Annotated Contents

As a service to lecturers, we are providing an annotated contents list highlighting updates in this new edition to help with course coordination.

The overall themes of the changes in the New Edition cover:

• New content linked to the Australian National Curriculum: English and the Early Years Learning Framework;
• Evidenced-based assessment procedures for improving early language, reading and writing;
• Practical examples of teaching strategies in action in a range of classrooms and settings;
• Video clips assessing children’s reading at various book levels, phonological awareness and writing will be available to view as a download on www.developing-early-literacy.com by early February 2012.

Contents

Acknowledgements viii
Preface ix

Introduction: Developing early literacy 1

1 Developing early literacy 2

Social constructivism 3
A developmental process 5
Different pathways to literacy 10
Teaching literacy: great debates 11
Differentiated instruction 14
Chapter summary 18

NEW

• Information on recent reports and major reviews concerning different approaches to teaching early literacy and the importance of differentiated instruction.
• A child-centred learning focus paired with an evidence-based approach, according to which educators gather evidence by using a range of early literacy assessment procedures.
Part 1: The foundations

2 Oral language

Learning language—learning through language—
learning about language 20
Language is a symbol system 21
The development of spoken language 24
Functions of language in preschool and school 29
Connections between oral language and literacy development 36
Oral language and literacy research 37
Factors that affect language acquisition 39
Oral language assessment 41
Teaching strategies for encouraging language development 45
Oral language text structures and features 53
Chapter summary 55

NEW

* Information regarding the important connections between oral language and reading and writing.
* Overview tables with grammatical terms, definitions and examples.
* Examples of oral language text structures, features and teaching activities to promote a range of different oral language types such as news talk, descriptions, reports, narratives, explanations and debates.
* Information relating to vocabulary development and ways to assess children’s vocabulary, syntax and narrative development.

3 Homes and communities

The changing family 57
Research into involving parents and families 58
Literacy in different families 58
Indigenous literacy 63
Making home–school connections 67
Literacy experiences at home 77
Chapter summary 79

NEW

* Family literacy programs, parental involvement programs and intervention programs.
* Recent research into culturally and linguistically diverse (CALD) families, dialogic reading techniques and ways to incorporate home learning environments and family funds of knowledge.

Part 2: Scaffolding literacy development 81

4 The literacy program 82

Reading aloud 83
Shared reading 83
The language experience approach 92
Guided reading 95
Independent reading 99
Writing 99
What does the literacy program look like? 100
Chapter summary 101
## 5 Children’s literature

- Reading aloud 102
- Levels of narrative complexity 104
- Literature and picture books 107
- What makes a good picture book? 112
- Involving children in exploring and analysing literature 119
- Critical literacy 121
- Storytelling 123
- Choosing and using children’s literature 126
- Chapter summary 132

- Levels of narrative complexity in picture books, visual analysis of picture books and critical literacy.
- Ways to involve children as critics of the visual design of picture books.
- Additional information relating to the importance of poetry, rhymes and songs in early literacy development.

## 6 Phonological awareness

- Phonological awareness and early literacy 133
- Phonemic awareness 134
- Assessing phonemic awareness 139
- Teaching activities 148
- Chapter summary 160

- Information regarding one of the critical links between oral language and early reading and writing.
- Several assessment procedures for phonological awareness.
- Video clips on the accompanying Developing early literacy web-site, demonstrating ways in which educators may assess children’s phonological awareness.
- Further information concerning the use of songs and rhymes to increase children’s phonological awareness.

## 7 Reading development

- What is reading? 161
- Concepts of print 164
- The development of reading skills and strategies 166
- Reading development: beginning and early–emergent 166
- Reading development: emergent, early, transitional and extending 170
- Records of reading behaviour 183
- Chapter summary 194

- Information on how to understand a child’s reading development and how to plan for the next step in teaching a child to read.
- A series of short, easy to use video clips on the Developing early literacy web-site, demonstrating ways in which educators may assess children’s reading development, concepts of print, reading fluency and knowledge of high frequency words. These may also be used by be student teachers to practice listening to children read in order to plan an instructional program.
- Downloadable scoring sheets.
### 8 Teaching reading

- Using the four roles of a reader 196
- Three steps in a reading lesson 201
- Teaching readers to solve problems 202
- Teaching activities 205
- Teaching and learning activities 209
- Chapter summary 214

### 9 Reading comprehension

- Comprehension and young children 215
- The interaction between reader, text and activity 216
- Teaching reading comprehension 217
- Teaching comprehension strategies 221
- Comprehension strategies before reading 222
- Comprehension strategies during reading 225
- Comprehension strategies after reading 226
- Metacognition 227
- Explicitly teaching a new comprehension strategy 228
- Activities for active reading 231
- Assessing comprehension 236
- Chapter summary 240

NEW

- Revised attention to vocabulary and how to teach vocabulary, the importance of developing metacognition and new activities for increasing active reading.
- Revised attention to teaching comprehension strategies before, during and after reading, relating to both fiction and information texts.
- Suggestions for explicit teaching of the comprehension strategies and a range of assessment procedures.

### 10 Word work: phonics

- The alphabetic principle and letter identification 241
- Teaching sounds mapped to letters 243
- The content of phonics 245
- Assessing letters and sounds 256
- Chapter summary 259

### 11 Teaching phonics

- Different approaches to teaching phonics 260
- A combination of approaches and teaching strategies 266
- Practical ideas for teaching phonics 267
- Phonics activities from stages 1–5 276
- Chapter summary 299
12 Word work: spelling

The development of phonics in writing 300
Assessing spelling 303
What words do children need to learn to spell? 305
Teaching beginning spellers 306
Spelling strategies 308
Chapter summary 311

13 The development of writing

Spoken and written language 313
The early development of writing 314
Stages in children’s writing 316
How reading and writing support each other 319
Assessing writing 321
Developing understanding of the writing process 327
Chapter summary 329

14 Teaching children to write

Writing and multimodal literacies 333
Teaching strategies 334
The writing conference 340
Chapter summary 342

• Additional information regarding the movement from paper-based writing to the creation of multimodal texts.

15 Reading and writing different text types

Language features of information texts and narratives 343
What text types are useful for young children? 344
Deconstructing and constructing different text types 346
Research on information texts 348
The features of common text genres 350
Design features of information texts 353
Working with children: beginning research 355
Chapter summary 360

• Updated overviews of different text type language features and teaching activities.

• New information concerning the design features of information texts, both paper-based and web-based.

• Instruction on how to read and write information texts and how to critically analyse information in books and online.
16 Multiliteracies

Multimodal texts and young children 361
Design elements of multimodal texts 365
Multiliteracies pedagogy 366
Fairytale: a unit of work using multiliteracies 372
Discussing the issues 380
Chapter summary 381

- Information and instruction relating to how educators can plan, teach and assess children’s multimodal texts according to visual, auditory and print forms of literacy.
- New information regarding ebooks and traditional paper books.

17 Teaching English language learners 383

Controversy and debate 383
Theories of language acquisition and development in young children 385
Methods of teaching English to young children 387
Practical ideas for teaching language to young children 388
Chapter summary 395

Part 3: Managing the literacy program 397

18 Small groups in the collaborative classroom 398

Cooperative learning in action 398
Cooperative learning is an intervention strategy 400
Small groups and cooperative learning 406
Some of the best cooperative learning strategies 408
The benefits of cooperative learning 412
Chapter summary 414

19 Planning and managing literacy learning 415

Designing a literacy curriculum 415
A subject approach to the literacy curriculum 419
Activities for literacy learning centres 423
The steps to designing an integrated curriculum 429
Organising the classroom for learning 433
Chapter summary 435

Appendices 436

W1 Dolch’s list of basic sight words 436

2 Fry’s 300 high-frequency words 437

Glossary 438