



# Literacy Development in the Early Years: Helping Children Read and Write, Enhanced Pearson eText -- Access Card (8th Edition)

By Lesley Mandel Morrow

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An integrated language arts approach to literacy development, by renowned author Lesley Mandel Morrow, *Literacy Development in the Early Years, 8/e* integrates perspectives about how children learn literacy skills in grades pre-K through three that gives pre-service and in-service teachers a wealth of valuable information for making children active participants in the process of literacy development.

Now in print for 25 years, this widely popular text was one of the first books on the topic of early literacy. Author Lesley Mandel Morrow utilizes her own research and the research of others as well as her experiences as a classroom teacher, reading specialist, mother, and grandmother to consider historical theories and philosophies about how children learn, policy changes in teaching reading, new laws and challenges in the area of testing and assessment, the place of diversity in today's classrooms, teaching English language learners, and more. The text has a wealth of valuable information for both pre- and in-service teachers, prompting them to involve children as active participants in the process of their literacy development. The book discusses constructivist problem-solving teaching and more explicit systematic instruction, encouraging teaching reading, writing, listening, thinking, and viewing at the same time while using each skill to develop the others. The Enhanced Pearson eText features embedded video and assessments.

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## Editorial Review

### Review

*"Literacy Development in the Early Years discusses everything from theorists and theories in the early years to sound practical applications today. Pre-service teachers can apply the many reading strategies this book has to offer. This gives my students a lot of tricks to place in their "tool belt" when they begin to teach. It deserves a place on their desks as a reference."* -- **Laurie Curtis, Southeastern Oklahoma State University**

*"This text is well organized with easy-to-find topics presented in an appropriate order. The language is clear, concise, and to the point, and is easy to comprehend by readers of all levels. It is full of useful, reproducible materials, including details about running the classroom and working with the families of students. The text is especially focused on addressing the multicultural classroom; it provides insights throughout the book specifically for working with children of various nationalities."* -- **Jan Harrison, Patrick Henry Community College**

*"This textbook is clearly written and very comprehensive. It contains the practical teaching tools that students crave. I really like the way the chapters are arranged with a strong initial emphasis on theory, but also practical ways to use and apply the theory. It is written in an engaging way, and I think students will enjoy reading this textbook."* -- **Dr. Rachael Waller, Montana State University at Billings**

### From the Back Cover

An integrated language arts approach to literacy development, *Literacy Development in the Early Years*, 8/e integrates perspectives about how children learn literacy skills in grades pre-K through three with the best in-class reading strategies for elementary school teachers. Now in print for 25 years, this widely popular text was one of the first books on the topic of early literacy. Author Lesley Mandel Morrow utilizes her own research and the research of others as well as her experiences as a classroom teacher, reading specialist, mother, and grandmother to consider historical theories and philosophies about how children learn, policy changes in teaching reading, new laws and challenges in the area of testing and assessment, the place of diversity in today's classrooms, teaching English language learners, and more. The text has a wealth of valuable information for both pre- and in-service teachers, prompting them to involve children as active participants in the process of their literacy development. The book discusses constructivist problem-solving teaching and more explicit systematic instruction, encouraging teaching reading, writing, listening, thinking, and viewing at the same time while using each skill to develop the others.

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### About the Author

**Lesley Mandel Morrow** is a Distinguished Professor of Literacy at Rutgers University's Graduate School of Education, where she is Chair of the Department of Learning and Teaching. She began her career as a classroom teacher, then became a reading specialist, and later received her Ph.D. from Fordham University in New York City. Her area of research deals with early literacy development and the organization and management of language arts programs. Her research is carried out with children and families from diverse backgrounds.

Dr. Morrow has more than 300 publications, including journal articles, book chapters, monographs, and books. She received Excellence in Research, Teaching, and Service Awards from Rutgers University. She was the recipient of the International Reading Association's Outstanding Teacher Educator of Reading Award and their William S. Gray Citation of Merit. She also received Fordham University's Alumni Award for Outstanding Achievement. In addition, Dr. Morrow has received numerous grants for research from the federal government and has served as a principal research investigator for the Center of English Language Arts, the National Reading Research Center, and the Center for Early Reading Achievement. She was an elected member of the Board of Directors and President of the International Reading Association (IRA), an organization of 60,000 educators from 100 countries. Dr. Morrow was elected into the Reading Hall of Fame and was president of the Hall of Fame as well. In 2010 she received the Literacy Research Association's Oscar Causey Award for research that has added knowledge and caused change in literacy practice. She is the extremely proud grandmother of James Ethan and Natalie Kate.

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