

Early Literacy Research Noted in Trainings and Workshops Every Child Ready to Read @ your library®

Research	Source
Roughly 35% of children in the United States enter school without the skills necessary for learning to read.	Carnegie Foundation of New York. <i>Starting Points: Meeting the Needs of Our Youngest Children</i> . Waldorf, MD: Carnegie Corp of NY, 1994.
One out of five school children is reading-impaired by the time he reaches 4th grade. 38% of our nation's fourth-grade children are reading below a basic level of proficiency.	U. S. Department of Education, National Center for Education Statistics. National Assessment of Educational Progress. <i>The Nation's Report Card: Reading Highlights 2003</i>
This has long term effects: The U.S Office of Technology has estimated that 25% of the adult workforce does not read well enough to meet routine requirements of today's workplace	Moats, Louisa Cook. <i>Speech to Print: Language Essentials for Teachers</i> . Baltimore, MD: Paul Brookes, 2000
60% reading is not an easily acquired skill 5% of children learn how to read on their own 30% of children learn to read fairly easily when they are TAUGHT to read 60% of children find reading hard to learn when they are taught. There is nearly a 90% probability that a child will remain a poor reader at the end of the fourth grade if the child is a poor reader at the end of the first grade 90-95% of poor readers can reach average reading skills with early intervention If intervention is delayed until 9 years of age, when most intervention happens, then 75% of these children will continue to have difficulty learning to read throughout high school	NICHHD research: longitudinal studies following good and poor readers since 1965. Lyon, G. Reid. <i>Overview of Reading and Literacy Research</i> . in <i>Keys to Literacy</i> edited by Susannah Patton and Madelyn Holmes. Washington, DC: Council for Basic Education, 1998.
Knowledge of alphabet letters at entry into kindergarten is a strong predictor of reading ability in 10th grade.	Ehri, L., & McCormick, S. <i>Phases of word learning: Implications for instruction with delayed and disabled readers</i> . <i>Reading and Writing Quarterly</i> , 14, 135-163 (1998).
One study found that 47% of public-aid parents reported no alphabet books in the home, in contrast with only 3% of professional parents reporting the absence of such books.	McCormick, C. E. and Mason, J.M. <i>Intervention Procedures for Increasing Preschool Children's Interest In and Knowledge About Reading</i> . In <i>Emergent Literacy: Writing and Reading</i> edited by W.H. Teale and E. Sulzby, pp.90-115. Norwood, NY: Ablex, 1986.
By one estimate the typical middle-class child enters first grade with 1,000 to 1,700 hours of one-on-one picture book reading, whereas a child from a low-income family averages just 25 hours.	Adams, Marilyn Jagger. <i>Beginning to Read: Thinking and Learning About Print</i> . Cambridge, MA: MIT Press, 1990.
On average by age 3, children with parents with professional level educations have a 1,116 word vocabulary versus the 525 word vocabulary of children whose parents have low levels of education.	Hart, Betty and Todd Risley. <i>Meaningful Differences in the Everyday Experience of Young American Children</i> . Baltimore, MD: Paul Brookes, 1995.
One study showed that at age 6, children from professional families had 20,000 words and children from welfare families had 3,000 words.	Hart, Betty and Todd Risley. <i>Meaningful Differences in the Everyday Experience of Young American Children</i> . Baltimore, MD: Paul Brookes, 1995.
Cognitive skills are much less closely related to race/ethnicity after accounting for socio-economic status (i.e. most of the differences in scores between children of different races can be linked to differences in socio-economic status.)	<i>Inequality at the Starting Gate</i> (www.epinet.org/books/starting_gate.html) from Economic Polity Institute

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<p>Children learn these skills beginning from infancy. Children who are exposed to books early in life have better language skills than those who wait until later.</p>	<p>Adam Payne, Grover Whitehurst, and Andrea Angell. <i>The Role of Home Literacy Environment in the Development of Language Ability in Preschool Children for Low-Income Families. Early Childhood Research Quarterly</i> v. 9 issues 3-4 (1994) p.422-440.</p>
<p>Studies show that when the interaction around a book is negative (sit still; listen; harsh language), then the young child likes reading and books less. He associates the negative interaction with the BOOK! When the experience of sharing a book is pleasurable for both the parent and the child, it is easier to talk about the pictures and the child will be more attentive and responsive.</p>	<p>Adriana Bus, Jay Belsky, Marinus H. van IJzendoorn, Keith Crnic. <i>Attachment and Bookreading Patterns: A Study of Mothers, Fathers, and Their Toddlers, Early Childhood Research Quarterly</i> 12,81-98 (1997)</p>
<p>Research shows the development of early literacy skills through early experiences with books and stories is critically linked to a child's success in learning to read. Children who are read to from an early age have a larger vocabulary and better language skills when they start school.</p>	<p><i>Contacts of Literacy: What Children Learn from Learning to Read Books</i> in W. H. Teale <i>Emergent Literacy: Writing and Reading</i>, Norwood, NJ: Ablex, 1986.</p>
<p>If you are more fluent in a language other than English, research shows that it is best for you to speak to your child in the language you know best.</p>	<p>Patton O. Tabors. <i>One Child, Two Languages</i>. Baltimore, MD: Paul H. Brookes, 1997.</p>
<p>In fact it is recommended that children learn to read in their native language while acquiring proficiency in spoken English, and then taught to extend their skills to reading in English.</p>	<p>Snow, Catherine, Susan Burns, & Peg Griffin <i>Preventing Reading Difficulties in Young Children: Executive Summary</i>. National Academy Press, 1998. www.readingrockets.org/articles/389#preschool</p>
<p>Most conversations consist of about 5,000 commonly used words. Another 5,000 words are used less often, but are still considered common. Beyond that are the "rarer" words that we do not encounter in most everyday speech. These play a critical role in reading.</p> <p>Reading books to children is a much more effective way to build vocabulary than family conversations or speech heard on TV or videos. Typically an adult will use only 9 "rare" words per 1,000 when speaking to a child under age 5. We find three times as many of those rarer words in children's books.</p> <p>Regular family conversations will take care of the basic vocabulary, but when you read to the child you leap into the rare words that help the most when it's time for school and formal learning.</p>	<p>Trelease, Jim. <i>Read-Aloud Handbook</i>. NY: Penguin, 2001. p.4 and Hayes, D & Ahrens, M. <i>Vocabulary Simplification for Children: A Special Case of 'Motherese'</i>. <i>Journal of Child Language</i>, 15, 395-410 (1988)</p>
<p>Research findings by Dr. Janellen Huttenlocher of the University of Chicago show that the growth in vocabulary in children under two years of age is clearly linked to the extent that the parents talk with them.</p> <p>This research illustrates the fact that mothers who have a high level of speech (language interactions per hour) have children with many more vocabulary words than children of mothers who have a low level of speech. The more parents talked with the babies and toddlers, the more vocabulary the children had.</p> <p>By the time they were two years old, the children whose parents had a high level of speech with their children had a vocabulary five times as high as those children whose parents had a low level of speech.</p> <p>Note the increase in the difference between low and high level of speech as time goes by. The gap gets larger and larger as time goes by. The difference is even greater by the time the children reach third grade.</p>	<p>Ramey, Craig. <i>Right From Birth: Building Your Child's Foundation for Life, Birth to 18 Months</i> NY: Goddard Press, 1999. p. 88-94.</p> <p>Huttenlocher, Janellen et al. <i>Early Vocabulary Growth: Relation to Language Input and Gender. Developmental Psychology</i> v.27no.2 (March 1991) p.236-248.</p>

Research	Source
Research shows that children with larger vocabularies have higher school achievement.	Duke, Neil and Annie Moses. <i>10 Research-Tested Ways to Build Children's Vocabulary, Scholastic Professional Paper</i> . Scholastic, 2003.
Dialogic reading works. Children who have been read to dialogically are substantially ahead of children who have been read to traditionally on tests of language development. Children can jump ahead by several months in just a few weeks of dialogic reading.	Whitehurst, G.J., Arnold, D.H., Epstein, J.N., Angell, A.L., Smith, M., & Fischel, J.E. <i>A Picture Book Reading Intervention in Daycare and Home for Children from Low-Income Families. Developmental Psychology</i> , 30, 679-689 (1994)
Research shows that pre-readers focus on the pictures in a book. 95% of their visual attention is directed toward the pictures. With the help of adults children can explore print. Talking about print and non-verbally tracking print, is called print referencing.	<i>Scaffolding with Storybooks: A Guide for Enhancing Young Children's Language and Literacy Achievement</i> by Laura M. Justice and Kara L. Pences, with Angela R. Beckman, Lois E. Skibble, and Alice K. Wiggins. C. 2005, International Reading Association.
Disruptions from children who want to talk about things scarcely related to the story are using their background knowledge. We need to bring them back to the story by acknowledging what they say, and then tying it back to the book.	Best, Isabel and Margaret G. Mckeown. <i>Text Talk: Capturing the benefits of read-aloud experiences for young children. The Reading Teacher</i> , September, 2001.
Children's phonological awareness begins to develop during the preschool years. Unless children are given help from teachers, parents, or other adults, those with low levels of phonological awareness will continue to be delayed in this skill from the late preschool period forward.	Marilyn Adams. <i>Beginning to Read: Thinking and Learning About Print</i> . Cambridge, MA: MIT Press, 1990.
"Promoting literacy does not mean creating a school-like setting in your home, but taking advantage of all the opportunities that are present in everyday life."	Hall, Susan and Louisa Moats, eds. <i>Straight Talk About Reading: How Parents Can Make a Difference During the Early Years</i> Chicago: Contemporary Books, 1999.
Most children who have difficulty in reading have trouble in phonological awareness.	Connie Juel. <i>Learning to Read and Write: A Longitudinal Study of 54 Children from First Through Fourth Grades. Journal of Educational Psychology</i> (1988) v.80 no.4, p. 437-447.
88% of the dyslexic population has phonological weakness	Shaywitz, Shirley. <i>Overcoming Dyslexia" a New and Complete Science-Based Program for Reading Problems at Any Level</i> , Knopf, 2003.
Children learn about letters in stages: 1. They first learn the name of letters. 2. They then begin to recognize the shapes of different letters. 3. Finally, they match letter names with their sounds.	Hall, Susan and Louisa Moats, eds. <i>Straight Talk About Reading: How Parents Can Make a Difference During the Early Years</i> Chicago: Contemporary Books, 1999.