

Table of Contents

Introduction

- Literacy in Kindergarten
- Building on a Strong Foundation
- The Language Learner
- Literacy Experiences and the Emergent Reader and Writer
- Literacy Goals in Kindergarten
- Literacy Skills in Kindergarten
- Achieving the Goals
- Developing Letter Knowledge and Phonological Awareness
- Making Your Kindergarten Program Developmentally Appropriate
- Literacy Assessment
- Links Between Home and School
- Continuum of Children’s Development in Early Reading and Writing
- References

Chapter 1 Print Awareness

- Research on Print Awareness
 - Concepts About Books
 - Concepts About Print
 - Attitudes Toward Reading and Writing
 - Predictors of Reading Success
- Assessment
 - Interpretation of Assessments
- Linking Assessment to Instruction—Developing Print Awareness
 - Components of a Balanced Literacy Program
 - Effective Techniques for Developing Letter Recognition
 - Effective Techniques for Developing Phonics Skills
 - Effective Techniques for Developing High-Frequency Sight Words
 - Putting It All Together—Guided Reading
- Closing Thoughts
- Blackline Masters

Chapter 2 Phonological Awareness

- Research on Phonological Awareness
 - The Development of Phonological Awareness
 - The Role of Phonological Awareness
 - The Role of Phonological Awareness and Phonics
- Assessment
 - Assessing Phonological Awareness Throughout the Kindergarten Day
- Linking Assessment to Instruction—Developing Phonological Awareness
 - Effective Techniques for Developing Phonological Awareness
 - Components of a Balanced Literacy Program
 - Effective Techniques for Developing Word Awareness

- Effective Techniques for Developing Syllable Awareness
- Effective Techniques for Developing Rhyme Awareness
- Effective Techniques for Developing Sound (Phonemic) Awareness
- Closing Thoughts
- Blackline Masters

Chapter 3 Oral Language

- Research on Oral Language
 - Oral Language in the Classroom
 - Oral Language and Literacy
- Assessment
 - Understanding Language
 - Function (Pragmatics)
 - Content (Semantics)
 - Form (Syntax)
 - Sound Structure (Phonology)
- Linking Assessment to Instruction—Developing Oral Language
 - Meaning Source of Information
 - Structure Source of Information
 - Visual Source of Information (Sound and Letter Knowledge)
 - Components of a Balanced Literacy Program
 - Effective Techniques for Developing Speaking and Listening Skills
 - Effective Techniques for Developing Oral Language Through Classroom Literacy Experiences
- Closing Thoughts
- Blackline Masters

Chapter 4 The Kindergarten Day

- Research on the Kindergarten Day
 - Essential Elements of Effective Literacy Programs
 - Establishing and Maintaining an Effective Literacy Program
 - The Role of Play in Literacy Learning
- Assessment
 - The Planning/Assessment/Teaching Cycle
 - Sources of Assessment Information
 - Assessment Tools Are Many and Varied
- Linking Assessment to Instruction—Putting It All Together
 - Teacher Read-Alouds: Reading *to* Students
 - Shared Reading: Reading *with* Students
 - Language Activities: Letter/Sound/Word Work and Oral Language Development
 - Independent Reading: Reading *by* Students
 - Shared Writing: Writing *for* and *with* Students
 - Independent Writing: Writing *by* Students
 - Interactive Writing: Sharing the Pen
- Program Planning

- Timetables and Schedules
- Organizing and Managing Movement
- Daily Half-Day Kindergarten Schedule
- Language Learning at the Centers
- Keeping Track of Activities at the Centers
- Making Centers Work
- Closing Thoughts
- Blackline Masters

Chapter 5 Early Intervention for Students At Risk

- Research on Early Intervention
 - Early Intervention in Kindergarten—Why Not Wait?
 - Effective Intervention in Kindergarten
 - Essential Elements of Effective Kindergarten Literacy Programs
 - Who Best Supports At-Risk Learners?
 - Determining Which Students Are At Risk
- Assessment
 - Formal and Informal Assessments
 - Class Assessments
- Linking Assessment to Instruction—Early Intervention
 - Intervention for Students Experiencing General Delays in Print Awareness, Phonological Awareness, and Oral Language
 - Intervention Lesson for General Delays in Print Awareness, Phonological Awareness, and Oral Language
 - Intervention for Students Experiencing Delays in Specific Areas of Phonological Awareness
 - Intervention Lesson for Delays Specifically in Phonemic Awareness
- Making Intervention Groups Work
- Closing Thoughts
- Blackline Masters

Chapter 6 Linking Home and School

- Research on Parent Involvement and Literacy Learning
 - Successful Kindergarten-Home Links
 - Establishing and Maintaining Effective Communication
- Assessment
- Linking Assessment to Instruction—The Home-School Partnership
 - Effective Techniques to Support Literacy Learning at Home
- Closing Thoughts
- Blackline Masters

Chapter 7 Volunteers, Buddies, and Paraprofessionals

- Research on the Use of Volunteers, Buddies, and Paraprofessionals to Support Kindergarten Literacy
 - Recruiting and Keeping Volunteers
 - Buddies in Kindergarten

- Paraprofessionals in Kindergarten
- Getting Results
- Assessment
- Linking Assessment to Instruction—Volunteers, Buddies, and Paraprofessionals
 - Effective Techniques for Volunteers and Paraprofessionals
 - Effective Techniques for Buddies
 - Sample Frameworks for Buddy Reading
- Closing Thoughts
- Blackline Masters

Final Thoughts

Appendix

Daily Full-Day Kindergarten Schedule

Glossary

Bibliography

Index