

Harriet's Shelf: Early Language and Literacy, 2005-2006 Selections

An Annotated Bibliography

A selected listing of titles available on this topic from the Early Childhood Training Center's Media Center



Early Childhood Training Center

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Harriet's Shelf: Early Language and Literacy

After more than 30 years of advocacy, dedication, and vision, Harriet Egertson retired in 2002 as administrator of the Office of Children and Families at the Nebraska Department of Education. In gratitude for her inspiration to expose all early childhood professionals to the best thinking in the field, the Early Childhood Training Center inaugurated space within the media center known as Harriet's Shelf.

Harriet Egertson has picked the topic of early literacy for 2005-2006. She has personally selected and recommended that the following items be added to her special collection at the Early Childhood Training Center's media center.

Books

50 Early Literacy Strategies, Beaty, Janice J. (2004). Upper Saddle River, NJ: Prentice Hall. 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.

Beginning Literacy with Language: Young Children Learning at Home and School, Dickinson, David K., & Patton O. Tabors. (Eds.). (2001). Baltimore: MD: Brookes. With *Beginning Literacy with Language*, professionals and parents will come to understand just how many their interactions with young children make a difference in the children's later language and literacy skills.

Children's Literature: Discovery for a Lifetime, 3rd ed., Stoodt-Hill, Barbara D., & Linda B. Amspaugh-Corson. (2004). (Includes CD). Upper Saddle River, NJ: Prentice Hall/Merrill. 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. The authors examine currently accepted effective practices for engaging young readers in hands-on reading in a way that fosters a love of literature that will last a lifetime.

The Children's Literature Lover's Book of Lists, Sullivan, J. (2004). San Francisco: Jossey--Bass. This unique book is written for teachers, parents, librarians and anyone who is seeking quality literature for children (preschoolers through grade 6). The book is filled with wide-ranging lists 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, Johnson, Peter. (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., Cunningham, Patricia M., & Richard L. Allington. (2002). New York: Allyn & 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.

Designing Early Literacy Programs: Strategies for At-Risk Preschool and Kindergarten Children, McGee, L.M., & D.J. Richgels. (2003). New York: Guilford Press. 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.

Everyday Literacy: Environmental Print Activities for Children 3 to 8, Mueller, Stephanie. (2005). Mt. Rainier, 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, Hohmann, Mary. (2002). Ypsilanti, MI: High/Scope Press. Phonemic awareness, the ability to recognize the smallest units of sound that make up words, has been identified by reading experts as an essential skill that prepares children for reading. This book provides 130 phonemic awareness activities suitable for small-group learning in preschools, prekindergarten programs, Head Start programs, child care centers, and home-based programs. The activities are based on the latest scientific evidence about what children need to become confident and successful readers and writers.

Handbook of Family Literacy, Wasik, Barbara H. (2004). Hillsdale, NJ: Erlbaum. This book is intended for professionals and graduate students in the areas of family literacy, early childhood education, child development, parenting, and adult education, as well as researchers and policymakers in child development and family literacy.

Literacy Links: Practical Strategies to Develop the Emergent Literacy At-Risk Children Need, Robb, L. (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.

Love to Read: Essays in Developing and Enhancing Early Literacy Skills of African American Children, Bowman, Barbara. (2003). Washington, DC: National Black Child Development Institute. *Love to Read* is the National Black Child Development Institute's national early literacy public education initiative designed to help parents and other caregivers improve African American children's academic performance. It is targeted toward parents and caregivers of children ages birth through 6.

Make Way for Literacy! Teaching the Way Young Children Learn, Owocki, Gretchen. (2001). Portsmouth, NH: Heinemann. Practical, curriculum-enhancing literacy engagement is presented through socio-dramatic play, readers' theater, take-home literature packs, and many more learning contexts. Set up a low-cost learner-centered physical and social environment that allows children to use their "hundred languages" to build and demonstrate literacy knowledge.

Preschool Readers and Writers: Early Literacy Strategies for Teachers, Ranweiler, Linda W. (2004). Ypsilanti, MI: High/Scope Press. Based on the findings of recent studies, *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. Topics include: 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.

Reading Essentials: The Specifics You Need to Teach Reading Well, Routman, Reggie. (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 lots of practical suggestions make this an essential text for excellent and enjoyable teaching and learning.

Room for Talk: Teaching and Learning in a Multilingual Kindergarten, Fassler, R. (2003). New York, NY: Teachers College Press. How does a teacher who only speaks English address the challenges of working in a multilingual classroom? What happens if she is the only fluent English speaker? This book features Mrs. Barker, an experienced ESL teacher who believes in the potential of her kindergarten second-language learners and uses identifiable strategies to maximize it. Illustrating how to make constructive use of "what children bring to the table," this volume promotes sound early childhood educational practice in any classroom.

Starting with Comprehension: Reading Strategies for the Youngest Learners, Cunningham, Andie. (2005). Portland, ME: Stenhouse. The authors have designed a reading program for five- and six-year olds based on the premise that it is never too early to start comprehension instruction. *Starting with Comprehension* shows how the program unfolds in one of their diverse classrooms, with dozens of student examples.

Teaching for Comprehension in Reading, Grades K-2: Strategies for Helping Children Read with Ease, Confidence and Understanding, Pinnell, Gay Sue, & P.L. Scharer. (2003). New York, NY: Scholastic. Teach children to read deeply with the help of this powerful new

book by members of Ohio State University's Literacy Collaborative. The first part discusses the strategies and structures readers need to comprehend text-and the changes those readers experience as they move up the primary grades. The second part shows strategy instruction in action, in real classrooms, by master teachers. The third part focuses on how planning, organization, and management support instruction.

Use Your Words: How Teacher Talk Helps Children Learn, Mooney, Carol G. (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.

Weaving the Literacy Web: Creating Curriculum Based on Books Children Love, Vestergaard, Hope. (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 through the use of books children love.

Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction.2nd ed., Bear, Donald R. (2003). Upper Saddle River, NJ: Prentice Hall. This book provides teachers with concept sorting ideas followed by picture sorts for developing phonemic awareness, alphabet knowledge, letter recognition and concept of words in print. Designed for elementary educators' use as part of a reading curriculum where emergent spelling is covered.

The World through Children's Books, Stan, Susan. (2001). 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.

Young Children and Picture Books, Jalongo, Mary Renck. (2004). 2nd. Ed. Washington, DC: NAEYC. When you share picture books with young children, you build their lifelong literacy and enjoyment of reading. In beautiful full color, the new edition of this popular book will help you recognize quality in children's literature and illustration and see how to use picture books to best advantage. Lists of recommended books are included.