

Systematic And Engaging Early Literacy Instruction And Intervention

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Explore comprehensive strategies for fostering foundational reading and writing skills in young learners. This resource delves into systematic and engaging early literacy instruction, offering practical intervention techniques to support all students in achieving essential communication proficiencies.

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Systematic and Engaging Early Literacy

This established text and teacher resource is now in a revised and updated third edition, with a broader focus on whole-class instruction as well as small-group and individualized intervention. The evidence-based Interactive Strategies Approach (ISA) provides a clear framework for supporting literacy development in grades K–3, particularly for students who experience reading difficulties. The book gives teachers the knowledge needed to more effectively use existing curricular materials to meet core instructional goals in the areas of phonemic awareness, phonics, word solving/word learning, vocabulary and language skills, and comprehension. Twenty-six reproducible forms can be copied from the book or downloaded and printed from the companion website. Of special value, the website also features approximately 200 pages of additional printable assessment tools and instructional resources. Prior edition title: Early Intervention for Reading Difficulties. New to This Edition *Increased attention to whole-class instruction, teaching linguistically diverse students, writing development, and language–literacy connections. *More examples of explicit instructional language, including sample scripts. *Incorporates the latest research about early literacy development and difficulties. *End-of-chapter "key points" and an end-of-book glossary. *Additional online-only reproducible tools, including ISA lesson sheets.

Early Literacy Instruction and Intervention

Bringing together prominent scholars, this book shows how 21st-century research and theory can inform everyday instructional practices in early childhood classrooms (PreK-3). Coverage includes foundational topics such as alphabet learning, phonological awareness, oral language development, and learning to write, as well as cutting-edge topics such as digital literacy, informational texts, and response to intervention. Every chapter features guiding questions; an overview of ideas and findings

on the topic at hand; specific suggestions for improving instruction, assessment, and/or the classroom environment; and an engrossing example of the practices in action.

Best Practices in Early Literacy Instruction

Early Literacy Matters is an innovative action guide for elementary school leaders and instructional coaches dedicated to accelerating literacy performance in the early grades, when prevention of reading difficulties matters most. As a unique father-daughter team with combined expertise in literacy education and instructional leadership, the authors share best practices for literacy success. Readers will learn how to... establish and lead a literacy team, implement embedded professional development, utilize key assessments to frame daily instruction, and illustrate specific organizational and scheduling models needed to support systemic change based on the science of reading. Each chapter features reflection questions and explicit strategies and tools leaders can implement immediately in today's classrooms.

Early Literacy Matters

This book has been replaced by Early Literacy Instruction and Intervention, Third Edition, ISBN 978-1-4625-5365-5.

Early Intervention for Reading Difficulties

Designed for speech-language pathologists to enhance emergent literacy intervention for preschool and kindergarten-age children, this book includes 90 lessons addressing key areas of emergent literacy: phonological awareness, print concepts, alphabet knowledge, emergent writing, inferential language, and vocabulary. These lessons are suitable for use in clinical settings as well as in collaboration with classroom teachers. Also included are an overview of emergent literacy, differentiation recommendations, and suggestions for lesson integration across the key areas.

Linking the Strands of Language and Literacy

Early literacy instruction is one of the most fundamental goals of schooling, and one that sets the stage for students' lifelong learning and success. The text encompasses standards for early literacy instruction, instructional strategies, alternative assessment procedures, strategies for making program connections, and ways to integrate children's home literacy into the classroom. Each chapter opens with vignettes to emphasize key points in the text, and offers instruction on how teachers can create classrooms that immerse children in theoretically-sound, meaningful literacy through events, lessons, and activities. This engaging, user-friendly book makes the ideas on theory and practice readily accessible to those interested in helping young children learn to read.

Emergent Literacy

This book presents a research-supported framework for early literacy instruction that aligns with multi-tiered response-to-intervention (RTI) models. The book focuses on giving teachers a better understanding of literacy development and how to effectively support children as they begin to read and write. The authors' interactive strategies approach is designed around essential instructional goals related both to learning to identify words and to comprehending text. Detailed guidance is provided on ways to target these goals with K–2 students at risk for reading difficulties. Assessment and instructional strategies for whole-class, small-group, and one-to-one settings are discussed in depth. Numerous reproducible forms for documenting student learning are included.

Early Literacy Instruction

Synthesizing the best current knowledge about early literacy, this comprehensive handbook brings together leading researchers from multiple disciplines. The volume identifies the instructional methods and areas of focus shown to be most effective for promoting young children's (PreK–2) growth in reading, writing, oral language, and the connections among them. In 33 chapters, the Handbook covers conceptual foundations; development and instruction of both code- and meaning-related literacy skills; professional development and family engagement; supporting equity across populations; and learning beyond traditional boundaries, including digital and out-of-school contexts. Highlighted throughout are issues around access to high-quality instruction, working with multilingual populations, and data-based decision making and interventions.

Early Intervention for Reading Difficulties, First Edition

High-quality preschool programs are essential to improving children's outcomes in reading achievement and leveling language and literacy disparities among students from diverse backgrounds. Grounded in state-of-the-art research evidence, this practice-oriented book demonstrates how preschool professionals can create, evaluate, and sustain exemplary programs. Chapters from leading authorities cover coaching, assessment, and differentiation, as well as explicit strategies for teaching English language learners and helping at-risk readers. Discussion questions and suggested activities for professional development are included, as are reproducible assessment forms and planning tools for use in the classroom.

Handbook on the Science of Early Literacy

Current research increasingly highlights the role of early literacy in young children's development--and facilitates the growth of practices and policies that promote success among diverse learners. The Handbook of Early Literacy Research presents cutting-edge knowledge on all aspects of literacy learning in the preschool years. Volume 1 covers such essential topics as major theories of early literacy; writing development; understanding learning disabilities, including early intervention approaches; cultural and socioeconomic contexts of literacy development; and tutoring programs and other special intervention efforts.

Achieving Excellence in Preschool Literacy Instruction

Preschool teachers and early childhood professionals know that storybook reading is important, but they may not know how to maximize its benefits for later reading achievement. This indispensable guide presents research-based techniques for using reading aloud to intentionally and systematically build children's knowledge of print. Simple yet powerful strategies are provided for teaching preschoolers about book and print organization, print meaning, letters, and words, all while sharing engaging, commercially available books. Appendices include a detailed book list and 60 reproducibles that feature activities and prompts keyed to each text.

Handbook of Early Literacy Research

Grounded in cutting-edge theory and research about literacy development, this book is filled with practical assessment and instructional ideas for teachers of pre-K through grade 3. Engaging vignettes show how everyday conversations and activities offer rich opportunities both for evaluating children's current level of knowledge and for helping them progress toward more sophisticated and rewarding interactions with reading and writing. Throughout, the book highlights ways to work effectively with English language learners and their families, a theme that is the exclusive focus of two chapters. Other timely topics covered include creative uses of technology and ways to incorporate popular culture into the classroom. Over two dozen reproducible assessment tools and handouts enhance the utility of this volume as an instructional resource, professional development tool, or graduate-level text.

Engaging Children with Print

This reader-friendly text examines the key foundational studies in early literacy. It addresses such essential questions as how research informs current practices and where the field still needs to go to provide the best learning opportunities for all children. Each chapter describes the methods and findings of one to five seminal studies, critically assesses their long-term impact on practice and policy,

and offers takeaways for the classroom. Leading authorities--including several authors of the original pivotal studies--cover 12 essential aspects of language development, literacy development, and home and community literacy experiences in PreK-2.

Teaching Early Literacy

The National Assessment of Educational Progress reveals that 37 percent of U.S. fourth graders fail to achieve basic levels of reading achievement. In 1997, the U.S. Congress asked that a review of research be conducted to determine what could be done to improve reading and writing achievement. The resulting "Report of the National Reading Panel: Teaching Children to Read" (NICHD, 2000) has been influential in helping to guide reading-education policy and practice in the United States. However, that report did not examine the implications of instructional practices used with children from birth through age 5. To address this gap in the knowledge base, the National Early Literacy Panel (NELP) was convened. The panel was asked to apply a similar methodological review process to that used by the National Reading Panel (NRP) to issues of instructional practices for young children so that parents and teachers could better support their emerging literacy skills. The NELP report represents a systematic and extensive synthesis of the published research literature concerning children's early literacy skills. It provides educators and policymakers with important information about the early skills that are implicated in later literacy learning, as well as information about the type of instruction that can enhance these skills. The results also identify areas in which additional research is needed. The meta-analyses conducted by the panel showed that a wide range of interventions had a positive impact on children's early literacy learning.

Pivotal Research in Early Literacy

In this essay collection, scholars in the area of early literacy provide concrete strategies for achieving excellence in literacy instruction. The collection presents current, research-based information on the advances and refinements in the area of emerging literacy and the early stages of formal instruction in reading and writing. Following a foreword (Alan Farstrup) and an introduction (Dorothy S. Strickland and Lesley Mandel Morrow), chapters in the collection are: (1) "Beginning Reading and Writing: Perspectives on Instruction" (William H. Teale and Junko Yokota); (2) "Becoming a Reader: A Developmentally Appropriate Approach" (Susan B. Neuman and Sue Bredekamp); (3) "Literacy Instruction for Young Children of Diverse Backgrounds" (Kathryn H. Au); (4) "Enhancing Literacy Growth through Home-School Connections" (Diana H. Tracey); (5) "Children's Pretend Play and Literacy" (Anthony D. Pellegrini and Lee Galda); (6) "Talking Their Way into Print: English Language Learners in a Prekindergarten Classroom" (Celia Genishi, Donna Yung-Chan, and Susan Stires); (7) "Organizing and Managing a Language Arts Block" (Lesley Mandel Morrow); (8) "Classroom Intervention Strategies: Supporting the Literacy Development of Young Learners at Risk" (Dorothy S. Strickland); (9) "Teaching Young Children to Be Writers" (Karen Bromley); (10) "Phonics Instruction" (Margaret Moustafa); (11) "Reading Aloud from Culturally Diverse Literature" (Lee Galda and Bernice E. Cullinan); (12) "Fostering Reading Comprehension" (Linda B. Gambrell and Ann Dromsky); (13) "Assessing Reading and Writing in the Early Years" (Bill Harp and Jo Ann Brewer); (14) "Sign of the Times: Technology and Early Literacy Learning" (Shelley B. Wepner and Lucinda C. Ray); and (15) "Still Standing: Timeless Strategies for Teaching the Language Arts" (Diane Lapp, James Flood, and Nancy Roser). (NKA)

Developing Early Literacy

Facilitate literacy in special-education learners in pre-kindergarten-kindergarten using Early Literacy Intervention Activities. This 160-page book provides teachers with activities that boost 11 proven literacy skills and intervention strategies. In addition, the book discusses four important interventions, covering early and special-education literacy in great detail. Key Education products are intended to engage and educate young and special learners, as well as assist teachers in building a strong and developmentally appropriate curriculum for these children. The product line--comprised of teacher/parent resource books, photographic learning cards, and other activity- and game-oriented materials--is designed to assist in "Unlocking the Potential in Every Child."

Beginning Reading and Writing

"Developing Early Literacy presents an interesting range of literacy-related topics which address issues of current importance to early years practice and, in places, question current thinking. There is an excellent balance of theoretical background and case study examples which would make this a relevant

and practical text for both students and early years professionals.' - Mary-Louise Maynes, Lecturer in Early Childhood Studies, Bishop Grosseteste University Providing clear guidance on how to develop early literacy, this book offers support with the planning and teaching of this vital aspect of the curriculum using innovative and exciting methods. Linking theory with practice, topics covered include: babies and very early communication the importance of role play corners outdoor learning and literacy how rhyme and repetition help to develop literacy teaching literacy to children who have English as an Additional Language (EAL) literacy and diversity using picture books to develop literacy supporting transitions different approaches to the teaching of phonics and early reading. Each chapter has learning objectives, case studies featuring younger and older children from the Birth to 8 age range, a summary and suggested Further Reading. This text is essential reading for those on Early Childhood Studies, Early Years, Primary PGCE and Early Years teacher education courses. Virginia Bower is Senior Lecturer at Canterbury Christ Church University.

Early Literacy Intervention Activities, Grades PK - K

Within an integrated language arts approach, this book emphasizes both constructivist and explicit strategies for teaching literacy to young children within an integrated language arts approach. With a thought-provoking and rich presentation, renowned author, Lesley Morrow explores literacy development as an active process between children and adults to create meaning and real purpose. The Fifth Edition presents a theoretical and research-based rationale for its contents, as well as practical applications to help students grasp the scope and the complexity of early literacy development. This Fifth Edition embraces integrated language arts and an interdisciplinary approach to literacy development as it addresses developing writing, reading, and oral language in the home and school curriculum. The use of expository and narrative selections of children's literature is emphasized, as well as motivating children to be lifelong readers. This edition spends more time with strategies for preschool literacy and skill development in grades K through 3. Both constructivist, problem-solving teaching techniques and more explicit systematic instruction are discussed. convenient, and easy-to read.

Developing Early Literacy 0-8

Current research increasingly highlights the role of early literacy in young children's development--and informs practices and policies that promote success among diverse learners. The Handbook of Early Literacy Research presents cutting-edge knowledge on all aspects of literacy learning in the early years. Volume 2 provides additional perspectives on important topics covered in Volume 1 and addresses critical new topics: the transition to school, the teacher-child relationship, sociodramatic play, vocabulary development, neuroimaging work, Vygotskian theory, findings from international studies, and more.

Literacy Development in the Early Years

This book addresses questions of how early literacy instruction can meet children's diverse needs and provide essential skills. The focus is on issues of theory and practice for children ages 2 to 8 in prekindergarten through third grade. Each chapter examines and describes practices surrounding a critical issue in early literacy. Chapters in the book are: (1) "How Can We Enable All Children To Achieve?" (Susan B. Neuman); (2) "What Is Developmentally Appropriate Practice in Early Literacy?: Considering the Alphabet" (Judith A. Schickedanz); (3) "'I No EvrethENGe': What Skills Are Essential in Early Literacy?" (Beth Roberts); (4) "How Do We Teach Literacy to Children Who Are Learning English as a Second Language?" (Diane Barone); (5) "How Do We Provide Inclusive Early Literacy Instruction for Children with Disabilities?" (David A. Koppenhaver, Stephanie A. Spadorcia, and Karen A. Erickson); (6) "How Can We Provide for Culturally Responsive Instruction in Literacy?" (Patricia A. Edwards and Heather M. Pleasants); (7) "How Can We Foster Children's Early Literacy Development through Parent Involvement?" (Peter Hannon); (8) "How Do We Motivate Children toward Independent Reading and Writing?" (Lesley Mandel Morrow and Linda B. Gambrell); (9) "How Do We Teach Literature to Young Children?" (Lea M. McGee); (10) "What Is the Role of Computer-Related Technology in Early Literacy?" (Linda D. Labbo and Gwynne Ellen Ash); (11) "How Do We Foster Young Children's Writing Development?" (Renee M. Casbergue); (12) "How Do We Assess Young Children's Literacy Learning?" (Terry Salinger); and (13) "How Do Practicing Teachers Grow and Learn as Professionals?" (Kathleen A. Roskos and Carol Vukelich). An appendix presents descriptions of more than 150 learning resources for young writers and readers. Each chapter contains references. (EF)

Handbook of Early Literacy Research

This seminal text provides a scholarly overview of evidence-based approaches to emergent literacy intervention as a necessary component of clinical practice in speech-language pathology. Numerous books are available on the topic of emergent literacy, yet few are developed specifically for the speech-language pathologist. The scope of this book is comprehensive yet focused: it is tailored to identify state-of-the-art approaches on a range of topics in the area of emergent literacy, yet focuses its emphasis on children from toddlerhood to kindergarten. This period corresponds to the emergent literacy years, which precedes children's transition to beginning reading. Each chapter provides scientifically cited background information relevant to the content of the chapter before discussing the "How To" and the "Why." Figures, tables, and charts throughout the text are easily accessible to the busy practicing clinician. By providing a usable integration of theory and research, it encourages readers to think about building early foundations in literacy to promote healthy early development, and emphasizes the specific approaches speech-language pathologists need to employ when targeting literacy in childhood intervention. Designed for speech-language pathologists at both pre-professional and post-graduate levels, the book will also be of value to reading specialists, literacy coaches, special educators, preschool and kindergarten teachers, and others.

Children Achieving

Unprecedented in the field, this book is addressed to those invaluable volunteers and first-time educational professionals in emergent literacy. Accessible and engaging, this book has been written out of concern that although our average achievements remain high, far too many children in the United States are not learning language and literacy to an adequate degree. Nearly 40% of our elementary school children lack basic reading skills and the language to support it. Differences between those who will make it and those who may not are already showing up in preschools and the gaps in teaching are increasingly being filled by volunteer tutors. The National Reading Panel report and the No Child Left Behind legislation have put children's success in reading on everyone's agenda. This timely book tells these tutors what they need to know about early intervention for literacy development, and what they need to do. The book has a further aim of giving volunteers and future teachers a realistic view of what teaching is like, especially in urban environments. The book also assists readers looking toward careers as teachers and as child-support workers.

Clinical Approaches to Emergent Literacy Intervention

How can we build a strong literacy foundation for children? This book appreciates that learning and language development start with the play episodes, oral language practices, wordplay activities, print encounters, reading events, and writing experiences that children engage in during the early years of life. Filled with rich language activities, *The Cornerstones to Early Literacy* shows teachers how to create active learning experiences that are essential to building early literacy. This comprehensive handbook is organized around the following topics: Play Experiences - Understanding the early stages of learning and all aspects of the play-literacy connection ; Oral Language - Supporting opportunities for child talk with suggested conversation starters and events that involve personal timelines and storytelling ; Language Awareness and Word Play - Creating a balanced approach to language learning using games and activities that involve literature, music, choral speaking, sound games, and more ; Print Encounters - Discovering, reproducing, and creating all forms of environmental print ; Reading Events - Integrating read-aloud and shared book experiences with proven strategies for supporting and observing young readers ; Writing Experiences - Identifying early writing characteristics and techniques for moving children along in their writing.

Intervening for Literacy

Reviewers Rave About This Book! "I would purchase this book for all of my intervention team and it would serve as a professional text for team meetings and discussions throughout the school year. It has the potential to support what is going on at the upper grade levels in the area of literacy instruction." -Felicia Hobbs, Gibbs Magnet School, Arkansas "The uniquely positive features of this text are its relevancy to preschool and kindergarten classrooms across the country and the ease and style in which it is written." -Patricia H. Kostell, Educational Consultant, South Carolina Filled with research-based ideas for creating a supportive climate for young children while engaging them in meaningful and useful instruction, this well illustrated and user-friendly book is just what teachers need to build strong foundations in early literacy. Take a Peek into the Book: Presents specific ideas to

support English Language Learners. Features a full discussion on learning climates and environments Provides information on creating an atmosphere of trust and support and an organized environment so often missing from other literacy books that focus exclusively on language and literacy. (Chapter 2) Highlights actual teaching strategies and activities that can be implemented in terms of oral language and early reading and writing development. (Chapter 3) Focuses on how to involve families as partners in the literacy development of children. (Chapter 4) Includes useful and authentic assessment strategies paired with easy-to-use and camera-ready tools to evaluate growth and development. (Chapter 5)

The Cornerstones to Early Literacy

The field of early literacy has seen significant recent advances in theory, research, and practice. These volumes bring together leading authorities to report on current findings, integrate insights from different disciplinary perspectives, and explore ways to provide children with the strongest possible literacy foundations in the first 6 years of life. The Handbook first addresses broad questions about the nature of emergent literacy, summarizing current knowledge on cognitive pathways, biological underpinnings, and the importance of cultural contexts. Chapters in subsequent sections examine various strands of knowledge and skills that emerge as children become literate, as well as the role played by experiences with peers and families. Particular attention is devoted to the challenges involved in making schools work for all children, including members of linguistic and ethnic minority groups and children living in poverty. Finally, approaches to instruction, assessment, and early intervention are described, and up-to-date research on their effectiveness is presented.

Creating Literacy-rich Preschools and Kindergartens

Fully revised and updated, *Essentials of Communication Sciences and Disorders*, Second Edition is an accessible and engaging introductory resource for students new to communication sciences and disorders. This text covers basic information about speech disorders in both children and adults, while numerous case scenarios and personal stories paint a vivid picture of the profession. Important Notice: The digital edition of this book is missing some of the images or content found in the physical edition.

The Effect of Family Literacy Interventions on Children's Acquisition of Reading

Over the past decade, RTI International has pursued the goal of quality, inclusive, differentiated early grade literacy instruction in nearly 30 early grade reading or early grade literacy programs in low- and middle-income (LMI) countries. Across our diverse portfolio, we have supported Ministries of Education (Ministries) in diverse contexts in their development and implementation of research-based early grade literacy programs and have learned important lessons based on our experience working with Ministries to design, develop, and implement early grade literacy programs. This paper describes the core elements that we have found to improve early grade literacy instruction and learner outcomes: the approach to teaching (Teach), the availability of quality, relevant learner materials (Text), the effective use of instructional time (Time), the use of formative assessment to guide instruction (Test), and provision of instruction in the most effective language (Tongue). This paper focuses on the acquisition of literacy in alphabetic and alphasyllabic languages in the early primary years (most typically, academic levels 1 through 3) and the kinds of exposures, instruction, and support learners need to become fully literate. These are the elements of a literacy program that can be taught, that should be present in teaching and learning materials and in teacher trainings, and that relate specifically to what happens in a classroom. Many more factors contribute to literacy acquisition. However, we focus on the core elements in this paper to delve deeper and facilitate a richer discussion about these components. No one-size-fits-all approach to the development and implementation of literacy programs exists; the local context and constraints of any implementation can require adaptation and adjustments. In many cases, the fully diversified approach to early grade literacy instruction described in the classroom scenario has not yet been achieved. However, we hope that this compilation of lessons learned and best practices achieved through our experiences will help to further the efforts of all to provide high-quality, effective literacy instruction to all learners, particularly those in LMI countries.

Handbook of Early Literacy Research

"Undergraduate students enrolled in Speech-Language Pathology or Audiology programs need a broad overview of the modalities of human communication as well as an understanding of communication disorders in adults and children such as disorders of articulation, voice, cognition, fluency, hearing impairments as well as the social and emotional effects on the patient and their family. *Essentials of*

Communication Sciences & Disorders provides an accessible and engaging introduction for students new to communication and sciences disorders. It covers foundational information about speech disorders in both children and adults, as well as providing numerous key features to reinforce this learning. Overall, it provides a comprehensive overview of the profession as a whole"--

Essentials of Communication Sciences & Disorders

This edited book brings together descriptions of seven literacy intervention programs used by experts to prevent early reading failure in grades K-1. Programs focus on story book reading and writing with attention to word-level strategies, and are developmental, not remedial. Early childhood literacy, diagnosis and treatment of reading difficulties.

What works in early grade literacy instruction

Emerging technologies are becoming more prevalent in global classrooms. Traditional literacy pedagogies are shifting toward game-based pedagogy, addressing 21st century learners. Therefore, within this context there remains a need to study strategies to engage learners in meaning-making with some element of virtual design. Technology supports the universal design learning framework because it can increase the access to meaningful engagement in learning and reduce barriers. The Handbook of Research on Acquiring 21st Century Literacy Skills Through Game-Based Learning provides theoretical frameworks and empirical research findings in digital technology and multimodal ways of acquiring literacy skills in the 21st century. This book gains a better understanding of how technology can support learner frameworks and highlights research on discovering new pedagogical boundaries by focusing on ways that the youth learn from digital sources such as video games. Covering topics such as elementary literacy learning, indigenous games, and student-worker training, this book is an essential resource for educators in K-12 and higher education, school administrators, academicians, pre-service teachers, game developers, researchers, and libraries.

Essentials of Communication Sciences & Disorders

An integrated language arts approach to literacy development that brings early childhood perspectives on how children learn in pre-kindergarten through grade three, together with explicit teaching of literacy skills and strategies teachers need to make it all work. Pre-service and in-service teachers get a wealth of valuable information for making children active participants in the process of literacy development with this integrated approach to language arts. The book encourages teaching reading, writing, listening, thinking, and viewing at the same time, using each skill to develop the others, and discusses both constructivist problem-solving teaching and more explicit systematic instruction. Through both theoretical and research-based rationales, plus extensive practical applications, renowned author Lesley Mandel Morrow presents literacy development as an active process between children and adults to create meaning and real purpose—and helps pre- and in-service teachers grasp the scope and complexity of early literacy development. This comprehensive, balanced approach to literacy teaching and learning covers oral language development, word study, phonological awareness, phonics, comprehension, listening and writing. The reader is provided with a complete picture of early literacy development.

Getting Reading Right from the Start

Sharing high-quality storybooks and nonfiction books not only is enjoyable for young children and teachers—it is also a powerful way to build crucial literacy skills. This engaging guide provides effective strategies for selecting books and using read-alouds to develop children's oral language, vocabulary, concepts of print, alphabet knowledge, phonological awareness, and comprehension. Illustrated with rich examples from diverse classrooms, the book takes teachers step by step through planning and setting goals for read-alouds, as well as reflecting on each lesson to inform future instruction. Helpful planning templates can be reproduced for repeated use; the large-size format facilitates photocopying.

Assessment in Emergent Literacy

This acclaimed teacher resource and course text describes proven ways to accelerate the language and literacy development of young children, including those at risk for reading difficulties. The authors draw on extensive research and classroom experience to present a complete framework for differentiated instruction and early intervention. Strategies for creating literacy-rich classrooms, conducting

effective assessments, and implementing targeted learning activities are illustrated with vivid examples and vignettes. Helpful reproducible assessment tools are provided. Purchasers also get access to a Web page where they can download and print the reproducible materials in a convenient 8 1/2" x 11" size. New to This Edition *Fully restructured around a differentiated instruction model. *Incorporates response-to-intervention concepts and principles. *Chapter on exemplary prevention-focused classrooms, with an emphasis on playful learning. *Additional appendices: multipage assessment scoring record plus sample completed forms. *Links instruction to the Common Core State Standards.

Handbook of Research on Acquiring 21st Century Literacy Skills Through Game-Based Learning

Most children learn to read, irrespective of the method of instruction. Yet up to a fifth of children struggle with reading in their first few years at school. Unfortunately, those who struggle in the early years will continue to struggle throughout their school career. Yola Center offers a systematic, research-based guide to teaching reading in the first three years of school. Her aim is to ensure that teachers can work with at-risk or reluctant readers in the regular classroom as effectively as with children for whom reading seems to come naturally. Taking an analytic approach to reading, *Beginning Reading* shows how children can be moved through the key stages of early reading acquisition. Each chapter includes an overview of relevant research, practical classroom strategies and guidelines for lesson planning. Center adopts a balanced view of reading instruction, stressing the importance of phonological processes at the beginning of literacy instruction, as well as semantic and syntactic ones. This supports at risk children in regular classrooms, who are provided with the maximum opportunity to develop the accurate and fluent word recognition skills that are needed in order to extract meaning from print. 'At last! A book that combines an overview of recent research findings and their implications for the teaching of reading with sensible and practical suggestions for classroom teachers.' Morag Stuart, Professor in the Psychology of Reading, University of London 'This is an excellent book. It comprehensively reviews the research literature and shows how to apply it to the nuts and bolts of teaching reading in the first few years of school. It is a must-read for teachers.' Professor Tom Nicholson, University of Auckland, New Zealand 'This is the book that we have all been waiting for. It is the only book that I have seen that focuses on a theoretically sound approach to the teaching of reading with a focus on children who experience difficulties in the regular classroom.' Ruth Fielding-Barnsley, Queensland University of Technology 'It is indeed rare when a reading scientist can explain the intricacies of reading development, reading difficulties, and reading instruction with such clarity and comprehensiveness. Most importantly, Dr Center provides a masterful synthesis of the most current converging scientific evidence available that defines what research-based reading instruction is all about.' G. Reid Lyon, PhD, National Institutes of Health, USA

Literacy Development in the Early Years: Helping Children Read and Write

Reading Success in the Early Primary Years is a step-by-step guide to structured literacy instruction for teachers working in the early years of primary school. Written by a teacher, for teachers, this book supports teachers to understand the evidence base of reading instruction and how to successfully implement it. Structured in three parts, the book breaks down complex concepts in a concise, accessible manner, guiding teachers on eight key actions to take to get every child on the path to reading proficiency. These include instruction in phonics, phonological and phonemic awareness, integrated reading and spelling opportunities, and the use of decodable texts. Highly practical, *Reading Success in the Early Primary Years* offers over 20 explicit instructional routines that teachers can implement in their classrooms and guidance on how to get the most out of instructional time. These practical elements are further supported by a summary of relevant research and theories about how reading develops, including an outline of high impact, explicit teaching that draws on cognitive load theory. Rich with sample lesson plans, tools, and examples from real classrooms, this book allows teachers to get on with the business of teaching reading. This is a must-have resource for all who are responsible for children's reading instruction in the first three years of school.

Effective Read-Alouds for Early Literacy

Early Literacy Instruction: Teaching Reading and Writing in Today's Primary Grades, 2/e Different from many other books on the market, this introduction to early childhood literacy provides rudimentary and specific aspects of early literacy assessment and develops meaningful strategies for catching struggling young readers before they fall through the cracks. KEY TOPICS: Replete with authentic, first-person classroom descriptions, this introduction to emergent childhood literacy is built upon a five-part literacy

instruction framework that is both comprehensive and practical. Each of the five components of the framework--teacher read-alouds, word study instruction, independent reading practice, guided reading instruction and writing workshop--is thoroughly developed in separate chapter discussions. MARKET: For pre-service and practicing elementary school and early childhood educators and literacy counselors.

Designing Early Literacy Programs

Beginning Reading