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Nota di contenuto	Contents; Preface; Acknowledgments; Part I: By Way of Introduction; Chapter 1: Reading Has a History; Chapter 2: When Do Children Learn to Read?; Part II: The Children's Stories; Chapter 3: Three Years Old and Reading; Chapter 4: Carrie's Story; Chapter 5: Two-Year-Old Brian; Chapter 6: Alicia's Story; Chapter 7: A Four-Year-Old Reader at Second-Grade Level; Chapter 8: Bilingual Jenny; Part III: Learning to Read Naturally; Chapter 9: Natural Reading Development; Chapter 10: To Take the Natural Course or Not; Chapter 11: How, When, and Where; Notes; Selected Bibliography; Index; A; B; C; D; E FG; H; I; J; K; L; M; N; O; P; R; S; T; V; W; Y; Z
Sommario/riassunto	It has been recognized since the 1980s that literacy begins to develop a long time before formal schooling begins. In today's literate environment, children start learning to read much as they learn to speak, through playful print interactions with their parents, older siblings, or other adults, beginning in year one. A sharp debate about

the best approach to developing early childhood literacy is now brewing between reading instruction experts, who tend to advocate direct instruction of skills, and preschool educators, who know that preschoolers learn best through play. This book provides a
