**Resources to Support Language Development and Emergent Literacy:**

**The Essential Learning Experiences**

The following resources will be helpful to consultants and coordinators in planning professional development and to teachers wishing to deepen their knowledge and enhance teaching strategies supportive of young children’s language and literacy development.

**Books**

 **So Much More Than the ABCs: The Early Phases of Reading and Writing**

Author: Schickedanz, J. & Collins, M.

Copyright: 2013

Publisher: National Organization for the Education of Young Children

Annotation: This resource underlines the importance of helping children build foundations for ‘learning to read’ and ‘reading to learn’ while nurturing ‘a love of’ as well as ‘a lover for’ reading and writing. Its organization around literacy topics and ages of children makes it a tool kit for both specialists and educators working with children from birth on through the primary grades. The authors outline research based practices and strategies that support early language, literacy, and content knowledge in ways that are playful, interesting, and useful to young learners. Ways to design both learning materials and the physical environment are enhanced by abundant samples of children’s work and examples of their thinking as well as extensive seminal and current references.

**Learning to Listen, Listening to Learn: Building Essential Skills in Young Children**

Author: Jalongo, M. R.

Copyright: 2008

Publisher: National Organization for the Education of Young Children

Annotation: This title fuses research and practice to lay out a holistic view of listening and its importance to oral language proficiency, reading and writing skills, and later school success. The content of this resource will assist educators to better understand the components of listening, how to meet the diverse needs of young listeners, how to plan strategies to promote listening skills, and how to assist parents to support their children’s listening learning. The author explains why being an active listener is a challenge for children and adults and includes a chapter to assist us to analyze our own listening habits and styles in relation to listening to children, families, and colleagues.

**Literacy and the Youngest Learner: Best Practices for Educators of Children from Birth to 5**

Author: Bennet-Armstead, V. S., Duke, N., & Moses, A.

Copyright: 2005

Publisher: Scholastic

Annotation: Bennet-Armstead, Duke, and Moses promote offering children print-rich activities and environments and base their arguments and recommendations on the goals of the International Reading Association, the National Association for the Education of Young Children and the U.S. National Research Council. Their resource provides research based strategies for language and literacy development while focusing on playful and effective ways to build essential literacy skills such as oral language and phonological awareness and outlining ways to create dramatic play areas, book nooks, writing centres as well as other spaces for literacy nurturing play and exploration . This book engages the reader, not only by way of research based and developmentally appropriate methodologies, but by juxtaposing text with varied layouts and print formats, highlighting key quotes and including charts, literature lists, and many, many photographs of classroom examples and samples of children’s drawing, writing, and play. It would serve well as a book study for PLCs or grade groups.

**Learning Language and Loving It 2nd Edition: A Guide to Promoting Children’s Social, Language, and Literacy Development in Early Childhood Settings**

Author: Weitzman, E. & Greenberg, J.

Copyright: 2002

Publisher: The Hanen Program

Annotation: This resource provides a practical and research based guide to supporting all children to develop the social and language skills needed to interact and communicate more effectively during everyday interactions in early childhood settings. The interactive strategies described and illustrated in the resource are geared to a wide range of developmental levels from children who are at the earliest stages of non-verbal communication to those who can speak in complex sentences and including those whose social or communication skills are delayed or at risk. Topics and strategies include supporting children to become conversational partners and communicators in group situations, adjusting teacher talk to create an environment for talking and learning, employing socio-dramatic play for social and language development, and using language to pave the way for literacy development.

**Learning Language and Loving It Poster Set**

This set of seven posters (11” x 17”) display strategies drawn from Hanen’s Learning Language and Loving It Program. They provide teachers and speech and language pathologists with a colourful tool to help support young children’s learning in classroom and child care settings.

**ABC and Beyond: Building Emergent Literacy in Early Childhood Settings**

Author: Weitzman, E. & Greenberg, J.

Copyright: 2010

Publisher: The Hanen Program

Annotation: This guidebook has the goal of assisting educators to prepare preschool aged children to become successful readers and writers. It provides practical strategies that educators can build naturally into everyday conversations and literacy activities. Chapters focus on each of the following building blocks of literacy: oral language, vocabulary, story comprehension, language of learning, print knowledge, and phonological awareness. Strategies are clearly explained and illustrated with examples and colour photographs.

**Young Children and Picture Books 2nd ed.**

Author: Jalongo, M. R.

Copyright: 2004

Publisher: National Association for the Education of Young Children

Annotation: This rich and beautifully written resource will assist educators to recognize quality in children’s literature and illustration and better understand how to use picture books to best advantage. Topics include selecting books for individual children, sharing books effectively, as well as understanding, predicting and nurturing children’s responses to literature, supporting emerging literacy through picture books, helping children decipher print through predictable books, and supporting family literacy. Appendices include a list of outstanding picture book authors and illustrators, internet resources on children’s literature, a list of board books and teacher resources.

**The Young Child’s Memory for Words: Developing First and Second Language and Literacy**

Author: Daniel R. Meier

Copyright: 2004

Publisher: Teacher’s College Press

Annotation: This resource discusses first and second language development and offers innovative strategies, useful resources and practical guidelines for the literacy development of young children in multicultural and multilingual settings. The author uses first hand experiences and cites many concrete examples and case studies to illustrate successful strategies for supporting the language and literacy learning of English Language Learners. An emphasis is placed on linking preschool and kindergarten language and literacy teaching. Useful resources are listed at the conclusion of each chapter.

**Fee, Fie, Phonemic Awareness: 130 Prereading Activities for Preschoolers**

Author: Mary Hohmann

Copyright: 2002

Publisher: Highscope® Educational Research Foundation

Annotation: Hohmann’s resource provides active, small group experiences aimed at drawing three, four, and five year old children’s attention to the sounds in words they are beginning to hear and explore. The activities are short (about 10 minutes each), playful, require no additional materials beyond what is normally found in an active early learning setting, and often evolve from or support the routines and interactions occurring naturally throughout the day. The activities fall into five categories: identifying sounds, building rhyme awareness, building alliteration awareness, recognizing letters, and developing letter-sound awareness. NOTE: Each chapter begins with activities suitable for earlier developmental levels of phonological awareness and progresses to more complex activities better suited to later developmental levels of phonological and phonemic awareness.

**Writing in Preschool: Learning to Orchestrate Meaning and Marks**

Author: Schickedanz, J. A. & Casbergue, R. M.

Copyright: 2004

Publisher: International Reading Association

Annotation: This book, intended for teachers of children aged three, four, and five, carefully details the development of preschoolers’ writing development and outlines ways to identify and build the various strands of knowledge and skill that enable young children to understand how print works. It includes a glossary of literacy terms useful in describing the print understandings of young children, educational terminology related to emergent writing development and numerous examples of children’s writing in both home and school contexts. The text also includes information regarding how to set up the optimal environment for nurturing preschoolers’ writing, how to enhance home-school connections supporting children’s print knowledge and explorations, and ideas for assessing writing development.

**Brochures**

**Raising a Reader, Raising a Writer**

Publisher: National Association for the Education of Young Children ([www.naeyc.org](http://www.naeyc.org))

Copyright: 1998; 2008 Reprint

NAEYC order #530

Annotation: This attractive and readable pamphlet for parents reflects the position statement, *Learning to Read and Write: Developmentally Appropriate Practices for Young Children*, jointly issued by the NAEYC and the International Reading Association (IRA) and available on the NAEYC’s website ([www.naeyc.org](http://www.naeyc.org)). The brochure outlines ten strategies for parents that support young children’s emergent and early literacy development from birth to age eight as well as outlining high quality classroom and child care practices that nurture and enhance early literacy.