Loving to Read as a Strategist

Episode 16

www.eleonoraescalantestrategy.com

04-Nov-22

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"Japanese Temptations".
Size: 56 cm x 38 cm
Paper Fabriano Artistico Traditional White 300GSM, Painted with Daniel Smith, Ecoline Liquid Aquarelles & Holbein pigments.
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Loving to read as a strategist.

Episode 16

The reading brain of the kids

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Loving to read as a strategist

Outline per Episodes

1. Prelude
2. Philosophy, Rationale and Objectives
3. Historic roots of reading
4. Once upon a time write and read tied the knot
5. Gutenberg´s Legacy
6. Reading in the XX century
7. Reading trends of today
8. Contexts of reading
9. What is to read
10. How do we learn to read
11. When do we read
12. What to read
13. Why to read
14. We are what we read
15. Is reading the same as learning
16. The reading brain of the kids
17. Who enjoys reading
18. If you don´t like to read
19. The business of reading
20. Publishing industries and the Internet
21. The Information that we read
22. Reading as a need/want, as a tradition or as a fashion?
23. Reading as leisure
24. Substitutes of reading
25. Reading and NAIQIs
26. Libraries matter
27. The core of the strategist mind
28. Reading content as a strategist
29. Becoming a strategist since kindergarten
30. Research agenda on reading for the next 15 years
31. Summary and conclusions

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Important Announcement:

Eleonora Escalante Strategy has decided to offer 5 bonus content subjects that weren´t consider initially in our outline.

1. ***Bonus 1: Reading/printing during times of the Protestant Reformation.***
2. ***Bonus 2: Reading during the Renaissance.***
3. ***Bonus 3: Reading during the Enlightenment.***
4. ***Bonus 4: Newspapers commencement.***
5. ***Bonus 5: What happened during the first industrial revolution?.***

To be revealed between from 1 to15 of January 2023.

- *We already delivered Bonus 1 and Bonus 2.*
- *Bonus 3, 4 and 5 will be written during our vacations time. The priority is to finish the outline of this saga first.*
- *We have pushed forward the delivery of these three topics to next year, after we finish the current saga.*
- *I apologize for the inconvenience, but I need to focus on the saga subjects as a priority for this autumn-winter season.*

Thank you!

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Loving to read as a strategist

Timeline

November 2022

SUN	MON	TUES	WED	THURS	FRI	SAT
		1 *Episode 15* Is reading the same as learning?	2	3	4 *Episode16* The reading brains of the kids	5
6	7	8 *Episode 17* If you don't like to read Who enjoys reading	9	10	11 *Episode 18* The business of reading	12
13	14	15 *Episode 19* Publishing Industries and the Internet	16	17	18 *Episode 20* The information that we read	19
20	21	22 *Episode 21* Reading as a want/need, as a tradition or as a fashion?	23	24	25 *Episode 22* Reading as Leisure	26
27	28	29 *Episode 23* Substitutes of Reading	30			

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The reading brain of the kids

Reading is related to learning to communicate a language. Kids capacities to learn reading are linked to all the factors of language learning

BRAIN

More Author output

Decoding

Producing a spoken analog of printed language. It is saying. It can be achieved by:

- Phonics
- Structural Analysis
- Sight vocabulary
- Context
- Dictionary

Comprehension

Producing a thought analog of printed language. It is understanding. It can occur in several levels

- The literal level
- The inferential or interpretative level

Response

Producing a personal reaction to what is read. It is Reflecting. What reading this mean to me?

- Critical assessing and judging level
- Applied level: learning, connecting the dots
- Appreciative Level to construct a mental model with each imagination

More Reader output

Complementary Skills | **Attitudes** | **Emotions** | **Values** | **Cultural Practice** | **Motivations** | **Contexts**

Source reference: Curated and improved by Eleonora Escalante Strategy research. Sadoski, Mark "Conceptual Foundations of Teaching Reading", Guilford Publications. 2004. Chapter 4.

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The reading brain of the kids

Elements of learning that happens since early childhood affects reading.

Learning is a process of interaction between what is known and what is to be learnt	*Learning is a social process*	*Learning is situated in a context or multiple contexts*
Learning is a metacognitive process	*Learning can sometimes proceed in a rote fashion, with little understanding involved*	*Learning depends on an individual´s preferred learning style*
Learning depends on certain conditions concerning the brain	*Learning is a personal epistemic competence*	*Learning is a long experience for the whole life*

Source: Pritchard, Alain "Ways of Learning: Learning Theories and Learning Styles in the Classroom". Routledge-Taylor & Francis. 2009.
I have added the last two elements to what Pritchard has published. It has been adapted for kids and Reading.

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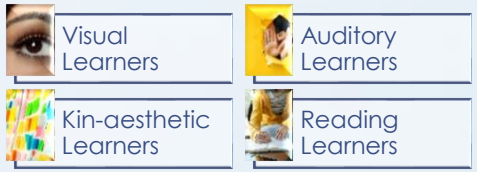
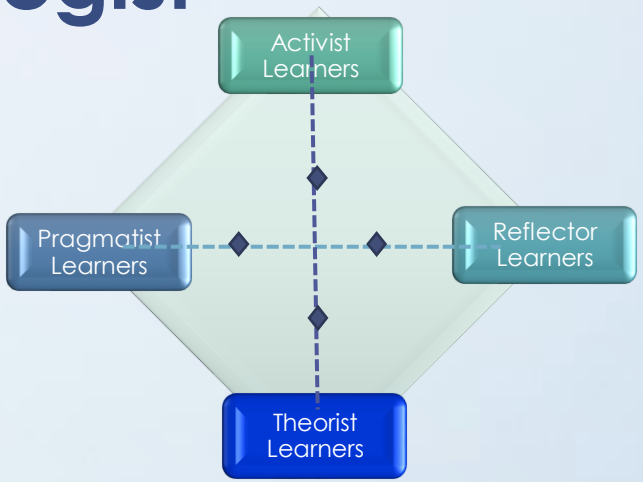
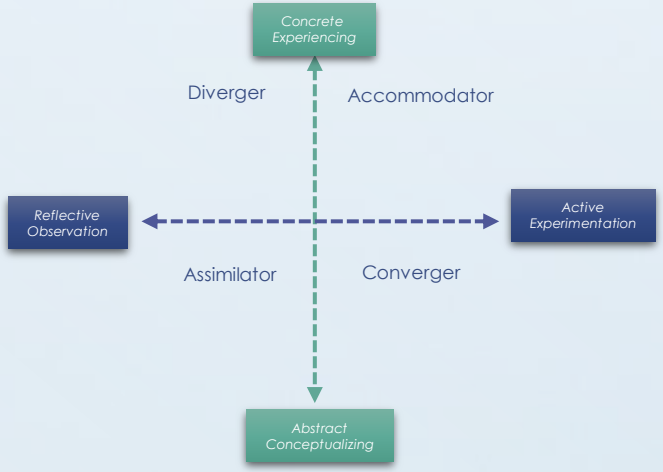
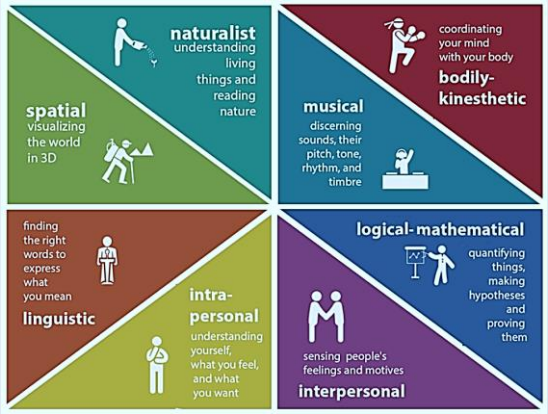
The reading brain of the kids

Learning styles of kids are shaped since early childhood.









Sensing Learners	vs	Intuitive Learners
Visual Learners	vs	Verbal Learners
Inductive Learners	vs	Deductive Learners
Active Learners	vs	Reflective Learners
Sequential Learners	vs	Holistic Learners

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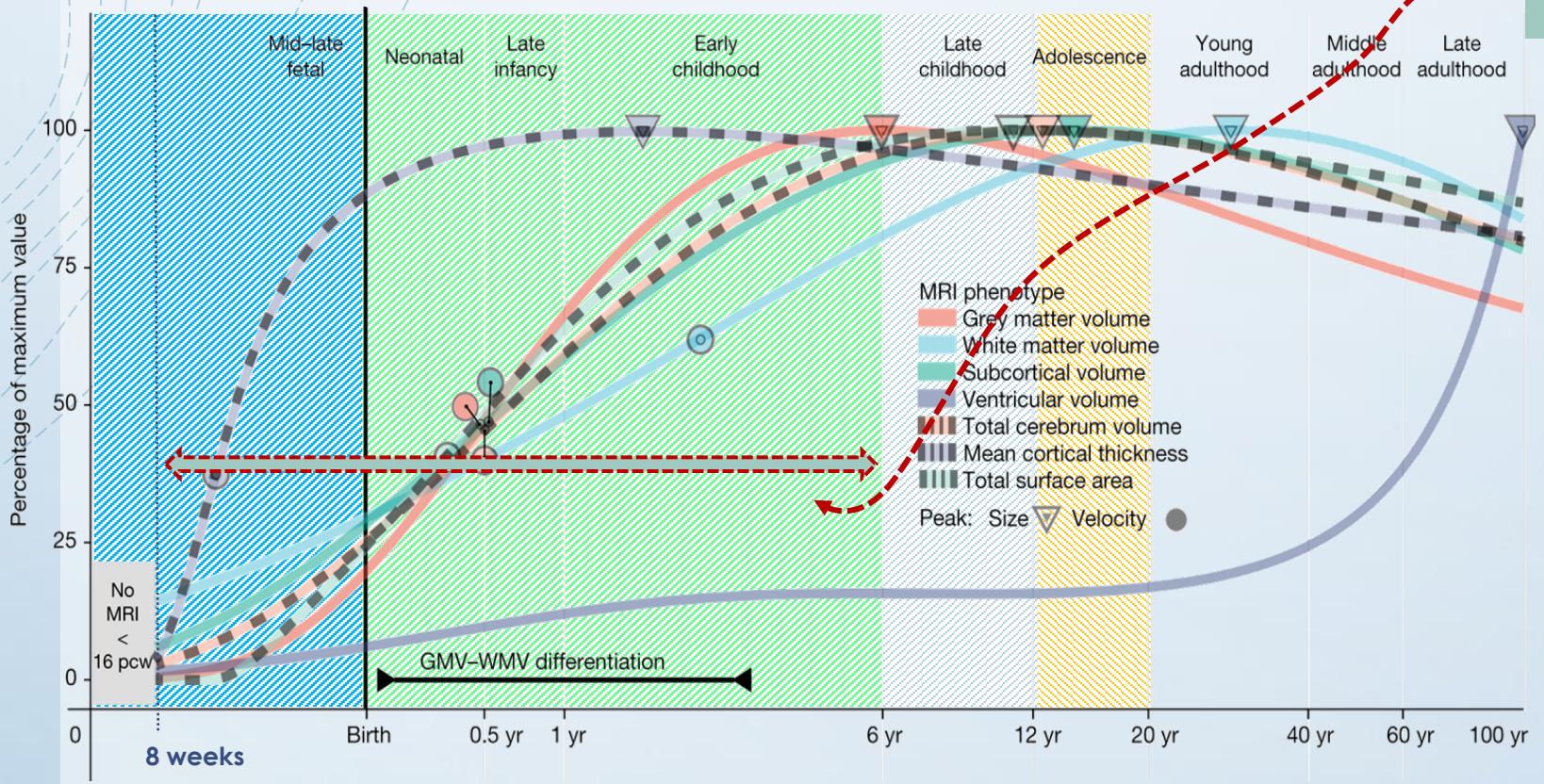
The reading brain of the kids

Learning to read starts since the fetal period, before birth.



The pregnancy period PLUS the first 6 years of childhood are crucial for any aspect of learning in kids

- The pregnancy and first 6 years of life will determine all the learning competences, including reading-writing that kids will attain all over their life.
- The childhood learning phase starts by around the 8th week (inside the mother´s womb and it last up to 6 years old or first year primary school).
- Moms & Dads, early-childhood tutors and child caregivers are not just **vital** but fundamentally **"strategic"** on helping kids brains to read and write later.

Source reference: Curated and improved by Eleonora Escalante Strategy research.
https://www.nature.com/articles/s41586-022-04554-y/figures/3
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8482376/

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The reading brain of the kids. Before birth

Learning to read-write is remarkable linked to the role model that mom establishes for the baby starts since the fetal period, before birth.

Maternal stimulation of the fetal brain . The fetus starts to learn language in the womb. From the cover of Il cervello del bambino by H. Lagercrantz

- Our babies brain development starts since its conception.
- Exactly after the ovule is fecundated, the miracle of life starts to take place.
- As soon as the nerve cells are formed, they fire spontaneously due to their electrical activity. It is the same with muscle cells, which start to contract as soon as they are formed.
- Motor functions develop before sensory functions.
- Afferent nerves from the muscles stimulate the development of the sensory system. Fetal twitches or tics or trembles can already be observed after 7–8 weeks after fertilization, and after 9 weeks the fetus is moving its whole body.
- That is why abortion is unthinkable, life exists since fertilization. MRI only grasps movements of the baby after the 8th week, but beforehand life has been creating the baby´s fetus.
- At 11 weeks, fetal breathing movements can be observed with ultrasound. At about the same time the fetus starts to make chewing and swallowing movements, which are important for the development of the mandibular.
- The tongue movements are essential for the development of the palate. The hands start to touch the placenta, umbilicus, and the womb.

Source: Lagercrantz, Hugo. Infant Brain Development: Formation of the Mind and the Emergence of Consciousness. Springer International Publishing Switzerland 2016

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Loving to read as a strategist

The reading brain of the kids. Before birth

Learning to read-write is remarkable linked to what has happened to the baby during pregnancy. The learning of language begins in the womb.

Maternal stimulation of the fetal brain . The fetus starts to learn language in the womb. From the cover of Il cervello del bambino by H. Lagercrantz

- It is scientifically proved that a fetus can react with movement as of the 8th week. However, since fertilization to the 8th week, life is taking place forming the foundations of our neurophysiological system.
- From about 10 weeks the fetus reacts when its body is touched, by changing its position. Moms only feel the babies moves much later (from about the 18th gestational week).
- The sense of smell is developed during early fetal life. It can smell perfectly by the 20th week.
- The fetus can also experience taste. If something acid or bitter is infused into the amniotic fluid, the fetus reacts by grimacing.
- The fetus can probably react to hearing sounds from about the 20th week. Several studies have demonstrated that newborn infants recognize the sounds that it has been exposed to in the womb, for example, rhymes, and jingles and vowels, and the maternal language.
- Human fetus can also react to what they see. If the mother's stomach is exposed to photoflashes the fetus reacts by moving toward the light.
- Habituation is learned in the womb: Short-term memory of vibrations has been demonstrated in the human fetus at around 22–23 weeks of gestation.
- The neurons from the sensory organs, except for olfaction, terminate in the subplate of the cortex before about 25 weeks of gestational age.
- The fetus also feels danger. And they also are affected by smoking, drugs and alcohol by the mother.
- Special neurobehavioral programs have been developed to stimulate the fetal brain. Still is a work in progress subject.

Source: Lagercrantz, Hugo. Infant Brain Development: Formation of the Mind and the Emergence of Consciousness. Springer International Publishing Switzerland 2016

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The reading brain of the kids. Immediately after birth

After birth: Learning to read-write is remarkable linked to crucial aspects of the relationship between the mother and the child.

Maternal stimulation of the fetal brain . The fetus starts to learn language in the womb. From the cover of Il cervello del bambino by H. Lagercrantz

- Children start talking because of instinct. Babies are born with an instinct to learn language.
- As soon after birth: The infant brain is prepared to process speech. Functional MRI studies have shown that 2-day-old newborns were found to activate similar frontotemporal networks in the brain as adults when exposed to speech
- During the first-year babies can learn any language easily, while it is more difficult to learn a new mother's tongue after 3 years. This is related to synaptogenesis which peaks in the language areas around 8 months.
- The infant prefers a voice with high pitch; therefore, the mother automatically speaks motherese (baby talk nurturing sweet approach).
- Infants prefer harmonic and relaxed music.
- Babies absorb the phonemes we are exposed to as infants
- The infant can absorb phonemes of all languages in the world. It can perceive the differences between about 800 sounds or phonemes at birth.
- After 6 months infants show preference for native language sounds. Babies focus on their native langue then. This is due to alterations of the wiring of the neurons in the brain areas involved in language. Neuronal circuits which do not receive enough input disappear, while those which are stimulated become strengthened.

Source: Lagercrantz, Hugo. Infant Brain Development: Formation of the Mind and the Emergence of Consciousness. Springer International Publishing Switzerland 2016

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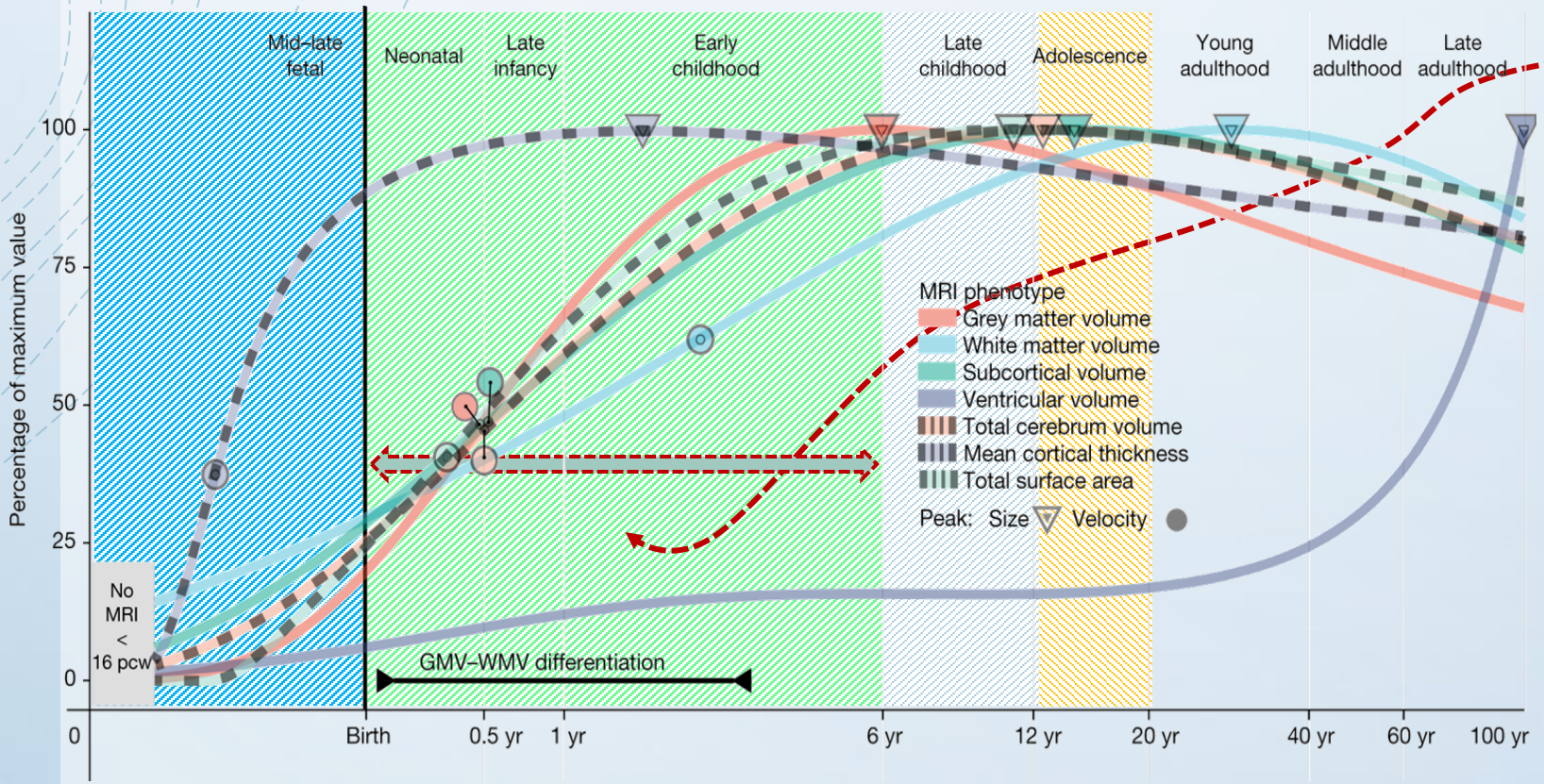
The reading brain of the kids. Between 0 to 6 years

Learning to read-write can be stimulated during all phases between 0 to 6 years.



The first 6 years of childhood are crucial for any aspect of learning in kids. That includes reading-writing

- *Kids are talented to perceive much more than what we think.*
- *If they are exposed to see and hear their moms reading, they will also perceive the attitude of moms towards reading-writing.*

Source reference: Curated and improved by Eleonora Escalante Strategy research.
https://www.nature.com/articles/s41586-022-04554-y/figures/3
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8482376/

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The reading brain of the kids. Between 0 to 6 years.

Learning to read-write is a language competence that needs to be addressed accordingly by each phase of the brain development of the kid.

- A continual demonstration of habitual reading by the parents can form a long-lasting impression for the children that they can try to imitate as they progress in their lives.
- When children are exposed to a positive reading model in the home, when kids see them to enjoy reading, they coin a positive attitude towards reading.
- Children benefit from the following behaviors that are expressed as habits by their parents:
    - When parents dialogue and talk about books and reading between them and share this permanently at home.
    - When kids watch parents how they read for pleasure rather than by duty.
- When kids have access to physical books with illustrations at home.
- When kids are read aloud books by their parents daily.
- When kids have more role models around their homes who actively are examples of love for reading and writing.

Source: Merga and Roni. Empowering Parents to Encourage Children to Read Beyond the Early Years. The Reading Teacher, Vol. 72, No. 2, Diverse Learners, Diverse Backgrounds(September/October 2018), pp. 213-221

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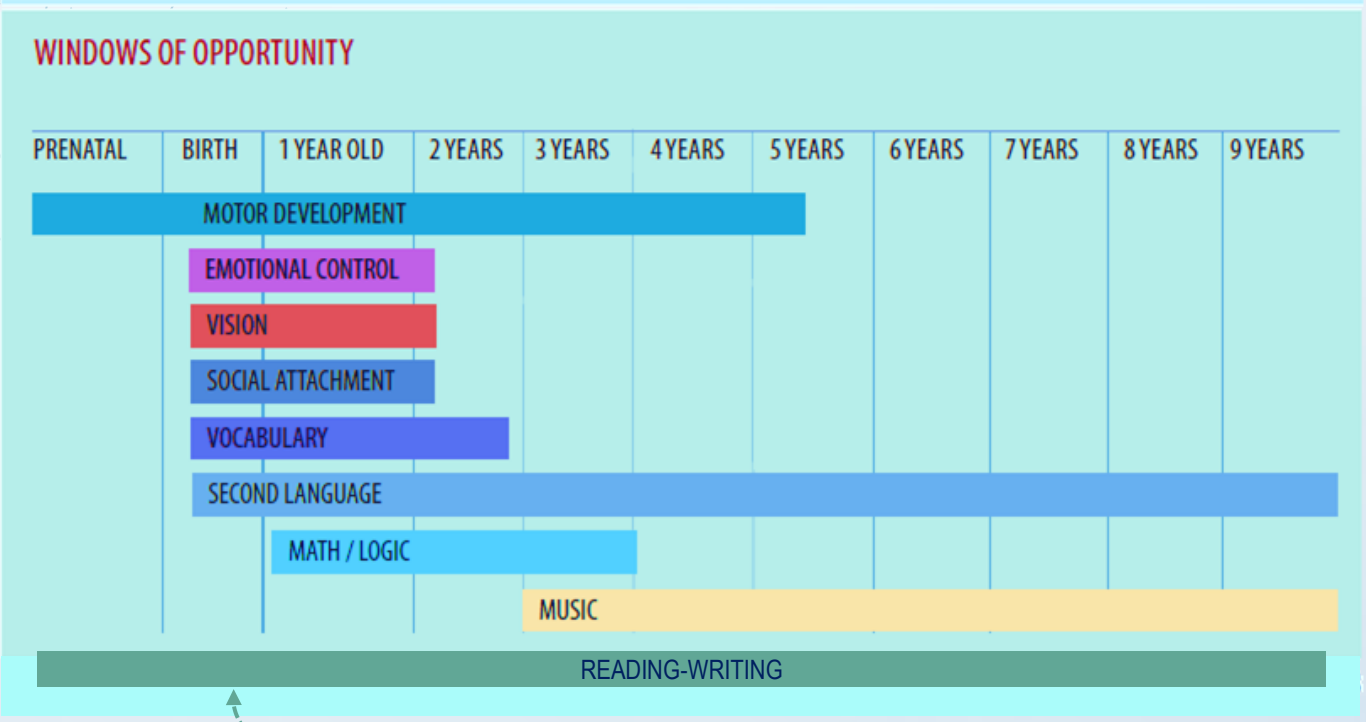
The reading brain of the kids. Between 0 to 6 years.

Learning to read-write is a language competence that needs to be addressed accordingly by each phase of the brain development of the kid.



"A powerful driver for kids is to emulate what they see in the culture around them and bring it into play". Karen Wohlwend.

- Reading and writing is formally left after the 6th year, but there are some kids with proper stimulation who have been able to read and write at 3 or 4 years old.
- Many children younger than 5 years in developing countries are exposed to multiple risks, including poverty, malnutrition, poor health, and un-stimulating home environments, which detrimentally affect their cognitive, motor, and social-emotional development (Gesar, 2019)
- Particularly those kids who have been mistreated.

Source: various authors. Curated by Eleonora Escalante Strategy Research.

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The reading brain of the kids. Between 0 to 6 years.

Early literacy research has started to take place recently. Probably only in the last 20 years.

- The logic before and until the Y2K, was to leave the literacy (reading and writing) research only after first grade, the year in which reading instruction starts.
- However, early childhood literacy research is emerging, and it has begun because digitalization tools arrived, and there is a continuum concern on how the digital technologies available in early childhood classrooms can or can not affect literacy as we know it.
- The most experienced giants´ researchers re not clear about the impact of digital choices offered to children at pre-school, different instructional strategies, etc.
- Early literacy-teaching and learning is still in an infant stage of development.
- According to Brown Hoffman, Whittingham and Teale (2018) the future about the reading brain of the kids is going to level up during this decade. From almost nothing these authors foresee the future of early-childhood literacy on 5 pillars:

More Research | Practice | Community and Equity-minded | Collaborative Literacy | Sits on the shoulders of the most experienced giants

Source: various authors. Curated by Eleonora Escalante Strategy Research.
Brown, E.; Whittingham, C. and Teale, W. " A decade of early literacy research: who did what, where and to what end?". The Reading Teacher. Vol. 72. no. 3. Legacy (nov-dec 2018(pp. 283 -288.

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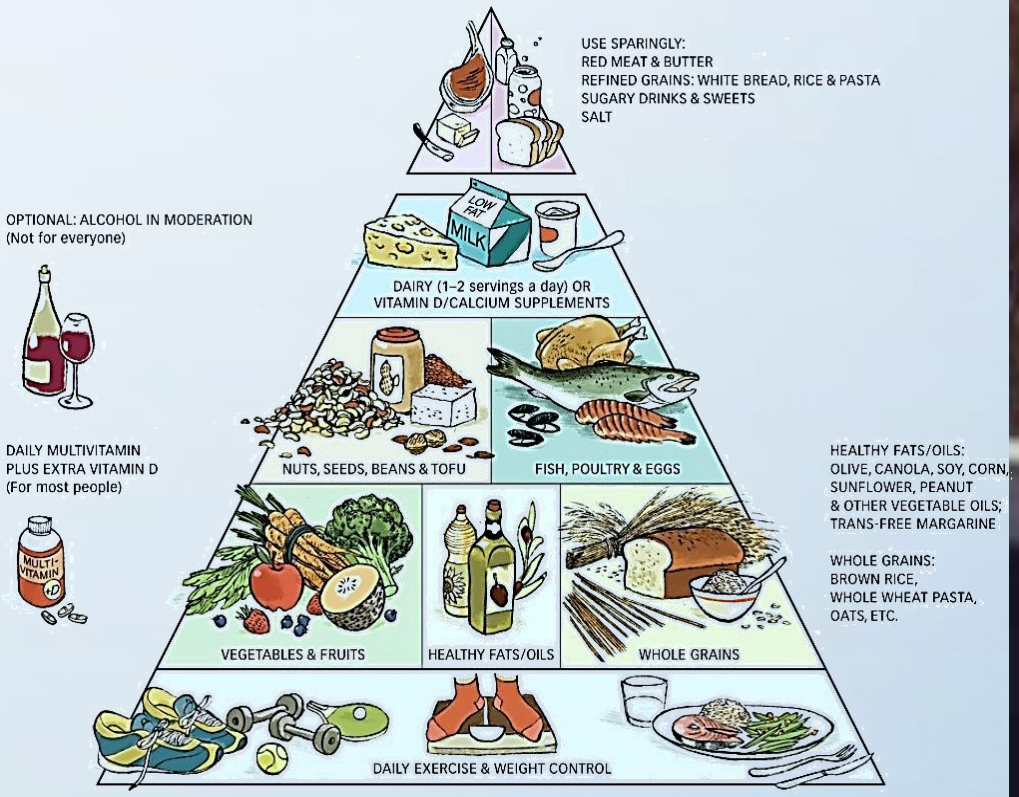
The reading brain of the kids. Between 0 to 6 years.

Early literacy is associated to brain power foods

- The consumption of nutrients for the kids is correlated to the physical well-being that is required for the brain healthy development
- The nutrition regime for the kids should include at least the following elements
    1. **Fish:** Tuna, salmon, sardines, cod, halibut, etc.
    2. **Nuts, Legumes and Seeds:** walnuts, almonds, macadamia, cashews, pistachios, peanuts. The group of legumes include the beans, peas, chickpeas in all forms and colors.
    3. **Eggs and Poultry:** The protein and nutrients in eggs and chicken. Beef and pork can be reduced for once a week.
    4. **Milk and Yogurt** daily
    5. **Berries:** strawberries, blueberries, blackberries, raspberries, other currants,
    6. **Green Leafy veggies:** kale, spinach, collards, broccoli, etc.
    7. **Other veggies and Fruits** such as carrots, potatoes, tomato, onion, peppers, zucchinis, aubergines, etc. Apples, pears, bananas, oranges, plums, pineapple, melon, watermelon, mangos, etc.
    8. **Healthy fats:** canola and extra-virgin olive oil.

Our new healthy pyramid diet
By Harvard School of Public Health 2022



Source: various authors. Curated by Eleonora Escalante Strategy Research.

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The reading brain of the kids. Between 0 to 6 years.

Learning to read-write improves when the language learning environment at home is shared from parents to kids.

- The language environment at home is what triggers children's language development later.
- According to researchers Noble and Kapengut, parents can improve their home learning environment with efficacy.
- Language nutrition is the language rich in quality and quantity delivered to social interactions with the kid.
- The higher literacy has the mother/father who directly intervenes in the experiences that the kids live at home before kindergarten, the higher is the positive prediction of successful children's outcomes towards reading.
- Brain plasticity during childhood makes the brain sensitive to environmental influence. The intervention of positive attitudes towards reading and writing from parents, helps to strengthen socioemotional, cognitive and future academic outcomes in literacy.

Curated by Eleonora Escalante Strategy Research. Source:
Kapengut, D. and Noble, K. "Parental Language and Learning Directed to the Young Child". The Future of Children , FALL 2020, Vol. 30, No. 2, pp. 71-92
Published by: Princeton University

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The reading brain of the kids. Between 0 to 6 years.

The role of the Home Literacy Environment (HLE) for children's linguistic and socioemotional competencies development.

- Both linguistic and socioemotional competencies develop in early childhood in the context of children's learning environments at home and during interactions with their parents.
- To support linguistic competencies, the Home Literacy Environment (HLE) and shared reading routines play a crucial role.
- Already in the early years, children seem to train their socioemotional competencies during literacy activities at home.

Curated by Eleonora Escalante Strategy Research. Source: Wirth, A.; Ehmig, S.; Niklas, F. "The role of the Home Literacy Environment for children's linguistic and socioemotional competencies development in the early years". Social Development. Wiley and Sons, 2021

- An excellent model of a working-mom society must allow her to work only 33% up to part-time during the early childhood up to 6th grade of a kid. If more than one kid, no working rule apply.
- Once kids are in Secondary (7th grade), mom ought to opt to work full-time again, if she wishes.
- The government must offer a welfare aid for working moms who can´t keep their jobs. Or for those who can prove that need that aid to sustain their kids at least during early-childhood years (first 6 years).

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The reading brain of the kids

Our strategic notes about this episode are (part I):

- *Early childhood is a crucial stage in brain development.*
- *All our functions (and potential brain intellectual and reasoning capabilities depend on how well we are nurtured and stimulated after birth up to 6 years old).*
- *Reading/Writing is one competence that requires more than learning to decode the written messages (phonics, sound-meaning structures of words, the alphabet, or vocabulary). It is also an attitude towards living.*
- *Probably the best help moms and dads can offer to kids during early-childhood is by role modeling that reading/writing matters. "Literacy is written communication and is as important as other non nonverbal communication forms such as: kinesics (body motion, gesture and facial pressions), tactile (touching behavior), paralanguage (pitch, stress, intonation and voice quality), proxemics (distance or space), distinguishing artifacts and environmental factors".*
- *If parents are plugged to digital gadgets and social media that is the role modeling that kids get from their parents. If parents don´t interact with kids, they will not be able to become good readers later in K-12.*
- *Literacy in between other cerebral competences in early childhood is also associated to good nutrition. In conditions of poverty (lack of consumption of super foods for the brain), kids are deprived of a healthy brain.*
- *I think that it is time to re-think how societies are assigning roles for woman and man at home and work. Children require the presence of parents (at least one of them) during the first 6 years of life, for an optimum language environment at home.*

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Loving to read as a strategist

The reading brain of the kids

Our strategic notes about this episode are (part 2):

- *It seems to us that early-childhood literacy research is still in a preparation stage. Researchers still need to establish the different dimensions and lines of their future. Not even the most respected giants about literacy have still clear how to handle this topic.*
- *In consequence, what I will write, is simply an approximation to reality, from the point of view of a "state-of-the-art" corporate strategist.*
- *My appreciation about reading in early childhood is separated in two aspects: 1) Learning to read can be taught by role-modeling through parents since pregnancy. 2) The brain of the kids can be stimulated to read-write at each level of early childhood development, particularly through the emotional-nurturing caring attitudes of the parents.*
- *My own view is that the physical book in the hands of the babies and toddlers stamps a physical presence outside the kid that helps them to see books differently in comparison to digital gadgets.*
- *The admiration of reading-writing can be provoked by parents daily, with positive psychological reinforcement and encouragement attitudes: For example, kids can explore nature and build the idea of drafting a report (without knowing how to write yet.*
- *I am against the excessive utilization of digital tools or apps from Smartphones during early-childhood. In case of utilization, these tools must be conceived as a "side-dish" and with limited usage with parental physical presence and observation. With a restricted schedule (no more than one hour per day and only after 4 years old)*

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Loving to read as a strategist

OUR TEAM

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