

Early Literacy Resources and References

Family Involvement

Print Resources

Bingham, G. E. (2007), Maternal literacy beliefs and the quality of mother-child book reading interactions: Associations with children's early literacy development. *Early Education and Development*, 18(1), 23-49.

Dickinson, D. & Tabors, P. (2001) (Eds). Beginning literacy with language: Young children learning at home and school. Boston: Paul H. Brookes.

Fewell, R. & Deutsch, B. (2004). Contributions of early language and maternal facilitation variables to later language and reading abilities. *Journal of Early Intervention*, 26 (2), 132-145.

Hammer, C.S., Farkas, G., & Maczuga, (2010). The language and literacy development of Head Start children: A study using the Family and Child Experiences Survey database. *Language, Speech, and Hearing Services in Schools*, 41, 70-83.

Hart, B. & Risley, T.: <http://www.aft.org/americaneducator/spring2003/catastrophe.html>

Lilly, E. & Green, C. (2004). Developing partnerships with families through children's literature. Upper Saddle River, NJ: Prentice Hall.

Lin, Q. (2003). *Parent involvement in early literacy*. Harvard Family Research Project. Available at www.hfrp.gse.harvard.edu.

Marvin, C. & Ogden, N. (2002). A home literacy inventory: Assessing young children's contexts for emergent literacy. *Young Exceptional Children*, 5 (2), 2-11.

McConnell, S. & Rabe, H. (1999). Home and community factors that promote early literacy development in preschool-aged children. Just in Time Research: Children, Youth, and Families, BU-07286.

Seplocha, H. (2004). Conferencing with families. *Young Children*, 59(50), 96-99.

Web Resources

National Family Literacy Center: www.famlit.org.

Video Resources

Language is the key: A multilingual language building program for young children. Accompanying videos: Talking and Books, Talking and Play. Notari-Syverson, A.,

Maddox, M. & Cole, K. (1999). Seattle, WA: Washington Research Institute. www.wri-edu.org/bookplay.

Magna Systems Early Literacy Videos: Origins and skills; Role of parents and teachers; teacher strategies and assessment; Activities in a print rich environment. (800) 203-7060.

Mis Padres, Mis Maestros (My Parents, My Teachers). El Valor, 1850 W. 21st. St., Chicago, IL. 60608. (312) 666-4511.

Ongoing Assessment

Print Resources

Clay, M. (1993). An observational survey of early literacy achievement. Portsmouth, NH: Heinemann.

Erickson, K. (2000). All children are ready to learn: an emergent versus readiness perspective in early literacy assessment. *Seminars in Speech and Language*, 21(3), 193-203.

Dickinson, D, McCabe, A. & Sprague, K. (2001). Teacher Rating of Oral Language and Literacy (TROLL). Center for the Improvement of Early Reading Achievement. www.ciera.org/library/reports/inquiry-3/3-016/3-016.pdf

Justice, L., Invernizzi, M., & Meier, J. (2002). Designing and implementing an early literacy screening protocol: Suggestions for the speech-language pathologist. *Language, Speech, and Hearing Services in Schools*, 33, 84-101.

Web Resources

The Developmental Continuum of the Creative Curriculum
creativecurriculum.net

DIBELS - <https://dibels.uoregon.edu>

Early Literacy Skills Assessment(ELSA) and Child Observation Record (COR)
<http://www.highscope.org/Assessment/AssessmentTchnngMaterials.htm>

PALS-PreK - <http://pals.virginia.edu/PALS-Instruments/PALS-PreK.asp>
<http://pals.virginia.edu/Technical-Information/Technical-Manuals.asp>

Get Ready to Read! – National Center for Learning Disabilities
Screening Tool developed by a team which included Whitehurst and Lonigan
<http://www.readingrockets.org/getready/>

Wireless Generation – created software versions of several tests to be used on PDAs – e.g. DIBELS, PALS, CIRCLE

<http://www.wirelessgeneration.com/web/products.html>

<http://www.wirelessgeneration.com/web/CIRCLE.html>

Work Sampling System, Samuel J. Meisels, Judy R. Jablon, Margo L. Dichtelmiller, Aviva B. Dorfman, Dorothea B Marsden (1995).

http://phcatalog.pearson.com/program_multiple.cfm?site_id=1021&discipline_id=&subarea_id=0&program_id=941

Bridge Portfolio framework and assessment available on

<http://www.governor.state.nc.us/Office/Education/Home.asp>

(look under conferences and training)

Epstein, A.; Schweinart, L., DeBruin-Parecki, A., Robin, K. (2004). Preschool assessment: A guide to developing a balanced approach. Preschool Policy Matters (7); New Brunswick, NJ: National Institute for Early Education Research.

www.nieer.org

Forman, G. & Hall, E. (2006 Fall). Wondering with children: The importance of observation in early education. Early Childhood Research and practice, 7(2).

<http://ecrp.uiuc.edu/v7n2/forman.html>

National Association for the Education of Young Children: Position Statement on Curriculum, Assessment, and Program Evaluation. www.naeyc.org

National Institute of Early Education Research: Positions Statement on A Balanced Approach to Early Childhood Assessment. www.nieer.org

Video Resources

Observing preschoolers: Supporting First and Second Language Development. California Department of Education, Child Development Division, PO Box 271, Sacramento, CA 95812-0271.

Rich Oral Language Environment

Print Resources

Dickinson, D., McCabe, A., Anastasopoulos, L., Peisner-Feinberg, E., Poe, M. (2003). The comprehensive language approach to early literacy: The interrelationships among vocabulary, phonological sensitivity, and print knowledge among pre-school aged children. Journal of Educational Psychology, 95(3), 465-481.

Gambrell, L. (2004). Exploring the connection between oral language and early reading. *The Reading Teacher*, 57(5), 490-492.

Justice, L. (2004). Creating language-rich preschool classroom environments. *Teaching Exceptional Children*, 37(2), 36-44.

Justice, L. (2005). Scaffolding language development through storybook interactions. Newark, DE: International Reading Association.

Lee, J. (2011). Size matters: Early vocabulary as a predictor of language and literacy competence. *Applied Psycholinguistics*, 32, 69-92.

NICHD Early Child Care Research Network. (2005). Pathways to reading: The role of oral language in the transition to reading. *Developmental Psychology* (41), 428-442.

Smith, P. (2000). Talking classrooms: Shaping children's learning through oral and language instruction. Newark, Delaware: International Reading Association.
www.ira.org.

Web Resources

American Speech-Language Hearing Association – www.asha.org
search for “literacy gateway” or click on the following link:
<http://www.asha.org/about/publications/literacy/>

ASHA Desk Reference Documents to obtain:

Knowledge and Skills, Position Statement Guidelines, Technical Report
related to Reading and Writing in Children and Adolescents

Arnette Scale available on www.ncsmartstart.org. The Arnette Scale looks at positive and negative interactions with children.

Language Opportunities in the Classroom and Listening Awareness Inventory available on <http://www.governor.state.nc.us/Office/Education/Home.asp>

National Institute for Early Education Research: Position Statement on Early Literacy (April, 2006). www.nieer.org

Google “National Early Literacy Panel” for many references and resources, e.g.,

Diversity information - www.fpg.unc.edu/~scpp/pdfs/Including_All_of_Us_handout.pdf
- includes checklist: Checking for Cultural, Linguistic and Ability Diversity in Children's Books

Video Resources

Talking with Children from California DOE

Sharing books with Babies video available at childdevelopmentmedia.com

Play-based, Contextual Experiences

Print Resources

- Bos, B. & Chapman, J. (2005). *Tumbling over the edge: A rant for children's play*. Roseville, CA: Turn the Page Press.
- Curtis, D. & Carter, M. (2003). *Designs for living and learning: Transforming early childhood environments*. St. Paul, MN: Redleaf Press.
- De Melendez, W.R. & Ostertag, V. (1997). *Teaching young children in multicultural classrooms: Issues, concepts, and strategies*. Albany, NY: Delmar Publishers.
- Gould, P. & Sullivan, J. (1999). *The inclusive early childhood classroom: Easy ways to adapt learning centers for all children*. Beltsville, MD: Gryphon House.
(also available for loan through http://www.ncei-eclibrary.org/aboutus_eil.cfm)
- Greenman, J. (2005). *Caring spaces, learning places: Children's environments that work*. Redmond, WA: Exchange Press.
- Kostelnick, M.J., Soderman, A.K., Whiren, A.P. (2004). (2nd ed.) *Developmentally appropriate curriculum: best practices in early childhood education*. Upper saddle River, NJ: Prentice Hall.
- Owocki, G. (1999). Literacy through play. Portsmouth, NH: Heinemann.
- Zigler, E.F., Singer, D.G., & Bishop-Josef, S.J. (Eds.). (2004). *Children's play: The roots of reading*. Washington, DC: ZERO TO THREE.

Web Resources

- Alliance for Childhood (not dated). *The importance of play for children from birth to five: A statement of first principles on early education for educators and policymakers*.
<http://www.allianceforchildhood.net/projects/play/index.htm>
- Building strong foundations for early learning: Guide to high quality early childhood programs. An online book providing information about high quality early childhood centers and many approaches to learning.
http://www.ed.gov/offices/OUS/PES/early_learning/index.html
- Curiosity, pleasure and play: A neurodevelopmental perspective discusses how play helps children grow, learn and develop.
<http://www.childtrauma.org/ctamaterials/Curiosity.org>

Geist, E. & Baum, S.C. (2005 July). "Yeah, but's" that keep teachers from embracing an active curriculum: Overcoming the resistance. *Beyond the Journal: Young Children on the Web*.

<http://journal.naeyc.org/btj/200507/>

Video Resources

A Creative Adventure: Supporting development and learning through art, music, movement, and dialogue. Educational Services, Inc. (202) 628-8080.

Developing the Young Bilingual Learner. naeyc.org

Supports for Emergent Reading and Writing

Print Resources

Armbruster, B., Lehr, F. & Osborne, J. (2003). *A child becomes a reader: Birth through preschool*. Portsmouth, NH: RMC Research Corporation.

Armbruster, B., Lehr, F., & Osborn, J. (2001). *Put reading first: The research building blocks for teaching children to read – Kindergarten through Grade 3*.

Published by Partnership for Reading – a collaboration of the National Institute for Literacy, the National Institute of Child Health and Human Development and the U.S. Department of Education – available at - www.nifl.gov

Bowman, B. (2002). Love to read: Essays in developing and enhancing early literacy skills of African American children. National Black Child Development Institute.

Smith, M., Dickinson, D., Sansgeorge, A., & Anastasopoulos, L. (2002). Early Literacy and Language Classroom Observation Scale (ELLCO). Baltimore: Brookes Publishing.

IRA & NAEYC (1998). Joint Position Statement. Learning to read and write: Developmentally Appropriate Practices for Young Children. *Young Children* (54), 30-46.

Justice, L. & Kaderavek, J. (2002). Using shared storybook experiences to promote emergent literacy. *Teaching Exceptional Children*, 34(4), 8-14.

Mueller, S. (2005). Everyday literacy: Emergent literacy activities for children 3-8. Gryphon House Publishers.

Roskos, C., Christie, J. & Richgels, D. (March, 2003). The essentials of early literacy instruction. *Young Children*(58), 52-60.

Senechal, M. LeFevre, J., Smith-Chant, B., Colton, K. (2001). On refining theoretical models of emergent literacy: The role of empirical evidence. *Journal of School Psychology*, 39(5), 439-460.

Snow, C., Burns, S., & Griffiths, P. (Eds.) (1999). Starting out right, a guide to promoting children's reading success. Washington, DC: National Academy Press.

Vukelich, C. & Christie, J. (2004). Building a foundation for preschool literacy: Effective instruction for children's reading and writing development. Newark, DE: IRA

Whitehurst, G. & Lonigan, C. (2001). Get ready to read! Columbus, OH: Pearson.

Web Resources

A child becomes a reader: Birth through preschool booklet offers advice to support early reading development.

http://www.nifl.gov/partnershipforreading/publications/pdf/low_res_child_reader_B-K.pdf

Big Ideas in Beginning Reading – from the University of Oregon

<http://reading.uoregon.edu/index.php>

Brain Wonders: Early Literacy illustrates stages of literacy development.

<http://www.zerotothree.org/brainwonders/EarlyLiteracy.html>

Early Literacy Today

<http://www.earlyliteracytoday.org>

Enhancing language skills provides a listing of 21 websites on this topic:

http://cyfernet.ces.ncsu.edu/cfydb/browse_3.php?cat_id=488&category_name=Enhancing+Language+Skills&search=NNCC&search_typed=browse

Evidenced-Based Center on Emergent Literacy Development

<http://www.puckett.org>

Fader, E. (2002). How story times for preschool children can incorporate current research. Public Library Association. publiclibraryassociation.org

High Scope Literacy Approaches

www.highscope.org/newsnotes/readingcenter.htm

International Reading Association- www.reading.org

Information about Beginning Readers -

http://www.reading.org/resources/issues/focus_beginning.html

National Association for the Education of Young Children- www.naeyc.org

Early Childhood Literacy issues- <http://www.naeyc.org/ece/critical/literacy.asp>

-joint position statement by NAEYC and IRA – “Learning to Read and Write: Developmentally Appropriate Practices for Young Children”

National Center to Improve Practice
http://www2.edc.org/NCIP/tour/Bus_stops.html

The Literacy Web – from the University of Connecticut
<http://www.literacy.uconn.edu/pkhome.htm>
-extensive information through links on the left side and in the tabs at the top of the page

Information books: <http://www.newbridgeonline.com/>

Electronic Storybooks

www.storyplace.org (A service of the public library of Charlotte & Mecklenburg County. Has very simple preschool stories with text. I love the way that what the characters say is highlighted in text. The stories use rhyme and alliteration. The "games" are very drill and practice. Has print out "take home" activities.)

www.bookpals.net/storyline (Has famous actors and actresses reading wonderful children's literature. I saw many of my favorite authors like Bill Martin and Mem Fox. Each illustration is shown as you hear the voices, but you don't see the print. hmmm! Gives teacher ideas for activities, but would have to be adapted for preschoolers.)

www.sesameworkshop.org/sesamestreet (Has great stories and activities which include Sesame Street characters. Even though the activities are "drill and practice", the characters are nice about it when you choose the wrong answer (they say "oops") and you are given a clue (like "look at the color").

www.candelightstories.com (You have to pay \$9.95 for full access, but you can access some "e-books" for free. I liked it that some books are not read aloud, so that a reader would have to be with the child. Most of the books are for children older than preschoolers.)

Meville to Weville

Erickson, K.A., Clendon, S., Abraham, L., Roy, V., & Van de Carr, H. (2005). Toward positive literacy outcomes for students with significant developmental disabilities. *Assistive Technology Outcomes and Benefits*, 2 (1), 45-54.

http://www.ablenetinc.com/product_mevilletoweville.asp (includes interactive demonstration)

Start to Finish Literacy Starters (for struggling readers)

<http://www.donjohnston.com/catalog/stflsfrm.htm>

Early Literacy and Visual Impairment

Early Intervention Training Center For Infants and Toddlers Who Have Visual Impairment; hatton@mail.fpg.unc.edu

Early Literacy and Hearing Impairment
Center: Collaborative Early Intervention National Training E-Resource
<http://center.uncg.edu>

US Government Free Literacy Resources
www.ed.gov/offices/OESE/earlychildhood/

Using Technology to Deliver Professional Development That Fosters Early Literacy Development
<http://www.reading.org/publications/bbv/videos/voRRC05/abstracts/RRC-05-Dickinson.html>

Video Resources

Hanen Early Learning Program: Together We Can Know the World, “Sharing Books” .
www.hanen.org.

Welcome to my world: Communicating through technology in an inclusive preschool.
National Center to Improve Practice. <http://www.edc.org/FSC/NCIP/>. 1-800-793-5076.

Sharing Books with Babies videotape available through childdevelopmentmedia.com
(making pretzels clip)

Guided Alphabet and Phonological Awareness Experiences

Print Resources

Schickendanz, J. (1999). Much more than the ABCs. National Association for the Education of Young Children. www.naeyc.org.

Web Resources

<http://pals.virginia.edu/Virginia/Activities/>

<http://www.etacuisenaire.com/miriamtrehearne/books.jsp>

<http://www.preschoolrainbow.org/preschool-rhymes.htm>

Video Resources

Sharing Books with Babies videotape available through childdevelopmentmedia.com;
(clapping out names clip)

Emergent Literacy and Children with Special Needs:

Center for Literacy and Disability Studies
<http://www.med.unc.edu/ahs/clds/>

Communication and Emergent Literacy Training Center for Infants and Toddlers with
Visual Impairment:
Frank Porter Graham Child Development Institute, Deborah Hatton, Principle
Investigator

Early Intervention/Emergent Literacy Training Center for Infants and Toddlers with
Hearing Impairment:
<http://center.uncg.edu/training/modules>