

# Early Language and Literacy: An Annotated Bibliography

A selected listing of titles available on this topic from the  
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# Books

**101 Alphabet Games.** Lisa Schwimmer Marier. (2004). Grand Rapids, MI: Totline. As children see concepts reflected in the world around them, they become enthusiastic and engaged learners. In this book you will find activities to foster children's social and emotional development, build language and literacy skills, and develop an understanding of math concepts. You will also find science activities that strengthen children's observation and reasoning skills, music and movement activities that get everyone involved, and group activities that inspire creativity and cooperation.

**101 Asian Read-Aloud Myths and Legends.** Joan Verniero. (2001). New York: Black Dog Publishers. This compilation of myths and legends, full of adventure and wonder, traditional beliefs, and engaging tales, will bring out the storyteller in anyone. Each story can be read in about 10 minutes, and will captivate and educate listeners of all ages. The vast array of Asian cultures is represented here with stories coming from China, Japan, Korea, Vietnam, and Tibet.

**20-in-10: Linking Music and Literacy with Twenty Ten-Minute Mini-Lessons and Activities for Primary Learners.** Luana K. Mitten. (2005). Gainesville, FL: Maupin House. Writing educator Luana K. Mitten, and Grammy® Award-winning children's songwriters Cathy Fink and Marcy Marxer, show you how to integrate music and literacy in your K-2 classroom. The ten songs on the included CD are the subject of twenty standards-based mini-lessons that allow you to teach phonemic awareness, visualization, letter and sound identification, movement, and specific writing-craft skills.

**50 Early Childhood Literacy Strategies.** Janice J. Beaty. (2005). Upper Saddle River, NJ: Pearson. This book features fifty practical strategies to engage young children in reading and writing and encourage their emerging literacy skills. The choice of strategies is firmly grounded in current research into the brain mechanisms that underlie the skill of reading.

**Access for All: Closing the Book Gap for Children in Early Education.** Susan B. Newman, ed. (2001). Newark, DE: International Reading Association. Access for All details a study of child care centers across the United States that uncovered some troubling results. The authors discovered that there is a serious lack of quality in many child care centers, and that many states do not have clear guidelines for using books to create literacy exposure in child care settings and prekindergarten classrooms.

**Already Ready: Nurturing Writers in Preschool and Kindergarten.** Katie Wood and Matt Glover. (2008). Portsmouth, NH: Heinemann. *Already Ready* shows you how, by respecting children as writers engaged in bookmaking, you can gently nudge them toward a lifetime of joyful writing.

**Art Across the Alphabet,** Kelly Justus Campbell. (2003). Beltsville, MD: Gryphon House. *Art Across the Alphabet* contains art-centered activities for children ages three to six to reinforce letter recognition, build phonemic awareness and pre-reading skills, and associate reading with fun. The book links art and literacy seamlessly, explores the magic of language, and offers unique opportunities to create readers while creating art.

**Assessing and Teaching Beginning Writers: Every Picture Tells a Story.** David M. Matteson and Deborah K. Freeman. (2005). Katonah, NY: Richard C. Owen Publishers, Inc. Based on strong understandings of developmentally appropriate practices, the authors have created and explained a continuum designed to assess what very young children know about oral language, drawing, and writing. This well-researched and easy-to-use tool helps teachers determine powerful next literacy

steps and instruction for their young students. Many writing, drawing, and construction examples and vignettes of conversations between teachers and children show what best practices look and sound like in instructional settings for three-to-six-year old learners.

**Balanced Literacy for English Language Learners, K-2.** Linda Chen and Eugenia Mora-Flores. (2006). Portsmouth, NH: Heinemann. Balanced Literacy is thoroughly practical, grounded in the latest research and theory, applicable in all English-based classroom settings, and full of great ideas for veteran, novice, and preservice teachers. With emphases on scaffolding learning across the day and the use of specific, familiar instructional strategies, it offers best practice strategies for helping little children take big steps into a new language.

**Before the ABCs: Promoting School Readiness in Infants and Toddlers.** Rebecca Parlakian. (2003). Washington, DC: Zero to Three. This resource examines the important role that cognitive and social-emotional skills play in preparing children for school and helps infant-family-program leaders and staff understand the many ways that they can support the development of school readiness in very young children. The publication focuses on social-emotional competence, early literacy, and early numeracy.

**Beginning Literacy with Language – Young Children Learning at Home and School.** David Dickinson and Patton Tabors. (2001). Baltimore, MD: Brookes Publishing Co. In this book, the authors explore both the home and school environments of children ages three to five. They show how families talk to their young children during everyday activities like book reading, toy play, and mealtime. It also examines children's conversations throughout the classroom day and considers how teachers strive to support children's development.

**Best Practices in Literacy Instruction.** Linda Gambrell, ed. (1999). New York: Guilford Press. Leading researchers and practitioners address the eight principles of best practice, providing the most current information on how to enhance students' ability to construct meaning from text independently, draw upon texts to build conceptual understanding, effectively communicate ideas orally and in writing, and develop an intrinsic desire to read and write. This timely book blends state-of-the-art theory and research with workable suggestions based on extensive hands-on experience in the field.

**Bright Beginnings for Boys: Engaging Young Boys in Active Literacy.** Debby Zambo. (2009). Chicago: International Reading Association. Motivate your grade K-3 male students by incorporating picture books with characters that demonstrate positive values and using strategies targeted to boys' unique learning needs.

**Bringing Words to Life: Robust Vocabulary Instruction.** Isabel L. Beck, Margaret G. McKeown, and Linda Kucan. (2002). New York: Guilford Press. This book provides a research-based framework and practical strategies for vocabulary development with children from the earliest grades through high school. The authors emphasize instruction that offers rich information about words and their uses and enhances students' language comprehension and production.

**Books Don't Have To Be Flat!** Cathy Pike. (1998). New York: Scholastic. This book encourage students' multiple intelligences with projects such as story-in-a-can, artifact books, wish books, and window box books, and includes ways to use projects across the curriculum and dozens of photographs for easy classroom use.

**Building a Foundation for Preschool Literacy.** Carol Vukelich. (2004). Newark, DE: International Reading Association. Recent research and legislative initiatives have put pressure on preschool teachers and administrators to increase children's literacy development. This concise, practical resource helps you respond to this challenge with the content and best practices you need to provide preschoolers with balanced, effective literacy instruction. A glossary of key terms and appendixes suggest materials for thematic play settings and show examples of U.S. state preschool standards.

**Building Literacy with Love.** Betty S. Bardige. (2005). Washington, DC: Zero to Three Press. *Building Literacy with Love* suggests loving and supportive ways teachers and caregivers can foster children's ability to become literate. This book offers fun activities and practical suggestions for implementing effective, research-based teaching practices in child care settings.

**Building Oral Language Skills in PreK-K.** Cindy Middendorf. (2009). New York: Scholastic. This resource is packed with research-based activities, lessons, and strategies to increase students' oral language skills, including rhymes, chants, action stories, and songs that kids adore, and that hone phonemic awareness and build vocabulary. She demonstrates how to boost oral language use in centers, how to foster social skills through language, and how to encourage language development at home. Her differentiated approach and classroom-tested ideas will help every student in your classroom get ready to read.

**Building the Reading Brain, PreK-3.** Patricia Wolfe and Pamela Nevills. (2004). Thousand Oaks, CA: Corwin Press. Learning to read is a complex, gradual process that begins in infancy and *Building the Reading Brain, PreK-3* provides insights and guidelines to help early childhood educators, parents, and care providers and K-3 teachers to meet the challenge of insuring that every child learns to read with fluency and comprehension.

**Capturing ALL of the Reader Through the Reading Assessment System.** Rachel Billmeyer. (2001). Omaha, NE: Dayspring Printing. The *Reading Assessment System* presents a new view of assessing readers. The intent of this innovative approach is to develop strategic readers involved in the assessment process. Through this system, students can gain confidence in themselves as readers and learners.

**Celebrating Language and Literacy for Infants, Toddlers, and Twos.** Joanne Knapp-Philo. (2008). Washington, DC: Teaching Strategies. *Celebrating Language and Literacy for Infants, Toddlers, and Twos* shows how early literacy skills develop in the context of caring relationships and experiences with families, teachers, and communities. It provides examples of the many ways that language and literacy skills develop and demonstrates how adults can help very young children understand the world around them.

**Children as Illustrators: Making Meaning through Art and Language.** Susan Conklin Thomas. (2005). Washington, DC: National Association for the Education of Young Children. This engaging book combines visual expression with writing and reading, and includes instructions for more than two dozen printing, painting, collage, and other techniques that children will enjoy learning and using in their illustrations.

**Children, Language, and Literacy: Diverse Learners in Diverse Times.** Celia Genishi and Anne Haas Dyson. (2009). Washington, DC: National Association for the Education of Young Children. Even as sociocultural diversity continues to grow in the U.S., many classrooms offer a one-size-fits-all curriculum in which assessment relies heavily on standardized tests. Rejecting the narrow viewing of young children solely as prospective students, the authors see them as simultaneously players, learners, readers of the world and words, artists—among other identities. This volume gives us rich evidence of the role of stories (enacted and told), imaginative play, and writing in children’s language learning. Co-published with Teachers College Press.

**Children’s Play: The Roots of Reading.** Edward F. Zigler, Dorothy Singer, and Sandra Bishop-Josef, eds. (2004). Washington, DC: Zero to Three Press. Leading experts in play research, child development, and early childhood education examine recent policy decisions and demonstrate the importance of play in helping children learn basic literacy skills, social awareness, and creative problem solving. Readers will also find a comprehensive summary of developmental benefits of play, examples of how research has been applied to practice, a multicultural perspective on play, and ideas for how to play imaginative games with children.

**Children’s Literature: Discovery for a Lifetime.** Barbara D. Stoodt. (2005). Upper Saddle River, NJ: Pearson Educational. This text is geared toward helping prospective teachers improve children’s reading and language arts skills and instill in them a genuine and lasting love of reading. Designed to teach students how to create "literature-centered" K-8 classrooms, the text demonstrates numerous ways to integrate literature into the daily fabric of classroom life. A CD database of children's books is included.

**The Children’s Literature Lover’s Book of Lists.** Joanna Sullivan. (2004). San Francisco: Jossey-Bass. This book is written for anyone who is seeking quality literature for children (preschoolers through grade 6). It is filled with a variety of titles organized by grade level, theme, and content areas. This comprehensive resource simplifies your search by selecting the most useful information from websites, teacher resources, award listings, and publications that are available on children's literature. The lists are printed in full-page format and organized into five sections.

**Choice Words: How Our Language Affects Children’s Learning.** Peter H. Johnston. (2004). Portland, ME: Stenhouse. *Choice Words* offers practical, how-to-do-it suggestions for setting up literacy activities and arranging the classroom environment. Concluding chapters bring the authors' approach to life with vivid depictions of a preschool and a kindergarten classroom in action. Two appendices provide additional useful resources: reproducible sheets for conducting literacy assessments, and a primer on phonics for teachers.

**Classrooms That Work: They Can All Read and Write,** 3rd Ed. Patricia M. Cunningham. (2003). Boston, MA: Allyn and Bacon. The authors promote the integration of phonics and literature-based process writing and reading instruction for a balanced approach. The book shows how to engage all children in meaning-centered reading by showing teachers how to foster powerful decoding and comprehension strategies.

**Creating a Classroom Literacy Environment.** Elliott bat Tzedek. (2002). Philadelphia, PA: Children’s Literacy Initiative. This book will help teachers to make immediate and concrete changes in their classrooms. It shows teachers ways to rearrange their classrooms to create a rich literacy environment

and to incorporate reading and writing into every space, create learning centers that are full of materials that children can use to practice basic skills, and prepare for and implement effective read-alouds that develop children's vocabulary and phonemic awareness. The book is full of helpful ideas for creating classroom and home libraries, implementing author/theme studies, and displaying student work and labels to enrich the classroom environment.

**Creating Readers.** Pam Schiller (2001). Beltsville, MD: Gryphon House. Learn the basic building blocks of reading with *Creating Readers*, a comprehensive resource that develops a strong foundation for pre-readers. This book gives teachers and parents the tools to teach beginning reading skills and phonemic awareness with over 1000 activities, games, finger plays, songs, tongue twisters, poems, and stories for each letter of the alphabet. This invaluable resource will start children aged three to eight on a future rich with reading.

**Creating Readers with Poetry.** Nile Stanley. (2004). Gainesville, FL: Maupin House. Incorporate poetry into your curriculum with the research-based mini-lessons and poetry activities. Discover why poetry speaks to the whole child and understand why the strategy of including poetry in your K-5 balanced reading program reaches struggling readers. This book includes a CD of poetry performances featuring students and noted children's poets.

**Designing Early Literacy Programs: Strategies for At-Risk Preschool and Kindergarten Children.** Lea M. McGee. (2003). New York: Guilford. This book focuses on preventing reading difficulties and promoting success in at-risk 3-5 year olds. A comprehensive framework is delineated for helping young children construct meaning from different kinds of texts, develop key oral language skills, and learn concepts about print and the alphabet. The book also offers practical, how-to-do-it suggestions for setting up literacy activities and arranging the classroom environment.

**Developing Early Literacy: Report on the National Literacy Panel.** National Institute for Literacy. (2008). Jessup, MD: Author. A review and synthesis of early literacy research examines the skills and abilities of young children that predict later literacy outcomes and the interventions, programs, environments, settings, and child characteristics that promote the skills and abilities of young children associated with later literacy outcomes.

**Do You Know the Muffin Man? Literacy Activities Using Favorite Rhymes and Songs.** Pam Schiller and Thomas Moore. (2004). *Do You Know the Muffin Man* is filled with activities to accompany well-known rhymes, songs, and chants. The activities help lay the foundation for reading by developing listening and oral language skills, comprehension skills, print awareness, and knowledge and recognition of letters. Each selection is accompanied by related rhymes, songs, and chants; follow-up activities; ideas for developing oral language and phonological awareness; learning center ideas; outdoor play and/or music and movement activities; and reflections.

**Don't Forget to Share: The Crucial Last Step in the Writing Workshop.** Leah Mermelstein. (2007). Portsmouth, NH: Heinemann. Traditionally, the writing workshop is a three-part framework: a mini lesson, writing time, and a share session. Because much attention has been given to lessons and conferencing, the share session has sometimes seemed like an afterthought rather than an opportunity for children to look closely at their writing process and discuss it with others. *Don't Forget to Share* will help you to you recognize the importance of this aspect of the workshop and shows you ways to get maximum instructional impact from it.

**Early Development and the Brain: Teaching Resources for Educators.** Linda Gilkerson and Rebecca Klein, (Eds.) (2008). Washington, DC: Zero to Three. *Early Development and the Brain* will help you advance your teaching skills to a higher level. Organized in nine units, this curriculum distills complex topics, such as sensory processing and language and the brain, and offers a road map for teaching them. The units flow in a meaningful sequence, yet the curriculum is flexible enough to teach units either individually or as a part of other course materials.

**Early Learning Guidelines, Language and Literacy Independent Study with Video or DVD, Volume 1: Awareness.** Prepared by Jessica La Chere and Martha Nash. (2007). Omaha, NE: Early Childhood Training Center. This independent study kit provides two hours of independent study credit. It includes a videotape or DVD entitled *First Steps—Beginning Language*, a pamphlet, a bound collection of articles on the topic of language and literacy, and the corresponding Early Learning Guidelines domain. This kit is at the awareness level.

**Early Learning Guidelines, Language and Literacy Independent Study, Volume 2: Application.** Prepared by Jessica La Chere and Martha Nash. (2007). Omaha, NE: Early Childhood Training Center. This independent study kit provides two hours of independent study credit. It includes two books: *Brown Bear, Brown Bear What Do You See*, by Bill Martin, *Much More than ABC's* by Judith Schickedanz, a pamphlet entitled *Raising a Reader, Raising a Writer*, a bound collection of articles on the topic of language and literacy, and the corresponding Early Learning Guidelines domain. This kit is at the application level.

**Early Learning Guidelines, Language and Literacy Independent, Volume 3: Refinement.** Prepared by Jessica La Chere and Martha Nash. (2007). Omaha, NE: Early Childhood Training Center. This independent study kit provides two hours of independent study credit. It includes the book, *Weaving the Literacy Web* by Hope Vestergaard, a bound collection of articles on the topic of language and literacy, and the corresponding Early Learning Guidelines domain. This kit is at the refinement level.

**Early Literacy in Preschool and Kindergarten.** Janice J. Beaty. (2003). Columbus, OH: Prentice-Hall. Based on the latest theories of naturally emergent literacy, this book examines ways to create a literacy-friendly learning environment, using music and art as natural languages, and even strengthening finger muscles for writing through other hands-on activities. A three-part division of early literacy content—emergent speaking, emergent writing, and emergent reading—devotes three chapters to each section.

**Early Literacy Instruction in Kindergarten.** Lori Jamison Rog. (2001). Newark, DE: International Reading Association. Kindergarten teachers will find in these pages the resources to bring children with disparate literacy skills to the world of print and enable them to master the skills that will make them lifelong readers.

**Effective Early Literacy Practice: Here's How, Here's Why.** Andrea DeBruin-Parecki. (2008). Baltimore: Brookes. This collection of articles captures the best early literacy knowledge from highly respected leaders in the field and turns those key concepts into strategies to use now with diverse learners at different skill levels. The contributors match actual teaching experiences to the research in every chapter. With the strategies outlined, educators will effectively teach young children the

individual literacy skills they need, show them how to put the skills together to solve the puzzle of reading, and keep them motivated to learn.

**Effective Early Reading Instruction.** Educational Research Service. (2002). Arlington, VA: Author. This guide to facilitating reading success is designed for teachers and administrators who work with children in the early elementary grades or preschool. It focuses on strategies, approaches, and programs for sound literacy instruction and prevention of reading difficulties, and methods of intervention for children at risk of reading failure.

**Effective Early Literacy Practice: Here's How, Here's Why.** Andrea DeBruin-Parecki. (2008). Baltimore: Brookes. This collection of articles captures the best early literacy knowledge from highly respected leaders in the field and turns those key concepts into strategies to use now with diverse learners at different skill levels. With real classrooms in mind, the contributors match actual teaching experiences to the research in every chapter. With the strategies outlined, educators will effectively teach young children the individual literacy skills they need, show them how to put the skills together to solve the puzzle of reading, and keep them motivated to learn.

**Environmental Print in the Classroom: Meaningful Connections for Learning to Read.** Jennifer Prior and Maureen Gerard. (2004). Newark, DE: International Reading Association. Find out how you can use environmental print as an instructional literacy tool in your kindergarten classroom. This book describes games, activities, and centers that use environmental print, shows how to use environmental print to create a curriculum and assess students' print awareness and sight word vocabulary, and gives recommendations for helping parents assist their children in learning to read using environmental print.

**Everyday Literacy: Environmental Print Activities for Children 3 to 8.** Stephanie Mueller. (2005). Beltsville, MD: Gryphon House. *Everyday Literacy* has over 100 activities that use ordinary objects such as cereal boxes, traffic signs, and toy labels to help children build essential reading skills. Through these activities, children will enjoy learning to recognize the letters, symbols, and words around them.

**Fee, Fie, Phonemic Awareness: 130 Prereading Activities for Preschoolers.** Mary Hohmann. (2002). Ypsilanti, MI: HighScope. The activities in this book are based on scientific evidence about what children need to become confident and successful readers and writers. They also reflect the research-based, classroom-tested, and internationally recognized teaching strategies of the HighScope early childhood approach. Activities fall into five categories: identifying sounds, building rhyme awareness, building alliteration awareness, recognizing letters, and developing letter-sound awareness.

**Fluency Instruction: Research-Based Best Practices.** Timothy Rasinski, Camille Blachowicz, and Kristin Lems, (Eds.). (2006). New York: Guilford. Because fluency instruction was identified only recently as a literacy cornerstone, it is still unfamiliar terrain for many teachers. This volume fills a crucial gap by offering a thorough, authoritative examination of what reading fluency is and how it should be taught.

**For Reading Out Loud: Planning and Practice.** Bobbi Fisher, et al (2003). Portsmouth, NH: Heinemann. The authors draw on their classroom experiences with children from pre-kindergarten through second grade. They also include ideas from teachers throughout the country who have shared their favorite read-aloud books and projects.

### **A Framework for Early Literacy Instruction: Aligning Standards to Developmental**

**Accomplishments and Student Behaviors.** Elena Bodrova. (2000). Aurora, CO: Mid-continent Research for Education and Learning. The purpose of this document is to provide more detailed guidance around early literacy instruction than is afforded by currently available national and state standards documents.

**From Lullabies to Literacy: Stories in the Lives of Infants and Toddlers.** Jennifer Birckmayer, Anne Kennedy, and Anne Stonehouse. (2008). Washington, DC: National Association for the Education of Young Children. The ability to use language is a culmination of experiences with language that begin at birth. Sharing stories, conversations, songs, poems, and rhymes with infants and toddlers is critical to building their emergent literacy skills. It expands their understanding of the world and prompts positive interactions with adults and other children, fostering social development. *From Lullabies to Literature* explains how the many types of stories and story experiences are best used with very young children, with a particular focus on using books, and how teachers can plan and provide story experiences most effectively, and partner with families.

### **Getting It Right for Young Children from Diverse Backgrounds: Applying Research to Practice.**

Linda Espinosa. (2010). Washington, DC: National Association for the Education of Young Children. Grounded in real-life experiences and guided by rigorous research findings, this resource provides the tools and guidance practitioners need to meet the challenges of educating all young children. The author summarizes the latest scientific evidence on the development and school achievement of English language learners and children living in poverty to offer classroom and program recommendations.

### **Handbook of Early Literacy Research,** Susan Newman, ed. (2002). New York: Guilford Press.

Integrating insights from a range of disciplinary perspectives, the book promotes cross-fertilization of ideas and practices and explores how we might provide all children with the strongest possible literacy foundations. The authors, a group of leading authorities in the field, address theoretical perspectives; knowledge and skills; home, community, and school influences; instructional materials; and classroom practices. A sampling of topics includes alphabetic anxiety, invented spelling, bilingual children, phonics, literature-based instruction, and one-on-one tutoring.

**The Infant/Toddler Photo Activity Library.** Pam Schiller. (2006). Beltsville, MD: Gryphon House. This essential teaching tool helps caregivers and teachers develop language and pre-literacy skills with infants and toddlers. The sturdy four-color photo cards are organized by the following themes: Me and My Body, Families, Things I Wear, Toys, Pets, Big Animals, Transportation, Construction. Each card has a photograph of people or objects that infants and toddlers encounter every day. The back of each photo card features a vocabulary list, suggested activities to expand learning, the American Sign Language sign for that image, and a recommended children's book.

**The Instant Curriculum.** Pam Schiller and Joan Rossanno. (2005). Beltsville, MD: Gryphon House. This resource for preschool teachers features over 750 activities for every area of curriculum. The focus on concepts and skills provides a flexible format to strengthen skill areas for one child or a group of children.

**Integrating Environmental Print Across the Curriculum, PreK-3.** Lynn Kirkland, Jerry Aldridge, and Patricia Kuby. (2007). Thousand Oaks, CA: Corwin Press. This book provides a wealth of activities that build literacy skills during time devoted to language arts, math, science, social studies, art, and dramatic play. Highlighting research from the National Reading Panel, the authors demonstrate that by activating prior knowledge and creating opportunities for authentic learning, environmental print is an effective tool in developing the early literacy skills of all children, including English language learners and those at risk for, or identified with, special needs.

**The Intentional Teacher: Choosing the Best Strategies for Young Children's Learning.** Ann S. Epstein. (2007). Washington, DC: National Association for the Education of Young Children. Family involvement is critical to the success of young children in early learning environments and beyond. Educators must strive to acknowledge and value the many differences of each family. In this latest collection of articles from *Young Children* and *Beyond the Journal*, the authors address topics such as sharing the care of infants and toddlers, acknowledging culture and promoting inclusion, conferencing with families, and helping to support learning at home. A list of key resources as well as questions and activities designed to aid readers in reflecting on the articles are included.

**Increasing the Power of Instruction: Integration of Language, Literacy, and Math Across the Preschool Day.** Judith A. Schickedanz. (2008). Washington, DC: National Association for the Education of Young Children. This book shows teachers how to maximize the scope and power of their instruction through integration—across content domains *and* across learning contexts. With a focus on language, literacy, and mathematics, the author introduces strategies that will bolster instruction in all subjects.

**Is That a Fact? Teaching Nonfiction Writing K-3.** Tony Stead. (2002). Portland, ME: Stenhouse. Over 85% of the reading and writing we do as adults is nonfiction, yet most of the reading and writing in K-3 classrooms is fiction or personal narrative. In this book, the author shows how to open the door to the rich world of nonfiction writing what goes beyond “what I did” narratives and animal reports, and demonstrates the importance of introducing this type of writing in the primary grades.

**Ladders to Literacy: A Kindergarten Activity Book, 2<sup>nd</sup> Ed.** Rollanda E. O'Connor, Angela Notari-Syverson, and Patricia F. Vadasy. (2005). Baltimore, MD: Brookes. *Ladders to Literacy* is a supplemental early literacy curriculum designed to boost print awareness, phonological awareness, and oral language skills—three areas that research suggests are strongly related to later reading development. The program can be used in inclusive and special education settings. It was developed and field-tested in the mid-1990s with typically developing children, children at risk, and children with disabilities. The second editions have been revised to reflect experimental findings from 1997 to 2004. Each *Ladders to Literacy* activity book provides nearly 60 classroom activities designed to facilitate early literacy skills.

**Ladders to Literacy: A Preschool Activity Book, 2<sup>nd</sup> Ed.** Rollanda E. O'Connor, Angela Notari-Syverson, and Patricia F. Vadasy. (2007). Baltimore, MD: Brookes. *Ladders to Literacy* is a supplemental early literacy curriculum designed to boost print awareness, phonological awareness, and oral language skills—three areas that research suggests are strongly related to later reading development. The program can be used in inclusive and special education settings. It was developed and field-tested in the mid-1990s with typically developing children, children at risk, and children with disabilities. The second editions have been revised to reflect experimental findings from 1997 to 2004. Each *Ladders to Literacy* activity book provides nearly 60 classroom activities designed to facilitate early literacy skills.

**Ladybugs, Tornadoes, and Swirling Galaxies: English Language Learners Discover their World through Inquiry.** Brad Buhrow and Anne Upczak Garcia. (2006). Portland, ME: Stenhouse. In *Ladybugs, Tornadoes and Swirling Galaxies*, you will see how the authors blend comprehension instruction and ELL best practices to explore inquiry as a literacy pathway for English language learners. As teachers and students engage in learning science and social studies content, they also discover multiple ways to make meaning. The book is full of photographs of student artwork—including a color insert—that reveals the children's inquiry process, and demonstrates the important role of art as a sign system in ELL literacy and language acquisition.

**Latino Read-Aloud Stories.** Maite Suarez-Rivas. (2000). New York: Black Dog Publishers. The best Latino stories to read aloud to children have been compiled within this unique volume in both English and Spanish. It is full of Latino legend and lore, riddles and tales, and biographies of important independence-seekers in the Latino culture. The stories can be read in about 10 minutes each, and will captivate and educate listeners from every background. The vast array of Latino culture represented here ranges from Cuba, Mexico, Spain, and Puerto Rico to Chile, Bolivia, Peru, Nicaragua, and Columbia.

**Learning About Print in Preschool.** Dorothy Strickland and Judith A. Schickedanz. (2004). Newark, DE: International Reading Association. The authors explain what children need to know about print in order to become successful readers, how to connect children's development with learning about print, and how to provide a print-rich environment. The book also offers strategies for helping your preschoolers learn about concepts of print, phonemic awareness, and alphabet knowledge.

**Learning Language and Loving It, 2nd edition.** Elaine Weitzman and Janice Greenberg. (2002). Toronto, Ontario: Hanen Centre. This book provides a step-by-step approach to promoting children's social, language, and literacy development in child care, preschool, and other early childhood settings, and is geared to a wide range of needs, from children at the earliest stages of nonverbal communication development to those who can speak in complete sentences.

**Learning to Read and Write: Developmentally Appropriate Practices for Young Children.** Susan Neuman, Carol Copple, and Sue Bredekamp. (2000). Washington, DC: National Association for the Education of Young Children. This book contains the International Reading Association/National Association for the Education of Young Children's position statement on developmentally appropriate ways of teaching children to read and write. The authors bring the statement to life with photographs, concrete guidelines, and ideas for the classroom.

**Learning to Read the World: Language and Literacy in the First Three Years.** Sharon Rosenkoetter and Joanne Knapp-Philo. (2006). Washington, DC: Zero to Three. The authors draw on research from multiple fields to explore infant-toddler learning as it relates to beginning language and literacy. They approach this important topic from numerous vantage points: scholarship, parenting, culture, leadership, policy, direct service, training, and community development.

**Lenses on Reading: An Introduction to Theories and Models.** Diane H. Tracy and Lesley Mandel Morrow. (2006). New York: Guilford. This text situates literacy learning and teaching within both broader educational theories and more specific psychological, linguistic, cultural, and neurobiological models that provide explanations for skilled and unskilled reading. Key facets of the text include its

emphasis on understanding the implications of theory for instructional practice and research, and its intentional use of multiple perspectives to provide a comprehensive view of readers and reading.

**Lessons for Literacy: Promoting Preschool Success.** Harlan S. Hansen and Ruth M. Hansen. (2010). St. Paul, MN: Redleaf Press. Give preschoolers a strong educational foundation for kindergarten and beyond. *Lessons for Literacy* is a comprehensive program with successful strategies to help children develop important early literacy skills such as vocabulary usage, rhyming, and letter recognition. Included is an overview of early literacy, pre-assessment checklists and tools to document progress, classroom essentials to help you identify and shape children's basic skills, information on using music for literacy development, strategies for working with families, twenty-eight lesson activities, and blackline masters.

**Let's Talk Literacy: Practical Readings for Preschool Teachers.** Mary Hohmann and Joanne Tangorra. (2007). Ypsilanti, MI: High/Scope Educational Research Foundation. A collection of articles by expert teachers and educators gives practical strategies for supporting children's language and literacy learning.

**Letter Links: Alphabet Learning with Children's Names.** Andrea DeBruin-Parecki. (2003). Ypsilanti, MI: High/Scope Press. The *Letter Links* learning system pairs a child's printed nametag with a letter-linked picture of an object that starts with the same letter and sound. Building on children's natural attachment to their own names, the letter links name learning system enables you to introduce children to alphabet letter names and sounds in personally meaningful and effective ways. This book is also available in Spanish under the title, *Enlaces de letras: Aprendizaje del alfabeto con los nombres de los*.

**Links to Learning: A Curriculum Planning Guide for After-School Programs.** National Institute on Out-of-School-Time. (2005). Nashville, TN: School-Age Notes. *Links to Learning* is a training to assist out-of-school time providers in responding to the call for after-school academics, while addressing the full range of children's developmental needs. Building on research on resiliency, engagement, and motivation, this training is designed to help after-school providers understand how their program activities can intentionally connect the multiple worlds of children and youth and optimally support their development and learning. It can be coupled with the *Links to Learning* training or used by itself.

**Literacy Activities for the Early Childhood Classrooms for Literacy Development in the Early Years: Helping Children Read and Write.** Lesley Mandel Morrow. (2001). 5<sup>th</sup> ed. Boston: Allyn and Bacon. This supplement provides lesson plans that coincide with each of the ten chapters in the book, *Literacy Development in the Early Years: Helping Children Learn to Read and Write, fifth edition*. The plans were written by classroom teachers to provide a model for current exemplary practice in early literacy.

**The Literacy Center: Contexts for Reading and Writing, 2<sup>nd</sup> Ed.** Lesley Mandel Morrow. (2002). This second edition of *The Literacy Center* provides meaningful activities that extend small-group instruction in both comprehension and word study. Clear suggestions for each center, together with charts, diagrams, black-line masters and photographs, help implement a real work place for young children. The book includes smart suggestions for introducing centers, management ideas, black-line masters, ways to foster student collaboration and cooperation, ways to assess students' center work, suggestions for promoting student accountability, and more.

**Literacy: The Creative Curriculum Approach.** Cate Heroman. (2004). Washington, DC: Teaching Strategies, Inc. *Literacy: The Creative Curriculum Approach* shows teachers how to create literacy learning opportunities within the framework of a comprehensive, integrated curriculum. This book presents a review of the latest research about literacy development and describes the seven components of literacy in detail: literacy as a source of enjoyment, vocabulary and language, phonological awareness, knowledge of print, letters and words, comprehension, and books and other texts.

**Literacy Development in the Early Years: Helping Children Read and Write**, 5th Ed. Lesley Mandel Morrow. (2001). Boston: Allyn & Bacon. Maintaining past successful strategies and infusing new innovative research, *Literacy Development in the Early Years* 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, author Lesley Morrow explores literacy development as an active process between children and adults to create meaning and real purpose. This edition spends more time with strategies for preschool literacy, and skill development in grades K through 3.

**Literacy Leadership in Early Childhood: The Essential Guide.** Dorothy S. Strickland and Shannon Riley-Ayers. (2007). Washington, DC: National Association for the Education of Young Children. This handy reference covers key aspects of literacy learning and teaching, including child developments, standards, curriculum planning, assessment and accountability, professional development, and home-school connections. Attention is given throughout to issues related to linguistic and cultural diversity among children and families, and all chapters end with leadership strategies that serve as a quick guide for action and reflection.

**Literacy Links.** Laura Robb. (2003). Portsmouth, NH: Heinemann. Enhanced by plentiful student work, reproducibles, and photographs, *Literacy Links* is just the book needed by classroom teachers, Title I directors, and any administrator who is serious about developing emergent literacy in every child.

**Literacy Resource Guide for Families and Educators.** Janet R. Vohs, Ed. (2003). Boston, MA: Federation for Children with Special Needs. This book contains a nice collection of resources on clearinghouses, research and development centers, regional educational laboratories, initiatives, and others.

**Literacy through Play.** Gretchen Owocki. (1999). Portsmouth, NH: Heinemann. *Literacy through Play* is a resource for preschool and primary teachers who are looking for proven methods for preparing young children to become confident and flexible readers and writers. The author begins the book by establishing the theoretical rationale for the importance of play in literacy development, then outlines what teachers can do to set up a developmentally appropriate environment.

**Literacy Work Stations: Making Centers Work.** Debbie Diller. (2003). Portland, ME: Stenhouse. This book will help teachers solve the dilemma: What does the rest of my class do while I'm working with a small reading group? The author offers practical suggestions for over a dozen literacy work stations that link to instruction and make preparation and management easy for teachers. Learn how to set up work stations, how to manage them, and how to keep them going throughout the year. Materials in both English and Spanish are provided in the extensive resource section. Throughout the book, the author has included photos of literacy workstations from a variety of classrooms in which she has worked to illustrate the methods discussed in the text.

**Love to Read: Essays in Developing and Enhancing Early Literacy Skills of African American Children.** Barbara Bowman, ed. (2002). Washington, DC: National Black Child Development Institute, Inc. *Love to Read* is the National Black Child Development Institute's (NBCDI) national early literacy public education initiative designed to help parents and other caregivers improve African American children's academic performance. *Love to Read* is targeted towards parents and caregivers of children from birth through six.

**Make Way for Literacy.** Gretchen Owocki. (2001). Portsmouth, NH: Heinemann. Practical, curriculum-enhancing literacy engagement in sociodramatic play, readers' theater, take-home literature packs, and many more learning contexts are covered in this book. It sets up ways to construct low-cost, learner-centered physical and social environment that allows children to use their "hundred languages" to build and demonstrate literacy knowledge.

**Making the Most of Small Groups: Differentiation for All.** Debbie Diller. (2007). Portland, ME: Stenhouse. *Making the Most of Small Groups* grapples with difficult issues regarding small-group instruction in elementary classrooms such as time, organization, group formation, and the different needs of students. Structured around the five essential reading elements—comprehension, fluency, phonemic awareness, phonics, and vocabulary—the book provides practical tips, sample lessons, lesson plans and templates, suggestions for related literacy work stations, and connections to whole-group instruction.

**Making Sense of Phonics: The Hows and Whys.** Isabel L. Beck. (2006). New York: Guilford. Straightforward and accessible, the strategies presented for explicit, systematic phonics instruction are ideal for use in primary-grade classrooms or with older students who are having difficulties.

**More Great African American Children's Books.** Donna Rand. (2001). New York: John Riley and Sons, Inc. This easy to use, illustrated reference guide features the best-written, most positive books starring African Americans. It includes a calendar of great books to match the holidays and seasons, age-specific guidelines for encouraging young readers, comprehensive indexes by title, topic, author, and illustrator, and listings of award winners and Reading Rainbow books.

**More Preschool Picks, Volume 3.** Brady Fowler. (2005). Chapel Hill, NC: Frank Porter Graham Child Development Institute. In this third edition, Brady Fowler has gathered new reviews of dozens of books for preschoolers. Topics include families, fun, diversity, transitions, nature, tales, and fables. A page of tips for reading to children begins the booklet, and each entry includes all the information you need to find these books at your local library or bookstore.

**More than Letters: Literacy Activities for Preschool, Kindergarten, and First Grade.** Sally Moomaw and Brenda Hieronymus. (2001). Beltsville, MD: Gryphon House. *More than Letters* contains innovative ways to nurture children's interest in basic literacy. It includes dozens of engaging ideas for creating a literacy-rich classroom.

**Much More than the ABCs: The Early Stages of Reading and Writing.** Judith A. Schickedanz (1999). Washington, DC: National Association for the Education of Young Children. Organize your home or classroom so children experience reading and writing as a joyous and meaningful part of life—without worksheets or drill.

**Narrowing the Literacy Gap: What Works in High-Poverty Schools.** Diane M. Barone. (2006). New York: Guilford. This book offers insights and information on why students in high-poverty schools struggle with literacy achievement and what specific factors promote success. Findings from a unique study are translated into clear recommendations for enriching the classroom environment at different grade levels and helping all children, including English language learners, become highly skilled readers and writers.

**Nebraska World Languages PreK-16 Initiative.** Nebraska Department of Education. (2003). Lincoln, NE: Author. The Nebraska World Languages PreK-16 document sets the stage for building collaboration among world language learning. The articulation of the Framework's essential learning is intended to provide a seamless path for all students. The articulation provides a guide for Nebraska world language educators to determine what students should know and be able to do at each level of instruction.

**Negotiating Critical Literacies with Young Children.** Vivian Maria Vasquez. (2004). Mahwah, NJ: Lawrence Erlbaum Associates, Inc. This book is specifically useful for K-3 teachers as a demonstration of hands-on classroom applications of critical literacy. For preservice teachers, this book offers a model for envisioning their future practice and for recognizing the important relationship between theory and practice. Teacher educators and consultants will find this book valuable as an example of how to put a critical edge on teaching. It is intended for use as a text in reading, language arts, literacy, social justice, critical literacy, and early childhood education courses.

**Nonfiction in Focus: Theory and Practice.** Janice V. Kristo and Rosemary A. Bamford. (2004). New York: Scholastic. The authors provide a theoretically solid framework for weaving nonfiction across a comprehensive literacy program. Heavy student involvement leads to students becoming confident, capable readers and writers of nonfiction.

**On Solid Ground: Strategies for Teaching Reading K-3.** Sharon Taberski. (2000). Portsmouth, NH: Heinemann. In this book, the author shares what she has gained in twenty years of working with children and teachers. It is organized around a series of interconnected interactions with the learner, including assessment, demonstration, practice, and response.

**Oral Language and Early Literacy in Preschool: Talking, Reading, and Writing.** Kathleen A. Roskos. (2004). Newark, DE: International Reading Association. The authors have collaborated on a simple model for joining oral language and early literacy that will prepare children for life both in and out of school. Chapters offer current research, planning and assessment suggestions, and instructional approaches to help you make informed decisions about what oral language skills children need to learn, what kinds of language and literacy experiences to provide, what to look for in programs and materials, and whether children are making progress in their use of language.

**Organizing and Managing the Language Arts Block.** Lesley Mandel Morrow. (2003). New York: Guilford Press. This book offers essential guidance to preservice and inservice teachers seeking to create, revise, or add new strategies to the teaching of the language arts block. The focus is on how to implement effective strategies in the context of a well-planned classroom and a smoothly choreographed daily schedule.

**Playful Reading: Positive, Fun Ways to Build the Bond between Preschoolers, Books, and You.**

Carolyn Munson-Benson. (2005). Minneapolis, MN: Search Institute. *Playful Reading* emphasizes early literacy skills, reading for pleasure, and the eight asset categories as ways to create memorable moments between children and the adults who read to them.

**A Poem A Day.** Helen H. Moore. (1997). New York: Scholastic. *A Poem A Day* introduces the workings of language of poetry to children and opens their imaginations and hearts, helping them to look at their familiar world in a new way.

**Preparing for Success: Meeting the Language and Learning Needs of Young Children from Poverty Homes.** Carolyn Weiner. (2001). Youngtown, AZ: ECL Publications. Why do children from poverty homes have difficulty learning? What can be done about it? This book answers those questions, provides support for the viewpoint expressed, and offers concrete suggestions for meeting the learning needs of children from poverty homes. Language development differences between children from low-income families and those from middle class families are documented and discussed.

**Preschool Readers and Writers: Early Literacy Strategies for Teachers.** Linda Ranweiler. (2004). Ypsilanti, MI: High/Scope Educational Research Foundation. *Preschool Readers and Writers* presents research-based, classroom-tested practices for bringing the magic and joy of reading to young children. Explaining both the whys and how's of early learning, this guide focuses on eight key dimensions of early literacy identified by professional organizations in the reading and early childhood fields: oral language; word play; reading aloud and storytelling; early reading and writing; alphabet learning; print awareness; promoting of literacy during children's play; assessing early literacy; and literacy-related parent involvement.

**Preventing Reading Difficulties in Young Children.** Catherine Snow, M. Susan Burns, and Peg Griffin, eds. (1998). Washington, DC: National Academy Press. This book examines the factors that put children at risk of poor reading and explores in detail how to prevent reading difficulties in the context of social, cultural, historical, and biological factors.

**The Read-Aloud Handbook, 5th Ed.** Jim Trelease. (1995). New York: Viking Penguin, Inc. *The Read-Aloud Handbook* addresses the many benefits of reading aloud to children. It covers do's and don'ts of reading aloud, how television affects literacy, how parents, teachers, and librarians can work together to promote reading, and includes a listing of favorite read-aloud books.

**Reading Essentials: The Specifics You Need to Teach Reading Well.** Regie Routman. (2003). Portsmouth, NH: Heinemann. In this easy-to-read and research-based text, Regie Routman provides clarity, support, specific demonstrations, and confidence to teachers so they can teach reading well and get high test scores too, regardless of the reading program they use. Detailed lessons, immediately doable ideas, teaching tips, and many practical suggestions make this an essential text for excellent and enjoyable teaching and learning.

**Reading Magic.** Mem Fox. (2001). San Diego, CA: Harcourt. Writing as a mother as well as a best-selling author and internationally respected literacy expert, Mem Fox explores when and where to read aloud and demonstrates with clear, easy-to-follow examples how to read aloud to get the best effect, and how to get the most value and joy out of a read-aloud session.

**Seeing All Kids as Readers.** Christopher Kliever. (2008). Baltimore, MD: Brookes. Building on his earlier ethnographic studies, the author examines the literacy development of young children with significant developmental disabilities in inclusive early childhood education: classes attended by children with and without disabilities. Based on observations of about 50 such classrooms and longitudinal following of a sample of students, he presents a model of literacy development that entails multiple symbol and sign systems for meaningfully interacting with others and constructing narratives.

**The Spirit That Moves Us: A Literature-Based Resource Guide—Teaching About Diversity, Prejudice, Human Rights, and the Holocaust, Volume 1, For Grades Kindergarten through Four.** Laura Petrovello. (1994). Gardiner, MA: Tilbury House. Through the reading of children's literature, this book intends to inspire an understanding of the concepts of diversity, culture, community, prejudice, and human rights.

**Starting with Comprehension: Reading Strategies for the Youngest Learner.** Cunningham, Andie. (2005). Portland, ME: Stenhouse. The authors show how comprehension skills can be nurtured and strengthened even before decoding begins.

**Starting with Stories: Engaging Multiple Intelligences through Children's Books.** Pam Schiller. (2006). St. Paul, MN: Gryphon House. Featuring 100 well-loved children's books, *Starting with Stories* has more than 1,500 activities to engage every learning style. Connect with children's multiple intelligences through these 1,500+ creative and engaging math, art, dramatic-play, fine-motor, writing, block, science, and discovery activities.

**Story Dictation: A Guide for Early Childhood Professionals.** Ann Gadzikowski. (2007). Story dictation builds a range of skills, including literacy and abstract thinking abilities, while helping fulfill early learning standards. This book will help you learn the basics of story dictation, including when and how to do it; how you can use it to assess and document growth in a variety of areas; and the most common subjects of children's stories and what they may represent.

**Story Stretchers for Infants, Toddlers, and Twos: Experiences, Activities, and Games for Popular Children's Books.** Shirley Raines and Karen Miller. (2002). *Story Stretchers* contains 80 age-appropriate children's books and ways to stretch the stories in new ways to enhance the learning process. This book is organized by age, and offers new ways for young children to experience the magic of a good book.

**Supporting Struggling Readers and Writers.** Dorothy Strickland. (2002). Newark, DE: International Reading Association. For most students, the intermediate years provide the last opportunity to prevent continued failure in reading and writing. These years are a critical bridge to the middle grades where the tendency is to be less personalized and focused on individual needs. This book provides teachers, administrators, and staff developers the best research-based practice on the literacy learning and teaching of low-achieving intermediate students.

**Systems for Change in Literacy Education.** Carol A. Lyons. (2001). Portsmouth, NH: Heinemann. *Systems for Change* offers specific and unique suggestions for planning and implementing a literacy professional development course. Everything is covered, including how to get started the right way, what materials are needed and where to find them, what are the best activities for effective, hands-on practice, and how to develop K-6 in-service courses throughout the year. Particular emphasis is placed on how to help teachers of the reading and writing processes improve via coaching.

**Talking, Drawing, Writing: Lessons for Our Youngest Writers**, Martha Horn and Mary Ellen Glacobbe. (2007). The authors make a case for a broader definition of writing, advocating for formal storytelling sessions, in which children tell about what they know, and for focused sketching sessions so that budding writers learn how to observe more carefully. The book's lessons are organized by the following topics: oral storytelling, drawing, writing words, assessment, introduction of booklets, and moving writers forward. Based on the authors' work in urban kindergarten and first-grade classes, the essence and structure of many of the lessons lend themselves to adaptation through fifth grade.

**Teaching and Learning in Preschool: Using Individually Appropriate Practices in Early Childhood Literacy Instruction**. Elizabeth Venn and Monica Dacy Jahn. (2004). Newark, DE: International Reading Association. This book presents an innovative preschool framework that integrates literacy activities into content area lessons while embedding instruction within adult-child social interactions and realistic, playful activities tailored to each child's individual needs.

**Teachers as Readers: Perspectives on the Importance of Reading in Teachers' Classrooms and Lives**. Michelle Commeyras. (2003). Newark, DE: International Reading Association. This book presents 18 essays on a wide variety of classroom approaches for different grade levels that successfully involve teachers and students in enjoyable and instructive reading activities.

**Teaching 4-to-8-Year-Olds**. Carolee Howes. (2003). Baltimore, MD: Brookes. For each of the topics—literacy, mathematics, multiculturalism, and classroom community—readers get a theory chapter that explains research in everyday language and illustrates the concepts through lively examples and a practice chapter that translates the research into real-world tips and strategies. Enriched with best practices and first-hand insight from teachers, this book helps education professionals create nurturing, warm, and positive classroom communities where all children learn.

**Teaching Literacy in Kindergarten**. Lea M. McGee. (2005). New York: Guilford. Kindergarten is a time for playful and enriching learning activities that support children's literacy emergence while enhancing their social and cognitive development. The routines of a busy, engaged, productive kindergarten classroom are vividly brought to life in this information-packed book. Demonstrated are whole-class and small-group strategies for helping children acquire concepts about print and the alphabet, build phonological and phonemic awareness, learn to read sight words, develop their listening comprehension and writing abilities, and much more.

**Teaching Literacy through the Arts**. Nan L. McDonald and Douglas Fisher. (2006). New York: Guilford. Provided are a wealth of specific resources and activities that other teachers have successfully used to build students' oral language, concepts of print, phonemic awareness, vocabulary, fluency, comprehension, and writing, while also promoting creativity and self-expression. Special features include reproducible worksheets and checklists for developing, evaluating, and implementing arts-related lesson plans.

**Teaching Numeracy, Language, and Literacy with Blocks**. Abigail Newburger. (2006). St. Paul, MN: Redleaf Press. Effectively facilitated block play in the early childhood classroom can support emerging school-readiness skills in such core functions as numbers, vocabulary, and reading. This book will help teachers and providers observe and plan for young children's learning-enriched play with blocks.

**Teaching Reading in Multilingual Classrooms.** David E. and Yvonne S. Freeman. (2000). Portsmouth, NH: Heinemann. The authors introduce core principles of effective reading practice. Presented as a definitive checklist, these principles form the basis of much of the book and help teachers plan their reading curriculum and assess their teaching of reading easily and confidently. Whether you have some or many English language learners in your classroom, this book will fill an important need. Mainstream teachers, reading specialists, special education teachers, bilingual and ESL teachers, and teacher educators will all benefit from the authors' solid research and practical suggestions.

**Teaching Struggling Readers.** Carol A. Lyons. (2003). Portsmouth, NH: Heinemann. Author Carol Lyons does a masterful job of introducing teachers to the concepts, categories, language, and arguments pertaining to the brain's control of what readers do. She offers a new way of thinking about learning, about how the mind develops, and about what teachers can do to reach struggling readers. She draws on examples from interactions with her son and her own teaching, from research, and from the work of ten expert teachers, who have successfully taught those children often considered the hardest to teach children with learning disabilities, language delays, or attention deficit (hyperactivity) disorder. In addition, she supplies numerous transcripts of teacher-student conversations and end-of-chapter tips to guide teachers to observe their students and plan instruction more effectively.

**Teaching the Youngest Writers: A Practical Guide.** Marcia S. Freeman. (2003). Gainesville, FL: Maupin House Publishing, Inc. *Teaching the Youngest Writers* explains the expository, descriptive, and personal-narrative writing techniques your students need to become fluent writers. Includes stages of emergent writing, how to set up your room and schedule and manage the daily writing workshop, how to conduct an author's chair, and how to model writing and efficient peer conferences.

**Tell Me A Story: Developmentally Appropriate Retelling Strategies.** Jill Hansen. (2004). Newark, DE: International Reading Association. Use this step-by-step manual to guide your primary-grade students through retellings. Discover developmental retelling strategies that match the reading level of each student, how to build the foundation for quality retellings with activities that help students understand a story's events, sequence, and elements, and ideas for choosing appropriate texts, modeling oral and written retellings, and assessing for student outcomes. Reproducible graphic organizers, rubrics, and other classroom-ready materials in the appendixes will help you get started right away.

**Use Your Words: How Teacher Talk Helps Children Learn.** Carol Garhart Mooney. (2005). St. Paul, MN: Redleaf Press. *Use Your Words* examines the ways early childhood teachers talk to children, pointing out commonly missed opportunities to support cognitive development, develop receptive and expressive language, and aid children in their primary developmental task of making sense of the world. This humorous and thoughtful guide contains a wealth of classroom examples, as well as clear alternatives for transforming the language teacher's use in the classroom.

**Using Children's Literature in Preschool.** Lesley Mandel Morrow and Linda Gambrell. (2004). Newark, DE: International Reading Association. Reading aloud to young children is a critical aspect of their social, emotional, and intellectual development. This book will help you create a rich literature environment for fostering your preschoolers' reading comprehension.

**Weaving the Literacy Web: Creating Curriculum Based in Books Children Love.** Hope Vestgaard. (2005). St. Paul, MN: Redleaf Press. From *Goodnight Moon* to *The Very Hungry Caterpillar*, books capture the attention and imagination of young children the way few other things can. *Weaving the Literacy Web* provides a framework for developing engaging, developmentally appropriate curriculum in the preschool classroom with books children love.

**What Should I Read Aloud? A Guide to 200 Best-Selling Picture Books.** Nancy A. Anderson. (2007). Newark, DE: International Reading Association. In the first two chapters, you will learn how best to share books with young children and how you can help them learn to read while doing so. Chapters 3-6 are organized by suggested age levels, featuring literature for children from birth through age 8. Within each of these chapters, books are further grouped by topic or theme. This book features comprehensive indexes to locate subjects and to locate authors, illustrators, and titles, as well as a glossary for quick reference to essential terms.

**Word Crafting: Teaching Spelling, Grades K-6.** Marten, Cindy. (2003). Portsmouth, NH: Heinemann. Use these tools to set up word-crafting contexts that connect the study of words to authentic reading and writing. Craft a word study program that turns your students into more than good spellers—they'll be fine word crafters.

**The World through Children's Books.** Susan Stan. (2002). Lanham, MD: Scarecrow Press. *The World through Children's Books* is a valuable and easy-to-use tool for librarians, teachers, and others who seek to promote international understanding through children's literature. The annotated bibliography, organized geographically by world region and country, contains nearly 700 books representing 73 countries.

**Writing Essentials: Raising Expectations and Results While Simplifying Teaching.** Regie Routman. (2005). Portsmouth, NH: Heinemann. In *Writing Essentials*, Regie Routman demystifies the process of teaching writing well and gives you the knowledge, research, instructional language, and confidence you need to succeed. The book demonstrates easy-to-do strategies that turn writing instruction practices into best practices. A DVD with eight 3- to 4-minute clips from primary and intermediate classrooms is included.

**Writing in Preschool: Learning to Orchestrate Meaning and Marks.** Judith A. Schickedanz and Renee M. Casbergue. (2004). Newark, DE: International Reading Association. This detailed examination of writing in the preschool years covers the development from scribble to script, from letter strings to real words, and from simple to detailed messages. Describes how adults can identify and build the various strands of knowledge and skills that must come together for young children to understand how print works. The authors share many samples of children's writing, as well as specific strategies providing support for children's writing.

**Writing Through Childhood.** Shelley Harwayne. (2001). Portsmouth, NH: Heinemann. In this book, the author dares us to rethink our beliefs about how we design writing workshops, use writer's notebooks, choose appropriate genres, teach spelling, help students connect their reading to their writing, and even edit and publish students' writing. Filled with stories and work samples of real children in a diverse urban setting, the book will inspire rich conversations in which educators ask essential questions about their own practices.

**Writing Down the Days: 365 Creative Journaling Ideas for Young People.** Lorraine Dallstrom. (2000). Minneapolis, MN: Free Spirit Publishing. Down with boring writing assignments! Here is a year's worth of alternatives—fresh, interesting, and fun. Each day's entry starts with a fact-filled introduction so writers learn something new. Each features a person, place, or event that gives special meaning to that calendar day.

**The Young Child's Memory for Words.** Daniel R. Meier. (2004). New York: Teachers College Press. 2004. Daniel Meier offers a fresh perspective, innovative strategies, and practical guidelines for the literacy development of young children in multilingual and multicultural settings. He presents effective, research-based ways for early childhood and elementary teachers to develop a sound and lasting appreciation for, and love of, literature among their students.

## DVDs

**Better Kid Care: Learning to Read Before Six???** Why aren't the ABCs the answer to teaching reading? Learn how to really teach reading to infants, toddlers, and preschoolers, and how to work with parents to want their children to read. Produced and distributed by Pennsylvania State University. 120 minutes, 1999.

**Better Kid Care: Understanding and Supporting Children's Language and Social/Emotional Development.** Children learn at different rates. Discover what you can do every day with children in your care to help them develop language and social/emotional skills. Developmental charts explain what to expect from children and offers suggestions to further development. Learn techniques to help children work out their problems. Produced and distributed by Pennsylvania State University. 75 minutes, 2011.

**Celebrating Language and Literacy for Infants, Toddlers, and Twos** shows how early literacy skills develop in the context of caring relationships and experiences with families, teachers, and communities. It provides examples of the many ways that language and literacy skills develop and demonstrates how adults can help very young children understand the world around them. *Strategies for Early Language and Literacy Development* is also included on this DVD. This program shows how everyday routines, experiences, and environments support children's emerging skills. Programs are captioned in English and Spanish. Produced and distributed by Teaching Strategies. 32 minutes, 2008.

**I Am Your Child: Ready to Learn.** This video is hosted by Jamie Lee Curtis and LeVar Burton in English and by Edward James Olmos in Spanish. The video provides parents and caregivers with information on how to foster a young child's language and literacy development beginning at birth and continuing through the preschool years. Also available in Spanish under the title, "Soy Tu Hijo: Listos para Aprender." Produced by Parents Action for Children. 24 minutes, 2000.

**The Not-So-Terrible Twos: The Third Year of Life.** The twos are one of child development's most confusing and exciting years. This cast of cuties demonstrates the major physical, mental, and emotional developmental milestones of the third year of life. Viewers will witness the development of language skills, toilet training, self-awareness, and concern for others. They will learn how two-year-olds work out the contradictions of wanting both to possess and to share, to say yes and to say no, and to create and destroy. Produced and distributed by Learning Seed, Chicago. 22 minutes, 2005.

**Pediatric Brain Development: The Importance of a Head Start.** *Pediatric Brain Development* is a research-based segment is from ABC News Program, Primetime Live. The program discusses the importance of stimulating your child's brain. Reading to an infant stimulates the brain and actually creates physical change. Talk to your baby, engage, be descriptive, seek attentive child care; these activities will sprout rich connections in the brain, which will affect human potential. Research has also shown that music creates a change in the brains of toddlers and helps develop pathways in learning to read and learn languages. Produced by ABC News and distributed by Films for the Humanities and Sciences. 17 minutes, 1995.

**Starting Points** is a video series for educators of culturally and linguistically diverse young children. The series acknowledges struggles faced by educators as they struggle to meet the needs of their children, and focuses primarily on assisting mainstream teachers to develop attitudes and create environments, practices, and routines that best welcome and support young diverse learners to our classrooms. Produced and distributed by Educational Productions. 2003.

**Starting Points Program 1: I Don't Know Where to Start** is something many teachers say and others feel as they have more and more culturally and linguistically diverse young children entering their classrooms. At the same time, children coming into classrooms often feel overwhelmed, and under stress. This videotape validates teachers' issues and concerns, and then highlights commonly-used strategies and shows how teachers use these strategies very intentionally in their efforts to support diverse young children. 33 minutes.

**Starting Points, Program 2: Getting Your Message Across** is the second training video in this series. This program teaches key communication strategies that support children in making sense of language. Powerful classroom scenes show how to use these strategies during a variety of daily activities. 35 minutes.

**Starting Points, Program 3: Bringing Language Alive** is the third video in the *Starting Points* series. These programs are designed for preservice and inservice training of teachers and caregivers working with children from three to eight years. Bringing Language Alive teaches core elements of first and second language acquisition through vivid classroom scenes and clear, compelling examples. Teachers share their hard-won knowledge and demonstrate best practice strategies that support all children in acquiring language and building literacy. 45 minutes.

**Trainer Vision Video Resource Library** presents a variety of engaging, un-narrated 3 to 5-minute video clips that make workshops and class more interesting and effective. Carefully edited clips show adults working with toddlers, pre-k and kindergarten children. **Trainer Vision, Vol. 1: Language and Literacy, Focus on Toddlers** presents 10 video clips that show adults supporting emerging language and literacy in toddlers. They feature toddlers with professionals in child care, Early Head Start and early intervention settings, and with parents at home. Produced by Educational Productions, and distributed by Teaching Strategies. 36 minutes, 2004.

**Your Child's Brain.** See *Pediatric Brain Development*.