

Literacy

TAPE FOUR

FOSTERING EARLY LITERACY IN CLASSROOMS AND HOMES

Dorothy Strickland, Rutgers University



Dorothy Strickland is the State of New Jersey Professor of Reading at Rutgers University. A former classroom teacher, reading consultant, and learning disabilities specialist, she is Past President of both the International Reading Association (IRA) and the IRA Reading Hall of Fame. She is active in the National Council of Teachers of English (NCTE), where she has held numerous offices,

and in the National Association for the Education of Young Children. She also serves on numerous state and national advisory boards. Strickland received IRA's Outstanding Teacher Educator of Reading Award, NCTE's Rewey Belle Inglis Award as Outstanding Woman in the Teaching of English, and the distinguished Alumnus Award from New York University. Her publications include *Families: Poems Celebrating the African American Experience*; *The Administration and Supervision of Reading Programs*; *Emerging Literacy: Young Children Learn to Read and Write*; *Language, Literacy, and the Child: Teaching Phonics Today*; and *Beginning Reading and Writing*.

"Children learn best in settings where teachers understand the developmental continuum of reading and writing and are skilled in a variety of strategies that help them achieve."

Dorothy Strickland

Presentation Highlights

This presentation explores issues and challenges related to current demands for more effective early literacy instruction. It explains the research base and discusses specific strategies for curriculum instruction, assessment, and professional development.

Learning to Read and Write: Key Points from the Research

- Both the learning and teaching processes related to reading and writing are complex and multifaceted.
- Language and literacy development are interdependent and interactive.
- Children learn best when goals and expectations are developmentally appropriate.
- Children learn best when teachers understand and address their varying and unique characteristics.
- Children learn best in settings where teachers understand the developmental continuum of reading and writing and are skilled in a variety of strategies that help them achieve.
- Children learn best in settings where teachers monitor their learning in terms of challenging, but achievable goals and benchmarks.
- Children's language and culture have a direct influence on their learning. Thus, teachers need to be knowledgeable about the children's cultural backgrounds and the role of second language learning and dialect differences in their literacy development.

Key Findings from Brain Research

- Experience and environment have a strong influence on brain development.
- IQ is not fixed at birth.
- Some abilities are acquired more easily during certain "windows of opportunity."
- Learning is strongly influenced by emotions.

Developmentally Appropriate Strategies for Meeting Requirements of the Head Start Reauthorization (1998)

Educators and caregivers must employ strategies for developing

- Phonemic and print awareness;
- Oral language for varied purposes;
- Complex and varied vocabulary;
- Appreciation of books; and
- English as a new language (ENL)

Educators and caregivers must also be responsible for implementing strategies for documenting and assessing students' growing abilities to:

- Distinguish letters of the alphabet as a separate category of graphics;
- Recognize a word as a unit of print;
- Identify at least 10 letters; and
- Associate sounds with written words.

Additionally, strategies that support professional development will serve to improve programs over the short and long-term. Some of these strategies may include:

- Administrators and teachers must keep up with new developments in the field and adjust their programs accordingly.
- Time and encouragement must be provided for professional development activities.
- Professional cooperation among pre-kindergarten, kindergarten, and primary grade teachers must be fostered as a critical component of program continuity.
- All of the professionals involved must work together to design and implement a long-range plan for ongoing self-assessment and change.

Goals for teachers include, but are not limited to:

- Making literacy more visible and integral to all activities throughout the day;
- Providing small group experiences in which children work together on literacy-related activities;
- Offering more opportunities for children to select from a variety of literacy-related activities;
- Providing opportunities for children to express their imagination and creativity through a variety of learning experiences; and
- Systematically observing and documenting children's development in literacy and other areas.

Goals for administrators include, but are not limited to:

- Showing continued interest in, and support of, the early childhood program;
- Placing emphasis on the need for continuity in practices across grade levels;
- Continuing the dialogue among teachers and the administrators in formal and informal ways; and
- Helping teachers rethink the current procedures for assessing and reporting children's literacy development.

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Susan B. Neuman, University of Michigan



Susan B. Neuman is on faculty at the University of Michigan School of Education and serves as Director of the Center for the Improvement of Early Reading Achievement (CIERA). An expert in early childhood and literacy education, she guides CIERA's efforts to present research-based solutions to persistent problems in the teaching and learning of early reading to a broad range of audiences in edu-

cation, government, and policy-making. Neuman came to CIERA from Temple University where she was a Professor of Curriculum, Instruction and Technology in the Education Department; she also served as Coordinator of the Reading and Language Arts Graduate Program. Her areas of focus include beginning reading and writing, family literacy, and parent involvement. Her most recent books include *Learning to Read and Write: Developmentally Appropriate Practice* (NAEYC, 2000), *Children Achieving: Best Practices in Early Literacy* (1998, International Reading Association), *Single-subject Experimental Design: Applications for Literacy* (1995), *Literacy in the Television Age* (Ablex, 1995), and *Language and Literacy in Early Childhood* (Harcourt Brace, 1993). She is chair of the Publications Committee and a Board Member of the National Reading Conference, and President of the Literacy Development for Young Children Special Interest Group of the International Reading Association. She is the author of "Access for All: Closing the Book Gap for Children in Early Childhood," a recent study which uncovered evidence that quality books are significantly less available to young children from low-income families in early childhood classrooms, childcare settings, and in their homes.

"Children develop early literacy skills through active engagement."

Susan Neuman

Presentation Highlights

Fostering early literacy in classrooms and homes requires an understanding of basic assumptions about the nature and characteristics of early literacy development in children. This presentation provides an overview of what is known about early literacy, defines skilled reading, and examines the building blocks of skilled reading in the early years. Practices that promote early literacy development and factors that impact instruction are also discussed.

Developmentally Appropriate Early Literacy Instruction

Developmentally appropriate learning instruction is not:

- “Laissez-faire”;
- Reading readiness; or
- Drill and practice.

Developmentally appropriate learning instruction emphasizes the need for knowledgeable teachers who:

- Are aware of the developmental continuum of reading; and
- Can define benchmark skills for children at different ages and grade levels.

What We Know About Early Literacy

- Literacy begins at birth.
- Reading and writing develop concurrently and are inter-related—writing often comes before reading.
- Children’s understanding of the functions of reading are clearly tied to their motivation and desire in learning to read.
- Children learn through active engagement.

Skilled Reading

1. Is the ability to successfully read for:
 - Literacy meaning;
 - Information; and
 - Specific purposes.
2. Is a complex skill that requires reasoning and problem solving.
3. Depends on three cue systems:
 - Grapho/phonemic - letters and sounds or sound/symbol relationships;
 - Syntactic - language; and
 - Semantic - understanding.

4. Is developed and strengthened through:

- *Oral language comprehension*—Encourage conversations that label objects and help define them, respond to children’s inquiries and questions, and extend children’s thinking to help them go from immediate concrete events to more abstract concepts.
- *Vocabulary and background knowledge*—Interactive storybook reading, repeated readings of favorite books, and open-ended conversations that go beyond the events in the story all help to build a child’s vocabulary and expand their base of background knowledge.
- *Phonological awareness*—Reading of alphabet books, rhyming books, predictable texts, writing and phonic spellings, and singing songs that introduce children to the sound of words increase children’s phonological awareness.
- *Letter name knowledge*—Feature functional print throughout the environment, display ABC’s in children’s eye view, sing the ABC song.

Intended Outcomes

Early literacy activities should be designed to support achieving intended goals and outcomes. One goal should be to make stories/activities real in the child’s world. In addition, we should always be aware of not only what we are doing as teachers, but also of what the children are getting out of such activities.

Practices that Promote Early Literacy Development Include:

- Literacy-enriched environment;
- Literacy related play;
- Clear and systematic instruction; and
- Intellectually engaging curriculum.

Effective Early Literacy Instruction Emphasizes:

- Intentionality;
- Timing and pacing of instruction;
- Coherence of instruction; and
- Parent and community involvement.

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APPROACHES TO EFFECTIVE FAMILY LITERACY

Sharon Darling, National Center for Family



Sharon Darling is the founder and President of the National Center for Family Literacy (NCFL) in Louisville, Kentucky. Under her direction, NCFL has become a national leader in creating innovative programs; developing effective advocacy strategies; and providing research, training, and technical assistance to professionals in the field of family literacy. Darling serves as an advisor on education issues to governors,

policy makers, business leaders, and foundations throughout the nation. In doing so, she provides them with advice and planning strategies for strengthening families through education and moving them toward literacy and self-sufficiency. She also serves on the boards of numerous national and international organizations, including the Barbara Bush Foundation for Family Literacy, the National Coalition for Literacy, and the Heart America Foundation. Darling has authored numerous publications and articles on intergenerational education and is a frequent keynote speaker. Among her many honors are the Razor Walker Award (2000) from the University of North Carolina for her contributions to the lives of children and youth; Woman of Distinction Award from Birmingham Southern University (1999); Albert Schweitzer Prize for Humanitarianism, Johns Hopkins University (1998); National Caring Award (1996); Charles A. Dana Award for Pioneering Achievement in Education (1996); and the Harold W. McGraw Award for Outstanding Educator (1993). Darling has also been featured on the Arts & Entertainment Television Network's series Biography.

“We must think of and use the family as the central point of their child’s education. Every family must be valued for what they can contribute.”

Sharon Darling

Presentation Highlights

The educational level attained by parents has been proven to be a significant predictor of the school success rates for their children. In the early 1990's, statistics became available that showed that with 25% of the adult population functioning at the lowest levels of proficiency in literacy and in an increasingly complex society, it is becoming difficult for adults lacking literacy skills to function and thrive. Based on the implications of this research, it is imperative for parents to be provided with the skills necessary to act as a support for their child's education. This presentation describes the concept of family literacy and describes the essential components of an effective family literacy program.

Children in Poverty

The number of children living in profound poverty is increasing. When children live in poverty they are more likely to:

- Be unhealthy;
- Have delayed brain development; and/or
- Drop out of school when they are older.

It should be noted that early childhood educators have taken important steps to remedy this situation and that there have been numerous school reforms specifically aimed at counteracting the impact of poverty on children. However, it is critical that families be encouraged to become an integral part of their child's learning process.

The Family Literacy Approach

The family literacy approach provides an intergenerational education experience where parents have the opportunity to enhance their ability to:

- Build self-esteem;
- Learn;
- Effect their own lives and become an important part of those of their children's;
- Break down barriers and replace them with incentives; and
- Work with other parents who share many of the same concerns and issues.

Family literacy programs provide an integrated way to extend the learning experience in the center-based environment to the home environment. Although the family literacy approach is a flexible model that manifests uniquely in each community, it consistently views parents as equal partners in children's learning.

Head Start Family Literacy Project

The Head Start Family Literacy Project is a comprehensive initiative that includes 4 key elements:

1. Child education
2. Parent education
3. Parent literacy training
4. Interactive parent/child activities

A Successful Family Literacy Approach Requires:

Cooperation and collaboration—A more holistic view of the needs of the children and families in the communities served must be developed.

Funding Sources—Adequate and diverse sources of funding must support the implementation of the project elements (see items 1-4 above).

Results and accountability—Data must be gathered and disseminated that substantiates the efficacy of family literacy programs.

Presentation Handout



National Center
for Family Literacy

Family Literacy

Drawing on the Power of the Family

The family is the strongest element in shaping lives. It's the most powerful support network there is. It's where the cycle of learning begins, where the attitudes of parents about learning become the educational values of the children.

Through intensive education of more than one generation, family literacy programs build on families' strengths and provide the tools and support they need to become stronger and more self-sufficient.

The National Center for Family Literacy (NCFL) leads the field of family literacy. NCFL developed and supports the national family literacy model which integrates adult education instruction, early childhood education, interactive literacy activities for parents and children, and parent education into one comprehensive program.

The Head Start Family Literacy Project (HSFLP) is a five-year cooperative agreement with NCFL to provide training and technical assistance to enhance the capacity of Head Start and Early Head Start grantees to implement comprehensive family literacy services.

As parents acquire new educational, social, employability and life skills, they are able to enhance the literacy skills of their children. The Head Start Family Literacy Project supports the continued efforts of Head Start to build on family literacy as one pathway to self-sufficiency.

NCFL's organizational vision is to create and support systems which enable families to become self-sufficient through educational programs for parents and children together. Its mission is to provide leadership for the field of family literacy; promote policies at the national and state levels to support family literacy; design, develop and demonstrate new family literacy practices for replication; deliver high quality, dynamic, research-based training, staff development and technical assistance; and conduct research to expand the knowledge base of family literacy.



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APPROACHES TO EFFECTIVE FAMILY LITERACY

Gerie Cruz, Former Head Start Parent



Gerie Cruz is a former Head Start parent from Tucson, Arizona. She is the mother of four children: Stephanie, Victoria, Miguel, and Chelsea. Her three eldest children were all enrolled in Head Start, and Chelsea - now two years old - will likely enroll in another year. Cruz was active on the Policy Council of her local Head Start program, including serving

as the Council's secretary. Cruz attended family literacy classes with Miguel, which served as a strong impetus for bringing Head Start values into the home. "Even my husband became involved in the 'reading challenge' to see how many books we would read at home in a week."

"When I enrolled my children in Head Start, I thought they were the ones that would be the students. But each year I continued to learn how to be a better parent, and that children have an important role in the family. Every member has a voice to be respected."

Gerie Cruz

Presentation Highlights

This Head Start parent speaks eloquently about the value of Head Start and the Family Literacy Program to her family. She discusses the need for strong team players to support family literacy. Ms. Cruz also presents the idea that the approach one takes to handling life's challenges may be a predictor of success as hurdles are encountered along the way.

Before she was involved in the family literacy program, Ms. Cruz had trouble balancing the idea of taking time for her own literacy goals when it seemed the spotlight was supposed to be solely on her children. However, as she spent more time with the program, she learned that the spotlight needed to be expanded to allow the whole family to work on their goals and shine. This presentation helps Head Start professionals understand the Head Start experience from a parent's perspective.



Program Performance Standards

Below are some of the Head Start Program Performance Standards that require experiences that support children's literacy. The accompanying rationale statements explain the importance of each Program Performance Standard listed.

For All Children Birth to Five

1304.21(a)(4) Child development and education approach for all children. Grantee and delegate agencies must provide for the development of each child's cognitive and language skills by:

- (i) ***Supporting each child's learning using various strategies including experimentation, inquiry, observation, play and exploration.***

Rationale: Through meaningful interactions with adults, other children, and a rich environment, children gain knowledge and understanding of the world. Strategies that support the development of cognitive and language skills allow exploration in both indoor and outdoor environments.

1304.21(b)(2) Child development and education approach for infants and toddlers. Grantee and delegate agencies must support the social and emotional development of infants and toddlers by promoting an environment that:

- (ii) ***Supports the emerging communication skills of infants and toddlers by providing daily opportunities for each child to interact with others and to express himself or herself freely.***

Rationale: Children acquire and develop communication skills through observation and practice. They learn verbal and nonverbal means of communicating needs, thoughts, and feelings by imitating the behaviors of others.

1304.21(c)(1) Child development and education approach for preschoolers. Grantee and delegate agencies, in collaboration with parents, must implement a curriculum (see **45 CFR 1304.3(a)(5)**) that:

- (ii) ***Provides for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate literacy, numeracy, reasoning, problem solving and decision-making skills which form a foundation for school readiness and later school success;***

Rationale: Children expand their knowledge and skills through a variety of experiences and interactions with other children and adults. Intellectual development is reinforced and extended through opportunities to engage in meaningful work that stimulates questioning, forming ideas, and represent what is being learned.

Program Performance Standards

1304.40(e)(4) Parental involvement in child development and education. Grantee and delegate agencies must provide, either directly or through referrals to other local agencies, opportunities for children and families to participate in family literacy services by:

(i) ***Increasing family access to materials, services, and activities essential to family literacy development; and***

(ii) ***Assisting parents as adult learners to recognize and address their own literacy goals.***

Rationale: Parental involvement in the program's approach to child development and education enhances the ability of parents and staff to work together to support each child's growth and learning in the home and program environments. Parents who understand how children grow and develop usually are more responsive to their children's needs, and are better able to support child development. Parental involvement also provides parents with opportunities to share knowledge about their children so that staff can individualize the program to support each child's individual pattern of development and learning.

1304.41(a)(2) Partnerships. Grantee and delegate agencies must take affirmative steps to establish ongoing collaborative relationships with community organizations to promote the access of children and families to community services that are responsive to their needs, and to ensure that Early Head Start and Head Start programs respond to community needs, including:

(vii) ***Local elementary schools and other educational and cultural institutions, such as libraries and museums, for both children and families.***

Rationale: Community planning fosters the development of a comprehensive system of family centered services attuned to the complex and diverse needs of children and families.



Literacy Bibliography

Books and Reports - Emergent Literacy

Bowman, Barbara, M. Suzanne Donovan, and M. Susan Burns, eds. *Eager to Learn: Educating Our Preschoolers*. National Academy Press, 2000.

This book, a product of the National Research Council's Committee on Early Childhood Pedagogy, is about the education of children ages 2 to 5 and focuses on programs provided outside the home, such as preschool, Head Start, and child care centers. Covers new understandings of early childhood and development, features of quality programs, curriculum, pedagogy, assessment, and recommendations. Available: <http://www.nap.edu/books/0309068363/html/>

Bunce, Betty H. *Building a Language-Focused Curriculum for the Preschool Classroom: A Planning Guide*. Paul H. Brookes, 1995.

This step-by-step process for building and implementing a language-focused curriculum is intended to help early childhood educators and speech pathologists design a daily schedule of activities that provide a framework for meaningful communication.

Burns, M. Susan, Peg Griffin, and Catherine E. Snow, eds. *Starting Out Right: A Guide to Promoting Children's Reading Success*. National Academy Press, 1998.

This book, a product of the National Research Council's Committee on the Prevention of Reading Difficulties in Young Children, identifies the most important questions and explores the authoritative answers on the topic of how children can grow into readers, including, "What can parents and caregivers provide all children so that they are prepared for reading instruction by the time that they get to school?" and "How can we prevent reading difficulties starting with infants and into the early grades?" Available: <http://books.nap.edu/books/0309064104/html/index.html>

Butler, Dorothy. *Babies Need Books: Sharing the Joy of Books with Children from Birth to Six*. Rev. ed. Heinemann, 1998.

Asserting that books should be a vital part of children's lives from the earliest months, this book provides guidelines for selecting appropriate books for parents, teachers, librarians, and those interested in sharing books with young children. This book also recommends hundreds of titles. Each age group from infancy through six years has a chapter devoted to covering important roles of books and appropriate book themes for that age group. Most chapters conclude with book lists with reviews of additional recommended books.

California Department of Education. *Read to Me: Recommended Literature for Children Ages Two through Seven*. California Department of Education, 1992.

This annotated listing of more than 400 titles was compiled for the benefit of young children who are just beginning the road to achieving full literacy. Selections may assist curriculum planners, early child

caregivers, parents, and educators with choosing books that range from traditional favorites to contemporary titles.

Cooper, J. David. *Literacy: Helping Children Construct Meaning*. 4th edition. Houghton Mifflin, 2000.

Provides practitioners with the knowledge base for understanding emergent literacy, plus strategies and sample lessons for literacy instruction in elementary education. Covers classroom techniques, technology, assessment and evaluation in the classroom.

Glazer, Susan Mandel, and Eileen M. Burke. *An Integrated Approach to Early Literacy: Literature to Language*. Allyn and Bacon, 1994.

Focuses on children's developmental stages in its presentation of a holistic approach to language learning, and includes in-depth descriptions of the characteristics of human development from birth through age 8. Also includes teaching strategies appropriate for each age and stage of development.

Jalongo, Mary Renck. *Early Childhood Language Arts*. 2nd ed. Allyn & Bacon, 2000.

This comprehensive look at early childhood literacy education addresses listening, speaking, reading, and writing, with a strong children's literature emphasis throughout. Provides a synthesis of information on language arts gleaned from research on emergent literacy, early childhood education, and special education. New to this edition is a description of the level of preparedness essential to contemporary early childhood educators.

Morrow, Lesley Mandel. *Literacy Development in the Early Years: Helping Children Read and Write*. 4th ed. Allyn and Bacon, 2001.

Explains the dynamics of literacy development from infancy onward, and emphasizes an integrated language arts approach to teaching young children literacy, focusing on balanced, constructivist, and direct instruction. Features multiple forms for authentic assessment for teachers, students, and parents.

Neuman, Susan B., Carol Copple, and Sue Bredekamp. *Learning to Read and Write: Developmentally Appropriate Practices for Young Children*. National Association for the Education of Young Children, 2000.

Section 1 provides the 1998 Joint Position Statement of the International Reading Association and the NAEYC by the same name, and explains its applications, replete with interpretations of the underlying research. Sections 2 and 3 address key dimensions within children's progress toward fluent reading and writing, assessment in these areas, policies and resources needed to support effective practice, and answers to frequently asked questions.

Literacy Bibliography

Neuman, Susan B., and Kathleen A. Roskos, eds. *Children Achieving: Best Practices in Early Literacy*. International Reading Association, 1998.

Thirteen chapters by various early literacy luminaries address effective approaches and instruction for meeting the needs of all 2- to 8-year old children. Topics covered include essential skills that define early literacy, ESL students, inclusion, culturally responsive instruction, computer technology, and assessment, inter alia.

Schickedanz, Judith A. *Much More than the ABCs: The Early Stages of Reading and Writing*. National Association for the Education of Young Children, 1999.

This revised and expanded edition of the author's previous work, *More Than the ABCs*, provides a comprehensive introduction to literacy development from infancy through preschool. Features bibliographies for age-appropriate children's books throughout the text.

United States Department of Education. *Start Early, Finish Strong: How to Help Every Child Become a Reader*. The Department, 1999.

Based upon recent scholarly and popular attention to the reading achievement of America's students, this report asserts that "a significant reading breakthrough is within our grasp. Start Early, Finish Strong lays out what we must do to accelerate the pace, and to leave no child behind." Available: <http://www.ed.gov/pubs/startearly/>

Books and Reports - Family Literacy

Brizius, Jack A., and Susan A. Foster. *Generation to Generation: Realizing the Promise of Family Literacy*. High/Scope Press, 1993.

Provides an overview of the evolution of the family literacy movement. Also provides guidelines to program managers for approaching family literacy issues and for designing family literacy programs that are tailored to specific communities.

National Center for Family Literacy. *Connecting Families and Work: Family Literacy Bridges the Gap*. National Center for Family Literacy, 2000.

This report explains how family literacy programs have adapted to the era of welfare reform. It focuses on the basic skills barrier that keeps many low-income parents out of good-paying jobs, and it cites research-based evidence of the effectiveness of family literacy programs in addressing parents' employment goals. It discusses the specific practices that have proven effective in NCFL's initiatives.

National Center for Family Literacy. *The Family Literacy Answer Book*. National Center for Family Literacy, 1997.

With a focus on the Center's comprehensive model of family literacy, this work presents the goals, historical background, and philosophy of

programs for direct literacy instruction of parents and children. Covers program implementation and program evaluation, including specific standards for quality services that have been developed by the Center and by the U.S. Department of Education.

Paratore, Heanne R. *Opening Doors, Opening Opportunities: Family Literacy in an Urban Community*. Allyn & Bacon, 2001.

Written by a researcher who is affiliated with Boston University's Intergenerational Literacy Project, this work discusses the implementation of family literacy programs and examines twelve home/school partnerships, in which eight promoted systematic outcomes of school success and four resulted in school failure. One chapter addresses understanding culturally and linguistically diverse families and literacy.

Perkins, Pamela. *Family Literacy: Parents as Partners: Professional's Guide*. Teacher Created Materials, 1995.

This book's intended objective is to advance the roles of parents and teachers as team members focused on the common goal of supporting their children's learning. Covers appropriate parents' knowledge about literacy and the reading process that underlie successful guidance to their children in reading and writing.

Bibliobriefs - Emergent Literacy

Neuman, Susan B., and Kathy Roskos. "Bridging Home and School with a Culturally Responsive Approach." *Childhood Education* 70, no. 4 (1994): 210-14.

Covers the rationale and techniques for cultural responsiveness on the parts of early childhood teachers to foster early literacy development. Includes examples of culturally responsive learning activities and an annotated bibliography of multiethnic children's literature.

Saint-Laurent, Lise, Jocelyne Giasson, and Carole Couture. "Parents + Children + Reading Activities = Emergent Literacy." *TEACHING Exceptional Children* 30, no. 2 (1997): 52-56.

Describes a program for parents and preschool teachers that has produced positive results in emergent reading behaviors in young children with developmental disabilities. Essential program elements include parents as literacy role models, frequent and regular exploration of print, interactions with adults in reading situations, and family learning.

Strickland, Dorothy S. "Educating African American Learners at Risk: Finding a Better Way." *Language Arts* 71, no. 5 (1994): 328-36.

Discusses aspects of high-quality language arts instruction, especially for African American children. Considers active involvement of students, and the influences of linguistic and cultural backgrounds in early literacy learning.

Literacy Bibliography

Strickland, Dorothy S. "Emergent Literacy: How Young Children Learn to Read and Write." *Educational Leadership* 47, no. 6 (1990): 18-23.

Describes the interrelated, concurrently-developing cognitive, social, linguistic, and psychological skills that underlie early reading and writing. Also explains the implications of this complex development for literacy teaching and learning strategies.

United States Department of Education. "Reading in the Early Years." *The ERIC Review* 7 (2000): 5-8.

This special section of a theme issue entitled "A Developmental Path to Reading" discusses the critical role that parents, child care providers, and other primary caregivers play in helping very young children establish prereading skills. Includes several educational activities to help caregivers start children on the path to reading. Available: <http://www.accesseric.org/resources/ericreview/vol7no2/reading.pdf>

Valencia, Sheila W. "Authentic Classroom Assessment of Early Reading: Alternatives to Standardized Tests." *Preventing School Failure* 41, no. 2 (1997): 63-70.

Revisits the inappropriateness of standardized testing for young readers, and emphasizes the necessity of multiple measures of learning for this group. Examples of authentic classroom assessments are detailed for emergent readers, beginning readers, and developing readers.

Bibliobriefs – Family Literacy

Darling, Sharon. "Family Literacy: Parents and Children Learning Together." *Principal* 72, no. 2 (1992): 10-12.

Identifies tactics in family literacy programs that promote the involvement of parents who may be intimidated and undereducated. Models include adult basic skills instruction, early childhood education, Parent Time, and Parent and Child Together.

Morrow, Lesley Mandel, and John Young. "A Collaborative Family Literacy Program: The Effects on Children's Motivation and Literacy Achievement." *Early Child Development and Care* 127-128 (1997): 13-25.

In a special issue entitled "Perspectives on Family Literacy", this article presents activities that elicited heavy parental involvement, such as writing and reading appreciation periods, that increased young children's motivation and improvement in reading.

Neuman, Susan B., Billie Jean Caperelli, and Cara Kee. "Literacy Learning, a Family Matter." *Reading Teacher* 52, no. 3 (1998): 244-52.

Analyzes successful family literacy projects in order to define common effective characteristics and practices. Includes coverage of continuing program evaluation.

Neuman, Susan B. "Guiding Young Children's Participation in Early Literacy Development: A Family Literacy Program for Adolescent Mothers." *Early Child Development and Care* 127-128 (1997): 119-29.

Describes and advocates for a guided participation approach to supporting literacy development in young children of adolescent mothers. Observations of guided participation reveal increased sensitivity of mothers to their children's learning processes.

Neuman, Susan B. "Children Engaging in Storybook Reading: The Influence of Access to Print." *Early Childhood Research Quarterly* 11, no. 4 (1996): 495-513.

Examined parent-child storybook reading programs in three Head Start Centers. Reports on the influence of text types on interactions and the positive impact on children's receptive language and concepts of print.

Padak, Nancy, et al. "Toward Effective Family Literacy Programs." *Ohio Reading Teacher* 27, no. 1 (1992): 5-9.

Presents family literacy goals and activities that were developed collaboratively by Ohio teachers, as well as a framework for developing family literacy programs.

Quintero, Elizabeth. "The New Faces of Head Start: Learning from Culturally Diverse Families." *Early Education and Development* 10, no. 4 (1999): 475-97.

Describes two Head Start family literacy projects that demonstrate the positive impacts of the programs' focus on parents' participation and the incorporation of cultural relevance strategies.

Saracho, Olivia N. "Helping Families Develop Emergent Literacy Strategies." *International Journal of Early Childhood* 31, no. 2 (1999): 25-36.

Describes a five-month family literacy project that demonstrates the effectiveness of using everyday experiences to advance young children's literacy, as well as the positive impact of varying activities and materials in different contexts.

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Strickland, Dorothy S., and Lesley Mandel Morrow. "Family Literacy: Sharing Good Books (Emerging Readers and Writers)." *Reading Teacher* 43, no. 7 (1990): 518-19.

Provides guidance to practitioners about communicating effectively with parents about books and reading in order to increase parents' participation in their children's reading at home.

Tippeconnic, John W., III, and Patricia Jones. "A Description of Family and Child Education (FACE): A Comprehensive Approach to Family Literacy." *Journal of American Indian Education* 35, no. 1 (1995): 6-9.

Describes the foci of family literacy programs in Bureau of Indian Affairs schools that are targeted to parents of children 0-5 years old. Child development and family involvement in literacy are the two foremost program features of the FACE programs.

Wolter, Deborah L. "Becoming Family Literacy Advocates in Early Childhood Programs." *Early Childhood Education Journal* 23, no. 2 (1995): 89-91.

This guide for administrators and practitioners presents three keys to becoming sensitive family literacy advocates in early childhood programs. Advises an active emphasis upon any given family's strengths and abilities.

Videos - Early Childhood & Family Literacy

Activity-Based Intervention. Paul H. Brookes, 1995.

This fourteen-minute video presents the four major features that characterize activity-based intervention, which can be used to turn everyday events and natural interactions into opportunities to promote learning in young children who are considered at risk for developmental delays or who have mild to significant disabilities.

The Emergent Literacy Project Modules and Videos. The Project, Center on Disabilities and Human Development, University of Idaho, 1998.

In preparation for training workshops, Emergent Literacy Project staff has developed training modules and videos that explain and teach the major concepts of emergent literacy to the Head Start community. The modules and videos are intended to serve as "stand alone" products after the completion of the workshops so Head Start can train their own staff. The four titles are: Emergent Literacy: What Is It and Why Should We Do It?; Creating a Print Rich Classroom Environment; Creating a Classroom That Supports Emergent Writing; and, Creating a Literate Environment in the Home.

The Power of Family Literacy. National Center for Family Literacy, 1994.

This overview of family literacy offers examples from NCFL's long-standing Toyota Families for Learning program. This video functions both as a motivator for students and community members, and as a valuable tool for advocacy efforts.

A Success Story. National Center for Family Literacy, 1994.

An excellent orientation for administrators, policy makers and community groups, this video describes and illustrates the need for family literacy.

Teaching Children to Read. National Institute of Child Health and Human Development, 2000.

This twenty-minute video provides an overview of the report and proceedings of the National Reading Panel that was convened by Congressional mandate in 1997. Covers status of the research on: Alphabets (Phonemic Awareness Instruction and Phonics Instruction), Fluency, Comprehension (Vocabulary Instruction, Text Comprehension Instruction, and Teacher Preparation and Comprehension Strategies Instruction), Teacher Education and Reading Instruction, and Computer Technology and Reading Instruction.

Internet Sites – Early Childhood & Family Literacy

The Barbara Bush Foundation for Family Literacy

<http://www.barbarabushfoundation.com/index.html>

The Foundation's mission is to establish literacy as a value in every family in America, by helping every family to understand that the parent is the child's first teacher and reading is the child's first subject. Awards grants for literacy programs, publishes books, and offers a free newsletter and brochures.

Care to Read, Reading is Fundamental

<http://www.rif.org/programs/caretoread.html>

This special literacy program is RIF's response to the early literacy needs of America's youngest children. This project supports children's emergent literacy skills by providing training and resources to early childhood educators in center and family child-care settings. Each training workshop models effective and appropriate practices for supporting the language and literacy explorations and discoveries for children ages 18 months to 5 years.

Literacy Bibliography

Center for the Improvement of Early Reading Achievement (CIERA) University of Michigan School of Education

<http://www.ciera.org/ciera/>

CIERA is organized around three main, layered arenas of children's reading acquisition, i.e., Readers and Texts, Home and School, and Policy and Profession. CIERA's mission is to research and disseminate solutions for persistent problems in reading to people who impact children's early reading achievement: teachers, teacher educators, parents, policy-makers, and others. This site features online copies of all CIERA products and publications, and special online-only resources.

Early Childhood and Literacy America Reads

http://www.ed.gov/inits/americanreads/educators_early.html

This section of the U.S. Department of Education sponsored project, America Reads <<http://www.ed.gov/inits/americanreads/>>, presents links to documents from a variety of sources that range from explanations of brain development and reading to a multimedia school-readiness project to conferences for early childhood education.

Early Childhood Technology Literacy Project Montgomery County (Maryland) Public Schools

<http://www.mcps.k12.md.us/curriculum/littlekids/>

The focus of this instruction project is to integrate technology into instruction and increase early childhood students' skills in reading and writing. Site includes lesson and activity plans, training resource materials, plans for a Family Computer Night, recommended software products, characteristics of good early childhood software, tips for using the Web with children, links to articles and books about technology in early childhood education, and recommended online reading activities and books.

The Emergent Literacy Project University of Idaho

<http://www.ets.uidaho.edu/cdhd/emeralit/emeralhome.htm>

A federally funded project designed to increase emergent literacy activities in Head Start classrooms. The Center on Disabilities and Human Development at the University of Idaho served as the grantee through a cooperative agreement with the Head Start Bureau. The staff at Idaho developed training modules and videos that explain and teach the major concepts of emergent literacy to the Head Start community. The modules and videos are intended to serve as "stand alone" products after the completion of the workshops so Head Start can train their own staff.

The Family and Child Education (FACE) Program

<http://www.familit.org/faqs/faqface.html>

The Bureau of Indian Affairs Office of Indian Education Programs (BIA OIEP) initiated this program in 1990 in order to develop an integrated model for a tribal early childhood parental involvement program. In keeping with both the National Goals for American Indians and Alaska natives and Goals 2000, which promote readiness for school and adult literacy and lifelong learning, the program targets birth to age five children and their families and children in grades K-3. Developed with the cooperation of the National Center for Family Literacy (NCFL), the Parents As Teachers National Center (PAT) and the High/Scope Research Foundation.

The Head Start Family Literacy Project (HSFLP)

<http://www.familit.org/headstart/hsmain.html>

This is a five-year cooperative agreement with the National Center for Family Literacy (NCFL), and will provide training and technical assistance to enhance the capacity of Head Start and Early Head Start grantees to implement comprehensive family literacy services. HSFLP provides management training and workshops as well as implementation training to parents and teachers.

Literacy Assistance Center of New York City

<http://www.lacnyc.org/>

In its effort to provide essential referral, training, information and technical assistance services to adult and youth literacy programs in New York, this project offers such resources as lesson plans and curricula, workshops and institutes, and full-text publications via its Web site.

Literacy Development in Young Children International Reading Association

<http://www.reading.org/about/sig/sigyoung.htm>

The purpose of this special interest group of the International Reading Association is to further members' awareness of and support for emergent reading and writing. The group disseminates information about innovations in instruction, assessment, and research related to young children's literacy development. This WWW site features guidance for advocacy, conference announcements, projects, publications, and research.

National Center for Family Literacy (NCFL)

<http://www.familit.org>

The National Center for Family Literacy is a non-profit organization supporting family literacy services for families across the United States through programming, training, research, advocacy and dissemination. NCFL supports numerous projects, research, and initiatives in conjunction with other organizations, such as the Head Start Family Literacy Project and the FACE Program (also cited herein). Links to many other useful sites and literacy publications and videos.

Literacy Bibliography

The National Center for the Study of Adult Learning and Literacy (NCSALL)

<http://gseweb.harvard.edu/~ncsall/>

The goal of NCSALL is to help the field of adult basic education define a comprehensive research agenda; to pursue basic and applied research under that agenda; to build partnerships between researchers and practitioners; and to disseminate research and best practices to practitioners, scholars, and policy makers. This site's list of links <<http://gseweb.harvard.edu/~ncsall/othersites.html>> provides the most comprehensive set of organizations for the field. NCSALL is funded by the U.S. Department of Education, and is a collaborative effort of the Harvard University Graduate School of Education and World Education, in concert with the Center for Literacy Studies at The University of Tennessee, Rutgers University, and Portland State University.

National Institute for Literacy (NIFL)

<http://www.nifl.gov/>

An independent federal organization leading the national effort toward a fully literate nation in the 21st century. Online and print publications range from adult literacy to family literacy to welfare-to-work programs. Also covers policy and legislation.

National Institute on Early Childhood Development and Education (ECI)

<http://www.ed.gov/offices/OERI/ECI/index.html>

The ECI was created to carry out a comprehensive program of research, development, and dissemination to improve early childhood development and learning. The Institute's projects reflect a focus on the three Rs of early childhood education: Relationships, Resilience, and Readiness.

New England Literacy Resource Center

<http://www.nelrc.org>

This project of World Education, Inc., aims to implement practitioner-based projects that promote inquiry and innovation, generate knowledge to improve practice, develop tangible products for broad dissemination, and advocates for adequate funding and sound policies for adult literacy locally and nationally.

Reading Pathfinder ERIC Clearinghouse on Elementary and Early Childhood Education

<http://www.readingpath.org/>

The Reading Pathfinder is funded by the U.S. Department of Education and presents the best online resources available to answer the reading-related questions of parents and educators. This database is searchable by title, browsable and searchable by keyword, with such restrictions allowed as age/education level, audience, setting, resource type, and language. Searches of the phrases "early childhood" and "young children" in the Reading Pathfinder summon links to dozens of literacy- and reading-related, full-text, online documents that relate research findings and best practices.

