



## Literacy's Beginnings: Supporting Young Readers and Writers (6th Edition)

By Lea M. McGee, Donald J. Richgels

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*Literacy's Beginnings: Supporting Young Readers and Writers, 6/e* is one of the most talked about resources for prospective and current teachers of children from birth to age eight. It offers an integrated approach to reading and writing instruction keyed to the five typical stages through which most children pass: the IRA/NAEYC phases of literacy. Included are clear, simple explanations of the issues addressed in Reading First and Early Reading First legislation which all teachers of children must know; excellent coverage of assessment, including ready-to-use assessments in the appendices; Tie-In features that send readers to exemplary websites and suggest methods of integrating technology with reading and writing instruction; and new, expanded sections on differentiating instruction for struggling readers and writers, for children who are English Language Learners, and for children who have been identified as needing more intensive instruction as part of the Response to Intervention process.

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**Literacy's Beginnings: Supporting Young Readers and Writers (6th Edition)** By Lea M. McGee, Donald J. Richgels Bibliography

- Rank: #48420 in Books
- Published on: 2011-03-24
- Original language: English
- Number of items: 1
- Dimensions: 8.80" h x 1.00" w x 7.00" l, 1.23 pounds
- Binding: Paperback
- 432 pages

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## **Editorial Review**

From the Back Cover

One of the most talked about resources for prospective and current teachers of children from birth to age eight, this resource offers an integrated approach to reading and writing instruction keyed to the five typical stages through which most children pass: the IRA/NAEYC phases of literacy. It is designed to help pre- and in-service teachers be aware of and supportive of children's literacy knowledge as it grows and changes from birth through eight years of age. It provides a thorough understanding of the long continuum of literacy growth and how teachers can guide children as they move along the continuum.

Readers will find that the numerous, rich examples of children's work included in case studies illustrating the concepts in this new edition provide helpful examples of diverse children in a variety of settings. Included are clear, simple explanations of the issues addressed in Reading First and Early Reading first legislation which all teachers of children must know; excellent coverage of assessment, including ready-to-use assessments in the appendices; Tie-In features that send readers to exemplary websites and suggest methods of integrating technology with reading and writing instruction; and new, expanded sections on differentiating instruction for struggling readers and writers, for children who are English Language Learners, and for children who have been identified as needing more intensive instruction as part of the Response to Intervention process.

Here's what makes the new Sixth Edition unique:

- **An expanded section on differentiating instruction for struggling readers and writers appears in each instructional chapter** (Chs. 6-11) giving teachers specific, research-based and classroom-trying strategies to use with hard-to-teach children.
- **Technology Tie In boxed features in each instructional chapter** (Chs. 6-11) provide websites teachers can go to for more information and tips for integrating technology with teaching reading and writing.
- **Chapter 7 on teaching in the preschool has been revised and updated** based on the numerous research articles and practical articles as a result of successful Early Reading First projects, giving teachers access to research-based, innovative approaches used by federally funded projects recognized for their ability to accelerate the literacy growth of at risk children.
- **New discussions of Response to Intervention (RTI) approaches**, including assessment and intense instruction, help teachers understand this new process used in schools to identify children needing special assistance and show how to provide that assistance.
- **Updated examples from more diverse children, with mention of location and setting** (e.g. Head Start, large urban school districts with large ELL populations, etc.) show teachers clearly that all children can and do learn with effective instruction.

About the Author

**Lea M. McGee** is the Marie Clay Chair of Reading Recovery and Early Literacy at The Ohio University.  
**Donald J. Richgels** is a professor at Northern Illinois University

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