts of simple words (b + at = bat), using pictures for support \*
- Yes  No Breaks compound words apart (pancake = pan + cake) \*
- Yes  No Removes part of a compound word (Take away "stop" from "stoplight," and you have "light") \*

[Previous](#) [Next](#)





Start — Answer 31 Reading Readiness Questions — Results & Action Plan

## Preschool Reading Screener



### Beginning Writing <sup>i</sup>

(Questions 26-31 of 31)

- Yes  No Enjoys drawing and scribbling \*
- Yes  No Holds writing instrument with a comfortable grip \*
- Yes  No Understands that writing is different than drawing a picture \*
- Yes  No Writes his or her name (all letters don't have to be completely accurate, but the name should be recognizable) \*
- Yes  No Writes some letters that I name \*
- Yes  No Tries to write words or stories and uses one or more correct letters (such as "lo" for "yellow," "r" for "are," "hs" for "house," etc.) \*

 Submit



Print Results

Email Results

Share the screener on...

Facebook

Twitter

### Your Child's Preschool Reading Screener Results

**Score: 20 of 31**

**Stage: 3** [Learn More](#)

**Your Child Is: On Track**

**Recommendation: Keep it Up!**

#### Next Steps:



SEE CUSTOMIZED ACTION PLAN | WATCH THE VIDEO



#### Customized Action Plan for Your Child

**ORAL LANGUAGE:**  
You answered "Yes" to 6 out of 9 items related to Oral Language. For a 3-year-old, your child's score is **on track** in this skill.

### Customized Action Plan for Your Child

**ORAL LANGUAGE:**  
 You answered "Yes" to 6 out of 9 items related to Oral Language.  
 For a 3-year-old, your child's score is **on track** in this skill.

Oral Language includes the ability to understand spoken language and speak clearly to communicate with others. Developing oral language increases vocabulary and speaking skills, contributes to enjoyment and comprehension of reading, and builds listening and attention skills for school.

#### How can I help?

- **Use positional words to build vocabulary and comprehension skills.**
  - For example, play "I Spy" using positional words, such as "I spy something yellow **beside** the refrigerator," "I spy something **in front of** the couch and **under** the table."
- **Ask questions that relate to your child's life.**
  - For example, read books that show a character participating in the same daily routines as your child such as bathtime and bedtime. Ask questions and discuss the similarities and differences between the character's experiences and your child's experience.
- **After reading a favorite book, ask your child to retell the story or even dramatize it with props.**
  - For example, after reading *Goldilocks and the Three Bears*, give your child three bowls (small, medium and large) and three pillows to represent the chairs (small, medium and large). Ask your child to use the props to retell the story.
- **When you read a story, ask questions that are open-ended or in other words require your child to explain the answer, express opinions, describe ideas or tell personal stories.**
  - Ask your child to describe what is happening in a story, why something happened and what might happen next. For example, after reading a story you might say "Tell me about this page. What do you think the little boy might be saying?"

**BEGINNING WRITING:**  
 You answered "Yes" to 4 out of 6 items related to Beginning Writing.  
 For a 3-year-old, your child's score is **on track** in this skill.

**LETTER KNOWLEDGE:**  
 You answered "Yes" to 4 out of 7 items related to Letter Knowledge  
 For a 3-year-old, your child's score is **on track** in this skill.

Reading BrightStart! Home

About Reading BrightStart!

Reading Skills by Age

Articles for Parents

At-Home Activities

Recommended Books

Take the Free Preschool Reading Screener for children age 3-5

Articles for Parents



Browse a variety of reading topics from our experts in brain science, early learning and reading to help your child get on the path to reading success.



Help Your Child Learn Letter Names and Sounds With Fun and Easy Tools

What You Need to Know There are 26 alphabet letters. Each letter has an uppercase and a lowercase version, which means there are 52...

Read More



Reading and Health Are Related

What You Need to Know Reading skill is the single strongest predictor of adult health status. Becoming a good reader starts at birth! Even...

Read More



What If I Have a Concern About My Child's Language Development?

What You Need to Know Every child develops language and reading readiness skills in his or her own way. And every parent worries at

Nemours Reading BrightStart! Tools for Educators available from KAPLAN Learn More



# Nemours Children's Reading BrightStart!

- Reading Skills by Age
- Articles for Parents
- At-Home Activities
- Recommended Books
- About Us

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[About Reading BrightStart!](#)

[Reading Skills by Age](#)

[Articles for Parents](#)

**At-Home Activities**

- Birth to 5 Months
- 6 to 11 Months
- 12 to 17 Months
- 18 to 23 Months
- 24 to 35 Months
- 3-Year-Olds
- 4-Year-Olds
- 5-Year-Olds

[Recommended Books](#)



Take the Free Preschool Reading Screener  
for children age 3-5

## At-Home Activities



The best way to fine tune your child's reading skills is to find time to practice every day. And most kids learn better when they're doing something they want to do, not because they have to. These kid-approved activities and games are fun and help build reading skills. They're simple enough to make part of your routine: during playtime, at meals and snacks, or when you're out and about.

## Recommended Activities

Sort activities by:



### Let's Look Together

**Letter Knowledge** **Birth to 5 Months**

Prep: 5-10 Minutes / Activity Time: 5-10 Minutes

Black and white high-contrast images help to stimulate babies' visual and brain development. Here is an activity that introduces basic shapes and images to help set the stage for letter learning.

[Read More](#)




### Babies and Books

**Letter Knowledge** **6 to 11 Months**

Prep: None / Activity Time: 5 Minutes

As your baby approaches his first year, he is beginning to pay closer attention to illustrations in books. Use that budding interest to build

Nemours.  
Reading BrightStart!



Tools for Educators available from  
**KAPLAN**

[Learn More](#)

# Nemours Children's Reading BrightStart!

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[At-Home Activities](#)

### Recommended Books

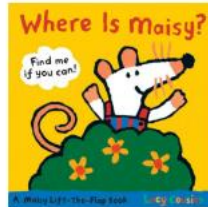
- [Birth to 5 Months](#)
- [6 to 11 Months](#)
- [12 to 17 Months](#)
- [18 to 23 Months](#)
- [24 to 35 Months](#)
- [3-Year-Olds](#)
- [4-Year-Olds](#)
- [5-Year-Olds](#)



Take the Free Preschool Reading Screener  
for children age 3-5

## Recommended Books for 6 to 11 Months

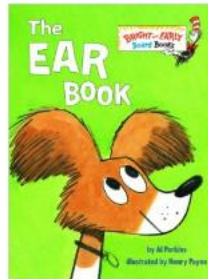
Sort books by:



### Where is Maisy?

This board book for young children uses repetitive phrases to ask Maisy is hiding. Each page contains flaps and doors that open to reveal the answer to the question. Bold print and colorful, simple images attract children's attention, and opening the flaps builds fine motor coordination that helps to develop writing and book handling skills later.

[Read More](#)



### The Ear Book

This small board book is an introduction to our sense of hearing and the things we hear every day. Simple pictures and rhythmic text make it a good choice for little eyes and ears. Emphasize the each of the fun sounds in the book to help build beginning reading skills like oral language.


[Read More](#)



### What Does Baby Love?

Your baby will enjoy discovering the items under the flaps of this

Nemours.  
Reading BrightStart!



Tools for Educators available from  
**KAPLAN**

[Learn More](#)

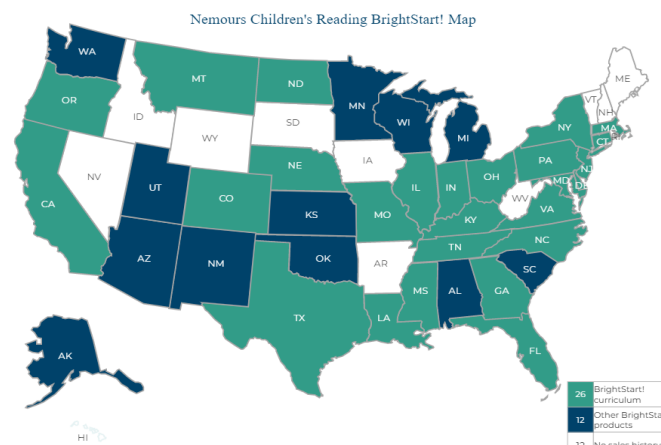
# Our Impact



**4,500+**

**Early Childhood Educators Trained**

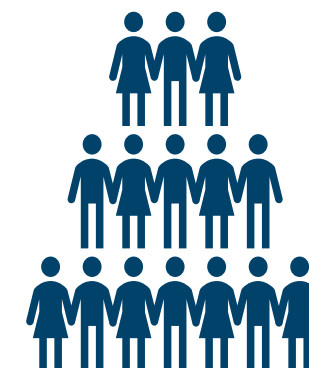
in curriculum implementation and early childhood professional development courses.



**38**

**States in the USA**

using Nemours Reading BrightStart!  
Curriculum and resources.



**260,000+**

**Children Served**

with Reading BrightStart! tools and services.

# What are programs saying?

Name: Nancy Walker

Position: Professional Development Manager

Agency: Early Learning Coalition of Polk  
County





# Poll:

Which of the resources you just heard about are you most interested in sharing with programs in your community?

- Curriculum: Infant and Toddler
- Curriculum: Preschool and Early Elementary
- Preschool Reading Screener
- Parent Website and resources



**NEMOURS**  
CHILDREN'S HEALTH

**Would you like to  
implement a program like  
this in YOUR community?**



## Who

- Who are the students or groups in need of kindergarten readiness skills or intervention?
- Who will be the childcare programs or schools participating?
- Who will be the community stakeholders and/or funders?
- Who will oversee program implementation into schools and programs?

## What

- What will the model look like? Will you need literacy coaches or certified trainers to implement?
- What type of training will be required?
- What partnerships are necessary for program to work?

## When

- When will you secure funding?
- When can you begin implementation? (new school year, new calendar year, etc)
- When will you order curriculum and plan for training?

## How

- How will you create buy-in from childcare centers or schools?
- How will you monitor for fidelity of use?
- How will you track data and monitor progress of the children in the program?
- How will you ensure programs feel supported?

# Community Implementation

## Who

- Who are the students or groups in need of kindergarten readiness skills or intervention?
- Who will be the childcare programs or schools participating?
- Who will be the community stakeholders and/or funders?
- Who will oversee program implementation into schools and programs?



# Community Implementation

## What

- What will the model look like? Will you need literacy coaches or certified trainers to implement?
- What type of training will be required?
- What partnerships are necessary for program to work?

# Community Implementation

## When

- When will you secure funding?
- When can you begin implementation? (new school year, new calendar year, etc.)
- When will you order curriculum and plan for training? Meet with Reading BrightStart! staff to plan for this.

# Community Implementation

## How

- How will you create buy-in from childcare centers or schools?
- How will you monitor for fidelity of use?
- How will you track data and monitor progress of the children in the program?
- How will you ensure programs feel supported?



Thank you!





# GLR WEEK 2023

BRIGHT SPOTS AND SILVER LININGS

## SAVE THE DATE

JULY 17- 21

The Campaign for  
GRADE-LEVEL  
READING

# Upcoming GLR Learning Tuesdays Webinars:

## LEARNING LOSS RECOVERY CHALLENGE

“Reading for Life: The Impact of Child Literacy on Health Outcomes”

Tuesday, May 9, 3:00–4:30 p.m. ET/12:00–1:30 p.m. PT

## FUNDER TO FUNDER

“Diverse Books as ‘Windows, Mirrors & Sliding Doors’: The Roles Funders Can Play”

Tuesday, May 16, 12:30–2:00 p.m. ET/9:30–11:00 a.m. PT

## LEARNING LOSS RECOVERY CHALLENGE

“Third-Grade Retention: A Conversation About Adult Accountability and Student Outcomes”

Tuesday, May 16, 3:00 – 4:30 p.m. ET/12:00-1:30 p.m. PT

## LEARNING LOSS RECOVERY CHALLENGE

“Showing Up Together: Learning and Attendance Go Hand in Hand”

Tuesday, May 23, 3:00 – 4:30 p.m. ET/12:00-1:30 p.m. PT

[gradelevelreading.net](http://gradelevelreading.net) @readingby3rd #GLReading #LearningTuesdays



Please stand by...Webinar will begin momentarily