



Parallel Learning of Reading and Writing in Early Childhood

Mary Shea



ROUTLEDGE

Contents

PREFACE	xi
ACKNOWLEDGEMENTS	xv
PART ONE: A STRONG FOUNDATION FOR LEARNING LANGUAGE	1
CHAPTER 1: Introduction	3
Essential Ingredients for Reading Competency	3
Synchronous Learning of Language Processes	3
Literate Before Schooling	5
Literacy at Home	7
Literacy at School	8
Toward a Reading-writing Classroom	9
Classrooms That Work	10
Extending the Discussion	11
CHAPTER 2: Function Before Form - Building Concepts About Print	12
Research in Emergent Literacy	12
A Study of Preschool Children's Concepts About Print	17
Children Experiment With the Functions and Forms of Print	23
From Experimenting to Concept Building	25
Literacy Curriculum That Works: Start Where They Are	30
Ensuring a Solid Foundation for Literacy Learning	31
Extending the Discussion	32
CHAPTER 3: Talk: An Essential Tool for Writing	33
A Bridge to Written Communication	33
Building Language Reservoirs	35
Write Like That	39

Talk: Practicing How to Express Ideas	40
A Time and Place for Written Expression	43
Extending the Discussion	44
CHAPTER 4: The Writing We Need-At Home, At School	45
Changing Assumptions	45
Conditions for Becoming Literate	50
Toward a Writing Classroom	55
Extending the Discussion	57
PART TWO: MINDFULLY MEDIATING LANGUAGE LEARNING	59
CHAPTER 5: Getting Writing Started	61
Tools for Drawing and Writing	61
Drawing to Communicate	63
Drawing a Plan for Writing	64
Centers and Tools	66
Nurture Naturally	68
Developmental Stages for Message Construction	69
Writing in Pre-K, Kindergarten, and Grade 1 Classrooms	76
Extending the Discussion	77
CHAPTER 6: Writing in Pre-K	78
Playful With Intention	78
Developmentally Appropriate Practice (DAP) Includes	
Literacy	79
Writing in a Private Urban Pre-K	85
Writing in a Campus Early Childhood Center Pre-K	90
Analyzing Writing Samples From the Pre-K Sites	94
Common Threads in Pre-K Classrooms That Foster Literacy	
Growth	97
Saturated in Language Experiences	99
Approaches for Engaging Young Writers and Readers	99
Putting It Together	110
Assessing Children's Writing	111
Classrooms of Diversity	111
Moving Into Kindergarten	112
Extending the Discussion	113
CHAPTER 7: Writing in Kindergarten	114
Accommodating a Range of Literacy Beginnings	114
Becoming Literate: A Journey Not a Race	115
Developmentally Appropriate Practices as Literacy Play	
in Kindergarten	116
Measuring Achievement: Teacher-created Assessments	122

Observations of Writing in an Urban Kindergarten Classroom	132
Observations of Kindergarten Writing in a Rural Northwest Community	138
A Scaffolding Process for Writing	140
Mini Lessons: Small Bites for Big Learning	142
Multi Genre Read-alouds	145
Moving Forward	146
Extending the Discussion	146
CHAPTER 8: Writing in First Grade	147
A Curricular Emphasis on Writing	147
Window to a Northeast Small City Grade 1 Classroom	151
Literacy Learning in a Grade 1 Urban Charter School Classroom	155
Research-based, Child-centered Literacy Instruction for Reading-writing Classrooms	160
Writing Workshop in First Grade	168
Extending the Discussion	180
CHAPTER 9: Differentiating for Fluent Young Writers	181
Advanced First Grade Writers	181
Gathering Evidence Anthropologically	182
Talking With Writers	186
Teaching the Traits: Balancing Function, Style, and Form	188
Documenting a Continuum of Learning	196
Multiple Assessments for a Complete Picture	197
Enjoying the Journey	198
Extending the Discussion	199
CHAPTER 10: Conclusion	200
Complementing Developmental Learning	200
Experimenting Through Play	200
Self-directed Learning	201
Social Aspects of Learning	202
Learning in Harmony	202
Why Write Right Now?	203
BIBLIOGRAPHY	205
INDEX	216