Family Literacy:
A Catalog of Literature
1995-2007
Introduction

For almost 20 years, the National Center for Family Literacy (NCFL) has been working together with families, communities and dedicated partners to provide literacy services in a family context. Family literacy is an intergenerational approach to improve language, literacy and life skills of both parents and children, while supporting families in finding their own pathway to success. To this end, families are able to improve their present quality of life and impact future generations.

The National Center for Family Literacy conducted a comprehensive review of the family literacy literature with a number of goals in mind. First, it was important to frame the field of family literacy by identifying what works with which populations, the challenges and issues confronted in implementing high-quality services, potential cost benefits, policy decisions that have yielded positive results, and prospective best practices. From an historical perspective, the opportunity to reflect on the past 10-12 years by carefully reviewing the literature was ideal for determining the extent of progress, if any, that has been made. Secondly, the review suggested the development of a contemporary model of change based on what works, what is known and what is needed to propel family literacy further in the 21st century. The contemporary model of change provides a theoretical framework for family literacy that outlines the assumptions, theory, and research for undergirding future work. Finally, NCFL realized that a thorough review would assist in decision making for further cutting-edge service and research initiatives that are based on a change model. This review will allow NCFL and other organizations to utilize human and fiscal resources strategically and to the best advantage possible for improving intergenerational literacy.

The methodology for the review included the identification of criteria to guide the search and retrieval of appropriate literature. A wide net was cast by identifying a small set of search terms (family literacy, family, literacy and illiteracy) with the objective of gathering a broad set of sources including journal articles; books and book chapters; government, foundation, and other technical reports; and policy reports and statements. The search was limited by years from 1995 to 2007 and to representative databases including PsycINFO, Education Resources Information Center (ERIC), Sociological Collection, and Medline. In addition, sources were limited to those in English and dissertations were excluded. Based on these search criteria, thousands of articles were identified from which an initial review was conducted to eliminate sources that did not appear to be related to family literacy.

Once the identified literature was retrieved, a second phase of review, more comprehensive in nature, was conducted to both determine inclusion and categorize the literature. Categories naturally emerged from the literature and were identified as follows: adult education, children’s education, community literacy, family literacy models, financial literacy, general (history and theory), health literacy, parent-child interaction, parent education, and technology literacy. These categories were termed component areas and were further identified by topic area (research, practice, policy, theory or history); the specific topic of the publication; the type of research if it was a research publication (experimental, quasi-experimental, qualitative, exploratory, longitudinal, descriptive, correlational, case study, process study, research or literature review, synthesis, or meta-analysis); the population described; a description/summary of the publication; and relevant findings or conclusions. Throughout this process, some publications were rejected because they did not fit either in a component area or overall with family literacy. The final set of reviewed literature resulted in 227 publications.

The literature is presented in a catalog format for users to freely access citations, alphabetically within component areas, that suit their needs and interests. In many respects, it is clear that family literacy is still grappling with some of the same issues it was a decade ago, but it also is evident that the field has made significant strides in further defining family literacy, making attempts to conduct more rigorous research and evaluation, and developing and implementing models and programs that meet the needs of a much more highly diverse population of families and settings.

This literature review was originally funded by the Annie E. Casey Foundation. We thank them for their support, but acknowledge that the selected literature presented in this publication is attributed to NCFL alone, and does not reflect the opinions of the Foundation.

For additional information and latest research findings on family literacy, please contact the National Center for Family Literacy (NCFL) at (502) 584-1133.

**Description/Summary**
This book chapter looks at the role of adult basic education and adult secondary education services within family literacy programs. It examines program effectiveness, adult learner outcomes, and directions for future research.

**Findings/Conclusions**
Adults enrolled in Even Start had significant gains in reading and math on the TABE after one year, gains in the CASAS, significant gains on two of the four subtests of the Woodcock-Johnson-R, and gains in employment status.

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**Description/Summary**
This article examines data from the Pennsylvania statewide evaluation of family literacy programs, specifically the type of participation from adult learners.

**Findings/Conclusions**
Women in ESL programs participated more in both duration and intensity, while Caucasian women participated more in parenting education and parent-child interactions.

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**Description/Summary**
This monograph reviews a decade of work in adult literacy education, including research, assessment, practice, and professional development.

**Findings/Conclusions**
The authors conclude that adult education currently lies between institutionalization, standardization, and systematization on one hand and a contraction of practice and the diversity of practice and of learners on the other. Although there has been an ever-increasing emphasis on employment as its primary purpose, adult basic education should include social inclusion, participation in family life, personal development, and the ability to navigate government structures. They present institutionalization as a threat to innovative, participatory literacy education, but also recognize that without institutionalization there may be no literacy at all as it can create strength and stability and improve practice and learner outcomes.
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This literature review evaluates the available research about effective practices in literacy, numeracy, and language teaching. |
| **Findings/Conclusions** |
Findings from this review indicate that research has been of variable quality and much of it has involved such small sample sizes that it is difficult to generalize from the findings. However, from the strongest studies and reviews, a group of findings indicate particular factors that are likely to contribute to learner gain. In addition, there are some factors from limited research with tentative findings that may enhance learner gain. Finally, there are factors identified that are not supported by research evidence. |
| **Component Area:** Adult Education |
| **Topic Area:** Research |
| **Topic:** Adult Learners |
| **Type of Research:** Literature Review |
| **Population:** Adults |

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<td><strong>Description/Summary</strong></td>
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This paper looks at New York’s immigrant population and the city’s lack of ESOL services. The paper presents two possible models to help alleviate the problem of lack of funding for non-native English speakers’ educations. |
| **Findings/Conclusions** |
A number of recommendations are presented for the political leadership of New York state to address the myriad needs facing the ESOL system. The four recommendations are: state and local leaders must increase funding for ESOL; the business community must step up; government should measure, manage, and promote service provision; and government should reform employment preparation education. |
| **Component Area:** Adult Education/ELL |
| **Topic Area:** Policy |
| **Topic:** Adult Learners/ELL |
| **Population:** Adults (Immigrant population in New York) |

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<td><strong>Description/Summary</strong></td>
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This book chapter examines the four main differences between adults’ and children’s education and gives advice to practitioners on how to combat those differences. |
| **Findings/Conclusions** |
To combat the differences between teaching adults and children, it helps to have the adult learners’ input on persistence, relevant content, instructional groups, and participation. |
<p>| <strong>Component Area:</strong> Adult Education |
| <strong>Topic Area:</strong> Theory |
| <strong>Topic:</strong> Adult Learners |
| <strong>Population:</strong> Adults |</p>
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<th>Component Area:</th>
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<tr>
<td>Topic Area:</td>
<td>Practice</td>
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<tr>
<td>Topic:</td>
<td>Adult Learners</td>
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<tr>
<td>Population:</td>
<td>Adults</td>
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**Description/Summary**
This paper summarizes the emerging principles and trends in adult reading instruction identified in the the report Research-Based Principles for Adult Basic Education Reading Instruction.

**Findings/Conclusions**
Specific information is provided about each component of reading instruction: alphabetics, fluency, vocabulary, and comprehension. Each component is defined with explanations for how to teach and assess it. Brief descriptions of implications for teachers are included.

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<th>Component Area:</th>
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<td>Topic Area:</td>
<td>Research/Theory</td>
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<tr>
<td>Topic:</td>
<td>Adult Learners/ELL</td>
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<tr>
<td>Type of Research:</td>
<td>Qualitative</td>
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<tr>
<td>Population:</td>
<td>41 adult learners/ ELL from three Massachusetts programs</td>
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**Description/Summary**
This paper examines how adult/English for speakers of other language learners experienced learning in their programs; how this learning was transferred to their roles as parents, workers, and learners; how the programs supported and challenged their learning; and how this learning helped them change. This study is part of a larger study.

**Findings/Conclusions**
As a result of this research, strategies were highlighted that strengthened the research and the lessons learned. Learning involved logistical issues, building research relationships, language issues, cultural issues, contextual issues, using a range of measures to understand learners’ meaning making and program experiences.

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<th>Component Area:</th>
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<td>Topic Area:</td>
<td>Research</td>
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<tr>
<td>Topic:</td>
<td>Adult Learners</td>
</tr>
<tr>
<td>Type of Research:</td>
<td>Descriptive</td>
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<tr>
<td>Population:</td>
<td>280 adults, ages 16-63</td>
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**Description/Summary**
The study looked at the characteristics of inner-city adults who attend literacy programs.

**Findings/Conclusions**
Results showed that a majority of the adults who enrolled in a literacy program have a vast array of cognitive, academic, and social difficulties. The difficulties increase as the literacy level declines. The study found that there is a need for other services to help those with severe reading difficulties cope.
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<tr>
<th>Title</th>
<th>Component Area:</th>
<th>Topic Area:</th>
<th>Topic:</th>
<th>Type of Research:</th>
<th>Population:</th>
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<tbody>
<tr>
<td><strong>Poresky, R.H., &amp; Daniels, A.M. (2001).</strong> Two-year comparison of income, education, and depression among parents participating in regular Head Start or supplementary family service center services. <em>Psychological Reports, 88</em>, 787-796.</td>
<td>Adult Education</td>
<td>Research</td>
<td>Adult Learners</td>
<td>Experimental</td>
<td>80 parents of children enrolled in Family Service Center project</td>
</tr>
<tr>
<td><strong>Sibiya, S., &amp; Van Rooyen, L. (2005).</strong> Illiterates in South Africa: Who are they and what motivates them to participate in literacy campaigns? <em>Review of Education, 51</em>, 479-497.</td>
<td>Adult Education</td>
<td>Research</td>
<td>Adult Learners</td>
<td>Qualitative</td>
<td>South African adult learners over the age of 20 who were illiterate in some ways and literate in others</td>
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**Description/Summary**
Five literacy coordinators from around Canada were trained during a two-day workshop centered on learning to observe participants, taking field-notes, establishing trusting relationships with participants, etc. Those five literacy coordinators found 10 subjects that met the research criteria. The purpose of the study was to investigate the types of informal learning activities that low literacy adults use and how those activities relate to their literacy practices.

**Findings/Conclusions**
Three major themes, which were life roles, situated learning environments, and practice of everyday literacy activities, evolved from the data.


**Description/Summary**
This article looks at four community-based social service agencies (from Illinois) with 20 participating case managers who administered intensive case management to women transitioning from welfare to work.

**Findings/Conclusions**
In a focus group of the case workers, they agreed that intensive case management is needed for women transitioning from welfare to work due to the stress of this life transition.
<table>
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<tr>
<th>Title</th>
<th>Authors</th>
<th>Description/Summary</th>
<th>Findings/Conclusions</th>
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<tbody>
<tr>
<td>Aarts, R., &amp; Verhoeven. L. (1999).</td>
<td>Literacy attainment in a second language submersion context. <em>Applied Psycholinguistics</em>, 20, 377-393.</td>
<td>This study examines factors that are related to individual variation in children’s literacy performance.</td>
<td>The level of biliteracy of the children in the Netherlands turned out to be primarily related to the factors of home stimulation, parents’ motivation for schooling, and children’s self-esteem.</td>
</tr>
<tr>
<td>Al Otaiba, S. (2004).</td>
<td>Weaving moral elements and research-based reading practices in inclusive classrooms using shared book reading techniques. <em>Early Child Development and Care</em>, 174(6), 575-589.</td>
<td>This article summarizes research about the gap between at-risk families and those who are not at risk, provides evidence that current literacy practices in most early childhood programs serving disadvantaged children are unlikely to close that gap, and describes recent related legislation.</td>
<td>The author offers suggestions to improve professional development for early childhood teachers to help them translate this research into practice in inclusive early childhood settings that serve disadvantaged children.</td>
</tr>
<tr>
<td>Anderson, J., &amp; Matthews, R. (1999).</td>
<td>Emergent storybook reading revisited. <em>Journal of Research in Reading</em>, 22(3), 293-298.</td>
<td>Children were recorded, transcribed and coded as they read a chosen book to a researcher. The results were compared with the result of Sulzby’s (1985) study with 24 children.</td>
<td>The mean score of the children from the Sulzby study was found to be significantly higher in October than the mean score of the children in the present study. The children in the present study did not show the same developmental progression as the children in the Sulzby study.</td>
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</table>
Children’s Education


**Description/Summary**
This study examined continuity in literacy achievement from kindergarten to school among low SES Israeli children, controlling for family factors.

**Findings/Conclusions**
Kindergartners’ early oral and code-related language skills, as well as family measures, were assessed at age 5 1/2. In school, 2 1/2 years later, their literacy achievements were evaluated. Correlations emerged between all kindergarten literacy measures and school literacy achievements. Oral and code-related early literacy measures similarly predicted all school literacy achievements. Early literacy predicted literacy achievements at the end of second grade beyond home environmental measures.


**Description/Summary**
This review discusses the policies surrounding immigrant families.

**Findings/Conclusions**
Further efforts are needed to insure that children in immigrant families have access to the resources they need to help them stay on positive pathways to success. Recommendations include: expand the availability of attendance in preschool, kindergarten and special education; promote the formation of parent support groups; expand efforts to provide after-school activities; include history and culture of major immigrant groups in school curricula; strengthen courses in math, science and technology; encourage bilingualism; build capacity in social service agencies to enhance outreach efforts; and explore ways to reduce, and eventually eliminate, the barriers of access for children of undocumented parents.


**Description/Summary**
This study describes an innovative language intervention program involving the creation of bilingual, student self-authored identity texts called the Early Authors Program. The EAP intervention is an example of how spaces and opportunities for literacy development among young ELLs can be created in a classroom instructional environment.

**Findings/Conclusions**
Evidence shows that the EAP project had a number of beneficial results for the participating children, including improved language and literacy scores.
### Children’s Education

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<th>Reference</th>
<th>Title</th>
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#### Description/Summary

**Beron, K.J., & Farkas, G. (2004).**
This study assesses the importance of oral language by focusing on auditory processing and estimates a structural equation model in which this variable, as well as other basic cognitive skills, serves as a mediator between race and mother’s schooling background and basic and advanced reading.

This study compares outcomes derived from teacher rating scales and standardized tests to determine if there were systematic discrepancies between kindergarten teachers’ rating of literacy skills and results from direct assessment of the emergent literacy skills of kindergarten students.

**Byrne, B., Fielding, R., & Ashley, L. (1996).**
The research was summarized for four issues: children’s early hypotheses about how print represents speech, levels of phonemic awareness in children at the beginning of their school careers, the effectiveness of preschool training in phonemic awareness in promoting subsequent literacy acquisition, and characteristics of children who are at risk for reading difficulties because of a family history of literacy problems.

#### Findings/Conclusions

**Beron, K.J., & Farkas, G. (2004).**
The model fits very well and the youths’ basic skill at auditory processing is both a major determinant of basic reading success, and by far, the most important of the mediating variables.

Regression analyses indicated that teacher ratings were mostly associated with child variables, such as gender and behavior, and family variables, such as maternal education.

**Byrne, B., Fielding, R., & Ashley, L. (1996).**
The research identified in this paper supports the notion that careful and timely instruction in the alphabetic principle—its basis in the segments of speech and the letters that represent those segments is a crucial component of successful literacy development.
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<th>Component Area:</th>
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<tr>
<td>Topic Area:</td>
<td>Research</td>
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<tr>
<td>Topic:</td>
<td>Kindergarten</td>
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<tr>
<td>Type of Research:</td>
<td>Correlational</td>
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**Description/Summary**
Structural equation modeling was used to examine sources of children’s reading, vocabulary, general information, math, and letter recognition skills upon entrance to kindergarten.

**Findings/Conclusions**
A family literacy environment had positive causal links with four of five academic measures. Greater number of months in child care centers was associated with higher math scores among children from less educated mothers who scored low on a measure of family literacy environment. No effects of child care were found for children from mothers with more education.

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<td>Topic Area:</td>
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<tr>
<td>Topic:</td>
<td>Preschool</td>
</tr>
<tr>
<td>Type of Research:</td>
<td>Descriptive</td>
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<tr>
<td>Population:</td>
<td>Six teachers in three preschool classrooms—34 children from low income families</td>
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**Description/Summary**
This study looks at the effect of incorporating writing materials in all areas of the preschool classroom on the early literacy development of young children from low-income families.

**Findings/Conclusions**
The qualitative data showed an increase in the number and variety of literacy materials available to children in all three classrooms. The quantitative data showed that the children’s literacy development increased over time.

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<td>Topic Area:</td>
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<tr>
<td>Topic:</td>
<td>Elementary</td>
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<tr>
<td>Type of Research:</td>
<td>Correlational</td>
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<tr>
<td>Population:</td>
<td>787 children and their families—a part of the longitudinal NICHD Study of Early Child Care and Youth Development.</td>
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**Description/Summary**
This study explores the effects of teacher qualifications, classroom practices, family characteristics, and preschool experience on students’ learning.

**Findings/Conclusions**
Results using structural equation modeling reveal that students whose teachers were warmer and more responsive and who spent more time in academic activities demonstrated stronger vocabulary and decoding skills at the end of first grade. Teachers with more years of education interacted with students more responsively, but their students had weaker reading skills. Overall, students’ language and letter scores when they were 54 months, their home learning environment, and family SES accounted for most of the variability in vocabulary and early reading scores at the end of 1st grade.
### Children’s Education


**Description/Summary**

This paper uses aspects of “third space” theory to support the use of site-based classroom role play as a means of ensuring continuity of text construction between home and school.

**Findings/Conclusions**

Using third space concepts to examine a model of classroom practice designed to support a continuum of text construction between home and school suggests conceptual, linguistic, and physical features are particularly helpful to this process.

**Component Area:** Children’s Education  
**Topic Area:** Practice  
**Topic:** Elementary  
**Population:** Children in primary school classrooms

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**Description/Summary**

This study investigates the longitudinal relationships among child background factors, structural oral language, and phonological awareness.

**Findings/Conclusions**

Regression analyses indicated that the background variables were unique predictors of kindergarten general oral language skill, but did not predict phonological awareness skills. The findings suggest that general oral language may contribute to the development of early reading through its significant influence on the development of phonological awareness.

**Component Area:** Children’s Education  
**Topic Area:** Research  
**Topic:** Elementary  
**Type of Research:** Correlational  
**Population:** 52 children from kindergarten to 2nd grade

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**Description/Summary**

This article provides a review of family literacy history and components. Pedagogical implications for teachers of primary grade students are considered. Suggestions are given for increasing home-school literacy involvement through sharing information, increasing access to materials, and implementing strategies that invite family involvement.

**Findings/Conclusions**

The richness and complexity of family literacy programs provide the building blocks for early literacy learning and offer primary teachers avenues for valuing family contributions, forging home-school connections, and transforming schools into family-friendly learning environments.

**Component Area:** Children’s Education  
**Topic Area:** Practice  
**Topic:** Elementary  
**Population:** Primary grade students
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<td>Topic Area:</td>
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<tr>
<td>Topic:</td>
<td>Secondary</td>
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<tr>
<td>Population:</td>
<td>Adolescents</td>
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**Description/Summary**
This article looks at literacy in schools and what students need to improve their competency.

**Findings/Conclusions**
Student success in school depends on developing literacy skills and positive attitudes and behaviors that support achievement.

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<td>Topic:</td>
<td>Kindergarten</td>
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<td>Type of Research:</td>
<td>Correlational</td>
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**Description/Summary**
Data was used from the Early Childhood Longitudinal Study-Kindergarten Cohort to test the relationship between early literacy ability and individual and county demographic and structural factors.

**Findings/Conclusions**
Results show that there is a direct association between living in a nonmetropolitan county and early literacy ability at the beginning of kindergarten, but the direction and strength of these relationships depends on individual ethnicity and socioeconomic status, as well as on the social and economic characteristics of the county.

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<td>Research</td>
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<td>Topic:</td>
<td>Elementary</td>
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<tr>
<td>Type of Research:</td>
<td>Qualitative</td>
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<tr>
<td>Population:</td>
<td>30 children in England from 4 primary schools</td>
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**Description/Summary**
This study explores the factors which influence teacher predictions for 30 children.

**Findings/Conclusions**
The study shows that teachers do indeed form early judgments about children based on pragmatic factors, with a strong link between teacher predictions and families’ socioeconomic status.
### Children’s Education

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<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Description/Summary</th>
<th>Findings/Conclusions</th>
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<tr>
<td>Gutiérrez-Clellen, V.F., &amp; Kreiter, J. (2003)</td>
<td>Understanding child bilingual acquisition using parent and teacher reports. <em>Applied Psycholinguistics, 24</em>, 267-288.</td>
<td>This study was designed to examine the extent to which years of exposure to a language, amount of language input at home and at school, and amount of exposure to reading and other literacy activities in a language related to observed bilingual performance in young children, as obtained from parents’ and teachers’ reports.</td>
<td>Regression analyses indicated that the amount of Spanish input at home was a significant predictor of grammatical performance in that language. These input effects did not hold for English.</td>
</tr>
<tr>
<td>Hauser-Cram, P., Sirin, S.R., &amp; Stipek, D. (2003)</td>
<td>When teachers’ and parents’ values differ: Teachers’ ratings of academic competence in children from low-income families. <em>Journal of Educational Psychology, 95</em>(4), 813-820.</td>
<td>This study looks at predictors of teachers’ ratings of academic competence of kindergarten children. Teachers rated children’s expected competence in literacy and math and then independent examiners assessed literacy and math skills.</td>
<td>Teachers rated children as less competent when they perceived value differences with parents. These patterns were stronger for teachers who exhibited curriculum-centered, rather than student-centered, practices.</td>
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Description/Summary
This article presents the literacy achievement of Norwegian minority students, their reading habits, and their enjoyment of reading based on the Programme for International Student Assessment (PISA) 2000 study.

Findings/Conclusions
Aspects of minority students’ family background and attitudes towards school were related to literacy achievement results. Results indicate that there is some potential for equalizing differences between minority students and majority students.


Description/Summary
This article provides a research-based rationale for using wordless picture books, offers a developmental sequence for introducing children to stories told through pictures, and suggests strategies for reading wordless picture books.

Findings/Conclusions
There are many different, practical, and worthwhile uses for wordless picture books in early childhood settings: uses that enhance children’s motivation to learn, support growth in literacy, provide performance assessment data, and foster communication with families.


Description/Summary
This manual discusses the changing demographics in our country and what effective literacy teachers of linguistically-diverse students need to know and do.

Findings/Conclusions
The author encourages educators to acknowledge explicitly all of the knowledge and experience their ELLs bring to the classroom, including their unique challenges and special talents; their prior educational histories to guide their instructional efforts; their need for entry-level literacy programs; the need for age-appropriate materials for intermediate and middle school students, encouraging students to view their dual language abilities as a strength; the need to be taught explicitly to overcome comprehension problems; and the need to be explicitly helped with reading strategies that have been shown to promote the comprehension of readers in general.
Understanding print: Early reading development and the contributions of home literacy experiences. *Journal of Experimental Child Psychology*, 93, 63-93.

**Description/Summary**
This study explored the development of children’s early understanding of visual and orthographic aspects of print and how this is related to early reading acquisition.

**Findings/Conclusions**
Regression analyses indicated that print knowledge was related to early reading skill. Parents’ ratings of the extent of their children’s involvement in activities that led to practice in reading and writing most consistently predicted the development of emergent literacy skills.


**Description/Summary**
This study uses naturalistic inquiry and case study contrasts to look at the variation in the literacy support available to children in early childhood programs.

**Findings/Conclusions**
The authors argue that poor children and children of color are socialized to practice a different literacy, one that offers limited experiences with books and is less connected to personal and community identity.


**Description/Summary**
This study examined the practices of effective kindergarten programs with respect to literacy instruction to provide models for schools working to educate large populations of at-risk students.

**Findings/Conclusions**
Research showed effective kindergarten programs provide explicit instruction in phonological awareness and alphabetic skills, and strong home-school connections. The programs also provided opportunities for professional development.
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<td>Topic Area:</td>
<td>Theory</td>
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<tr>
<td>Topic:</td>
<td>Adolescent readers and gender</td>
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<tr>
<td>Population:</td>
<td>Adolescents</td>
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**Description/Summary**
This paper looks at the areas of influence that contribute to shaping the attitudes and expectations of adolescent reading in Britain: family, peer group, and students’ perceptions of themselves as readers.

**Findings/Conclusions**
Reading is constructed within both domestic and school settings. The role of the school curriculum is identified as promoting particular versions of literacy that have more appeal for girls than boys.

<table>
<thead>
<tr>
<th>Component Area:</th>
<th>Children’s Education</th>
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<tbody>
<tr>
<td>Topic Area:</td>
<td>Practice</td>
</tr>
<tr>
<td>Topic:</td>
<td>Elementary</td>
</tr>
<tr>
<td>Population:</td>
<td>Elementary-aged children</td>
</tr>
</tbody>
</table>

**Moss, B. (2005, September).** Making a case and a place for effective content area literacy instruction in the elementary grades. *The Reading Teacher, 59*(1), 46-55.

**Description/Summary**
This article outlines the need for content area literacy instruction to begin at the elementary level and bases this need on the three critical factors of standards-based education, emphasis on standardized-test performance, and technology.

**Findings/Conclusions**
It is essential that the elementary school curriculum reinvent itself in ways that give content area literacy a place of greater prominence. Teachers can not only help students read their content area textbooks, but can also provide them with literacy learning tools and help them develop abilities that will allow them to thrive in the new technological age.

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<tr>
<th>Component Area:</th>
<th>Children’s Education</th>
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<tbody>
<tr>
<td>Topic Area:</td>
<td>Research</td>
</tr>
<tr>
<td>Topic:</td>
<td>Elementary</td>
</tr>
<tr>
<td>Type of Research:</td>
<td>Correlational</td>
</tr>
<tr>
<td>Population:</td>
<td>183 Spanish speaking students in K-3rd grade</td>
</tr>
</tbody>
</table>


**Description/Summary**
This study examines the relationship between reading, home life, and language programs.

**Findings/Conclusions**
Variation in family practices was associated with different opportunities available in the surrounding community and parents’ workplaces. Differences in family practices were associated with parents’ educational level and experiences and with variation in the language of the child’s instructional program.

**Description/Summary**
This study set out to determine the predictive relationships of a broad spectrum of oral language skills measured in kindergarten with the reading ability of children in 1st and 2nd grades, taking into account background factors, and to determine whether different aspects of oral language are important to reading skill at different points in development.

**Findings/Conclusions**
Regression analyses found that semantic abilities (oral definitions and word retrieval) not phonological awareness, predicted 2nd grade reading comprehension. Phonological awareness skill in kindergarten predicted single-word reading at 1st and 2nd grades.


**Description/Summary**
This article focuses on staff development efforts within one school district. These efforts represent one important aspect of the School Development Program.

**Findings/Conclusions**
Teachers made recommendations based on their own positive experiences in staff development. The recommendations included conducting comparable workshops for the K-2 staff; encouraging staff to connect workshop activities to curriculum development and to align curricular outcomes to the New York state standards for English language arts; continuing involvement of college faculty and their support of new personnel; college faculty and school staff developing partnerships with parents by college faculty and school staff; and administering both formal and informal assessments to determine effects of professional development and parental involvement on student achievement.


**Description/Summary**
This paper looks at the literacy experiences and expectations for boys and girls.

**Findings/Conclusions**
The differing expectations for boys’ and girls’ uses of literacy in school may lead to disadvantages for girls.
## Children’s Education


**Description/Summary**
This article reports on a study conducted in poor Puerto Rican households in Philadelphia that examined home-school connections and students’ learning.

**Findings/Conclusions**
The study reports that household stability, which is influenced by economic stability, is the strongest factor affecting students’ learning. Educational reform programs need to consider the economic conditions of these households even more than linguistic and cultural factors.

**Component Area:** Children’s Education  
**Topic Area:** Research  
**Topic:** ELL  
**Type of Research:** Qualitative  
**Population:** Five Puerto Rican families

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**Description/Summary**
This article chronicles the most important of twentieth-century developments by presenting a description of what has been tried in early childhood reading education, an analysis of why these methods have been tried, and the results of the efforts.

**Findings/Conclusions**
This historical examination reveals two predominant schools of thought about how the teaching of beginning reading is best accomplished. Linked to these issues is the concern in early childhood education for developmentally appropriate practice. The author concludes that the resources and knowledge are available to provide reading instruction in all early childhood classrooms and that educators with diverse concerns will consider them appropriate and useful for young children.

**Component Area:** Children’s Education  
**Topic Area:** Historical  
**Topic:** Reading in the twentieth century  
**Population:** Birth through age eight

---


**Description/Summary**
Through ethnographic data collection techniques, the providers describe their understandings of emergent literacy.

**Findings/Conclusions**
Discusses the possible effects that ponder self understandings may have on the literacy development of children who attend family child care and the implications of these perceptions for children who attend family child care as a preschool experience.

**Component Area:** Children’s Education  
**Topic Area:** Research  
**Topic:** Preschool  
**Type of Research:** Qualitative  
**Population:** Three childcare centers
### Children’s Education

<table>
<thead>
<tr>
<th>Title</th>
<th>Authors</th>
<th>Description/Summary</th>
<th>Findings/Conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beyond the pages of a book: Interactive book reading and language development in preschool classrooms.</td>
<td>Wasik, B.A., &amp; Bond, M.A. (2007)</td>
<td>This study examines the effects of a book reading approach on the language skills of at-risk preschool children.</td>
<td>Children in the intervention group scored significantly higher on the PPVT-III compared with children in the control group. Overall, this study suggests that in Title I preschool, it is possible to implement a classroom intervention that can have positive effects on vocabulary development in young children.</td>
</tr>
<tr>
<td>Phonological awareness training plus letter knowledge training.</td>
<td>What Works Clearinghouse. (2006, December)</td>
<td>Three studies look at the effect of the training on preschool children.</td>
<td>Phonological awareness training plus letter knowledge training was found to have potentially negative effects on oral language, positive effects on print knowledge, potentially positive effects on phonological processing and early reading/writing, and no discernible effects on cognition.</td>
</tr>
<tr>
<td>Bilingual education students reflect on their language education: Reinventing a classroom 10 years later.</td>
<td>Whitmore, K.F., &amp; Crowell, C.G. (2005, December/2006, January)</td>
<td>This article takes a look 10 years later at the “Sunshine Room,” which was a class of third graders in Boston Primary Magnet School who participated in a three-year ethnographic study of a bilingual class.</td>
<td>This study found that creating a classroom “community” can empower English language learners during elementary school and beyond.</td>
</tr>
<tr>
<td>Dealing with diversity: Achievement gaps in reading literacy among New Zealand students.</td>
<td>Wilkinson, I.A.G. (1998)</td>
<td>This study examined school and classroom factors that moderated gender and home language gaps in the reading achievement of New Zealand students. Data were drawn from the Evaluation of Educational Achievement (IEA), a national survey of reading literacy.</td>
<td>Findings showed that the magnitude of the gender gap for comprehension and of the home language gaps for comprehension and word recognition varied across schools. Evidence suggests that many teachers were struggling to cope with increased diversity among students, so they were less able to address individual needs.</td>
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</tbody>
</table>

Description/Summary
The Early Childhood Research Group at the University of Newcastle upon Tyne was commissioned by the Children and Young People’s Library Service and Children’s Services in North Tyneside to conduct research. This research aimed to explore families’ use of library service, to explore how parents and children were using books together, and to examine the impact of the Babies Need Books scheme. To complete the research, The Early Childhood Research Group re-analyzed data collected previously by questionnaire, tracked library use by project families, and conducted a series of telephone interviews to clarify issues.

Findings/Conclusions
No statistical significance could be attributed to any of the relationships between library use and the age of the carer or the number of siblings. However, babies with younger parents were under represented in the library user category and over represented in the “lapsed” user category. In addition, one of the two libraries had a much larger proportion of “lapsed” and non-users. Through selected phone interviews, it was determined that 43% of the sample was no longer living at the same address. It was determined that the majority of this sample was characterized by younger parents and was affiliated with the library with more ‘lapsed’ and non-users. Further data collected through the phone interviews indicated that library use of the babies was being masked by parents borrowing on their own or siblings’ cards.


Description/Summary
This article presents a five-year action research project of systemic change toward coexistence in Acre, a mixed Arab-Jewish city in Israel.

Findings/Conclusions
The study shows the potential of this long-term holistic approach to bring coexistence to the community even though regional and political factors worked against community coexistence.
<table>
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<tr>
<th>Component Area: Community Literacy</th>
<th>Component Area: Community Literacy</th>
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<tbody>
<tr>
<td><strong>Description/Summary</strong>&lt;br&gt;This study examines the attrition in a community-based literacy program.</td>
<td><strong>Description/Summary</strong>&lt;br&gt;This ethnographic study describes family and community literacy practices in a neighborhood public library.</td>
</tr>
<tr>
<td><strong>Findings/Conclusions</strong>&lt;br&gt;There were differences between intervention groups and their pattern of attrition. Additionally, there were interactions between intervention program-centered characteristics and person-centered characteristics of the participants that could affect the validity of the study and limit the generalizability of the results.</td>
<td><strong>Findings/Conclusions</strong>&lt;br&gt;The study reveals the dynamic nature of literacy practices in a setting that supports both formal and informal literacies.</td>
</tr>
<tr>
<td><strong>Component Area:</strong> Community Literacy</td>
<td><strong>Component Area:</strong> Community Literacy</td>
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<td><strong>Topic Area:</strong> Research</td>
<td><strong>Topic Area:</strong> Research</td>
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<tr>
<td><strong>Topic:</strong> Community-based literacy program</td>
<td><strong>Topic:</strong> Library</td>
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<tr>
<td><strong>Type of Research:</strong> Correlational</td>
<td><strong>Type of Research:</strong> Qualitative</td>
</tr>
<tr>
<td><strong>Population:</strong> 287 Head Start families</td>
<td><strong>Population:</strong> A library in a community setting</td>
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**Description/Summary**
This paper presents a framework for examining the factors necessary to sustain collaborations in family literacy. Also presented are the areas of inquiry that appear to be important for any understanding of the collaborative process and its outcomes for family literacy.

**Findings/Conclusions**
A number of areas would benefit from research on cross-agency coordination in family literacy. The structural conditions that lead to successful interagency relationships, such as legislative and policy mandates or voluntary actions resulting in effective family literacy programs, have not been addressed. In addition, research that examines the processes for assessing the benefits of a relationship; the procedures used in setting relationship boundaries and establishing formal and informal agreements; the mechanisms for communication, such as advisory councils and networks; and the strategies that are useful for providing state and local leadership to a collaborative would be beneficial. Once the nature of collaboration is documented, it would be useful to examine whether collaboration leads to improved family literacy services or enhanced support for families.


**Description/Summary**
The National Center for Family Literacy began the Family Independence Initiative (FII) to address the needs of welfare recipients and their families. This paper describes the pilot phase (1998-2000) in which 11 grantees in six cities tested the efficacy of using family literacy services to assist adults in developing their skills to help employment opportunities and the social and academic development of their children.

**Findings/Conclusions**
Results indicated that it is feasible to develop comprehensive family literacy services for welfare recipients, but that this process takes time, an organizational infrastructure, and a knowledgeable and committed staff. Organizations that want to develop work-focused family literacy programs may need to plan sufficient time and resources to configure each component of service. They also need to consider the particular needs of their target population in scheduling activities and in establishing community and business partners. Data collected on FII participants indicated that approximately half of the adults who were assessed improved their basic skills. A number of FII participants also reported that they engaged in educational activities with their children and that participation in FII aided them in preparing for work.
**Family Literacy Models**


**Description/Summary**
This is a report of a brainstorming session including practitioners, researchers, and policymakers on a national research agenda for family literacy.

**Findings/Conclusions**
Themes: Family literacy is difficult to research since it is a “black box,” curricula are lacking in the heart of the family literacy program (Parent and Child Together (PACT) Time), and the selection of appropriate assessment instruments in family literacy is limited.


**Description/Summary**
This book chapter describes programs on workforce literacy and technology and how to embed them in family literacy programs.

**Findings/Conclusions**
Offering workforce development with an emphasis on using technology is appropriate in a family literacy program. Parents are learning skills that may enhance the economic security of the family, but also the children may benefit by seeing their parents employed and by the stability that may come to the family from regular income. The author suggests more research is needed to study the effects of various models and to demonstrate the impact of the constructivist approach to instruction in the adult education component of family literacy programs.

**Benseman, J. (2006).** *Refining family literacy practice: A New Zealand case study.* *Adult Basic Education*, 16(2), 67-80.

**Description/Summary**
This article looks at the development of a family literacy program and discusses a number of issues that have arisen in the program’s development based on a series of formative and process evaluations.

**Findings/Conclusions**
Family literacy does not sit readily within conventional educational structures as a result of traditional educational systems, which are age-stratified. The lack of fit presents issues, such as problems of accessing funding, finding appropriate staff, and coordination between the different educational players involved. New Zealand has made family literacy a priority because of the benefits that accrue from parental involvement in children’s academic achievement. The aim is to transcend age-bound literacy provision by integrating instruction for both parents and children, which is seen increasingly as a means of creating learning communities around schools.
# Family Literacy Models

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Component Area:</th>
<th>Topic Area:</th>
<th>Topic:</th>
<th>Type of Research:</th>
<th>Population:</th>
</tr>
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<tbody>
<tr>
<td><strong>Cook-Cottone, C. (2004).</strong></td>
<td>Constructivism in family literacy practices: Parents as mentors. Reading Improvement, 41(4), 208-216.</td>
<td>Component Area:</td>
<td>Topic Area:</td>
<td>Topic:</td>
<td>Descriptive</td>
<td>48 families from an urban, northeastern elementary school of low-income levels</td>
</tr>
</tbody>
</table>
# Family Literacy Models


**Description/Summary**
This overview of family literacy discusses its components, advantages, and the National Center for Family Literacy’s initiatives.

**Findings/Conclusions**
Intergenerational family literacy is advocated as a solution for families to meet their educational and economic needs.


**Description/Summary**
This article looks at two-generation programs and their effects on children and parents as a strategy to improve parent involvement in Head Start while responding to the self-sufficiency needs of families, including Comprehensive Child Development Program, Even Start Family Literacy Program, Head Start Family Service Centers, New Chance and New Hope.

**Findings/Conclusions**
Head Start programs support a two-generation strategy that could respond to the needs of families to achieve self-sufficiency. However, programs need significant training and resources to fully realize their mission and increase their effectiveness in helping low-income families achieve their desired goals.


**Description/Summary**
This article examines family literacy programs which combine adult basic education for parents with early literacy education and parental involvement from other kinds of family literacy programs. It discusses the following issues: using the term “family literacy,” targeting specific families, the accessibility of programs and their educational and socio-economic effects.

**Findings/Conclusions**
It is argued that although rhetoric has sometimes been informed by research, it has also obscured, misinterpreted, ignored, and exaggerated research findings.
## Family Literacy Models

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<th>Reference</th>
<th>Component Area</th>
<th>Topic Area</th>
<th>Topic</th>
<th>Population</th>
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<tbody>
<tr>
<td><strong>Description/Summary</strong></td>
<td>This chapter offers a way of conceptualizing family literacy programs and reviews key research issues. Suggestions are made about what we know about family literacy programs and what we still need to know.</td>
<td></td>
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<tr>
<td><strong>Findings/Conclusions</strong></td>
<td>Over the past two decades, family literacy programs have come to occupy an important role in early childhood literacy education. The effectiveness of programs is reasonably well established in a general sense, but there remain significant unanswered questions about the extent and duration of effects, the benefits of combining the different components of programs, and the limiting effect of low take-up.</td>
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</table>

| **Description/Summary** | This paper describes a family literacy project where the home literacy practices of the families are examined and workshops for parents are constructed. |
| **Findings/Conclusions** | At the end of the program, the parents reported that they had gained knowledge, become more aware of the literacy practices in their homes and how these might influence their children’s literacy development, and had experienced some change of behavior. |

| **Description/Summary** | An intervention model, the Life Skills Literacy project operates through a multidisciplinary team comprised of family counselors, housing and financial counselors, nutrition counselors, and environmental health consultants who provide home-based services to help families living with limited resources (including poverty) achieve sustainable well-being. |
| **Findings/Conclusions** | The Life Skills Literacy model provides an initial focus on crisis management with services provided for nutrition and health, housing, financial concerns, child and family skills, and environmental health issues. The overall goal is to build sustainable well-being, family independence and human capital and achieve outcomes of improved physical and mental health, improved financial status, fewer missed work and school days, improved grades, and fewer doctor visits. |
### Family Literacy Models

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title and Publication Details</th>
</tr>
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</table>

#### Description/Summary


This paper presents a case study that describes the collaborative process and the lessons learned when the staff of a family literacy program and an evaluator collaborated to design and implement a portfolio assessment that was used to collect program evaluation information.


This article looks at the central role of community colleges in developing and implementing a comprehensive family literacy program.

**Landerholm, E. (1999)**

This paper focuses on the Even Start program’s components, including home visiting, an after-school literacy program, and the use of technology.

#### Findings/Conclusions


Both benefits and difficulties in creating family literacy portfolios are discussed.


Findings explain how the current funding structure may be divisive at the state level.

**Landerholm, E. (1999)**

All types of old and new technology can be combined with a family literacy program and much can be found for free.
## Family Literacy Models

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Description/Summary</th>
<th>Findings/Conclusions</th>
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<tbody>
<tr>
<td>Padak, N., Sapin, C., &amp; Baycich, D. (2002).</td>
<td>A decade of family literacy: Programs, outcomes, and future prospects</td>
<td>This paper reviews and synthesizes reports about family literacy programs and practices, focusing on outcomes for adult learners.</td>
<td>The authors provide a description of a prototypical successful family literacy program based upon what is known about program effectiveness. They call for more and better research to determine the effectiveness of certain types of programs, with a particular focus on curriculum and instructional practices.</td>
</tr>
<tr>
<td>Purcell-Gates, V. (2000).</td>
<td>Family literacy. In M. Kamil, P. B. Mosenthal, P. D. Pearson, &amp; R. Barr (Eds.), Handbook of reading research (Vol. III, pp. 853-870). Mahwah, NJ: Lawrence Erlbaum Associates.</td>
<td>This book chapter reviews the family literacy research literature and the theoretical writing that help to clarify the nature of family literacy.</td>
<td>The author suggests that research in family literacy is lagging behind policy and practice. Ethnographic, descriptive and experimental research needs to be conducted exploring the issue of compatibility among the cultures of schools, homes, and family literacy programs; to capture individual and contextual nuances; and to examine effectiveness. Finally, family literacy research needs to look at the ways in which schools are able to build upon the abilities and beliefs children bring with them to achieve educational parity across class, race and ethnicity.</td>
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</table>
### Family Literacy Models

<table>
<thead>
<tr>
<th>Source</th>
<th>Component Area</th>
<th>Topic Area</th>
<th>Topic</th>
<th>Type of Research</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description/Summary</td>
<td>The effectiveness of the Even Start Manchester program is evaluated. The Even Start class had a bilingual teacher, made home visits, and had parent ESOL classes, but the Title I preschool did not.</td>
<td>Findings/Conclusions</td>
<td>The findings provide evidence of the short-term effectiveness of the Manchester Even Start program.</td>
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<tr>
<td>Description/Summary</td>
<td>The family-centered literacy program teaches new skills to new residents to minimize culture shock and to make community immersion a less difficult process.</td>
<td>Findings/Conclusions</td>
<td>Three out of every five adults received their GED diploma.</td>
<td></td>
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<tr>
<td>Description/Summary</td>
<td>This study tested the effectiveness of the Even Start program on children and their parents.</td>
<td>Findings/Conclusions</td>
<td>Findings show that Even Start projects were able to properly implement family literacy programs, and the observed lack of effectiveness is attributed to a combination of two factors: a lack of full participation on the part of families and instructional services that may be ineffective because of the curriculum content or the instructional approach.</td>
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Description/Summary
This paper describes how the qualitative component of a demonstration family literacy program evaluation is used to illustrate how client input can be used to fine tune the outcomes component of a program’s logic model.

Findings/Conclusions
The program’s original logic model was revised to create explicit “testable” pathways to achieving intended outcomes.


Description/Summary
This paper examines and synthesizes research pertaining to family literacy programs, including but not limited to studies on Even Start Family Literacy Programs.

Findings/Conclusions
Family literacy programs are among the most complex programs available for children and families. There is considerable knowledge about best practices within early childhood development, parenting education, and adult education that can guide programs. In addition, considerable knowledge exists in areas such as reading, language, and literacy to inform program development. Relevant theories provide further structure and direction for practice and research.

Yaffe, D., & Williams, C.L. (1998). Why women chose to participate in a family literacy program and factors that contributed to the program’s success. Journal of Adolescent & Adult Literacy, 42(1), 8-19.

Description/Summary
This paper looks at the reasons women gave as to why they joined a family literacy program, what their expectations were, and what components of the programs led to greater satisfaction.

Findings/Conclusions
One of the major themes that emerged was “women helping women.” Another theme was the cultural dynamic of families where the women avoided PACT Time because they didn’t want to play with children, particularly in a public forum.
<table>
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<tr>
<th><strong>Financial Literacy</strong></th>
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<tr>
<td><strong>Description/Summary</strong></td>
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<tr>
<td>This article provides an overview of the wide range of programs aimed at improving Americans’ financial literacy, as well as a short review of the current evidence of the effectiveness of financial education programs.</td>
</tr>
<tr>
<td><strong>Findings/Conclusions</strong></td>
</tr>
<tr>
<td>A five-tiered evaluation approach is suggested to assess the impact of financial education programs, so that financial educators can provide effective recommendations for the direction of education policy.</td>
</tr>
</tbody>
</table>
| **Component Area:** Financial Literacy  
**Topic Area:** Policy  
**Topic:** Financial Literacy  
**Population:** Adolescents and adults |
| **Description/Summary** |
| This study addressed the characteristics of the people served by 21 Individual Development Accounts programs in North Carolina as well as the factors related to participant success and failure. |
| **Findings/Conclusions** |
| Results indicated that the participants are different in many respects from the general population. They are more likely to be single African-American mothers with relatively high levels of education and full-time employment. |
| **Component Area:** Financial Literacy  
**Topic Area:** Research  
**Topic:** Financial Literacy  
**Type of Research:** Qualitative  
**Population:** Adult participants in 21 financial literacy programs in North Carolina |
### General

|---|
| **Description/Summary**  
This article examines family literacy as a means for cultural transformation and development. |
| **Findings/Conclusions**  
The author extols those who have worked in family literacy as doing significant work in taking literacy to the disadvantaged. If family literacy were to continue as it is today, it would provide multiple benefits to these families, but family literacy workers have a professional obligation to continue the dialectic between theory and practice to validate theory and improve practice. |
| **Component Area:** General  
**Topic Area:** Theory  
**Topic:** Literacy  
**Population:** Families |

|---|
| **Description/Summary**  
This article is a historical view of literacy in American families. |
| **Findings/Conclusions**  
The role of mothers in the intergenerational transmission of literacy was especially critical in lower-class populations. Thus, in the analysis of human-capital accumulation, literacy rates broken down by sex are often much more useful than a single overall literacy rate. With overall literacy rates held constant, women’s literacy rates show themselves to have been an important determinant of the growth of American literacy, leading to higher levels of human capital in succeeding generations and providing a key to understanding the achievement of economic growth in nineteenth-century America. |
| **Component Area:** General  
**Topic Area:** Historical  
**Topic:** Four component model  
**Population:** American families |

|---|
| **Description/Summary**  
This article reviews the various features and structures that constitute family literacy, such as environmental factors, type of settings, parent involvement, literacy instruction, the home environment, literacy factors, and literacy strategies. |
| **Findings/Conclusions**  
The author suggests that although many researchers have provided sufficient and respectable evidence that indicates that family literacy is an indispensable educational and policy issue, there is a need to clearly assess the rationale for implementing any of the results and conclusions in regard to overall benefits to families and programs. |
| **Component Area:** General  
**Topic Area:** Theory  
**Topic:** Contributions of family literacy to children’s development  
**Population:** Families |

**Description/Summary**
This paper is focused on family literacy programs in order to examine the ways in which the literacies of working-class communities and the culture in which they emerge can be marginalized by a system that rewards middle-class, school-based literacies.

**Findings/Conclusions**
Deficit views are challenged in this article.
**Health Literacy**


**Description/Summary**
This article looks at the readability level of several pamphlets which describe anxiety disorders. These pamphlets are used by patients to explain disorders; therefore, they should be written at a level that can be understood by low literacy patients. The pamphlets were assessed on all 14 readability variables used in the Readability Assessment Instrument (RAIN) and on reading level using the Simplified Mesasure of Gobbledygook (SMOG).

**Findings/Conclusions**
The readability of the pamphlets clustered around the 80% acceptability level, which means that the pamphlets were written in a way that enhanced comprehension. The pamphlets can be made even more readable by increasing audience appropriateness, which refers to the degree of the writer’s consideration of the target readers’ knowledge of vocabulary and subject matter.


**Description/Summary**
This study analyzed the psychometric properties of the English and Spanish S-TOFHLA for three patient populations.

**Findings/Conclusions**
Significant differences between scores for men and women remained after adjusting for level of education.


**Description/Summary**
This article explores the relationship between prenatal care and literacy. Poor prenatal care was defined as starting care after the first trimester and inadequate care utilization according to the Adequacy of Prenatal Care Utilization Index.

**Findings/Conclusions**
African American women with both high and low rates of literacy had high rates of poor prenatal care. Women reported that communication with clinicians influenced their use of prenatal care.

**Description/Summary**
This study sought to identify screening items sufficiently simple to use in clinical practice.

**Findings/Conclusions**
Three items for use in a simple screening instrument for parental low literacy were identified.

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**Description/Summary**
This study examined the development of screening questions for identifying patients with inadequate or marginal health literacy.

**Findings/Conclusions**
Three questions were each effective screening tests for inadequate health literacy in this population.

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**Description/Summary**
This article looks at the health literacy epidemic which influences health care quality and cost.

**Findings/Conclusions**
Further research is required to identify effective interventions that will strengthen the skills and coping strategies of both patients and providers and also prevent and limit poor reading and numeracy ability.

**Description/Summary**
This study evaluates the effectiveness of a nutrition and media literacy intervention targeting elementary children and their parents. The purpose of the study was to increase child fruit and vegetable intake and change the home nutrition environment. The intervention took place during after-school activities where children developed a media campaign for their parents. Data was collected from parents and children before and after intervention.

**Findings/Conclusions**
The media intervention was effective in changing the home environment.


**Description/Summary**
This article looks at the mother’s literacy level and the rate of infant mortality.

**Findings/Conclusions**
Illiteracy in females has a detrimental effect on infant mortality, with those from rural areas being higher than urban. If mothers were illiterate, the father’s literacy level was beneficial in improving infant mortality. More free educational programs are needed for girls.


**Description/Summary**
The article examines the effect of functional health literacy on the initiation and continuance of breast-feeding.

**Findings/Conclusions**
There is an association between literacy level and breast-feeding. Twenty-three percent of women in the low literacy group initiated and continued exclusively breast-feeding during the first 2 months as opposed to 54% of women in the higher literacy group. Materials regarding the benefits of breast-feeding need to be generated, simple to understand, and given before and during pregnancy.
Health Literacy


Description/Summary
This review evaluated five familial cancer risk assessment tools (CRATs) available on the Internet and their nature.

Findings/Conclusions
The biggest concern was that the CRATs might not be as available to those who are poor and underserved and those who have lower levels of literacy. One recommendation was to make a greater effort to reach diverse populations with the health information.


Description/Summary
This article looks at low literacy and its relationship to being able to receive medical care and comply with recommendations from health professionals.

Findings/Conclusions
It is extremely important that health care workers know those patients with low literacy and be able to explain medical information so that they can understand.


Description/Summary
This article addresses the question of whether literacy could be mediating the relationships of schooling to maternal health behavior in populations undergoing demographic change.

Findings/Conclusions
Regression analyses of the data indicates the retention of literacy skills in adulthood and its influence on health behavior; ethnographic evidence shows that selective bias in school attainment does not account for the results.


Description/Summary
This article evaluates a home-based intervention targeted to parents with intellectual disability to promote child health and home safety in preschool years. The parents received 10 weekly lessons in their homes focusing on child health and home safety. Outcome measures assessed parental health and safety behaviors.

Continued on next page
### Findings/Conclusions
Parents improved their ability to create a safe home environment and assess their children’s health. Both results were sustained at the three-month interview.


Description/Summary
This paper looks at the creation and use of a computer-based tool designed to assess a user’s reading literacy and computer skills. This tool categorizes low literacy users, so that they received support to enter data through the computer, enabling them to perform as well as high literacy users.

Findings/Conclusions
There was a statistically significant difference between the two levels of reading literacy defined by the tool.


Description/Summary
This study investigated the most effective format for a nutrition intervention targeting patients with low literacy skills. Interviews and focus groups were used to gather information.

Findings/Conclusions
Study found that low literacy patients first turn to family and friends for health information, so an effective nutrition intervention would involve social networks, appear in a visually-based, interactive format and be culturally appropriate.


Description/Summary
This article describes techniques and resources that physicians can use to help patients comprehend essential health information.

Findings/Conclusions
Physicians who speak in simpler language, repeat their instructions and demonstrate key points, while avoiding too many directives, enhance their patients’ understanding. Combining easy-to-read written patient education materials with oral instructions has been shown to greatly enhance patient understanding. To be effective with patients whose literacy levels are low, patient education materials should be short and simple, contain culturally sensitive graphics and encourage desired behavior. Compliance with therapy also may be improved by including family members in the patient education process.
<table>
<thead>
<tr>
<th>Component Area:</th>
<th>Health Literacy (Adult)</th>
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<tr>
<td>Topic Area:</td>
<td>Policy</td>
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<tr>
<td>Topic:</td>
<td>Health literacy among adult learners</td>
</tr>
<tr>
<td>Type of Research:</td>
<td>Descriptive</td>
</tr>
<tr>
<td>Population:</td>
<td>Adults</td>
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**Description/Summary**
This article looks at strategies and interventions that effectively help those who have both low literacy and problems understanding health-related information. Researchers have offered suggestions for medical and public health workers, health educators, and researchers when working with those who have limited literacy.

**Findings/Conclusions**
Health literacy is a well-documented problem in the United States. Public health researchers need to develop meaningful interventions that can tackle the problem and improve health outcomes. Health workers must also work to assist patients to reach critical health literacy, so that personal and community empowerment can be reached and unfavorable health outcomes can be changed.

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<th>Component Area:</th>
<th>Health Literacy (Adult)</th>
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<tr>
<td>Topic Area:</td>
<td>Research</td>
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<td>Topic:</td>
<td>Health literacy among adult learners</td>
</tr>
<tr>
<td>Type of Research:</td>
<td>Qualitative</td>
</tr>
<tr>
<td>Population:</td>
<td>28 adults enrolled in 2 ABE reading classes</td>
</tr>
</tbody>
</table>


**Description/Summary**
This study examined how ABE classes can prove to be an effective way to educate those with low literacy skills about good dietary practices.

**Findings/Conclusions**
Participant knowledge increased regarding portion size and ability to read labels and recipes. However, eating behaviors were not altered long term, which shows that there is a need for comprehensive systems to ensure behavior change.

Description/Summary
This article looks at how community outreach workers can help the Spanish-speaking community use MedlinePlus and the ways participants used the information. By using the information from the outreach workers, a database of stories was developed demonstrating how community residents use MedlinePlus and how it helped them to understand their healthcare.

Findings/Conclusions
With the help of paraprofessionals, community-based health information outreach projects may improve the ability of community residents to understand their health conditions and to participate actively in their healthcare.


Description/Summary
This article looks at the health literacy of low-income mothers. Researchers recommend that healthcare professionals look at more than reading levels to educate low-income mothers. They also need to help equip them with the necessary knowledge and skills to gain control of their lives and participate in the health development of their children.

Findings/Conclusions
Although functional health literacy is the first level to help patients access the healthcare system appropriately and maximize the utility of health information, there is a need to address the all-encompassing complex nature of health as mental, social, psycho-emotional, and physical well-being. Healthcare professionals should promote the capacity for health and when working with low-income mothers, they need to be advocates, that is, brokers, advisors, champions, representatives, and enablers.


Description/Summary
This study looks at family medicine residents and their assessment of their patients’ literacy skills. It is important for physicians to be able to assess their patients’ literacy skills, so that they can effectively communicate with the patients.

Findings/Conclusions
The Test of Functional Health Literacy in Adults was administered to participants, and residents were asked to identify patients with low literacy. Residents only identified about half of the patients with low literacy; therefore, residents need to be educated in identifying patients with low literacy and how to communicate with them.
Health Literacy


Description/Summary
This study examined low paternal literacy and its association with low-quality well-child care.

Findings/Conclusions
The lower-literacy participants reported higher-quality parent-provider relationships; there was no difference in quality of content of discussions by literacy level.


Description/Summary
This study examined whether introducing the Reach Out and Read program with children and an adult literacy intervention improves family medicine residents’ literacy knowledge, attitudes and practice.

Findings/Conclusions
A family literacy promotion program improved family medicine residents’ self-reported literacy knowledge, attitudes, and practices.


Description/Summary
This article estimated the prevalence of low-literacy patients to determine whether reading grade level is associated with self-perceived health status in primary care and to evaluate the reading difficulty of commonly used patient education pamphlets. Researchers use the Rapid Estimate of Adult Literacy in Medicine (REALM) test to assess patient literacy and the COOP/WOMCA to assess self-perceived health status. The readability of pamphlets was assessed using the Simple Measure of Gobbledygook (SMOG) formula.

Findings/Conclusions
9% of clinic patients had low literacy skills and patients under the age of 45 who had not completed high school were more likely to have poor reading ability. The mean reading grade level of pamphlets was grade 11.5, therefore pamphlets were too difficult for low literacy patients to read. Doctors need to take into account the literacy level of their patients.

**Description/Summary**
This study examined the readability level of 171 American Academy of Family Physicians (AAFP) patient education materials. The SMOG grade formula was used to assess readability.

**Findings/Conclusions**
The mean SMOG readability level of the materials was higher than the average reading level of most Americans.


**Description/Summary**
This article characterizes the current status of illiteracy in the United States, describes the relationship between poor literacy and poor health, and makes recommendations on how to deal with patients who have poor reading skills.

**Findings/Conclusions**
When using written communications with low-literacy patients, they should be 5th-grade level or lower. Further research is needed to clarify how much illiteracy influences health status and health service utilization and to determine if using low-literacy health education materials improves health outcomes.


**Description/Summary**
This journal article examines whether patients that have both depression and low literacy would benefit more from treatment of both depression and literacy.

**Findings/Conclusions**
It seems that enrolling in adult education classes while treating depression will help patients with both depression and low literacy.
### Health Literacy


**Description/Summary**  
This study developed a quick and accurate screening test for limited literacy—available in English and Spanish.

**Findings/Conclusions**  
The final instrument, the Newest Vital Sign (NVS) was found to be reliable and correlated with the Test of Functional Health Literacy in Adults (TOFHLA).

**Component Area:** Health Literacy (Adult)  
**Topic Area:** Research  
**Topic:** Health literacy assessment  
**Type of Research:** Descriptive  
**Population:** English-speaking and Spanish-speaking adults


**Description/Summary**  
The purpose of this study was to examine the relationship between low literacy and health care costs.

**Findings/Conclusions**  
Health care costs were significantly higher for participants with low literacy.

**Component Area:** Health Literacy (Adult)  
**Topic Area:** Research  
**Topic:** Health literacy among adult learners  
**Type of Research:** Correlational  
**Population:** 74 adults who were enrolled in Arizona’s managed-Medicaid plan


**Description/Summary**  
This literature review examines the impact patient’s health literacy has on patient-physician communication and thus, on patient’s health.

**Findings/Conclusions**  
Patients with poor health literacy have problems communicating with their physicians which may affect their health outcomes. Future research should address how best to train physicians to communicate with patients who have low literacy skills.

**Component Area:** Health Literacy (Adult)  
**Topic Area:** Research  
**Topic:** Health literacy among adult learners  
**Type of Research:** Literature review  
**Population:** Adults

**Description/Summary**
This study examines the role of maternal writing mediation and how that predicted later child literacy in kindergarten children. Follow-up to Aram and Levin (2001) study of the role of maternal writing mediation among low SES Israeli kindergartners.

**Findings/Conclusions**
Results indicated that the children’s literacy measures in school were predicted by maternal writing mediation in kindergarten, therefore supporting the hypothesis that early maternal writing mediation is a major factor in literacy development.


**Description/Summary**
This study was a multi-state examination of data on economic status, family and neighborhood resources and risks, and models their relation to academic and social competence in 4-year-olds served in 240 state-funded preschool programs.

**Findings/Conclusions**
In regard to family risks, taken as a whole, children in the sample showed marked deficiencies in language skills at entry to pre-K, while mean levels of math and social skills were close to average. Although most of the factors alone were associated with differences in children’s early academic skills, when examined together, socioeconomic resources which include parental education, household income and self-appraised financial need stood out for accounting for differences in every domain of competence. In addition, neighborhood quality predicts language skill independent of family socioeconomic resources. The researchers suggest that the high correlation between economic status and neighborhood quality with parental health and well-being and with dyadic functions points to families that have better socioeconomic resources. In turn, these families then provide better parenting and have better dyadic functioning which impacts child outcomes more positively.
### Parent Child Interaction


**Description/Summary**
This study examined the relationship between the family environment and children’s language and literacy skills. Three theoretical models were examined: Family as Educator, Resilient Family, and Parent-Child Care Partnership.

**Findings/Conclusions**
Results showed that the “Family as Educator” model was significantly related to child language and literacy outcomes. Data was analyzed using structural equation modeling and confirmatory factor analysis. This model encompasses parental reading beliefs, literacy activities, joint book reading, and parental education.


**Description/Summary**
Project Primer was a community-based literacy program designed for low-income families to teach mothers literacy techniques to use while reading to their children. Data were gathered through depression inventories and additional mother/child measures.

**Findings/Conclusions**
The study found that depressed mothers were involved in fewer literacy behaviors with their children than non-depressed mothers. Although the findings showed that depressed mothers were as likely to participate actively in the intervention and benefitted as much from the intervention as non-depressed mothers, they were more likely to drop out.


**Description/Summary**
An examination of school-centered versus community-centered literacy practices.

**Findings/Conclusions**
Although story book reading is a “school literacy” practice, when it is practiced at home, the family often changes aspects of the reading to fit in with their approaches to family and community life. Integration of culture and classroom is an issue that schools are having to confront now that the nation’s demographics are shifting and becoming more diverse.
Parent Child Interaction


**Description/Summary**
This paper examines transition practices that focus on families, includes examples of promising transition practices, and presents a framework for the development of school and program transition teams that value family involvement.

**Findings/Conclusions**
The authors conclude that family involvement should be an integral part of transition policies and programs. The research supports the benefits of involving families in their children's education identifying families as critical partners in providing continuity as children move between systems of care and education.

**Component Area:** Parent Child Interaction
**Topic Area:** Practice
**Topic:** Parent involvement
**Population:** Four- to five-year-olds


**Description/Summary**
This paper presents two educational model programs that attempt to define and exemplify initiatives for transforming society to accept social responsibility for educating all.

**Findings/Conclusions**
This paper advocates that public education must be transformative and transmissive. The models describe initiatives that have transformed traditional education by utilizing the resources of the community and family.

**Component Area:** Parent Child Interaction
**Topic Area:** Practice
**Topic:** Parent involvement in school
**Population:** Preschool and primary-aged children and their families


**Description/Summary**
This book chapter explored home visiting with emphasis on two major home visiting programs and their advantages and challenges in terms of enhancing children's language and literacy development. Recommendations are made for improving the efficacy of home visiting as a service delivery system for family literacy.

**Findings/Conclusions**
Recommendations are made to improve home visiting as a strategy for family literacy. They include: assure fidelity to the home visiting model, provide appropriate training and supervision for home visitors, increase the engagement of families, embed home visiting in more comprehensive programs, and conduct more research related to effectiveness, processes and literacy curricula provided through home-based services.

**Component Area:** Parent Child Interaction
**Topic Area:** Practice/Theory
**Topic:** Home visiting
**Population:** Birth through age five

**Description/Summary**

Differences were studied in home literacy environments between teen mothers versus those who delayed childbearing.

**Findings/Conclusions**

The study confirms that teen mothers often provide a more disadvantaged home literacy environment because of a lack of resources such as income or know-how.


**Description/Summary**

Using the Early Childhood Longitudinal Study-Kindergarten Cohort, this study looked at how children’s SES was associated with their literacy learning over the summer between K and 1st grade.

**Findings/Conclusions**

The study found that low SES parents read books slightly less often and high SES parents read books slightly more often with a similar pattern for visits to libraries and bookstores. By combining the seven literacy activities’ measures into a single-factor composite for use in the regression models, all children experience summer literacy activities, but low SES children experience fewer and high SES children experience more.


**Description/Summary**

This study analyzes archived data from two previous studies.

**Findings/Conclusions**

The home background factor, including parents’ educational level and the number of books at home, was more significant for reading literacy during the last years of comprehensive schooling than was the linguistic home background with regard to the use of Swedish and/or Finnish. How parents take part in and are interested in their children’s education was a cause of differences in children’s readiness for reading and learning.
Parent Child Interaction


**Description/Summary**
This article describes a family literacy project developed in a large, urban school district.

**Findings/Conclusions**
Through this project, families enjoyed using the book bags and became directly involved in their child’s literacy learning. The project engendered mutual family-school support.


**Description/Summary**
This meta analysis looks at the evidence related to parent-preschooler reading and several outcome measures. There were 16 studies on book reading and emergent literacy, and 9 studies on book reading and reading achievement.

**Findings/Conclusions**
The meta-analysis studies focused on frequency of book reading to preschoolers and found that parent-preschooler reading is related to language growth, emergent literacy, and reading achievement.


**Description/Summary**
This paper considers the relationship between home and school and explores alternative and responsive models for developing partnerships between home and school.

**Findings/Conclusions**
There is a need for schools to respond to the diverse cultural resources of families in positive ways, rather than simply attempting to transmit school knowledge to them. The big challenge is to transform schools into sites for learning that are far more responsive to the social and cultural diversity of the communities they serve.


**Description/Summary**
This paper discusses the need for schools to consider more fully how they meet the needs of all students and build on cultural diversity.

**Findings/Conclusions**
Several specific implications for researchers, policy makers and practitioners are discussed.
### Parent Child Interaction

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**Description/Summary**

A district in Massachusetts created a program to improve relationships between teachers and families.

**Findings/Conclusions**

The program seemed to promote positive relationships between teachers and families.


**Description/Summary**

This study looked at the frequency and nature of parental support for the emergent literacy of 264 visually impaired children.

**Findings/Conclusions**

The study found that although parents of children with visual impairments may generally regard learning literacy as a priority, they may lack the resources and knowledge to facilitate this learning process. Overall, Braille readers are not starting with the same advantages as their peers because of their lack of exposure to physical contact and their lack of understanding that reading and writing serve specific functions in this society.


**Description/Summary**

University students were trained to teach Head Start parents effective methods for reading to their children. Families were randomly assigned to receive 18, 3, or 0 instructional visits.

**Findings/Conclusions**

Results indicated that parents in the 18-instructional-visit program increased their participation in appropriate literacy behaviors, such as reading to their children, teaching concepts to their children, and using the library more than parents in the 0-instructional-visit groups. Children in the 18-instructional-visit group showed greater gains in language and conceptual development than those in the 0-instructional-visit group. Few differences were found between children in the 3-visit and 0-instructional-visit groups. Thus, only a high-intensity community-based intervention designed to train parents was effective in increasing emergent literacy in low-income children.
### Parent Child Interaction


**Description/Summary**
Data was drawn from the Comprehensive Child Development Program and the School Transition Study. The intervention aimed to enhance child development and family economic self-sufficiency.

**Findings/Conclusions**
Increased school involvement predicted improved child literacy. Additionally, the achievement gap in literacy performance between elementary-age children with more or less educated mothers was closed if family involvement levels were high.

**Component Area:** Parent Child Interaction  
**Topic Area:** Research  
**Type of Research:** Longitudinal/correlational  
**Population:** Ethnically diverse, low-income sample of 281 families

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**Description/Summary**
This study examined the mediating effect of children’s feelings about literacy and the moderating effect of mothers’ levels of education for associations between family educational involvement in K and children’s literacy achievement from K through 5th grade.

**Findings/Conclusions**
The promotive effect of family educational involvement for feelings about literacy and literacy achievement was moderated by maternal education, such that involvement was more positively associated with literacy outcomes for children whose mothers were less educated compared with children whose mothers were more educated.

**Component Area:** Parent Child Interaction  
**Topic Area:** Research  
**Type of Research:** Correlational  
**Population:** 213 lower SES families from diverse locations around the US including a Northeastern city with a primarily African American population, a rural New England town with almost all White population, and a Western city with a primarily Latino population from the Comprehensive Child Development Program (CCDP) and the School Transition Study (STS)

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**Description/Summary**
Surveys were administered to understand maternal beliefs about reading, maternal literacy, the frequency of reading interactions, and the child’s language skills.

**Findings/Conclusions**
Maternal beliefs about reading aloud and the frequency of reading interactions of mothers with their child were very predictive of both the degree to which mothers exposed their children to shared book reading and the quality of mothers’ book-reading interactions.

**Component Area:** Parent Child Interaction  
**Topic Area:** Research  
**Type of Research:** Correlational  
**Population:** Study 1 consisted of 60 low income families with preschool-age children and study 2 involved 56 working-class families and their preschool-age children. The majority of participants were African American.
### Parent Child Interaction


**Description/Summary**
In this longitudinal study, the effects of home literacy practices were assessed. Assessments were conducted at 27, 30, and 42 months through observation and mother reports.

**Findings/Conclusions**
Home literacy practices, children’s interest, and the rate of mothers’ multilingual utterances all predicted expressive language development. Home literacy practices predicted receptive language development, and children’s interest predicted letter knowledge.

**Component Area:** Parent Child Interaction  
**Topic Area:** Research  
**Topic:** Home learning environment  
**Type of Research:** Correlational  
**Population:** 55 children and their mothers. The majority were Caucasian.


**Description/Summary**
The Family Literacy Bags project was created to engage children and their families in reading books at home to meet the diversity of family needs in Spanish and English. It was a way to promote shared reading between parents and their children.

**Findings/Conclusions**
Results showed that the Family Literacy Bags project encouraged home book reading in families and parents learned effective ways to read and discuss books with their children, new information about books, and about their child’s language skills.

**Component Area:** Parent Child Interaction  
**Topic Area:** Research  
**Topic:** Shared book reading  
**Type of Research:** Qualitative  
**Population:** 4 rural, middle class school districts in the west


**Description/Summary**
This study describes parent-child activities and literacy experiences of low-income families attending an urban pediatric clinic.

**Findings/Conclusions**
Families reported engaging in many daily activities that could potentially facilitate the literacy and language development of their children, but there were clear obstacles to literacy development, including the lack of books.

**Component Area:** Parent Child Interaction  
**Topic Area:** Research  
**Topic:** Reach Out and Read program  
**Type of Research:** Qualitative  
**Population:** 224 primary caregivers of children between 1 and 5 years old

**Description/Summary**
This study examined the relationship between parent-child interactions and early literacy skills for 27 families living in low income households. Parent-child interactions were “simulated” and taped, then coded using the Parent Infant/Toddler Interaction Coding System (PICS; Dodici & Draper, 2001) to reflect child language, parent language, emotional tone, and other aspects of parent-child interactions. Also used was the Peabody Picture Vocabulary Test-Third Edition, the Woodcock-Johnson Tests of Achievement-Revised, and the Test of Language Development-Primary: Third Edition.

**Findings/Conclusions**
The study found that the quality of parent-child interactions is related to early literacy skills of receptive vocabulary, symbolic representation, and phonemic analysis.


**Description/Summary**
This article focused on a specific classroom teacher and her approach to combine shared and dialogic reading techniques with opportunities for social-emotional development of kindergartners.

**Findings/Conclusions**
Teachers and administrators face many challenges in meeting the needs of young children: preparing them for school success, meeting increased academic requirements, promoting social-emotional competence, creating a positive school climate, and inviting families to be partners in their children’s education. By emphasizing the overlapping areas between emergent literacy and social-emotional learning, teachers are preparing young children for school success.
<table>
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<th>Parent Child Interaction</th>
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### Description/Summary

- **Parental involvement in raising the achievement of primary school pupils: Why bother?**
  - Data were drawn from a five-year examination of a funded initiative which aimed at raising student achievement in numeracy and literacy through parental involvement. The aims of the initiative were to: raise levels of achievement in numeracy and literacy through further development of home/school/community links, identify barriers to raising levels of achievement through collaborative teamwork, and disseminate successful strategies and processes for overcoming and removing those barriers.

- **Home environments and young Latino children’s school readiness.**
  - The investigation explored the characteristics of children’s home environment and its relationship to oral language and social functioning.

- **Early literacy and home visiting during the reception year: Supporting ‘difficult to reach’ families.**
  - This study looked at weekly home visits as a way to help four struggling students with literacy during their first year of school in the United Kingdom. A teaching assistant made weekly visits to three boys and one girl throughout the year.

### Findings/Conclusions

- **Parental involvement in raising the achievement of primary school pupils: Why bother?**
  - Through a path analysis controlling for age and other factors, it was found that parents’ direct involvement in literacy-related activities and mothers’ perceived parenting stress levels were associated with both school readiness skills.

- **Home environments and young Latino children’s school readiness.**
  - This paper suggests that primary schools are currently being obliged to use parents as assistants in the delivery of an over-loaded curriculum in ways which do not draw on understandings of what parents do have to offer.

- **Early literacy and home visiting during the reception year: Supporting ‘difficult to reach’ families.**
  - Three of the four children made gains in literacy development during the year. Although the sample size was extremely small, it is worthy to note that the high parental participation rate was sustained during the course of the year.
### Parent Child Interaction

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<th>Author(s)</th>
<th>Title</th>
<th>Description/Summary</th>
<th>Findings/Conclusions</th>
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</table>

#### Component Area:
- Parent Child Interaction

#### Topic Area:
- Practice

#### Topic:
- Parent involvement in school

#### Population:
- Primary grade students

- 48 randomly selected classrooms in Head Start programs with a total of 325 families

### Findings/Conclusions

- Home learning experiences enhanced young children’s social development. Furthermore, family and social risk factors, though strongly related to young children’s social and behavioral functioning, are also associated with early language development and literacy competence. SES was found to be a significant predictor of child outcomes. Factors such as financial resources and attitudes towards education shape how parents structure the home and their daily interactions with children.

- A key implication of this work is that “one size does not fit all” and successful actions include different family members at different times and in different ways.

- As a starting point, principals, literacy leaders and school teams need to determine priorities and starting place. An emphasis is placed on enrolling others as equal partners and using data for decision making. In schools with sustained improvement, there was a progression through three phases of development: instructive, transitional, and high capacity.

**Description/Summary**
Project ROAR (Reach Out and Read) was planned to help interested parents of kindergarten children learn in-home activities that would promote literacy and school success for their children. Data were collected through parent surveys.

**Findings/Conclusions**
The results showed that parents were eager to help their children and when instructed in appropriate literacy activities can make a difference in their children’s academic progress.


**Description/Summary**
This chapter reviews research on the influences of sociocultural factors on language-minority children’s literacy outcomes in either the first or second language.

**Findings/Conclusions**
In general, the evidence supports the notion that some of the sociocultural factors examined have impact on reading and literacy outcomes, but the evidence is weak. One consistent finding is that language-minority students’ reading comprehension performance improves when they read culturally familiar materials. However, text language appears to be a stronger influence on reading performance: students perform better when they read or use material in the language they know better. Three findings on parental influence on children’s literacy development emerged. First, language-minority parents express willingness and often have the ability to help their children succeed academically. Second, more home literacy experiences/opportunities are generally associated with superior literacy outcomes, but findings in this regard are not consistent, and precise conclusions are unavailable. Third, but with some important exceptions, the relationship between home language use and children’s literacy outcomes tends to be language-specific.
### Parent Child Interaction


**Description/Summary**
This longitudinal study is a follow-up and looks at the role of depressive symptoms and low literacy among mothers receiving welfare in predicting outcomes for both parents and children.

**Findings/Conclusions**
Depressive symptoms in mothers were shown to be related to less favorable cognitive achievement outcomes for children when the mothers had low literacy. Structural equation models showed that parenting behavior mediates the relationship between depressive symptoms, literacy, and later child outcomes.

**Component Area:** Parent Child Interaction  
**Topic Area:** Research  
**Topic:** Maternal depression and children’s literacy learning  
**Type of Research:** Correlational/Longitudinal  
**Population:** 351 African American families


**Description/Summary**
This study investigated the attitudes and approaches to literacy in the homes of eight Chinese families settled in a region of Central Scotland.

**Findings/Conclusions**
Even though the findings indicated that the Chinese parents had varied educational backgrounds and linguistic profiles, almost all the families had a commitment to maintaining Chinese literacy skills and were supporting their children at home in developing these skills. In addition, acquiring Chinese literacy was perceived by the parents to be linked with the transmission of traditional Chinese cultural values.

**Component Area:** Parent Child Interaction  
**Topic Area:** Research  
**Topic:** Culturally diverse populations  
**Type of Research:** Qualitative  
**Population:** Eight Chinese families


**Description/Summary**
This study examined how parent-led direct teaching activities impacted emergent literacy.

**Findings/Conclusions**
Parent-led direct teaching of alphabet knowledge and writing words had a statistically significant impact on preschool children’s emergent literacy.

**Component Area:** Parent Child Interaction  
**Topic Area:** Research  
**Topic:** Home learning environment  
**Type of Research:** Correlational  
**Population:** Forty-seven children
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<tr>
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<th>Topic</th>
<th>Population</th>
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<tr>
<td><strong>Description/Summary</strong></td>
<td>This paper describes a model developed by the authors suggesting the ways in which parents become involved with their child’s education.</td>
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<tr>
<td><strong>Findings/Conclusions</strong></td>
<td>Parental involvement works to influence children’s educational outcomes primarily through mechanisms of modeling, reinforcement, and instruction as tempered or mediated by parents’ selection of developmentally appropriate involvement strategies and the fit between parental involvement activities and the school’s expectations for their involvement.</td>
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<tr>
<td><strong>Description/Summary</strong></td>
<td>This paper describes two home-school knowledge exchange activities in England.</td>
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<td><strong>Findings/Conclusions</strong></td>
<td>Activities in the home-school knowledge exchange met the overarching aims of exchanging knowledge between home and school. However, the activities in each school differed according to school and community contexts, the various purposes of the participants, and the history of home-school relationships in each of the four locations.</td>
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<tr>
<td><strong>Description/Summary</strong></td>
<td>The intervention was based on an interactive reading method known to facilitate children’s receptive and expressive language skills.</td>
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<tr>
<td><strong>Findings/Conclusions</strong></td>
<td>After the intervention, the frequency of home reading more than doubled, and significantly more parents reported their children enjoyed shared reading.</td>
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## Parent Child Interaction

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<thead>
<tr>
<th>Reference</th>
<th>Title</th>
<th>Description/Summary</th>
<th>Findings/Conclusions</th>
</tr>
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<tbody>
<tr>
<td><strong>Hughes, M. &amp; Pollard, A. (2006)</strong>.</td>
<td>Home-school knowledge exchange in context. <em>Educational Review</em>, 58(4), 385-395.</td>
<td>This paper provides an overview of the Home-School Knowledge Exchange Project that took place in England.</td>
<td>The project showed that home-school knowledge exchange can involve a deeper and more meaningful exchange of knowledge between teachers, parents, and children than many existing forms of home-school communication.</td>
</tr>
<tr>
<td><strong>Hurst, K. (1998, September)</strong>.</td>
<td>Pre-school literacy experiences of children in Punjabi, Urdu, and Gujarati speaking families in England. <em>British Educational Research Journal</em>, 24(4), 415-429.</td>
<td>Home literacy experiences were studied through surveys and interviews.</td>
<td>Parents were eager to be involved in home-school collaboration, but many parents need a facilitator to enable the first steps to be taken. Moreover, there was a wide variation in understanding the role of the family in the child’s early literacy activities and the benefits of home-school collaboration.</td>
</tr>
<tr>
<td><strong>Jayroe, T., &amp; Brenner, D. (2005)</strong>.</td>
<td>Family members as partners in an after-school and summer literacy program. <em>Reading Horizons</em>, 45(4), 235-253.</td>
<td>This study explored educators working to form partnerships with family members of children in after-school and summer literacy programs where the staff worked to listen and understand the culture instead of trying to convey the typical school-based literacy practices.</td>
<td>Family members, with very limited literacy skills, who stayed in the program for at least one year tended to improve their skills in working with their children, improved conversations between families, and increased relationships between families and the program.</td>
</tr>
</tbody>
</table>
Parent Child Interaction


**Description/Summary**
This report describes the Casey Foundation’s investments in organizations that work in partnership with schools to serve youth and their families. The overarching goal is to insure that children succeed in school and are prepared for adult success.

**Findings/Conclusions**
Partnerships work when they develop a goal related to young people’s success and align their activities and resources to achieve that goal. Partnerships appear to improve results in five areas: strengthening schools; easing transitions for young people across developmental levels and learning environments; building capacity of parents and community organization staff to support young children’s healthy development; preparing young people for success in postsecondary education and life; and strengthening neighborhoods and whole communities.

**Component Area:** Parent Child Interaction
**Topic Area:** Practice
**Topic:** Parent child interaction
**Population:** Schools, families and communities


**Description/Summary**
This was a home-based reading intervention in the families’ primary language, based upon dialogic reading, where parents were taught shared reading strategies. This sample was part of a larger longitudinal project.

**Findings/Conclusions**
Parents showed significant increases in frequency of strategy use at postintervention and children made significant gains in home language quantity and variety (predominantly Spanish) during shared reading interactions.

**Component Area:** Parent Child Interaction
**Topic Area:** Research
**Topic:** Shared book reading
**Type of Research:** One group pre/post design
**Population:** 16 spanish speaking Latina/o caregivers and their 7- to 8-year-old children


**Description/Summary**
This study looked at whether guidance at well-child visits that included early literacy development and the provision of books by the examining physician changed family literacy practices in an inner-city pediatric clinic.

**Findings/Conclusions**
Two years after enrollment, mother-child pairs who received guidance and a book were two times more likely to report enjoyment in reading together than the controls who received guidance, but no book.

**Component Area:** Parent Child Interaction
**Topic Area:** Research
**Topic:** Reach Out and Read program
**Type of Research:** Quasi-experimental
**Population:** 352 children (181 treatment: 171 control); age 2 to 24 months
## Parent Child Interaction


**Description/Summary**

Project EASE (Early Access to Success in Education) included parent education sessions, at-school parent-child activities, and at-home book-mediated activities.

**Findings/Conclusions**

Findings from this study indicate that this family literacy program supported the potential for schools to engage parents in a meaningful way to support their children’s literacy development in kindergarten-aged children. Overall, children whose families engaged in the at-school and at-home activities a year later made significantly greater gains in language scores than comparison children. Surprisingly, the effect size is strong despite the moderate-to-low risk of the sample.

---


**Description/Summary**

This article looks at ways to use homework to improve home-school connections and parent involvement.

**Findings/Conclusions**

Researchers agree that increased parental involvement is necessary if low SES, underrepresented student populations are to overcome a history of reading deficiencies. Yet, the fact remains that parental involvement alone is insufficient for achieving desired academic outcomes. Teachers must design interactive/constructivist homework assignments that interest both students and parents in order to build greater home-school relationships.

**Description/Summary**
Home literacy was measured through interviews and observations. By the end of Grade 1, vocabulary, word decoding, and reading comprehension were assessed using standard tests.

**Findings/Conclusions**
Results through correlational and multiple regression analyses showed that home literacy is multifaceted. Families were either from the Netherlands, Surinam, or Turkey, and these three groups differed considerably on home literacy. The results suggest that home literacy is influenced by socioeconomic, cultural, and ethnic factors.

**Forging links between parents and schools: A new role for teaching assistants?** *Support for Learning, 21*(3), 115-120.

**Description/Summary**
Findings from the Literacy Early Action Project, a home-based scheme for children at risk of struggling with literacy are discussed.

**Findings/Conclusions**
Findings showed that teaching assistants are exceptionally well positioned to take on roles developing links between home and school.


**Description/Summary**
Parents and teachers were trained in a specific form of interactive reading and children were randomly assigned to a treatment group or control group.

**Findings/Conclusions**
Significant effects of the reading intervention were obtained at posttest and were largest for children in conditions involving home reading.
## Parent Child Interaction

<table>
<thead>
<tr>
<th><strong>MacCleod, F. (2004).</strong></th>
<th><strong>Component Area:</strong> Parent Child Interaction</th>
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</thead>
<tbody>
<tr>
<td><em>Literacy identity and agency: Linking classrooms to communities.</em> <em>Early Child Development and Care, 174</em>(3), 243-252.</td>
<td><strong>Topic Area:</strong> Practice</td>
</tr>
<tr>
<td><strong>Description/Summary</strong></td>
<td><strong>Topic:</strong> Parent involvement in school</td>
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<tr>
<td>This paper presents three topics: theoretical and conceptual traditions that have contributed to further thinking about literacy and learning in the everyday world; a summary of the pedagogic principles of advocates for multiliteracies; and a practical way for increasing family and community involvement in literacy tasks in schools and classrooms.</td>
<td><strong>Population:</strong> Not specified</td>
</tr>
<tr>
<td><strong>Findings/Conclusions</strong></td>
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<tr>
<td>This paper acknowledges that poor minority and disadvantaged children’s experiences are rarely taken into account and built upon in the mainstream school classroom. It is a major challenge for teachers to connect minority and disadvantaged children’s identities in the school with their identities in their families and communities.</td>
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<tr>
<th><strong>Makin, L. (2005).</strong></th>
<th><strong>Component Area:</strong> Parent Child Interaction</th>
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<tbody>
<tr>
<td><em>Building strong literacy foundations, birth to three years.</em> <em>International Journal of Early Childhood, 37</em>(2), 85-93.</td>
<td><strong>Topic Area:</strong> Research/Practice</td>
</tr>
<tr>
<td><strong>Description/Summary</strong></td>
<td><strong>Topic:</strong> Parent child interaction</td>
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<tr>
<td>SHELLS (Support at Home for Early Language and Literacies) was a program designed for families with children from birth to 3 years and operated in Australia. Participants were interviewed in 2003 about their experiences.</td>
<td><strong>Type of Research:</strong> Qualitative</td>
</tr>
<tr>
<td><strong>Findings/Conclusions</strong></td>
<td><strong>Population:</strong> 69 families with children from birth to age three</td>
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<tr>
<td>The Shells program provided benefits for children and adults, including increased confidence, literacy skills, and expanded social networks.</td>
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<thead>
<tr>
<th><strong>Marsh, J., &amp; Thompson, P. (2001).</strong></th>
<th><strong>Component Area:</strong> Parent Child Interaction</th>
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</thead>
<tbody>
<tr>
<td><em>Parental involvement in literacy development: Using media texts.</em> <em>Journal of Research in Reading, 24</em>(3), 266-278.</td>
<td><strong>Topic Area:</strong> Research</td>
</tr>
<tr>
<td><strong>Description/Summary</strong></td>
<td><strong>Topic:</strong> Culturally diverse populations</td>
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<tr>
<td>In the United Kingdom, a small scale program was examined looking at developing literacy materials or media texts, and resources which could be borrowed from nurseries and used within the home to promote 3- and 4-year-old children’s literacy development. Using literacy diaries over a month, the children’s reading was documented.</td>
<td><strong>Type of Research:</strong> Qualitative</td>
</tr>
<tr>
<td><strong>Findings/Conclusions</strong></td>
<td><strong>Population:</strong> 18 families with three- and four-year-old children living in the United Kingdom</td>
</tr>
<tr>
<td>Since popular culture and media play a role in children’s lives, the families felt that the media texts were beneficial to their children.</td>
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**Description/Summary**
This study examined literacy experiences available in the homes of three groups of preschool children through surveys sent to parents.

**Findings/Conclusions**
Results showed that children with disabilities may need curricula to be adapted to meet their special needs.

---


**Description/Summary**
This article discusses how family literacy programs are integral to teacher education. Teacher candidates experience work with families of students in anticipation of the diversity of languages, cultures, and experiences that they will encounter in their own classrooms.

**Findings/Conclusions**
This program allows teacher candidates to learn how to connect classroom learning with families and the community in which they work.

---


**Description/Summary**
This article proposes ideas for family literacy events at schools.

**Findings/Conclusions**
This author’s school planned a successful family literacy night to coincide with National Family Literacy Day. One hundred fifty parents and 200 students attended. Because of this event, teachers improved their presentation skills, parents found helpful information, and the children were excited about being at school in their pajamas.
## Parent Child Interaction

Topic Area: Research  
Topic: Reach Out and Read program  
Type of Research: Quasi-experimental  
Population: 122 (49 intervention and 73 comparison) Latino and Black families with a child between 2 and 5.9 years of age not attending kindergarten. |
|---|
| **Description/Summary**  
This study determined the effect of a clinic-based literacy intervention on the language development of preschool children. |
| **Findings/Conclusions**  
There was a significant increase in receptive vocabulary for the intervention children. |

Topic Area: Research  
Topic: Parent involvement in elementary school  
Type of Research: Experimental  
Population: 54 1st, 2nd, and 3rd graders from an urban public school district where many students are considered “at risk.” |
|---|
| **Description/Summary**  
This study included a home and a school-based component designed to promote interest in reading and writing. It connected home and school literacy contexts by involving parents in developmentally appropriate and culturally sensitive literacy activities with their children. |
| **Findings/Conclusions**  
Literacy achievement was enhanced for the children in the family literacy program. Success of the program is attributed to collaboration between parents, teachers and children working together with mutual respect for each other. Program activities were fun, educational, and sensitive to parents and the diversity of their backgrounds. Getting parents to attend and participate was difficult due to responsibilities of work and child care even though they were sincerely interested in their children. |

Topic Area: Research  
Topic: Father involvement in Hispanic/Latino families  
Type of Research: Research review  
Population: Latino fathers |
|---|
| **Description/Summary**  
This review of Latino fathers looks at surveys and taped interviews from previous studies conducted by Ortiz (1992, 1996, 1998, 2000a, 2001) and Ortiz & McCarty (1997). The three major themes as to why fathers engaged in early literacy practices were curiosity of print (response to their children’s natural inquisitiveness to reading and writing), personal values and beliefs, and marital role function (e.g., sharing chores and responsibilities). |
| **Findings/Conclusions**  
Fathers participated with their children in reading and writing activities for many reasons, such as bringing the family together, taking part in fun time, sharing their job’s product, and negating the perceived effects of racial bias. Fathers viewed participation as important, interesting and necessary not only to themselves, but to their families. Overall, more research in father involvement is needed in this and other areas. |
### Parent Child Interaction


**Description/Summary**
This program describes a socio-cultural framework for family literacy programs.

**Findings/Conclusions**
The authors recommend a socio-cultural framework be applied for teachers and parents working together to support children’s literacy skills. It is advantageous for educators to connect with and expand home-based knowledge to school-based practices to build a foundation for students’ success.


**Description/Summary**
Through the Montreal Longitudinal-Experimental Preschool Study, the psychosocial and academic development of 4-year-olds was examined through their junior kindergarten year using the Peabody Picture Vocabulary Test to assess receptive vocabulary skills.

**Findings/Conclusions**
It was found that linguistic minority children made significantly greater improvements in language skills than their linguistic majority classmates.


**Description/Summary**
This study examined the relationship between family literacy practices at home and school, particularly focused on oral and written communication, as well as multimodal texts.

**Findings/Conclusions**
The research revealed how family literacy classrooms could be understood as “third spaces” between home and school, offering parents and children opportunities by drawing on both.
## Parent Child Interaction

### Component Area: Parent Child Interaction

### Topic Area: Research

### Topic: Home learning environment

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<thead>
<tr>
<th>Reference</th>
<th>Title</th>
<th>Description/Summary</th>
<th>Findings/Conclusions</th>
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<tbody>
<tr>
<td>Pan, B.A, Rowe, M.L., &amp; Singer, J.D., &amp; Snow, C.E. (2005).</td>
<td>Maternal correlates of growth in toddler vocabulary production in low-income families. <em>Child Development, 74</em>(4), 763-782.</td>
<td>This study looked at what predicted the growth of toddler’s vocabulary production between 1 and 3 years of age by analyzing mother-child communication in 108 low income families. Interactions were videotaped and analyzed.</td>
<td>Observed variation was related to the diversity of maternal talk and literacy skills, but maternal talkativeness was not related to growth in children’s vocabulary. This sample of children appeared to begin lagging behind their middle class peers in vocabulary production by age 3.</td>
</tr>
<tr>
<td>Parcel, T.L, &amp; Dufur, M.J. (2001).</td>
<td>Capital at home and at school: effects on student achievement. <em>Social Forces, 79</em>(3), 881-912.</td>
<td>This paper investigates the effects of both family and school capital on student math and reading achievement using merged Child-Mother Data for 1992 and 1994 from the National Longitudinal Survey of Youth.</td>
<td>School capital effects are modest in size while family capital effects are stronger; combinations of school and family capital boost or modify additive findings.</td>
</tr>
<tr>
<td>Pianta, R.C. (2004).</td>
<td>Relationships among children and adults and family literacy. In B. Wasik (Ed.), <em>Handbook of family literacy</em> (175-191). Mahwah, NJ: Lawrence Erlbaum Associates.</td>
<td>A systems-informed perspective is advocated where the child is viewed as a dynamic system developing in multilayered contexts with emphasis placed on the linkages between and among capacities within the child (e.g., among social, language, and cognitive development) and between the child and the external world (e.g., how social relationships and interactions with adults and peers function in relation to the child’s emerging skills).</td>
<td>Three major points are identified from this review as having implications for family literacy efforts: 1) relationships between children and adults have developmental histories that trace back to early infancy; 2) relationships between children and adults affect literacy growth and development by serving two functional goals: (a) providing a base in motivation, interest, communication, and general knowledge; and (b) instructing the child explicitly in the link between written and spoken language, particularly at the phonemic level; 3) relationships between children and adults are multifaceted systems that offer many potential points of entry or foci of inquiry to practitioners and researchers.</td>
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Parent Child Interaction


*Description/Summary*
This study looked at parent-child interaction and its relation to children’s achievement. Findings are discussed in terms of how literacy mediates parents’ teaching styles in ways that remain culturally ingrained.

*Findings/Conclusions*
Results suggest that although interaction characteristics are related to children’s intellectual achievement, that relation is moderated by context factors that may operate differently in each culture.


*Description/Summary*
This study examined the efficacy of home visiting and under what conditions programs achieve outcomes.

*Findings/Conclusions*
Results indicated that family involvement in home visit programs varied as a result of family characteristics, but family characteristics that predicted involvement were somewhat different across different home visiting components. In addition, ways that families were involved in the program related to outcomes. Specifically child cognitive and language development and parental support for children’s language and learning and overall home environments were robustly related to the extent of child-focused activity during the home visit. There was a significant relation found between duration of program involvement and parental support for language and literacy.


*Description/Summary*
This study examined the relationship between early home literacy environments and reading-related skills. Parents completed a comprehensive family questionnaire by phone.

*Findings/Conclusions*
Results indicated that children’s home literacy activities were not significantly related to any of their academic abilities, whereas parents’ home literacy activities were significantly related to children’s passage comprehension and spelling scores. There was also a small but significant correlation between child and parent literacy scores. For children in this study with reading disabilities, the home literacy experiences may have been significantly related to prereading skill (language, phonological awareness), but the more direct relationship between home literacy and actual reading achievement is less robust.
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<th><strong>Parent Child Interaction</strong></th>
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| **Component Area:** Parent Child Interaction  
**Topic Area:** Research  
**Topic:** ELL  
**Type of Research:** Case study  
**Population:** Mexican and Central American immigrant families |
| **Description/Summary**  
This study describes an immigrant Latino cultural model of literacy and presents a more nuanced perspective on home-school discontinuities that allow for chance across time. |
| **Findings/Conclusions**  
This study found that the Latino culture generally believes that reading is something that is learned through repeated practice after a child begins school or formal instruction. Although this was the commonly held belief, most parents complied with teachers’ suggestions or assignments if it meant a better chance of academic success for their children. |
| **Component Area:** Parent Child Interaction  
**Topic Area:** Research  
**Topic:** Parent involvement in preschool  
**Type of Research:** Quasi-experimental  
**Population:** 1404 low-income children from the Chicago Child-Parent Centers (CPC) Longitudinal Study identified as the delinquency-status sample for whom data on official juvenile arrest was determined by age 18 |
| **Description/Summary**  
This study investigated the contributions of five mechanisms to the effects of preschool participation in the Child-Parent Centers. |
| **Findings/Conclusions**  
Major findings indicated that (a) preschool participation in the federally funded CPCs was associated with significantly higher rates of high school completion and lower rates of juvenile delinquency, (b) the cognitive boost at the end of the program and the school support and family support experiences during the intervening years were most responsible for the transmission of long-term effects, and (c) the model that included all five hypotheses of mediation fit the data better than the tested alternatives. The school support hypothesis, primarily school quality, accounted for the largest share of mediated effects, especially for juvenile arrest. The family support, school support, and cognitive advantage hypotheses contributed about equally to high school completion. |
| **Component Area:** Parent Child Interaction  
**Topic Area:** Research  
**Topic:** Home learning environment  
**Type of Research:** Correlational/longitudinal  
**Population:** 72 African American children and their primary guardians from low income families |
| **Description/Summary**  
The study examined how measures of home literacy practices (shared book reading frequency, maternal book reading strategies, child’s enjoyment of reading, and maternal sensitivity) and a global measure of the quality and responsiveness of the home environment during the preschool years predicted children’s language and emergent literacy skills between the ages of 3 and 5 years. Mothers were interviewed and mother-child interactions were observed once a year from the time the child was 18 months to 5 years. |
| **Findings/Conclusions**  
The global measure (HOME) of overall responsiveness and support of the home environment was the strongest predictor of children’s language and early literacy skills and contributed over and above the specific literacy practice measures in predicting children’s early language and literacy development. |

**Description/Summary**
The study analyzed mother-child interactions videotaped at 14, 24, and 36 months.

**Findings/Conclusions**
Results showed that mothers varied greatly in the total amount of talk and diversity of vocabulary, but overall this increased as children aged in this low income sample of dyads. Maternal education, language and literacy skills, depression, and age explained much of the variation in level of maternal talk.

### Sammons, P., Elliot, K., Sylva, K., Melhuish, E., Siraj-Blatchford, I., & Taggart, B. (2004, October).
**The impact of pre-school on young children’s cognitive attainments at entry to reception. British Educational Research Journal, 30(5), 691-712.**

**Description/Summary**
This study explored the impact of preschool experience on young children’s cognitive attainments at entry to primary school. Data analyzed was collected from a wider longitudinal study, the Effective Provision of Pre-School Education (EPPE) project. The study compared characteristics and attainments of the preschool sample with a home sample of children who had not attended preschool.

**Findings/Conclusions**
This research showed that while remaining important predictors of attainment, child, parent and home environment characteristics do not fully account for differences in attainment between the home group and the main preschool sample. The attainment gap suggests that a preschool experience can help reduce the inequality in cognitive development associated with more disadvantaged backgrounds. However, background factors remain powerfully associated with variations in young children’s attainment when children start primary school, especially for language.

**Prescribing books for immigrant children: A pilot study to promote emergent literacy among the children of Hispanic immigrants. Pediatrics & Adolescent Medicine, 154(8), 771-777.**

**Description/Summary**
This study assessed the book sharing activities within first-generation Hispanic immigrant families and assessed the effect of pediatricians giving books to their patients.

**Findings/Conclusions**
Positive findings indicate that clinic-based programs support child language development.
Parent Child Interaction


**Description/Summary**
Families received a family literacy questionnaire that was developed for their particular country (FLQ; Saracho, 2000a).

**Findings/Conclusions**
Results found that family members in both the U.S. and Japan engage in literacy activities both inside and outside the home.


**Description/Summary**
This review focuses on parent involvement activities that support children’s reading. Fourteen studies were included.

**Findings/Conclusions**
Parent involvement has a positive impact on children’s reading acquisition. For the 14 studies, there was a mean weighted effect size of 0.68 (moderately strong). Training parents to teach their child reading with specific exercises produced the greatest results.


**Description/Summary**
Parents were interviewed about their family culture including how frequently they engaged in reading, writing, or drawing activities and in whose company. The parents also kept a diary in order to give researchers a sample of the actual vocabulary used by the parents for representing child development and socialization practices.

**Findings/Conclusions**
A multiple regression analysis of various predictors of developmental literacy outcomes showed that family culture does indeed have an influence on literacy outcomes and each family is different.
### Parent Child Interaction


**Description/Summary**
Volunteers read to children (from 6 months to 5 years of age) during the well-child pediatrician visit in a clinic-based population. Data was collected through face-to-face questionnaires.

**Findings/Conclusions**
The program had a significant influence on parental and child attitudes toward reading and positively influenced the report of home reading practices.

**Component Area:** Parent Child Interaction  
**Topic Area:** Research  
**Topic:** Reach Out and Read program  
**Type of Research:** Quasi-experimental  
**Population:** Baseline (N=85) and postintervention groups (N=95) in a multi-lingual sample

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**Description/Summary**
Participants completed questionnaires and assessments about mother-child relationships and associations between family involvement in education and children’s math and literacy achievement.

**Findings/Conclusions**
This study found that higher maternal school involvement in their children’s education was related to higher child achievement if the mother and child shared a warm relationship.

**Component Area:** Parent Child Interaction  
**Topic Area:** Research  
**Topic:** Quality of mother/child relationship  
**Type of Research:** Correlational/multivariate  
**Population:** 175 kindergartners and their mothers from low-income families

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**Description/Summary**
The Collaborative Storybook Reading Program provides a model for interactive reading experiences for at-risk kindergarten students through the use of parent volunteers. The program was implemented during the school day and lasted for 20-30 minutes each day. The focus was on the development of emergent literacy skills in kindergarten students and the participating parents’ development of storybook reading and other skills. Data was collected through teacher observation, recordings of story retellings, and questionnaires.

**Findings/Conclusions**
Results indicated that the program showed improvements in children’s ability to retell a story and children began to mimic what readers do—predict story events, understand and discuss story structure, begin to repeat text and vocabulary, and begin to understand the process of reading. Parents increased their skill in reading interactively with their child and their self confidence.

**Component Area:** Parent Child Interaction  
**Topic Area:** Research  
**Topic:** Interactive reading program  
**Type of Research:** Descriptive  
**Population:** Fifteen boys and twelve girls in a small urban school participated in the program and eight came from ELL families
### Parent Child Interaction


**Description/Summary**

This study, conducted from the summer prior to the entry to kindergarten until the fall of first grade, looked at the impact of home-based reading on young children’s literacy development. Parent-child reading interactions were assessed through observation and interviews and children were assessed on a battery of emergent literacy measures in spring of kindergarten. Additionally, children were interviewed about their attitudes toward reading during the fall of first grade.

**Findings/Conclusions**

Reported reading frequency was the only significant correlate of children’s early literacy-related skills. In contrast, the affective quality of the reading interaction was the most powerful predictor of children’s motivations for reading.


**Description/Summary**

This paper presents an account of the literacy activities engaged in by the parents of 29 children around the time the children were about to start formal school. The children were part of a sample from a longitudinal study of a group of children who were fluent readers before beginning school. Children’s literacy abilities were measured with standardized assessments.

**Findings/Conclusions**

Results indicate there was a considerable amount of literacy activity evident in the families’ homes. The non early readers were in a position to take advantage of systematic reading once they started school. Aside from their obvious differences in early reading performance, the main difference between the two groups was not due to environmental experiences, but in their individual sensitivity to the phonological aspects of language.


**Description/Summary**

This study examined sex and age differences of how low-income mothers talk to their children, specifically in science.

**Findings/Conclusions**

Mothers in this study were found to use a higher proportion of science talk with boys than with girls and with older children than with younger children. The proportion of science talk when children were 9 years old predicted their reading comprehension for science two years later.
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<th>Population</th>
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<td>Parent Child Interaction</td>
<td>Practice</td>
<td>Parent involvement in school</td>
<td>Kindergarten through twelfth grade</td>
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<tr>
<td>Parent Child Interaction</td>
<td>Research</td>
<td>Reach Out and Read program</td>
<td>64 children</td>
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<tr>
<td>Parent Child Interaction</td>
<td>Research</td>
<td>Culturally diverse populations</td>
<td>The sample consisted of 48 Dutch families and 68 ethnic-minority families in the Netherlands</td>
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<tr>
<td>Parent Child Interaction</td>
<td>Research</td>
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**The Parent and Community Education and Involvement Advisory Council.** (2005, November). Examples of Massachusetts district efforts to increase family involvement. Malden, MA: Massachusetts Board of Education.

**Description/Summary**
This guide was created to gather and disseminate effective practices that have increased parental and community involvement in Massachusetts’ schools.

**Findings/Conclusions**
The advisory council believed that student achievement increases, schools improve, and parent and community involvement thrives under the following standards: student learning; communication; responsibility; volunteering; school decision-making and advocacy; community collaboration; and educator/staff development.


**Description/Summary**
This study looked at the impact of early literacy anticipatory guidance with provision of books on language development in 3-year-olds in an early literacy program at a university-affiliated inner-city pediatric clinic.

**Findings/Conclusions**
All families reported reading together; half reported positive family-centered literacy. The outcome scores were higher and there were a greater number of clinic visits when anticipatory guidance included early literacy and provision of books.


**Description/Summary**
This study examined the relationship between home literacy environment and ethnicity/SES.

**Findings/Conclusions**
Results indicated that when controlling for background differences, the home literacy environment had an effect on children’s vocabulary scores in 1st grade and their general reading comprehension both in 1st and 2nd grades.


**Component Area:**
Parent Child Interaction

**Topic Area:**
Research
### Parent Child Interaction

#### Description/Summary
This was a home-based intervention for 4- to 6-year-old Turkish and Moroccaan immigrant families and their children. The program was called Opstap Opnieuw (Step up Anew), similar to the HIPPY program. The pretest and post tests included an IQ test and vocabulary tests and were administered in the native language. Mothers were interviewed about family background.

#### Findings/Conclusions
There were modest effects of the program on cognitive development and emergent literacy, small effects on Turkish language development, but no effects on Dutch language development. There was no apparent effect on the development of Dutch as a second language.

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#### Description/Summary
This study explored the involvement of two kindergarten teachers in implementing a family literacy support program in a Title I school that served predominantly low-socioeconomic-status African American neighborhoods.

#### Findings/Conclusions
Results indicated that teachers should refrain from making assumptions about low-income parents who are not involved in schools in traditional ways. Implications of this project contradict the characterization of many parents who are marginalized due to race or class as having low expectations and being unwilling to be involved in their children’s schools. Teachers need to meet with parents beyond the traditional school events and functions, especially offering invitations to parents to participate in the classroom as observers and learners. Finally, teachers need to be willing to go to the parent when necessary and not expect that parents will always meet with school personnel in the school building.

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#### Description/Summary
This study examined the concurrent and longitudinal connections between the home environment and indicators of preschool-aged children’s literacy and language development.

#### Findings/Conclusions
Parental literacy habits were positively associated with parental reading beliefs, parental reading beliefs were positively associated with parent-child literacy and language activities in the home, and parent-child literacy and language activities were positively associated with children’s print knowledge and reading interest.

**Description/Summary**
This study examined the relationship between the frequency of Reach Out and Read (ROAR) encounters that a family receives during the well-child visits and a child’s home literacy profile.

**Findings/Conclusions**
Dialogic reading had positive effects on oral language, potentially positive effects on print knowledge, no discernible effects on phonological processing, and potentially positive effects on early reading/writing.


**Description/Summary**
Ten studies were included in this meta-analysis examining the effects of shared book reading on oral language and phonological processing.

**Findings/Conclusions**
Results indicated that shared book reading had mixed effects for oral language and potentially positive effects for phonological processing.


**Description/Summary**
This study examined the relationship between the frequency of Reach Out and Read (ROAR) encounters that a family receives during the well-child visits and a child’s home literacy profile.

**Findings/Conclusions**
Increasing frequency of ROAR encounters contributed a small but significant portion of the variance explaining a child’s home literacy profile.


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### Parent Child Interaction


**Description/Summary**
This investigation is a replication of an emergent literacy intervention in Head Start with a new cohort of children and includes a follow up of both the original cohort and the replication cohort through the end of second grade. The intervention was an interactive book-reading program for children at home and school called dialogic reading. A second element of the intervention included a phonemic awareness curriculum conducted by teachers in the classroom.

**Findings/Conclusions**
Positive effects at the end of Head Start obtained in the original study were replicated, and effects on emergent literacy skills in both cohorts were maintained through the end of kindergarten. Effects of the emergent literacy intervention did not generalize to literacy outcomes at the end of first and second grades. Growth in emergent literacy skills and literacy skills from year to year was strongly influenced by variation in the Head Start centers and school districts attended by the children in the sample. Although children in the sample began formal reading instruction with relatively low levels of emergent literacy skills, they showed substantial gains with respect to national norms by the end of second grade.


**Description/Summary**
This study explored the reciprocity of beliefs and literacy practices between two schools and their respective communities.

**Findings/Conclusions**
Results indicated that a reciprocity existed between the school culture and that of the community. For the Anglo-British, family, friends, the media and society all played a role in shaping the younger generation’s attitudes and literacy practices and the reading, singing, and play that were part of the children’s home lives were appreciated in school. There was no shared responsibility for English literacy in the lives of the Bangladeshi-British children as the school was seen as the sole intermediary in gaining access to the unfamiliar culture. In both groups, older siblings were the intermediaries for interpreting discourses, values and practices of the school and bringing them into their living rooms, where they combined with the home and community practices.
Parent Child Interaction


Description/Summary
Utilizing the National Household Education Survey (NHES) data, the researchers sought to identify predictors of family reading activities.

Findings/Conclusions
The most striking finding, when controlling for income, education, and family size and structure, was the differences among ethnic groups in reported frequency of families reading to children. This research indicates that reading to children is much more strongly related to educational level and number of children (resource dilution) than to income, although parental education is strongly causally related to income. Despite the importance of reading to children at every age, frequency of reading increases with age especially prior to age three which suggests the value of reading for the youngest children.


Description/Summary
This study examined the role of maternal depressive symptoms and low maternal literacy in predicting outcomes in two generations of families receiving welfare: mothers’ employment and children’s development.

Findings/Conclusions
Depressive symptoms in mothers were shown to be related to less favorable cognitive achievement outcomes for children when the mothers had low literacy. Structural equation models showed that parenting behavior mediates the relationship between depressive symptoms, literacy, and later child outcomes.
### Parent Education

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| **Description/Summary**  
This article looked at the evaluation of a parent manual by adolescent parents. The format, readability, and content were assessed. |
| **Findings/Conclusions**  
Results showed that overall comments about the manual were favorable. Including more basic child-care information was suggested. |

| Component Area: Parent Education  
Topic Area: Research  
Topic: Teen parents  
Type of Research: Evaluation  
Population: 13 ethnically diverse adolescents from a special program at an urban high school, aged 14 to 18 years, who were pregnant or had a child |

|---|
| **Description/Summary**  
This paper describes the range of positive family outcomes found when the parents of low-income preschoolers engage in literacy activities with their children. Parents attended a series of family literacy workshops designed to instruct parents on the use of effective book sharing techniques to use with their children. |
| **Findings/Conclusions**  
Parents reported that both the amount of parent-child book sharing increased and the time spent reading was more interesting and enjoyable. Children’s language skills as well as their interest in books and learning increased. Personal benefits to the parent included enhanced self-esteem and self confidence, increased knowledge of normative child development and sense of efficacy as a parent, heightened understanding of the importance of parental involvement, increased feeling of literacy competence and interest in improving his/her own education, and sense of increased social support. |

| Component Area: Parent Education  
Topic Area: Research  
Topic: Shared book reading  
Type of Research: Descriptive  
Population: 100 parents with children enrolled in an urban Head Start/childcare program |
## Parent Education

<table>
<thead>
<tr>
<th>Study</th>
<th>Title</th>
<th>Description/Summary</th>
<th>Findings/Conclusions</th>
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<tbody>
<tr>
<td>Rivera, L. (2003, June).</td>
<td>Changing women: An ethnographic study of homeless mothers and popular education. <em>Journal of Sociology and Social Welfare, 30</em>(2), 31-51.</td>
<td>This study examined the impact of popular education. Popular education is a methodology of teaching and learning through dialogue that directly links curriculum content to people’s lived experience. Data collection involved interviews and observation in a family shelter in Boston.</td>
<td>The findings suggest that popular education can best address the academic, personal and community goals of very poor women. The program strengthened the women’s ability to advocate for their children’s education and help with homework.</td>
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<td>Saracho, O.N. (1997).</td>
<td>Home literacy program and children’s development of literacy. <em>Perceptual and Motor Skills, 85</em>, 185-186.</td>
<td>This study assessed the relationship between parents’ involvement in a home literacy program where parents learned how to teach their child literacy skills and children’s development of literacy.</td>
<td>Those children who had a higher mean literacy score were those whose parents participated in the home literacy program.</td>
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<td>St. Clair, L. &amp; Jackson, B. (2006).</td>
<td>Effect of family involvement training on the language skills of young elementary children from migrant families. <em>The School Community Journal, 16</em>(1), 31-41.</td>
<td>This study examined the effects of a parent education program on kindergarten children’s English language skills in a Migrant Even Start Family Literacy program.</td>
<td>Results showed that by the end of the first grade, children from families participating in the parent involvement training program scored significantly higher on language measures than children in the control group.</td>
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### Carrington, V. (2005).

**Description/Summary**
This paper discusses the technology practices of children and how they are unsettling for many educators and policy makers in schools.

**Findings/Conclusions**
The author argues that digital technologies and therefore texts are featuring strongly in the habitus and literate competence of children and young people. There is a need to articulate the unfamiliarity of childhood and new forms of text and to construct bridges to a sense of familiarity. Educators and researchers must recognize and validate the informal literacies with which children and young people engage as agentive participants in a range of textual cultures. At the same time, we must dispense with a view of children as passive recipients of a set of sanctioned skills and knowledge and move towards the notion of an active participant who brings a range of expertise and skills to the learning context and who should be encouraged to remix, play around and engage substantively with textual practices and also their purpose in the larger scheme of things.


**Description/Summary**
This study examined how college students’ current levels of technology use might be affected by digital divide issues.

**Findings/Conclusions**
Regression results indicated that male students from higher SES families who had access to a computer at home before age 10 show significantly higher levels of full-spectrum technology use than other demographic groups.

### Snyder, I., Angus, L, & Sutherland-Smith, W. (2002).

**Description/Summary**
This study examined the complex connections between literacy practices, the use of information and communication technologies and disadvantages. It explores what it is about computer-mediated literacy practices at home and at school in disadvantaged communities that makes a difference in school success.

**Findings/Conclusions**
Findings demonstrated that the socialization of the technology--its appropriation into existing family norms, values, and lifestyles, varied from family to family, and having access to technology at home was not sufficient for young people and families to overcome the digital divide.