



**Goodling Institute for Research in Family Literacy:
Annotated Bibliography
Research Section D:
Curriculum and Instruction**

Curriculum and Instruction – This section of the annotated bibliography researches challenging and innovative curriculum and instruction. The goal is to provide knowledge about effective practices in the teaching of literacy to support high and long-term attendance in family literacy programs as well as substantial progress in children’s and adults’ reading and writing skills.

Annotations are also cross listed as it is possible that a single document addresses several of the research strands identified in the annotated bibliography.

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indicates that the article is a research study

Adult Literacy and Basic Skills Unit. (1993). Family literacy. *Viewpoints: A Series of Occasional Papers on Basic Education*, 15. (ERIC Document Reproduction Service No. ED 362 766).

This issue is dedicated to the topic of family literacy and draws on research and practice from both the United Kingdom and the United States. The following articles are included in this issue:

1. *Family Literacy as a Intergenerational Approach to Education* by Sharon Darling
2. *Intergenerational Literacy Intervention: Possibilities and Problems* by Peter Hannon
3. *Workforce Education, Family Literacy and Economic Development* by Thomas Sticht
4. *Parent Involvement in Parent Literacy: An Anti-poverty Perspective* by Ray Phillips
5. *Techniques in Family Literacy* by Keith Topping
6. *A Typology of Family and Intergenerational Literacy Programmes: Implications for Evaluation* by Ruth Nickse.

Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section B: Parenting Education

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

Section J: Parent Involvement

Auerbach, E. (1990). *Making meaning, making change: A guide to participatory curriculum development for adult ESL and family literacy*. University of Massachusetts, Boston: Bilingual/ESL Graduate Studies. (ERIC Document Reproduction Service No. ED 321 593).

This document, describing the University of Massachusetts Family Literacy Project, is intended to provide guidance for those interested in developing adult English as a Second Language (ESL) and family literacy programs for immigrants and refugees. It serves primarily as a curriculum guide, stressing important project components, the reasoning behind them, and suggestions for how others can incorporate these processes into their own program. The author, however, encourages program developers to carefully consider the specific concerns and issues of each group of participants to ensure effectiveness. Provided throughout the article is documentation of the learning process for teachers, students, and staff.

indicates that the article is a research study

Cross-Reference:

Section D: Curriculum and Instruction

Section C: Program Descriptions and Models

Section G: Culture and Context

##Aram, D. (2006). Early literacy interventions: The relative roles of storybook reading, alphabetic activities, and their combination. *Reading and Writing, 19(5)*, 489-515.

The aim of the study was to compare the effects of three year-long programs. The first involved storybook reading, the second entailed training in alphabetic skills, and the third combined activities from these two programs. The study was conducted in preschool settings in a low-SES township in Israel with 3–4 and 4–5 year olds. The storybook program utilized 10 children’s books, each serving as the basis for 4–6 sessions. The alphabetic skills program practiced letter knowledge, phonological awareness and writing. It assessed gains in alphabetic skills and vocabulary. The combined program included storybook reading and training in alphabetic skills, each less intensely than the programs focusing on each activity separately, and assessed gains in alphabetic skills and vocabulary. All three intervention groups showed more progress than the comparison group in alphabetic skills and vocabulary (name writing, letter knowledge, phonological awareness, and, nearly significantly, receptive vocabulary). The alphabetic skills group gained more than the other two intervention groups on alphabetic skills (word writing, letter knowledge, and initial letter retrieval). The combined group gained more than the alphabetic skills group on vocabulary (book vocabulary), and more than the storybook reading group on an alphabetic skill (initial letter retrieval). Unexpectedly, the storybook reading program showed an advantage only over the comparison group but not over the other intervention groups. Even though the results of this quasi-experimental study cannot be interpreted as reflecting cause–effect relationships, it offers valuable insight into the differential gains from storybook reading compared to alphabetic skills training programs.

Cross-Reference:

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

##Ballenger, C. (1999). Teaching other people's children: Literacy and learning in a bilingual classroom. New York, Teachers College Press.

This book focuses on Ballenger's research while working in a Haitian preschool. The author examines the literacy practices of both the children and surrounding community and how this informs her own teaching. This book, while mainly focusing on the

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children's literacy practices, provides insights to the manner in which children bring socially and culturally formed beliefs and constructs to their learning. She discusses the disconnect and misunderstandings that occurred between herself, the staff, the children and the parents due to her preconceived notions of teaching reading. This book provides excellent insight into cultural differences in learning both on the community and children's level. Ballenger also exposes her research and learning experience as a model from which any teacher can gain insight.

Cross-Reference:

Section D: Curriculum & Instruction

Section G: Culture & Context

Biancarosa, G., and Snow, C. E. (2004.) *Reading Next—A Vision for Action and Research in Middle and High School Literacy: A Report to Carnegie Corporation of New York.* Washington, DC: Alliance for Excellent Education.

There are fifteen key elements that make an adolescent literacy program successful. While not all fifteen must be present in any single program, there are three that are crucial for achievement: professional development, formative assessment, and summative assessment. This article provides critical information for program developers.

Cross-reference:

Section C: Program Description and Models

Section D: Curriculum and Instruction

Section F: Assessment and Evaluation of Family Literacy Programs

Bodrova, E., Leong, D. J., & Paynter, D. E. (1999). Literacy standards for preschool learners. *Educational Leadership*, 57(2), 42-46.

The authors of this article discuss the setting of early literacy standards. They state that defining literacy at the pre-school and kindergarten levels is different than for those in higher grades. Redefinition of teaching roles may also be required. Teachers of young children need to use instructional strategies that are age-appropriate. Two issues of concern raised by early childhood teachers are whether or not teaching certain content and skills would be “hurrying” young children and won’t children relate their literacy readiness naturally? The authors believe that, “Although there is wisdom in following a child’s lead, if taken too literally, this idea can cause teachers to wait for a child to demonstrate a need to learn literacy skills before beginning instruction” (p.43). Three questions are proposed to help create a developmentally appropriate literacy program:

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1. What literacy concepts and skills are developmentally appropriate?
2. What instructional techniques are developmentally appropriate?
3. How do we know whether children are ready for specific concepts and instruction?

The authors mention different sources that describe age-appropriate expectations for children but caution that “these milestones must be translated into everyday practice...” and “that any new standards document functions as a helpful teaching tool and not just another laundry list of concept and skills that takes up valuable time and interferes with established practices”(p. 44). They also caution that concepts and skills be detailed enough to shape classroom practice.

Developmentally appropriate instructional techniques should match appropriate content. Instructional techniques may need to be adjusted to include such things as a combination of mental and physical activities. Qualified teachers are needed to recognize when children are ready to learn and know what instructional techniques are appropriate for particular content. Readiness includes both knowing when to start and when to conclude using certain techniques. Teachers must frequently assess children’s progress. “Assessment, if properly constructed, can thus reconcile standards and developmentally appropriate practice” (p.45). It is possible to assist teacher development using technology.

Cross-Reference:

Section D: Curriculum and Instruction

##Butron, U. M., Li, H., & McIntosh, S. (1999). Computer technology and the changing perception of literacy. *Literacy Practitioner*, 5(2).

The authors of this study investigated (1) how computer technology was shaping attitudes towards literacy in society and (2) the relationship between computer technology and the process of becoming literate. Research was conducted through face-to-face interviews with people engaged in diverse educational and training activities, both computer and non-computer related. A summary of comments and findings include:

- Literacy is viewed as a continuum
- Digital media is altering the way knowledge is constructed
- Learning in a random-access computer environment is very different from traditional, structured learning experiences
- Students using computer-based instruction have been shown to outperform their peers
- Technology can be used to promote practical and liberatory knowledge
- Computers can be used to enhance instruction

indicates that the article is a research study

- Computers can be used as a tool for learning or gathering information
- Computers can be passive (such as drills) or active (inviting interaction, discovery, and critical thinking) tools
- Computers have potential for non-traditional learners such as those with disabilities or special learning needs
- Literacy practitioners need to be involved in issues of development of hardware and software.

Cross-Reference:

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

Cairney, T. H., & Munsie, L. (1995). Parent participation in literacy learning. *The Reading Teacher*, 48(5), 392-403.

This paper describes a program whose goal is to involve parents more personally in the literacy development of their children. The influence of the home environment is very important to the language learning process of children. Therefore, school success is believed to be strongly associated with a range of factors including family and cultural backgrounds. Yet, educators seem to take this for granted and have failed to bring schools and their communities together. Schools need to become more aware and responsive to the cultural diversity in their communities and parents need to grow in the knowledge and understanding they have of schooling.

One reason for the gap between schools and parents is that parents may not feel competent enough to deal with the school work of their children. Another reason cited is that teachers have negative attitudes toward parents because they are believed to be apathetic and disinterested in their children's education. The authors caution that school officials need to question this assumption about low-income parents. Most often, parents want to help but have few ideas about how to help.

A way to reduce the barriers between schools and parents is to give teachers and parents a chance to understand the way each defines, values, and uses literacy as part of cultural practices. It is not a good practice to coerce or even persuade parents to take on the literacy definitions held by teachers. Parents must be viewed as partners, thus establishing a reciprocal relationship. This leads to each party achieving a better understanding of the other.

The Talk to a Literacy Learner (TTALL) is designed to monitor parent interactions with their children; the strategies parents use to interact with their children when they read and write. The major goals of the program are to: increase parental participation in the

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literacy activities of their children; change the nature of the interactions adults have with children; introduce parents to a range of literacy practices; train community resource people who could be deployed in a wide range of literacy activities; raise community expectations concerning literacy and education; and serve as a catalyst for a variety of community-based literacy activities.

Overall, the program had an impact upon the way parents interact with their children; offered parents strategies they did not have before; helped parents choose resource material, help children with book selection, and use libraries more effectively; parents gained new knowledge; parents' families were affected; parents began to share their insights outside the family; parents gained a greater understanding of schools; parents grew in confidence and self-esteem; Children's literacy performance levels, attitudes, and interests were affected; and the program had an impact on the school and preschool. The TTALL program was highly effective in creating a greater sense of partnership in the education of children involved in the project. What still remains to be determined, is whether the program will have long-term effects on the literacy competence of the children whose parents were involved.

Cross-Reference:

Section B: Parenting Education

Section G: Culture/Context

Section D: Curriculum and Instruction

Section J: Parent Involvement

##Ceprano, M. (2003). Parents and children working together: A Paradigm for inclusive reading assistance. *Family Literacy Forum*. 2(1), pp.5-11.

Research has indicated that interactions between the parent and child which focus on print during the early year's impacts literacy growth considerably and provides the groundwork for the emergence of reading and writing skills as the child enters school. Researchers have proposed that when parents provide young children with a variety of language-based experiences that literacy development is enriched and accelerated. However, the support so necessary for young children's acquisition of literacy skills cannot be provided when parents themselves are faced with low literacy skills.

This article highlights two case studies where the literacy skills of both the adult and child improved using constructivist instructional methods. The studies focused on the belief that the acquisition of literacy skills is supported by the process of constructivism through which individuals assimilate new skills based on their previous knowledge. The interactive behaviors between the adult and child using the constructivist process resulted in improved literacy skills for both the child and adult.

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The researchers implemented constructivist instructional methods by encouraging parents to incorporate the strategy of coaching with their children. This was accomplished by encouraging parents who exhibited low literacy skills themselves to participate in the sessions where their child was receiving support services for reading and writing. Involvement in these sessions provided literacy support for the parents as well as providing them with literacy strategies they could use at home.

The article, designed primarily for practitioners, but also relevant for researchers, reported positive outcomes from the studies. The studies indicated parents with limited educational backgrounds were engaged in coaching their children in playful explorations of print.

Cross-Reference:

Section B: Parenting Education

Section D: Curriculum and Instruction

Section J: Parent Involvement

Cerny, R. (2000). Family literacy programs: Joint projects of the programs and services departments. *Journal of Youth Services in Libraries*, 13(2), 27-29.

In this article, the author describes the Children's Services Family Literacy Projects of the Queens Borough Public Library in New York. This library system provides the largest national ESL program for adults, adult literacy programs, book-based pre-school programs, services to local schools, and a parent-child workshop program. They include parenting collections in the children's room and provide formal parenting programs. The goal of the pilot family literacy project was to "involve both parents and children in learning activities in the home that also support formal education programs for either age group" (p. 27). The target audience was parents who were new adult learners in their adult basic education and ESL programs. These parents' children would be the secondary audience of the project. After a previous unsuccessful attempt at a long-term family literacy program, this program was designed to be short, simple, and fun. There were to be three sessions for the program. The first focused on the importance of reading to young children. The second session introduced easy and inexpensive ways to encourage science and math learning. The third session included a party, a model picture book program, and an evaluation session. Each participating family received a packet of print materials to supplement literacy activities at home.

Program evaluations:

- Participating families encouraged the libraries to reach out to other families with the message that parents are integral to children's reading readiness
- Parents shared other at-home learning experiences and their own cultural equivalent of rhymes and songs

indicates that the article is a research study

- Parents continued to return to the children’s room requesting specific titles from the take-home lists and were likely to help children with homework
- Parents asked for read-aloud suggestions and where to find community services
- Parents brought friends to the libraries
- The library is a “natural fit” in the community collaborative effort towards family literacy

Cross-Reference:

Section E: Collaboration Within Programs and Among Social Service Agencies

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

Section J: Parent Involvement

Comings, J. (2004). The process and content of adult education in family literacy programs. In B. H. Wasik (Ed.) *Handbook on Family Literacy* (pp. 233-252). Mahwah, NJ: Lawrence Erlbaum.

Comings writes of the four differences between children and adults as students. Adults choose to be in school and will “vote with their feet” to leave when they are not engaged. Authentic content must be present that is relevant to their life roles (in family, at work, and within the community). The skills and knowledge base that adults bring to the classroom are much more diverse than those the children bring; therefore, more individualized instruction is necessary. Also, they must work towards goals that are personally important to them, and it must be convenient for them to participate.

Persistence is necessary for change so programming must support persistent behaviors. Force-field analysis should be used early to identify individual barriers and supports. Self-efficacy needs to be built and clear goals developed. When those are in place, persistent student effort needs to be measured in order to show growth. Most assessments are for accountability; however, adult student assessments should also indicate progress clearly and be self-evident for the student.

Comings suggests instruction that reaches students through their strengths rather than their weaknesses and programming that helps students plan how they will engage in both formal study and self-study. They should become aware of those opportunities to learn that exist beyond the classroom but connect with it. This chapter is of interest to anyone wishing to investigate the application of adult education within the context of family literacy.

Cross-Reference:

Section B Parenting Education

indicates that the article is a research study

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| Section C | Program Description and Models |
| Section D | Curriculum and Instruction |
| Section F | Assessment and Evaluation |

Crawford, P. A., & Zygouris-Coe, V. (2006). All in the family: Connecting home and school with family literacy. *Early Childhood Education Journal*, 33(4), 261-267.

This article provides a historical overview of family literacy and identifies several implications for teachers. The authors advocate for a collaborative approach between parents and schools, recommending that parents take a more active role in the curriculum and that teachers work actively to encourage parent participation. In an effort to bridge home-school partnerships, the authors recommend home visits by teachers, meetings, and newsletters. Furthermore, the authors advocate providing materials for parents to use at home, such as electronic resources on family literacy activities, books, take-home book programs, and literacy learning kits. The authors provide several good recommendations for websites and books that can be provided to parents to help facilitate home literacy activities.

Cross-Reference:

- Section B: Parenting Education
- Section D: Curriculum and Instruction
- Section J: Parent Involvement

Crowther, J., & Tett, L. (1997). Literacies not literacy. *Adults Learning*, 8(8), 207–209.

Advocating a sociocontextual approach (see Auerbach, 1989), this article features a family literacy program entitled "Connect." The Connect program has an emphasis on individuals and their unique literacies. Curriculum is included into the everyday lives of students. Staff is committed to a particular vision that integrates work purpose and understanding with practice. A feature of this program is a pedagogical approach to knowledge. Knowledge in classrooms is constructed along the premises of we know/they know, we don't know/they know, we know/they don't know, and we don't know/they don't know. Connect works to start with the premise of we know/they know whereas other programs that take a more school-model approach implement a curriculum from a we know/they don't know approach. The authors suggest that this model provides an open-ended and creative environment sensitive to the context and the culture that families bring with them to the program.

Cross-Reference:

- Section C: Program Descriptions and Models

indicates that the article is a research study

Section D: Curriculum and Instruction

Daniels, H., Zemelman, S., & Bizar, M. (1999). Whole language works: Sixty years of research. *Educational Leadership*, 57(2), .32-37.

In this article, the authors look at research that supports the whole language approach to reading. The authors state, “holistic approaches to literacy remain our best researched, most reliable, and most thoroughly proved ways of teaching reading” (p. 32). In the article, key strategies of the whole language approach are listed. Studies are cited that provide evidence for the positive results of literature-based reading. Other studies referred to support the whole language writing process, independent reading practices, and cooperative learning activities. Studies are mentioned that document how whole language assists students with reading difficulties. The overall view of the authors in this article is that there is substantial research to support the whole language approach to instruction and that it is a highly effective method.

Cross-Reference:

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

D’Arcangelo, M. (1999). Learning about learning to read: A conversation with Sally Shaywitz. *Educational Leadership*, 57(2), 26-31.

Neurological studies relating to learning to read show differences in the way individuals’ brains process reading. Scientists can now examine the brain as a child tries to learn. Unlike speaking, reading is not a natural instinctive ability. Children have to develop an awareness that words are made up of sounds. Brain activation patterns differ between good readers and disabled readers. Reading is biologically based and brain activation patterns substantially support the phonologic hypothesis of how we read and why some people can’t. Imaging patterns can now refute beliefs that a child is not motivated or trying hard enough to read when the child is unable to read. There is future potential for early diagnosis of reading difficulties and effectiveness of interventions.

Brain systems of poor readers process incoming print differently than for good readers. “After poor readers master the reading process, do their brain activation patterns change, or are patterns of activation similar all their lives? That’s an important question that our research group at Yale is collaborating with investigators at Syracuse University (Anita Blachman) to address.” (p. 28). Implications for reading instruction include the need for a phonological model and the ability to create meaning. Brain pathways are reinforced by use therefore, reading practice is important. It is very important to identify children as early as possible who have reading difficulties and provide intense, direct instruction.

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“Clearly, we have a lot to learn, but now all investigators who have worked hard to understand reading and the brain have a place to focus future research. We can go to the next level of trying to understand the neural mechanisms that lie under reading and reading impairment” (p. 28).

Cross-Reference:

Section D: Curriculum and Instruction

Delpit, L. (1988). The Silenced Dialogue: Power and Pedagogy in Educating Other People’s Children. *Harvard Educational Review*, 58(3), 280-290.

In this article Delpit addresses the five aspects of the culture of power and how they relate to the educational experience (culturally and academically) of minority and low-income children. The implicit and explicit “rules of power” affect the roles and relationships of parents, teachers and students and the educational experience. Therefore, these rules need to be explicitly taught so that this structure is available to all of society. Concrete examples from the parent and teacher perspectives give interesting insight to the discussion. This article is of interest to staff, curriculum developers, administrators and teachers as it provides useful considerations for parent involvement, teacher interaction with students and curricula development.

Delpit poses that there are five aspects of power displayed in the classroom. They are (1) issues of power are enacted in the classroom; (2) there is a “culture of power” (i.e. codes and rules to follow); (3) the rules of power reflect the culture of those “in power”; (4) knowing the rules or having the rules explained explicitly increases the ease with which one can acquire power; and (5) those in power are least aware of the power structure, whereas, those that have the least power are the most aware of its presence. These aspects of power are responsible for the “schism between liberal educational movements” and non-mainstream communities. (p 282)

The two aspects that are most closely examined in this article are (4) and (5). Delpit suggests “that students must be *taught* the codes needed to participate fully in the mainstream of American life.” (p 296). Delpit provides concrete examples of misunderstanding, cultural information, failure and solutions in the area of reading, writing and behavior to support her theory. Furthermore, parents and members from the cultural community must be engaged and heard in discussions about education and culture so that the educational system can be a place of teaching and learning for all children.

Cross-Reference:

Section G: Culture & Context

Section I: Professional Development

Section D: Curriculum & Instruction

Section J: Parent Involvement

Dickinson, D.K., St. Pierre, R., and Weyl, J. (2004), High-quality classrooms: A key ingredient to family literacy program's support for children's literacy. In B. H. Wasik (Ed.) *Handbook on Family Literacy* (pp. 137-154). Mahwah, NJ: Lawrence Earlbaum.

The authors argue that the changes made by intervention efforts must be much larger in magnitude than have been realized in the past. As intervention needs to begin earlier in support of emergent literacy and early literacy, they stress that high-quality "center-based" early childhood experiences must be available to those children who are at risk. As intervention needs to involve the family, they suggest that searching must continue for effective ways to enhance parents' role in fostering children's growth, but that the emphasis must be placed on creating high-quality classrooms.

"High-quality" in this context means assurance that children acquire "language skills, attitudes toward books and literacy, and knowledge about print that are needed for success in the early grades", as these skills are implicit in long-term literacy success. They are usually described as "structural variables", (including teacher training and teacher-student ratios), or "process variables" (access to varied materials, teacher-student relationships that are close and also exhibit engagement).

After reporting the levels of quality that can be found in early childhood classrooms, the authors review efforts to improve quality. They report that the Literacy Environment Enrichment Program (LEEP), a course one of the authors developed for teachers and their supervisors, significantly affected children's phonemic awareness and print knowledge. As teachers are the agents of change to boost children's literacy and to assist parents' use of effective practices, they need to access professional development that will help them define their own pedagogy. The lack of literacy-focused professional development limits the capacity of teachers to engage the families.

This chapter is of interest to anyone involved in early literacy practice or program development as well as those who are concerned with the professional development of early childhood teachers.

Cross-Reference:

- Section A Interactive Literacy
- Section C Program Descriptions and Models
- Section D Curriculum and Instruction
- Section F Assessment and Evaluation
- Section J Parent Involvement

##Elias, G., Hay, I., Homel, R., & Freiberg, K. (2006). Enhancing parent-child book reading in a disadvantaged community. *Australian Journal of Early Childhood, 31(1)*, 20–25.

This study investigates the effects of a parent-child dialogic reading program on the parents' frequency of reading with their preschool-age children, their eagerness to participate in school activities, and the preschoolers' reading abilities. Dialogic reading involves caretakers reading *with* rather than *to* their children or simply correcting their child's reading. The sample was drawn from an Australian community with high levels social and economic disadvantage (e.g., income, educational attainment, single parent families, unemployment). The study investigated the effectiveness of the parent-child dialogic reading program developed to meet the perceived needs of the parents and children in this community. Through socially and culturally relevant reading materials, the research aimed to encourage parents and children to engage in shared book experiences and to convince parents that they could contribute to their children's formal education in meaningful ways. The study presents suggestions for involving parents who feel threatened by the school's middle-class values and for drawing on students' native language.

Cross-Reference:

- Section A: Interactive Literacy
- Section B: Parenting Education
- Section C: Program Descriptions and Models
- Section D: Curriculum and Instruction
- Section G: Culture and Context
- Section J: Parent Involvement

indicates that the article is a research study

##Elish-Piper, L. (2000). An analysis of the social-contextual responsiveness of adult education in urban family literacy programs: Trends, obstacles, and solutions. *Reading Research and Instruction*, 39 (3) 184-200.

This article discusses the findings of a study which examined the responsiveness of adult education in urban literacy programs in the Midwest. After collecting data from 67 family literacy programs the researcher was able to identify trends and describe them based on two research questions:

1. Do adult education classes in urban family literacy programs incorporate the strengths, needs, and goals of participating families into programs? If so, how?
2. If adult education classes in urban family literacy programs do not incorporate the strengths, needs, and goals of participating families into programs, what obstacles prevent them from doing so?

Findings reveal that the programs were not incorporating the strengths, needs, and goals of participants. Rather they were identifying the obstacles that prevented them from incorporating these aspects into the programs. This study attempts to identify some of the trends in conflicts between what family literacy programs say they do and what they actually do in practice. For example, programs have family-centered philosophies, but few programs were found to incorporate families in the design and development of curriculum. In addition she highlights obstacles specifically to a social-contextual approach to family literacy. For example, based on funding agency requirements there was an emphasis on obtaining the GED quickly, regardless of what the participants goals were; and limited teacher involvement existed in terms of decision-making, this is recognized through the lack of teacher involvement in activities such as grant writing and program development, but the teachers are expected to implement them.

Elish-Piper concludes with suggestions on how to move the field forward and presents a clear message to researchers and theorists. She claims that it is partially their responsibility to “examine the audiences for their work.” As a result she argues that avenues need to be created to get the research to the practitioners. Her final point is that only through the connection of theory and practice can one expect to observe a social-contextual approach to family literacy.

Cross-Reference:

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

indicates that the article is a research study

##Elish-Piper, L. (1997). Literacy and their lives: Four low-income families enrolled in a summer family literacy program. *Journal of Adolescent and Adult Literacy*, 40, 256–268.

This article describes a qualitative study of 13 low-income families who participated in a summer family literacy program. In her examination of families, the author was guided by the sociocontextual perspective that calls for looking at strengths and intact literacy patterns in families, (see Taylor, 1983; Taylor & Dorsey-Gaines, 1988; and Heath, 1983). Multiple data collection methods were used to obtain information through parent interviews, dialogue journals done by parents, field notes taken by the researcher and literacy artifacts. This article highlights four family profiles thought to represent the range of situations within the families. The four profiles include families in which (a) literacy was used to handle personal issues and challenges, (b) literacy activities emerged as the source of competition between parent and child, (c) reevaluation of literacy activities took place, and (d) literacy activities were used to show nurture and support for one another. The author concludes that the families in the study all used literacy for meaningful purposes and these purposes differed based on the social-contextual factors within each family at that point in time. She further concludes that the activities around literacy used by families were not necessarily the school-types of literacy that dominate family literacy curriculum.

Cross-Reference:

Section D: Curriculum and Instruction

Section G: Culture and Context

##Elliott, E. M., & Olliff, C. B. (2008). Developmentally appropriate emergent literacy activities for young children: Adapting the early literacy and learning model. *Early Childhood Education Journal*, 35(6), 551-556.

The purpose of this study was to examine the efficacy of adapting activities using the Early Literacy Learning Model (ELLM) to young preschool children. The ELLM is a research-based language and pre-literacy curriculum for children aged 3-5. In this program, all children are exposed to the same activities, regardless of age. However, the authors wanted to examine the efficacy of the ELLM curriculum when adapted for children aged 2-3, thus attempting to make the activities more age and developmentally appropriate. The ELLM curriculum includes six emergent literacy concepts, such as phonological awareness and letter/sound knowledge. To monitor their progress, children were pre- and post-tested on their alphabet recognition abilities. Descriptively, children appeared to make gains in letter recognition after the intervention; however, there was no control group to serve as a comparison. In addition, only 3-year-old children were included in the assessment. Thus, the authors provided preliminary evidence for the

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adaptation of the ELLM curriculum to younger children; however, further research (including experimental design and inferential analyses) are needed to confirm these preliminary findings.

Cross-Reference:

Section D: Curriculum and Instruction

Flippo, R. F. (1999). Redefining the reading wars: The war against reading researchers. *Educational Leadership*, 57(2), 38-41.

Flippo begins this article with the assertion that it is not the researchers who have created the “reading wars”. She states that researchers have and will debate their positions on differing approaches to reading approaches such as whole language and phonics. The author explains, “One thing is certain: No one in the reading field would say that there is only one way to do things, lit alone one way to teach reading. The idea of a one-way-only approach... has not come from the reading community of researchers... It has come from the outside.” Flippo adds, “Reading researchers are under attack by policymakers and other outside the field who want a quick, easy method for teaching students to read” (p. 38).

The author warns that reading researcher, philosophies and approaches should not be used as scapegoats by politicians and policymakers when students’ test scores are found to be lower than desirable. Flippo found in her research study that reading experts agree on many contexts and practices regarding reading instruction. She states that evidence exists that the need is to allow teachers the flexibility to choose those practices that best fit an individual child and situation.

Recommendations for classroom instruction include:

- Flexibility in classroom instruction
- Use a broad spectrum of sources for reading materials
- Consider students’ interests, motivations, self-perceptions, and expectations
- Give students a lot of time to read, write, and discuss their activities.
- Do not isolate reading from other language arts
- Do not isolate skills, letters, or sounds
- Use their knowledge about reading and literacy.
- Respect the individuality of learners
- There are no simple answers
- Learning to read is complex
- No one method fits all needs and situations

indicates that the article is a research study

Cross-Reference:

Section D: Curriculum and Instruction

Frazier, N. (1999). What we've learned in the GTE Family Literacy & Technology Project. *Literacy Practitioner*, 5(2).

In this article, findings relating to family members using technology to build and improve literacy as a family are discussed. Frazier summarizes findings reported by family literacy providers involved in this project:

- It's okay for adults to use software designed for kids
- Use interactive software
- Modify mouse pads and keyboards to include larger pad areas and keys, and lowercase letters
- Use headphones instead of speakers
- Encourage parents and children to use the Internet
- Use qualified volunteers to help work with adults and children.

Cross-Reference:

Section C: Program Descriptions and Models

Section A: Parent and Child Interactive Literacy

Section B: Parenting Education

Section D: Curriculum and Instruction

Gadsden, V. L. (1994). Understanding family literacy: Conceptual issues. *Teachers College Record*, 96, 58-86.

This article examines the current research in the field of family literacy. The first of the article's four sections identifies major sources of influence on current literacy research, such as cross-cultural and social issues, intergenerational literacy, and parent-child literacy, as well as the influence of practice. The second section, about the nature of families and family support, describes five assumptions as the foundation of a conceptual framework. Gadsden then discusses the recent policy impetus for family support efforts and explains how it serves to link literacy to family support. She argues that before this link can be successful, literacy research and practice must catch up in the areas of family functioning and development. She concludes by stressing that family literacy learning be conceptualized broadly and as an ongoing activity that varies alongside changing life needs.

Cross-Reference:

Section D: Curriculum and Instruction

indicates that the article is a research study

Section G: Culture and Context
Section J: Parent Involvement

Gadsden, V. (2004). Family literacy and culture. In B. H. Wasik (Ed.), *Handbook of Family Literacy* (pp. 401-425). Mahwah, NJ: Lawrence Erlbaum Associates.

This chapter focuses on the recent rapid growth of family literacy programs and issues that need to be developed to better support the theory behind the field. Gadsden reviews components of family literacy programs, highlights four strands of research in the field, and provides an insightful discussion on the definition of culture, and how that applies to the changing field of family literacy. Two main issues surface: 1) family literacy (i.e. What is family literacy? How do we define family literacy?); and, 2) culture, (i.e. What is meant by “culture”? What are the different aspects of culture? How do culture and literacy influence each other?).

This chapter should be read by anyone whose work touches the field of family literacy. It provides an excellent overview of family literacy, concrete program examples, questions that need to be considered in program development, a discussion of the intertwining of literacy and culture, and insights into how culture affects the lives of learners and practitioners.

Gadsden writes that everyone has a literacy component to their lives. It is a more difficult matter of finding what those notions of literacy are and how they are embedded in the participants’ and the educator’s social context. Literacy extends well beyond reading and writing; it is, in fact, a series of “problem solving abilities” (pg 420) bound in cultural context. Culture has many more parts to it than just ethnicity; social class, values, gender, religion, race, history, members in the family, and intra-ethnic relations are some of the main components. There is a need for educators to take the inquiry approach to teaching; the teacher and learner engage in reciprocal teaching and learning.

Gadsden identifies four strands of research: 1) descriptions of diverse populations; 2) family literacy that develops mainstream expectations; 3) rethinking the “uniformity of approach” idea; and, 4) how family and culture create literacy learning and how that framework relates to the world. There is a call for additional well-defined research that looks at the inter-play of culture and literacy. Additionally, developing tools that measure or identify the impact a family literacy program has on children’s school performance is needed.

Cross-Reference:

Section G: Culture & Context

Section B: Parenting Education

Section C: Program Description & Models

indicates that the article is a research study

Section D: Curriculum & Instruction

Genisio, M., & Drecktrah, M. (1999). Emergent literacy in an early childhood classroom: Center learning to support the child with special needs. *Early Childhood Education Journal*, 26(4), 225-231.

Genisio and Drecktrah state “Choice, engagement, experimentation, risk taking, opportunity to see and use print, and hear and use language, are all closely linked early childhood education components related to emergent literacy development in the young child... The child with special needs requires scaffolding crafted to empower the child to progress towards personal literacy fulfillment” (p. 225). The authors say that center learning is a way to offer an environment conducive to scaffolding. A list of special needs and suggestions for teachers are provided in the article.

The authors describe how different centers in classroom “can enhance interactive language, story response, art, reading and writing-like behavior, collaboration, buddy activity, and independence” (p. 225). They believe that all of these areas of development are empowering and related to emergent literacy development.

Examples of different centers and suggestions for activities and adaptations are included in the article. Possible centers include: an ABC center; a sequencing center; a shared reading center; a library center; a read the room center; and an overhead projector corner.

The authors conclude by expressing a need to engage special needs children in “activities that enhance the natural progression of emergent literacy... Emergent literacy early childhood classrooms with center activity support the child with special needs by providing a variety of literacy-related opportunities that build on strength” (p. 230).

Cross-Reference:

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

Green, S. (2003). Involving Fathers in Family Literacy: Outcomes and Insights from the Fathers Reading Every Day Program. *Family Literacy Forum* 2(2), 34-40.

This article first gives shape to the trends, benefits and challenges of father* involvement in their children’s school career. The author then describes the Fathers Reading Everyday Program (FRED). This article would be useful to those interested in a father-child based literacy programs; of particular interest are the insights provided for new programs or suggestions for changes to existing programs.

indicates that the article is a research study

FRED is a four week self-guided program in which participants read with their child 15 minutes per day for the first two weeks, 30 minutes the next two weeks. This time is logged in a reading log. The program goals are to increase the father's involvement in his child's literacy development and to improve the quality of father-child relationships, thereby increasing the child's opportunity of achieving academic success and self esteem.

The program commenced with a kick-off event where 123 fathers of young children in early childhood programs and elementary schools enrolled. The event included a research based presentation on parental involvement and the importance of the father's role. Each participant receives a Father's Guide. Upon completion, there is a final family event to celebrate completion.

A pre- and post-questionnaire (self report) was used for program evaluation. More than fifty percent of fathers reported that the program helped them to read to their child every day, increased the amount and quality of time spent with their child, increased their satisfaction as a parent and improved their relationship with their child.

*father in this article refers to fathers, father-figures, and male caregivers. (pg. 34)

Cross-Reference:

Section B: Parenting Education

Section C: Program Description & Models

Section D: Curriculum & Instruction

Section J: Parent Involvement

Greenberg, D., Rodrigo, V., Berry, A., Brinck, T., & Joseph, H. (Summer 2006).

“Implementation of an Extensive Reading Program with Adult Learners.” *Adult Basic Education: An Interdisciplinary Journal for Adult Literacy Educational Planning*, 16 (2), 81-97.

This study looks at the influence of motivation on the adult learner's reading ability. Because many adult learners had had negative experiences with reading as children, Greenberg *et al.* stress the importance of making reading more pleasurable for these students. The researchers propose the use of an “extensive reading program” with adult learners, as the goals of these programs—pleasure and general comprehension—are what these students need if they are to achieve. The study involved 27 adults whose reading levels were between third and fifth-grade. While students generally expressed enthusiasm about the program, significant reading gains were only found in fluency and expressive vocabulary.

Cross-reference:

Section C: Program Descriptions and Models

indicates that the article is a research study

Section D: Curriculum and Instruction

Harmon, H. L. & Dickens, B. H. (2004) In small communities, partnerships with parents and the public are keys to school success. *American School Board Journal*.

The federal government requires increased parent involvement, but the emphasis on testing and the lack of opportunities for involvement in rural areas may impede full implementation. Through an initiative sponsored by NSF, Harmon and Dickens address this disconnect that exists between the theory and reality of parent involvement. Although their project dealt with math and science, they believe the increase in achievement resulting from cooperation between schools and communities is possible in other areas of the curriculum. They target school board members, directing them to take ten action steps to encourage commitment between rural schools and parents. These include: assessing the current situation, creating policies and supporting practices that encourage involvement, setting expectations for teachers and superintendents, encouraging principals to support involvement, finding customized training and support, approving budgets that provide financing for involvement, recognizing achievement, and maintaining a positive relationship with the public.

Cross-Reference:

Section D: Curriculum and Instruction

Section G: Culture and Context

Section J: Parent Involvement

##Heath, S. B. (2001). What No Bedtime Story Means: Narrative Skills at Home and School. In A. Duranti (Ed.), *Linguistic Anthropology: A reader* (pp. 318-342). MA: Blackwell Publishers.

This article reports on an ethnographic study that examines the informal and formal teaching of literacy skills to preschoolers by families in three communities. A primary focus of this study is the role of “culture” in the teaching of literacy skills. The author provides a comprehensive account of how communities instill their children with the skills to “take away” meaning from books and how this relates to the child’s participation/success in the formal school setting.

This article, which provides both cultural and concrete information regarding literacy, should be read by teachers of pre-school and elementary grade children, parent educators, staff developers and curriculum developers as it provides insight into the development of all children.

indicates that the article is a research study

Heath uses three communities in her study: Maintown, a middle class neighborhood. All Maintown families had a current teacher or a recent active teacher as the mother; Roadville, a white working class community where parents have historically worked for the textile mill, and; Trackton, a black working class community that has a tradition of working on the land but has more recently moved into jobs at the textile mill.

The study asks: Is reading development “natural”, i.e. cultural, or learned? How are the different “values” of community, as regards literacy, displayed in a child’s literacy development? Is the mainstream way the only way to literacy? What kinds of interactions take place between adults and preschoolers in the course of literacy based activities?

The author looks at both the cognitive aspects of reading and the affective aspects of literacy. Heath concretely states the areas of disparity between the children’s knowledge and the requirements of formal schooling and at what point in school students may begin to fail. It is implicit in her findings what schools can do to enhance all children’s learning in the school by building on what they have learned to value in their homes. This, in turn, lessens the disjunction between home and school.

Cross-Reference:

Section B: Parenting Education

Section D: Curriculum & Instruction

Section G: Culture & Context

Section I Professional Development

Henderson, B. (2000). Home reading: The key to proficiency. *Principal*, 80(1), 46-48.

Henderson provides an overview of efforts incorporated over a ten-year period at an elementary school to encourage parents and children to read together at home. As a response to low achievement scores, a Boston area elementary school devised a plan to improve reading abilities. The strategies of the plan included more time teaching reading, improving instruction quality, acquire more books, provide more support for students not reading at grade level, and encourage students to spend more time reading out of school. This article lists five efforts initiated by the school and the results.

Effort #1: The Contest Approach

- Some students read more books
- Poorer readers gave up when they felt they couldn’t keep up
- Some students figured out to read shorter books
- Student’s reading habits did not really change.

indicates that the article is a research study

Effort #2: Reading Materials

- Provide access to more books in libraries and classrooms
- Take students to neighborhood libraries and get them cards
- Give students free books -Set up a swap cart for books and magazines
- There was more reading access but “still far too many students who were not reading regularly at home.”

Effort #3: The Reading Contract

- Contract involved all students reading or being read to at least four days a week: K-2 for 15 minutes and 3-5 for 20 minutes
- First year results showed 50 percent of the students participated at least 75 percent of the time and most of these students showed steady growth in reading performance
- 50 percent were not reading regularly at home. Many of these students were not performing at grade level and had potential for reading problems. Almost all of these students lived with families who qualified for free or reduced lunch or had special needs
- Parent workshops were then offered but were mostly attended by parents of those students who were reading regularly

Effort #4: The Literacy Show

- A literacy show performed by children emphasized the principal’s message that children’s future academic progress depended on whether and how much children read at home
- Emphasis that reading is fun and important was integrated into school culture

Effort #5: Reaching Out

- A group of trained parents visited the homes of new students with a message about the importance of reading at home, present a book, and discuss strategies for fulfilling reading contracts
- Volunteers began calling and visiting homes of non-participating children. Peers were usually received in the homes
- Reading contract grades were added to report cards

Further efforts and results:

- After a few year of implementation, participation increased to 85 percent.
- A pizza party was held for families of 35 non-participating students. At this party, parents had a frank discussion of the challenges of participation. Parent leaders facilitated the discussion and offered suggestions. ESL parents were encouraged to read in their own language
- By the middle of the 1999-2000 school year, 95 percent of the students participate

indicates that the article is a research study

- Achievement test scores have shown steady improvement as a result of this program, additional instruction time, extensive staff development, adoption of best practices, and tutoring
- “Research shows that the most important element in improving reading is extensive practice.”

Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section B: Parenting Education

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

Hill, M. H. (1998). Teen fathers learn the power of literacy for their children. *Journal of Adolescent & Adult Literacy*, 42(3), 196-202.

Hill describes how 25 teens in a juvenile facility began to learn coping strategies and how to change their lives through literacy. The author states that the juvenile justice system is basically punitive instead of rehabilitative and “for juvenile crime offenders with weak language skills, the hope for rehabilitation and a promising means of livelihood are rarely realized” (p. 197). In the group of 25 teens analyzed for this article, over 50 percent were fathers and 60 percent were bilingual student with English reading skills ranging from primer to high school levels. The teachers in the group felt that “learning of reading, writing, listening, and speaking in the bilingual classroom must be meaning based, contextualized, and allow for levels and variations of literacy growth” (p. 198). The goal of the project was to increase literacy abilities and develop ways for fathers to take language development skills home to their children.

The teachers in the article used a whole language approach that focused on the “development of story narration and universal truths: being scared or bullied and experiencing anxious and embarrassing moments” (p. 199). The teachers chose literature to use that reflected these themes. They found that the teens identified with story characters and were able to link them to their personal experiences. The students were encouraged to develop their own stories. The teachers found that there was importance in relating oral and written work. They also found that:

- Students must see themselves as users of literacy skills before they can take those skills to their children
- Developing English skills requires modeling and support
- The chosen themes elicited deep feelings and strong connections for the students
- Oral development was vital for all other literacy connections

indicates that the article is a research study

- Reading, writing, speaking, and listening interaction within a social context provided a platform for language growth, development, and reflection.

Cross-Reference:

Section B: Parenting Education

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

##Hutchison, K. (2000, May 12). *Reframing mothers in family literacy*. Paper presented at the 2000 Australian Association for Research in Education. Abstract retrieved January 12, 2005, from <http://www.aare.edu.au/00pap/hut00304.htm>

In this article Hutchinson approaches the subject of family literacy with a feminist lens developing an analysis of programs which draws on critical literacy to reposition mothers as “researchers of language and ethnographers of literacy practices within their families” (p.1). This article is only a small part of the research of this qualitative study. It takes place in Australia and consisted of 11 women and one man (who left due to illness) with diverse educational (between 9 and 11 years of schooling) and work histories prior their becoming parents.

Hutchinson began the study by developing research activities which were then to be conducted by the program’s participants investigating their children’s literacy development in the home. Once this was accomplished, the participants would then share and collaboratively analyze their anecdotes within the program. During the analyses in class other students’ comments demonstrated the multiple readings of one student’s writing. Through this they were able to make connections to their own lives and those of others in the classroom.

Findings reveal that women in this study carried out the majority of literacy activities within their families, yet the mothers themselves did not see this. Through the interpretations of the participant’s texts—often humorous in nature—“perceived personal inadequacies, such as *laziness*, could be viewed as cultural manifestations of patriarchal and sexist ideologies of motherhood, rather than personal failure” (p. 7). These conversations set around student writings/anecdotes created a space where women could reposition and reconceptualize themselves as mothers and literacy workers within their own families. Hutchinson concludes the article with a commentary suggesting a shift in the practice of family literacy in order to create an environment which takes into account the true needs of parent learners.

Cross-Reference:

Section C: Program Descriptions and Models

indicates that the article is a research study

Section D: Curriculum and Instruction

Imel, S. (1999). Using technologies effectively in adult and vocational education. *Literacy Practitioner*, 5(2).

In this article, Imel presents information and offers guidelines relative to using technology in adult and vocational education.

Observations about technology:

- Technology permeates our society.
- Technology can support and enhance instruction.
- Positive effects attributed to technology use in education apply only when used appropriately.

Considerations:

- “Technology does not determine learning outcomes, and it does not teach students.”
- Technology can expand choices that determine learning outcomes and manage the teaching/learning process.
- Technology can provide opportunities for learner-centered instruction, lead to more active and interactive instruction, and result in collaboration, cooperation, and small group work.

Guidelines:

- Let learning outcomes drive the process of technology choice.
- Strive to infuse and/or integrate technology into the instruction.
- Use technology to shift the emphasis in teaching and learning from teacher to learner.
- Be prepared to modify the role of the instructor.
- Use technology to move the focus away from low-level cognitive tasks to higher-order thinking skills.

Cross-Reference:

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

indicates that the article is a research study

##Janes, H., & Kermani, H. (2001). Caregivers' story reading to young children in family literacy programs: Pleasure or punishment? *Journal of Adolescent & Adult Literacy*, 44(5), 458-466.

This article discusses the findings of a three-year family literacy project in southern California. The project evolved from a researcher-oriented one with a 70% drop-out rate to one with learner-oriented objectives with a 100% retention rate. In the initial program, the researchers trained caregivers from low-income families (most of whom were recent immigrants from rural Mexico and Central America) how to read storybooks to young children in an interactive way using higher order thinking questions. This form of literacy experience became a "punishment" to the caregivers who had an average of fourth-grade level schooling and also to the children.

In order for the literacy process to become a "pleasure" experience, the researchers relinquished their control and provided opportunities for the caregivers to create their own texts that they, in turn, shared with children. Differences were found, not only in retention of participants, in performance mode of reading, pride in the text, and shared positive-affect values. Caregivers were then able to "concentrate on refining those aspects of oral presentation that were important to them, such as dramatization and bidirectionality (requesting and encouraging feedback from the listener), instead of on the chores of text decoding and comprehension" (p.463).

"Recognition of this cultural reality entailed a reshaping of instructional goals... The literacy providers learned to re-emphasize the caregivers' castigo-burdened role as students and teachers of school-based literacy and to support their self-expression as transmitters of literacy... The kind of literacy demonstrated here does not constitute ignorance or any other deficit that necessitates training, cure, or compensation... If child-rearing practices work for individual groups, they will be (and should indeed be) hard to change. A more appropriate response for educators and practitioners involved in literacy projects is simply respeto-respect" (p.464).

Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section B: Parenting Education

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

indicates that the article is a research study

##Jordan, G. E., Snow, C. E., & Porshe, M.V. (2000). Project EASE: The effect of a family literacy project on kindergarten students' early literacy skills. *Reading Research Quarterly*, 35(4), 524-546.

This article reports on the effects of an intervention program, Project EASE. The project is designed to give parents a theoretical understanding of how to help children as well as give them knowledge of scaffolded practices to facilitate their children's literacy development. The program provides specific support for children's oral language development. It focuses on vocabulary, narratives, and exposition. The program was designed incorporating principles derived from research on predictors of reading outcomes and in consultation with parenting educators.

The research findings from this intervention are clustered in three areas. The first set of findings indicates that literacy development is the result of varied developmental pathways, rather than a single construct. These domains are (a) decoding and (b) language comprehension. When children enter school these domains correspond with (a) skills in letter recognition, environmental print knowledge, and phonological awareness; and (b) language skills. The second set of research findings reveals the commanding influence that family contributions have on children's pre-literacy accomplishments. Children that come from homes where parents model literacy behaviors, support literacy development, and use language to prepare children for classroom discourse have an easier time with school literacy. Finally, the third set of findings point to the role storybook reading has on children's literacy development. Because controversy about storybook reading's impact is due to its frequency or its quality, Project EASE has addressed both areas. The frequency of parental book-reading was increased at the same time that the quality of the talk engaged in during the activity was improved.

The kindergarten children that participated in this intervention showed the greatest gains in language skills. This was expected being that Project EASE's main focus is language. Second, the amount of participation was directly related to the effect-size observed. Third, children scoring the lowest on the pre-test showed the greatest gains after the intervention. The high level of retention and attendance by parents in this project indicate that parents like the way they were invited to participate in their children's school preparation. The parents served in a more engaged role rather than simply serving as an audience to the training.

Although the intervention has proven to be effective, some limitations were still present. Because actual observation of parents engaged in the activities they were trained for are not available, it is difficult to determine precisely what key aspects of the interaction generated the gains. Secondly, the relative costs and benefits of the intervention are not addressed by the study. Despite these limitations, the study has shown that parents welcome invitations to participate in their children's school success and parental efforts

indicates that the article is a research study

do indeed result in children's improved language and language analysis skills. Finally, vocabulary knowledge, story comprehension, and story sequencing are the language skills that most strongly relate to literacy accomplishments.

Cross-Reference:

Section C: Program Descriptions/Models

Section D: Curriculum and Instruction

##Klassen-Endrizzi, C. (2000). Exploring our literacy beliefs with families. *Language Arts*, 78(1), 62-70.

This article discusses a summer reading program provided by the author and graduate students for struggling readers and their families. In the program, graduate students enrolled in a Master's in Education Reading Specialist program worked with struggling readers for two hours daily, Monday through Thursday, for four weeks. Congruently, the author conducted family literacy workshops for parents on a weekly basis. During these workshops, the author helped parents explore their own beliefs and experiences relating to reading. The author challenged families to explore alternative "reading strategies that went beyond their own childhood literacy experiences" that primarily focused on phonics.

Klassen-Endrizzi expresses a belief that most parents' reading instruction was based on mastering letter-sound correspondence and word identification accuracy. In the workshops, the author found that "parents believed struggling readers needed more phonics, an idea that was based on their own instructional histories as beginning readers. Yet their personal goals for reading were quite functional" (64). The author encouraged parents to "explore reading as something more than assignments and requirements established by teachers." In the family workshops, it was observed that a parent's dislike for reading was easily translated to the child. During these workshops, parents were encouraged to help their child focus on meaning rather than accuracy while reading. Building on strengths and learning to use a variety of cues were stressed as opposed to focusing on miscues. The author states, "our collective goal was to foster and support independent readers" (66).

During an evaluation session certain principles emerged:

- Patience is a critical factor when encouraging struggling readers.
- Reading is a part of life and we must seize each opportunity in our daily lives to promote literacy with children.
- It's not all phonics – it's much, much more. Remember the multiple strategies available to all readers.
- Build on strengths and increase confidence.

indicates that the article is a research study

- Focus on the purposeful nature of reading.
- Parents need a time and place to talk with other parents and teachers about their child, reading, and learning.

A difficulty for this study was when the children went back to their regular schools in the fall and continued to encounter difficulty with reading where reading accuracy was stressed. The author felt that “what was missing from this experience was the long-term support families need as they explore broader avenues for helping their child as a struggling reader... These parents who were socialized by school and society to look at deficits, experienced an alternative model of reading focused on creating a literate environment where each reader’s strengths are paramount. Yet it was natural for families to return to their comfort zone of traditional literacy beliefs and practices” (69).

Klassen-Endrizzi recommends that teachers, families, and children should have ongoing conversations about home and school literacy practices and build partnerships to create “a powerful literacy foundation for every learner” (69). She also recommends a collaborative setting such as monthly family workshops where families and teachers can work together and learn from each other to build curriculum.

Cross-Reference:

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

Klingner, J. K., & Edwards, P. A. (2006). Cultural considerations with Response to Intervention models. *Reading Research Quarterly*, 41(1), 108-117.

Klingner and Edwards provide an insightful look into cultural considerations for the development of Response to Intervention (RTI) models used in special education identification. Grounded in notions of culturally responsive literacy instruction, the authors provide a framework for school personnel to consider when designing and implementing RTI models sensitive to diverse populations. The authors stress that, in cases of culturally and linguistically diverse (C&LD) students, curriculum casualties must be ruled out and not misidentified as learning disabled. Furthermore, Klingner and Edwards stress the importance of finding out “what works with whom, by whom, and in what contexts” (p. 110). Unfortunately, due to deficits in the literature, the authors have little insight into what these best practices might be. However, they provide suggestions for future directions in research such as examining intervention efficacy between different ethnicities, classroom instruction practices, and school contexts. The authors propose a 4-tier RTI model for C&LD students encompassing (1) culturally responsive, quality instruction for all students; (2) intensive support, evidence-based intervention, and monitoring of progress for struggling students; (3) intensive support with referrals to a

indicates that the article is a research study

Child Study Team that uses a problem-solving approach to determine other methods to help the student; and (4) special education. Klingner and Edwards provide insight into important considerations when developing a RTI model for C&LD students. Their 4-tier model provides more opportunities for remediation than those offered by typical 3-tier models.

Cross-Reference:

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

Section G: Culture and Context

##Leleman, P. P. M., & de Jong, P. F. (1998). Home Literacy: Opportunity, instruction, cooperation and social-emotional quality predicting early reading achievement. *Reading Research Quarterly*, 33(3), 294-318.

Literacy development is thought to begin at home long before formal instruction in reading and writing begins at school. Literacy development begins at home through the introduction of books and participation in literacy-related activities between parents and their children. However, large differences exist among the home literacy environments provided by families, and consequently the preparation of children for school learning. In this paper, the authors examine three issues they consider relevant to family literacy.

The first issue examines the constructive processes responsible for the association between home literacy and developmental and educational outcomes. They question they try to answer is whether “mere exposure and modeling of certain behaviors are sufficient or whether co-constructive interaction leading to higher levels of knowledge is essential to obtain results.” Taking a social constructivist perspective, the authors side with research stating that several aspects of the home literacy environment are crucial for the development of children’s language development and literacy acquisition. These aspects include: opportunities to participate in literacy-related activities; the passing down or teaching to their children, by parents, the knowledge involved in these processes; and finally, in order to guarantee high involvement and good cooperation, affective/motivational aspects are also important. While other studies have observed these facets one at a time, the authors of this paper examine their separate and joint contribution to children’s language and literacy development.

The second issue addressed by this study is the contextuality of home literacy. Often, research [quantitative] has observed home literacy through a limited social and cultural context inclusive only of a family’s socioeconomic status, race, or ethnicity. In turn, this skews the insight into the functional and meaningful relationships of home literacy aspects with the larger features of daily life connected to socioeconomic conditions and

indicates that the article is a research study

minority status. In this paper, the authors try to lessen the gap that exists between ethnographic and quantitative studies.

The third issue addressed by the authors is the relationship between home literacy and language and literacy development. The current assumption is that home literacy is a causal link for language development. However, this assumption can no longer be considered valid because correlational techniques can equally point causal links to the reverse. Instead, the authors of this paper used a longitudinal design to strengthen the causal conclusion.

The results of this study indicate that home literacy does determine school literacy achievement even when effects for early language level and home language are controlled. The authors also find that the degree of opportunity for literacy interactions does affect literacy learning, however, literacy and language development are not affected by the social-emotional quality of the interaction. Finally, the authors caution that a too narrow focus promoting children's literacy may be insufficient in bringing about lasting change. Instead, attention should be paid to the broader sociocultural context of the home literacy environment, in particular when working with ethnic minority groups and special attention should be given to enhancing literacy use for pleasure.

Cross-Reference:

Section G: Culture/Context

Section B: Parenting Education

Section D: Curriculum and Instruction

Section J: Parent Involvement

Logue, M. E. (2000). *Implications of Brain Development Research for Even Start Family Literacy Programs*. (ERIC Document No. ED446832)

The author of this article relates how current findings in brain development research can be reflected in family literacy programs. Logue divides her article into two sections.

What do we know:

- The first three years of life are critical to a child's brain development
- "Experiences that are repeated often-whether positive or negative-have a great impact on how the brain is wired. Repeated, daily actions and interactions have the most potential for affecting a child's life. In terms of developing literacy skills, nothing is more important for young children than regular daily experiences of face-to-face interactions-being read to, talked to, listened to, touched and comforted... Teaching parents about the effect of repeated, positive interactions is

indicates that the article is a research study

- key for helping parents understand how ordinary experiences become nourishing food for the child's brain" (p.3).
- There are critical periods of time for certain types of learning
 - Differences in language development are not rooted in the type of physical care children receive at home but in the quantity and variety of language to which they are exposed
 - How children are cared for has a decisive, long-lasting impact on their development, their ability to learn, and their capacity to regulate their emotions
 - Parenting education addressing discipline, guidance, and stress management cannot begin too early.

Implications for Even Start:

- Use parenting education as a vehicle for strengthening parent-child attachment
- Help parents learn to "read" the non-verbal signals babies give
- Parents can strengthen parenting and literacy skills through group experiences and individual instruction
- Parents need to develop observational skills
- Programs that systematically provide instruction to parents on literacy activities can have a positive effect on parents' skills in reading to their children
- Parent and Child Interactive Literacy time can be used to increase parents' awareness of and practice with their children's language development
- Programs need to provide staff training and development with current research
- "Changing parents' attitudes and beliefs about parenting is difficult and takes time: it cannot be accomplished during the limited Parent and Child Interactive Literacy time available in most Even Start programs. However, the integration of program components can intensify the effect of services because the big messages about parenting, language and learning are reinforced" (p. 7).

Cross-Reference:

Section B: Parenting Education

Section D: Curriculum and Instruction

Lonigan, C. J., & Whitehurst, G. J. (1998). *Getting ready to read: Emergent literacy and family literacy* (Contract No. 1HD-RO3-36067-01A1; 91-01249-0000; 90-CD-0957; 90-YD-0026). Bethesda, MD: National Institute of Child Health and Human Development. Washington, DC: Administration for Children and Families. Philadelphia, PA: Pew Charitable Trusts. (ERIC Document Reproduction Service No. ED450418)

The goal of family literacy programs is to improve family performance and opportunity while at the same time enhancing child and adult literacy using intergenerational

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intervention strategies. It is important that programs help families get food stamps or medical assistance and also teach adult participants about disciplining children and how to handle stress. A recent study of Even Start programs concluded that many programs have shifted too far away from the focused efforts to enhance literacy skills and instead have adopted an agenda that focuses too strongly on background issues of family functioning.

Reading skills are the foundation for children's academic success. Children are more successful and acquire more knowledge in a variety of areas when they read well and with higher frequency. Children who read less and have trouble with reading fall farther and farther behind their peers and develop negative attitudes about reading. The author makes a comparison to Stanovich's "Matthew Effect" (the rich get richer while the poor get poorer).

A "strong continuity between the skills with which children enter school and their later academic performance" (pg. 4) is evident in research. A high correlation occurred (.88) that children who were poor readers at the end of first grader would become poor readers at the end of fourth grade. Here, the authors make the distinction between the traditional approach to teaching reading and emergent literacy. Emergent literacy conceptualizes literacy acquisition as a developmental continuum, rather than as an all-or-nothing phenomenon that begins when children start school. Finally, reading well is dependent on the development of the "inside-out" (semantics) and "outside-in" (pragmatics) processes that are necessary to create meaningful comprehension.

The authors discuss in detail two "outside-in" elements (oral language and print motivation) and two "inside-out" elements (phonological processing and letter knowledge) as components of emergent literacy. They also discuss the implications of social class differences in emergent literacy stating that "school readiness" is strongly linked to family income and that children from low-income families have relatively low levels of emergent literacy when compared to peers from middle-income families. The authors ask what can be done, then provide a rich literature review of best practices focusing on the home literacy environment and parental involvement. In conclusion, all evidence highlights the success of intervention programs for preschool and early grade school children as having significant impact on key emergent literacy skills

Cross-Reference:

Section D: Curriculum and Instruction

Section F: Assessment and Evaluation of Family Literacy (FL) Programs

Section C: Program Descriptions and Models

Section J: Parent Involvement

Lonigan, C.J. (2004). Emergent literacy skills and family literacy. In B. H. Wasik (Ed.) *Handbook on Family Literacy* (pp. 57-82). Mahwah, NJ: Lawrence Erlbaum.

Lonigan surveys the knowledge base developed over the recent past regarding the development of reading in children, and on emergent reading and writing among preschool children, with emphasis on research relevant for family literacy. The author cites analysis of Even Start concluding that program emphasis has shifted towards background issues of family function and away from focus on literacy skills. Also cited are studies of Even Start programs that failed to find evidence that children's literacy was being effectively supported.

Emergent literacy is defined here as the acquisition of literacy originating early and developing along a continuum, with no clear demarcations between prereading and reading, or prewriting and writing. Two domains are ascribed to literacy and emergent literacy: outside-in (when readers bring an understanding of the context to their reading of written text), and inside-out (when readers apply knowledge of rules for translating written text). The author focuses on oral language and print motivation (two outside-in elements), and phonological processing and letter knowledge (two elements of the inside-out domain).

Because there is a connection between school readiness and family income, SES becomes one of the strongest predictors of performance. Book ownership and exposure to other experiences in support of the development of literacy, are also tied to SES through numerous research studies cited. Among the most dramatic is an estimate that a child from a "typical" middle class family may have experienced 1,000 to 1,700 hours of one-on-one picture book reading prior to entering first grade, against 25 hours accrued by a child whose family is low-income. Family literacy typically addresses this inequity. Environments encouraging development of emergent literacy are characterized as those including shared reading, other home activities (e.g. conversations), and shared reading intervention. Phonological processing skills are categorized. Variations in home environments, writing and invented spelling, teacher-directed interventions, computer-assisted intervention (CAI) are highlighted as subheadings as well as the links between school and home.

The chapter is useful to administrators, program staff, also planners and those constructing policy. As most program evaluations have focused on the broad outcomes of family literacy, emergent literacy skills have not necessarily been targeted for attention. The research referenced in this article can assist in addressing those crucial emergent literacy skills that can be used to strengthen program impact. Both existing programs and program policy can be further optimized to improve the acquisition of emergent literacy skills.

Cross-Reference:

Section A: Interactive Literacy

Section B: Parenting Education

Section D: Curriculum & Instruction

Meyer, B. J. F. (2003). Text Coherence and Readability. *Topics in Language Disorders*, 23, 204-221.

The complex interactions that occur among text, task, reader, and strategy variables during the reading process make it difficult to gage the appropriateness of texts for readers. Matching texts to readers can be done more accurately by using classic readability formulas as one considers text, task, reader, and strategy variables. Meyer provides the example of signaling, which makes sentences longer and classic readability scores increase dramatically but boosts readability for readers who use the structure strategy and look for such signals. She highlights the importance of coherence in the readability of text, stressing that coherent, well-organized texts are easier to understand. The top-level structure of a text and its clarity to readers, enhanced by the use of signaling, must be considered when matching readers with appropriate text materials.

Cross-Reference:

Section D: Curriculum and Instruction

Meyer, B.J. F, & Poon, L. W. (2001). Effects of structure strategy training and signaling on recall of text. *Journal of Educational Psychology*, 93, 141 – 159.

56 young adults (21 males and 35 females) and 65 older adults (25 males and 40 females) participated in 9 hours of either structure strategy or interest strategy training, or no training. Pre- and post-tests of participants' vocabulary, working memory, reaction time, cognitive status found that the groups that had some sort of trained had positive changes in reading, but only the structure strategy group showed increased total recall from a variety of texts and an informative video. Structure strategy training increased the amount of information remembered as well as recall of the most important information. This training affected the organization of recall and was critical for producing readers who could use the structure strategy consistently across a variety of expository texts. In addition, training in the structure strategy helped learners to use signals in text more effectively to employ the structure strategy across five passages consistently. The strategy switch hypothesis was supported, indicating that signaling affects encoding rather than retrieval processes.

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Cross-reference:

Section D: Curriculum and Instruction

Meyer, B. J. F., & Wijekumar, K. (in press). A Web-Based Tutoring System for the Structure Strategy: Theoretical Background, Design, and Findings. In D.S. McNamara (Ed.), Reading comprehension strategies: Theories, interventions, and technologies. Mahwah, New Jersey: Lawrence Erlbaum Associates.

Intelligent Tutoring of the Structure Strategy (ITSS) teaches middle school students the structure strategy (identifying the overall top-level structure of expository text and using that structure to organize their reading comprehension) through a web-based tutoring program. Meyer and Wijekumar review two previous studies, for both of which Meyer was the principal investigator, that tested whether ITSS was an effective tool for teaching fifth and seventh grade students the structure strategy. Specifically, they considered the effects of different feedback and motivation conditions during delivery. They further identified reading related metacognitive strategies used by 5th and 7th graders, some of the key motivational factors for middle school students, and how to adapt ITSS to students' preferences based on students' suggestions. Students' responses seemed to indicate that ITSS provided them with a formal understanding of the reading structures they had experienced.

Cross-reference:

Section D: Curriculum and Instruction

Section F: Assessment and Evaluation of Family Literacy Programs

Miller, P. (1999). Some simple advice for tutors on using computers with literacy students. *Literacy Practitioner*, 5(2).

This article discusses recommendations for tutors incorporating computers into their adult literacy programs. Miller suggests that computers can effectively supplement instruction and that using a computer can increase time students spend on reading and writing. He cautions that computer programs do not replace teacher instruction and that teachers and tutors are need to create instructional programs that are student-centered. The author makes six recommendations:

- Teach your student basic skills such as using a mouse or keyboard
- Use word processing programs effectively
- Consider using a commercially produced reading program
- Encourage students to use the software on their own
- Supplement and vary your lessons with computers.

indicates that the article is a research study

Cross-Reference:

Section D: Curriculum and Instruction

Morrison, F. J., Bachman, H. J., & Connor, C. M. (2005). *Improving Literacy in America: Guidelines from Research*. New Haven: Yale University Press.

The authors (professors at U. of Michigan, U. of Pittsburgh and Florida State, respectively) examine the changing policies, educational reforms and practices in the arena of literacy. Their central argument is that in seeking answers to the literacy crisis occurring in the U.S., one should look to the proximal (parent involvement, childcare, etc.) rather than the distal (social economic status, reducing class size, etc.). The authors promote: literacy learning from a very young age, effective parenting, quality daycare, and effective teaching and training strategies, such as mentoring, professional development. The researchers emphasize the need for and the application of continued research in all the aforementioned areas, particularly in teacher education. While the authors make useful suggestions for the improvement of successful literacy learning, they underplay both the socio-cultural aspects of literacy and the policy and financial aspects of implementing these changes.

Cross-Reference:

Section C: Program Description and Models

Section B: Parenting Education

Section D: Curriculum and Instruction

Section A: Parent and Child Interactive Literacy Time

Section F: Assessment and Evaluation of Family Literacy Programs

Section H: Government Policy

Morrow, L. M., & Paratore, J. (1993). Family literacy: Perspective and practices. *Reading Teacher*, 47, 194–200.

In this article, the authors discuss current views, practices, and applications in family literacy. Because literacy activities at school and at home are sometimes seen as incongruent with one another, the authors suggest that the term family literacy be viewed in the broadest sense. The authors categorize family literacy initiatives into three areas (home-school partnership programs, intergenerational literacy programs, and research examining literacy use in families) and provide a description of each. Community collaboration and partnerships are noted as integral to the future of family literacy. Examples of collaboration in federal and state level family literacy programs are described. The need for evaluation of family literacy initiatives is stressed and methods of disseminating information regarding family literacy are presented.

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Cross-Reference:

Section E: Collaboration Within Programs and Among Social Service Agencies

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

National Center for ESL Literacy in Education: Office of Vocational and Adult Education. (2002). *Assessment with adult English language learners* (Contract No. RR 93002010). Washington, DC: Author. (ERIC Document Reproduction Service No. ED461305)

The debate over standardized testing has again forced practitioners, researchers, and policy makers to re-evaluate what constitutes success and how to measure it: test or performance assessment. This current debate arises from the Adult Education and Family Literacy Act. According to the Act, each state must report learner gains in terms of level descriptors as defined by the National Reporting System (NRS), which requires each state to choose a standard assessment procedure. Policy, however, does allow states to choose their own performance measures and assessment procedures for meeting the criteria.

Current issues and trends addressed by practitioners focus on how long it takes to acquire English proficiency based on learner characteristics (age, educational background, opportunity to use language in natural setting) and program design (intensity of classes, adequacy of facilities, training and experience of instructors, resources available).

Standardized testing is one method of testing language acquisition but it does not capture the incremental changes in learning that occur over short periods of instructional time. However, these types of tests are easy to administer and have documented reliability and validity. Performance assessments, on the other hand, provide a direct link between instruction and assessment and they also require learners to tap into prior knowledge and to connect it with recent learning to accomplish tasks. The problem with performance assessment is that they are limited in their accountability.

Regardless of the debate between standardized and performance assessments, there are best practices available. For example, it is important to clearly identify the purpose of the assessment, select assessment instruments and procedures that match the program's learning goals, use multiple measures, have adequate resources to carry out assessment, and to remember that assessment is not an end in itself.

Cross-Reference:

Section H: Government Policy

Section D: Curriculum and Instruction

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National Center for Family Literacy. (1995). *Family literacy: Parent/child interaction time* (participant's manual). Louisville, KY: Author.

This manual, focusing on parent/child interaction time, serves as a part of the training for family literacy programs. It discusses the importance of parent/child interaction, outlines the definition and structure of parent/child interaction time, and promotes ways in which this interaction time can be successfully transferred to the home. Included in the manual is a typical example of parent/child interaction time, in addition to a listing of what is and is not considered to be parent/child interaction time. The importance of parents learning to facilitate their child's learning is discussed by means of listing characteristics of emergent literacy and describing the role of parents and play in a child's learning process. The manual includes a list of common problems and solutions for implementing parent/child interaction time and a list of suggested questions to be examined during the planning of a program to foster parent/child interaction.

Cross-Reference:

Section D: Curriculum and Instruction

Section A: Parent and Child Interactive Literacy

National Center for Family Literacy. (1995). *Family literacy: Parent groups* (participant's manual). Louisville, KY: Author.

This manual serves as a guide for programs intending to develop and implement parent groups. Included are sections discussing the purposes of parent groups, the definition and examples of parent groups, issues targeted by parent groups, and the role and responsibilities of a staff member involved with a parent group. The manual provides a sample session plan, a parent survey, and a sequencing of topics for parent groups. Group dynamics and facilitating skills are addressed by underlining the importance of communication, involvement, and respect among group members. Methods used to empower families are also discussed. In addition, strategies for facilitating personal growth for parents (e.g., self-esteem and problem solving) and questions that should be examined while developing a parent group are included.

Cross-Reference:

Section B: Parenting Education

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

Section J: Parent Involvement

National Center for Family Literacy. (1995). *Family literacy: Putting the pieces together* (participant's manual). Louisville, KY: Author.

This manual serves as a training guide for instructors of family literacy programs. The guide focuses on component integration, teambuilding, and collaboration, which together foster effective family literacy programs. The component integration section of the manual defines the term, provides examples, lists what individual program components have to offer in integration, discusses ways to address curriculum integration, offers a list of guidelines for implementing component integration, and demonstrates sample planning worksheets for component integration. The teamwork section of the manual describes what teamwork is, who are considered members of the team in family literacy programs, attributes of effective teams and team members, and a description of the Four Stage Model of Team Development. The manual also offers examples of ways to help build teamwork. The collaboration section discusses the importance and process of collaborating. The manual provides a checklist of strengths and barriers to successful collaboration and a sample collaboration chart which tracks the benefits of collaborative relationships between a program and the various agencies with which it interacts.

Cross-Reference:

Section E: Collaboration Within Programs and Among Social Service Agencies
Section D: Curriculum and Instruction

National Center for Family Literacy (1997). *The family literacy answer book*. Louisville, KY: Author.

The objective of this book is to address many of the questions that are often asked about implementing family literacy programs, developing curriculum, and meeting the needs of families. Another intention of this guide is to provide resources for effective family literacy programs such as lesson plans and a bibliography. This guide is divided into 10 chapters covering the following topics: collaboration, curriculum development, adult education, early childhood education, infants/toddlers, parent and child together time, parent groups, home visits, and component integration. The guide includes over 70 lesson plans involving adult education, early childhood education, parent and child together time, and parent groups.

Cross-Reference:

Section A: Parent and Child Interactive Literacy
Section B: Parenting Education
Section C: Program Descriptions and Models
Section D: Curriculum and Instruction
Section E: Collaboration Within Programs and Among Social Service Agencies

indicates that the article is a research study

Section J: Parent Involvement

National Reading Panel (2000). *Teaching children to read: An evidence-based assessment of the scientific research literatures on reading and its implications for reading instruction*. National Institute of Child Health and Human Development.

This is a report of a national panel assigned to assess the research relating to the effectiveness of different approaches used to teach children to read. Findings reported by the panel are either directly quoted or paraphrased.

Alphabetics:

- A. Phonemic awareness (PA) instruction:
 - a. Teaching children to manipulate phonemes is highly effective under a variety of teaching conditions and significantly improves children's reading more than instruction that lacks any attention to PA.
 - b. PA training was the cause of improvement in students' PA, reading, and spelling following training.
 - c. PA instruction helped normally achieving children learn to spell.
 - d. PA was not effective for improving spelling in disabled readers.
 - e. PA does not constitute a complete reading program.
 - f. There are multiple ways to teach PA effectively.
- B. Phonics instruction:
 - a. Types of phonics instruction: analogy phonics, analytic phonics, embedded phonics, phonics through spelling, and synthetic phonics.
 - b. Systematic phonic instruction significantly benefits students in K-6th grade and children who have difficulty learning to read.
 - c. Systematic synthetic phonics instruction has a positive and significant effect on disabled readers' reading skills.
 - d. Systematic synthetic phonics instruction benefits students with learning disabilities and low-achieving non-disabled students.
 - e. Systematic synthetic phonics instruction was significantly more effective in improving low SES children's alphabetic knowledge and word reading skills than instructional approaches that were less focused on these initial reading skills.
 - f. Systematic synthetic phonics instruction should be implemented at the kindergarten level.
 - g. Systematic synthetic phonics instruction is a valuable and essential part of a successful classroom reading program.
 - h. Future research in systematic synthetic phonics instruction can better define "intensive and systematic"

- i. Teachers need to be provided with evidence on how to evaluate different programs for their own classrooms, pre-service training and ongoing inservice training to select and implement appropriate phonics instruction effectively.

Fluency:

- A. Fluency is one of several critical factors necessary for reading comprehension. Fluency is often neglected in the classroom.
 - a. Guided oral reading instruction:
 - i. Guided oral reading has a significant and positive impact on word recognition, fluency, and comprehension
- B. Independent silent reading instruction:
 - a. Although intuitively appealing, there is not sufficient evidence to support the idea that encouraging students to engage in wide, independent, silent reading increases reading achievement.
 - b. Available data do suggest that independent silent reading is not an effective practice when used as the only type of reading instruction to develop fluency and other reading skills, particularly with students who have not yet developed critical alphabetic and word reading skills.

Comprehension:

- A. Themes:
 - a. Reading comprehension is a complex cognitive process that cannot be understood without a clear description of the role that vocabulary development and vocabulary instruction play in the understanding of what has been read.
 - b. Comprehension is an active process that requires an intentional and thoughtful interaction between the reader and the text.
 - c. The preparation of teachers to better equip students to develop and apply reading comprehension strategies to enhance understanding is intimately linked to students' achievement in this area.
- B. Vocabulary instruction:
 - a. Vocabulary instruction does lead to gains in comprehension, but that methods must be appropriate to the age and ability of the reader.
 - b. Use of computers was found to be more effective than some traditional methods. -Vocabulary can be learned incidentally.
 - c. Learning words before reading is helpful.
 - d. Restructuring and repeated exposure enhances vocabulary development.
 - e. Substituting easy words for more difficult words can assist low-achieving students.
 - f. Vocabulary should be taught both directly and indirectly.
 - g. Repetition and multiple exposures to vocabulary item are important.
 - h. Learning in rich contexts, incidental learning, and use of computer technology all enhance the acquisition of vocabulary.

- i. Direct instruction should include task restructuring and actively engage the student.
 - j. Dependence on a single vocabulary instruction method will not result in optimal learning.
- C. Text comprehension instruction:
- a. Types of instruction: comprehension monitoring, cooperative learning, use of graphic and systematic organizers, question answering, question generation, story structure, and summarization.
 - b. Teaching a combination of reading comprehension techniques is the most effective.
 - c. More information is needed on ways to teach teachers how to use such proven comprehension strategies, which strategies are most effective for which age groups, do techniques apply to all types of text genres, and what teacher characteristics influence successful reading comprehension instruction.
- D. Teacher preparation and comprehension strategies instruction:
- a. Teachers should be instructed in both the direct explanation approach and transactional (where teachers facilitate student discussions to form joint interpretations of text and the mental and cognitive processes involved in comprehension) strategy instruction.
 - b. More research is needed relative to teacher preparation, reading comprehension strategies in content areas, measuring strategy effectiveness, and age at which strategies can be taught.
- E. Teacher education and reading instruction:
- a. Studies indicate that inservice professional development produces higher student achievement but there are few studies of long-term maintenance of the gains.
 - b. There are too few studies on specific variables to draw conclusions about the content of preservice instruction.
 - c. More information is needed relating to optimal combinations of pre and inservice education, ways to access teacher education and professional development, teacher support over time, and the relationship between teacher standards and education.
- F. Computer technology and reading instruction
- a. Positive results are possible using computer technology for reading instruction.
 - b. The use of hypertext may have an instructional advantage. -Using word processors may be useful because combining reading and writing instruction produces most effective results
 - c. More information is needed in incorporating the Internet, the value of speech recognition, and using multimedia presentations in reading instruction.

Cross-Reference:

Section D: Curriculum and Instruction

##Neuman, S. B. (1995). *The children's literature hour: A social constructivist approach to family literacy*. Retrieved August 14, 2003, from <http://www.radix.net/~reimann/enet/VC95/neupa.html>

This study focuses on the parents' process of critical reflection in contrast to traditional definitions of family literacy as benefiting either the parent's or the child's literacy achievement. The author assumes that the first step toward empowering people who have been historically underrepresented is the capacity for them to reflect on their social reality, and to begin to examine their goals and needs for access to resources including factors that relate to parents' roles as educators of their young children. The author suggests that the process of self-reflection and goal-setting may be particularly important for the population that is the focus of the research--teenage mothers. The goal of this study was to examine how participants (1) engaged in "meaningmaking," (2) the focus of their critical reflections, and (3) how this knowledge might inform family literacy.

The author describes "The Children's Literature Hour" a weekly book discussion period that was part of a comprehensive school district program serving adolescent parents. For this study four sessions were videotaped of eighteen African-American adolescent mothers (14-21) as they discussed the themes of 12 children's literature stories. The facilitator focused on first engaging the parents in critically thinking about the stories and then reflectively thinking about the story in terms of personal experience and concerns. Starting with the text, the mothers discussed and expanded on such critical issues as relationships, violence, education, and culture.

The analysis indicated that these sessions involved far more than interpreting text from a children's book and relating it to parents' personal experiences. Embedded in this context, was an opportunity for parents to learn from one another, to reflect on the tensions in their lives and their needs for access to power. In these sessions, adolescent mothers explored their roles as children, mothers, partners, and kin with other peers caught in similar circumstances as their own. This learner-centered, social constructivist perspective contrasts sharply with prevalent family literacy service models that focus on "skills" regardless of the particular population the program has been designed to serve. The author argues that family literacy programs like these could be more sensitive to contextual factors that have traditionally plagued recruitment, attendance and retention in these programs. For example, unlike some family literacy classes, the author found mothers eager to attend the children's literature hour, suggesting that opportunities to share individual perspectives and critically reflect together may have represented a forum

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for discussing important family issues more congruent with their learning styles and practices than others. Through the Children's Literature Hour discussions, the author attempts to view participants as cultural resource persons (collective knowledge developed through dialogue and reflection) thereby approaching family literacy as a socially constructed collaborative process.

Cross-Reference:

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

Section J: Parent Involvement

Nudelman, G. & Hadar, L., (2003). Digital Family Stories: Using Video Projects to Improve Family Literacy. *Family Literacy Forum* 2(2), 19-24.

This article summarizes an Even Start program that wrapped adult literacy skills into a creative video project for adults learning English. This article is useful for anyone that is interested in creating project based learning, curriculum that looks at language as a whole (versus discrete aspects of language) or is interested in giving parents a better understanding of the activities used in their children's school.

The participants in this class were low-income Latino parents participating in an Even Start program. Their children will attend or are attending a neighborhood performing arts magnet school.

Groups of participants were given the task of creating a digital video about a topic important and relevant to their lives. The teachers felt that this task would incorporate the creative aspects developed at the local elementary school, lend personal meaning to the subject being taught/learned, and was a language rich activity that would meet the needs of literacy requirements of today's world (both as defined by the state and the students).

This program has six distinct stages in the project to make it manageable and to assist students with organizational planning. The steps were the following: student writing on a teacher determined topic and goal setting, group formation around a topic, introduction to the project and the technology, choosing roles for participation (producer, art director, etc.), creating the video, and assessing their work. The video was an excellent product that allowed students to self-assess their progress. Copies of the videos were given to the students, used for publicity and informing the public.

Cross-Reference:

Section C: Program Description & Models

Section D: Curriculum & Instruction

indicates that the article is a research study

##Orellana, M. F., Monkman, K., & MacGillivray, L. (2002). *Parents and Teachers Talk about Literacy Success*. (No. 3-020). Ann Arbor, MI: Center for the Improvement of Early Reading Achievement.

The authors propose that spatial and temporal dimensions should be considered in understanding the relationship between different social contexts and perceptions about literacy and success. Data is drawn from two different studies; sources include: focus groups with parents and teachers, observations, formal and informal interviews, field notes, etc. The researchers find that Mexican and Central American parents have a broader definition of success (i.e. not only linked to academics) and an optimistic outlook for their child's success, yet they state that the children control the direction of their lives. The teachers, while they do not operate from a "deficit" perspective, tend to focus on social obstacles and lack of opportunities facing their students; the teachers feel powerless to change the structures of society and rely on the families to make a difference in their students' lives. The authors suggest ways to build a shared understanding between parents and teachers in order to better support children's academic and general success.

Cross-Reference:

Section G: Culture and Context

Section B: Parenting Education

Section D: Curriculum and Instruction

Padak, N., & Cook, D. (1990). *Family literacy programs training manual*. Columbus, OH: Ohio State Dept. of Education, Division of Adult Basic Education.

This manual is comprised of nine 1-hour training sessions for adult participants in family literacy programs. The authors note that the sessions can be combined or used individually. This feature allows a trainer greater flexibility in customizing the program to the needs of the participants. The training sessions focus on the following topics: (1) the process of literacy learning; (2) emerging literacy; (3) environments for literacy learning; (4) children's literature; (5) promoting reading fluency; (6) environmental print; (7) promoting writing growth; (8) language-experience activities; and (9) reading-reasoning activities. For each section, the authors provide goals, procedures for implementation, and a reference list for further learning on the session's topic. Also included are worksheets for activities that promote active participation among group members. Two sessions include handouts with suggestions for language activities that parents can engage in with their children. The training session on children's literature provides a handout with questions, answers, and recommendations for reading with children. A listing of appropriate books for designated grades (1–4) is included. There are

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two reference lists, one focusing on parents and reading, and the other on intergenerational literacy.

Cross-Reference:

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

Paratore, J. R. (1992, December). An intergenerational approach to literacy: Effects on the literacy learning of adults and on the practice of family literacy. Paper presented at the Annual Meeting of the National Reading Conference, San Antonio, TX. (ERIC Document Reproduction Service No 352614)

The purpose of this study was to examine the influence of an intergenerational approach to literacy learning on the reading and writing development of parents and on the practice of family literacy in the home. The study was based on the premise that an intergenerational approach to literacy would not only extend adults' own use of literacy, but would also enhance the ways they support their children's school learning. Two questions were posed: a) what is the impact of an intergenerational approach on the literacy development of adult learners enrolled in an adult basic education program and, b) what is the impact of an intergenerational approach on the incidence of shared literacy events between parents and child? Several measures were employed to collect evidence including reading fluency in pre- and post-tests, attendance, attrition, and self-reported parent/child literacy behaviors.

The findings from this study suggest some promising directions for the integration of intergenerational literacy efforts with adult education programs. First, the consistency of attendance rate across learners and across instructional cycles suggests that an intergenerational approach combined with effective practices in the teaching of literacy supports high and long-term attendance in family literacy programs. Second, the instructional opportunities must be both intensive and frequent if adult new readers are to make both substantial and rapid progress in learning to read and write. Third, from the self-reported data, the relatively rapid acquisition of a range of shared literacy behaviors is consistent with previous studies that indicated that both high- and low-literacy parents are positive about home literacy practices and do not need to be persuaded of their importance. Finally, the finding that storybook reading emerged as a frequent behavior while shared writing did not was also consistent with a previous study in which parents tended to characterize early literacy development with to reading to the exclusion of writing.

Questions for Future Research:

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- Are the shared literacy practices that emerge from intergenerational literacy programs sustained after parents leave the program?
- Do attempts to introduce parents and children to school-based literacy supplant existing family literacy practices that may be valuable, though not school-based?
- Programs such as the one described in this study emphasize teaching parents about school literacy. How can teachers learn about and build on existing family literacy practices?

Cross-Reference:

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

Paratore, J. R. (2001). *Opening doors, opening opportunities; Family literacy in an urban community*. Needham Heights, Allyn & Bacon

The author presents the process of creating, tracking and evaluating a particular family literacy program, the Intergenerational Literacy Project (ILP). She addresses practical topics such as partnership with the surrounding community, target participants, recruitment, curriculum and evaluation. Detailed accounts of materials, class structure, intake and exit questionnaire/interviews, student work and evaluation methods are provided in this book. Additionally, this text provides an excellent overview of current family literacy research and practices in an accessible manner.

Cross-Reference:

Section C: Program Description and Models

Section F: Assessment & Evaluation of Family Literacy Programs

Section D: Curriculum & Instruction

Section B: Parenting Education

Section G: Culture & Context

Ports, J. (2003). Making Connections: Using Narrative and Journal Writing in a Holistic Literacy Enhancement Program for Incarcerated Mothers. *Family Literacy Forum* 2(2), 12-18.

The author provides a description of a 10 week holistic reading, discussion and writing program for incarcerated mothers. It discusses the outcomes and the challenges of the program and offers suggestions for future courses of this kind. This article would be of use to those interested in adult literacy and/or parent involvement programs.

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The course designed to develop literacy skills, improve parenting skills and create a deeper relationship between mother and child/ren met for 10 meetings. Themes for the classes were developed around the life experiences of the participants, including their role as a parent. This technique allowed the learners to reflect on their lives and personal interests. Journaling, reading aloud and discussions were the main techniques used during the course of the program. Additional components of the program were sending age appropriate books to their children's homes, producing two booklets of their own writings (one written specifically for the children) and each woman was given books on parenting and life.

The participants (12 incarcerated mothers at a county prison, aged between late teens and mid-50's) at the end of the course expressed an increased level of interest and enthusiasm for reading and writing. The women also ranked that the focus on personal and parenting developmental issues, inclusion of pertinent literature to the women's lives and how it related to their lives, and the opportunity for personal expression through journal writing as being instrumental in their reading and writing development. This article is important due to its successful combination of teaching reading and writing and parenting issues through topics relevant to the participants.

Cross-Reference:

Section B: Parenting Education

Section C: Program Description & Models

Section D: Curriculum & Instruction

Section J: Parent Involvement

Potts, M. (2004). Integration of Components in Family Literacy Services. In B. H. Wasik (Ed.) *Handbook on Family Literacy* (pp. 349-371). Mahwah, NJ: Lawrence Erlbaum.

Potts focuses on the intention to engage adults and children in educational experiences that integrate the four components of adult education, early childhood education, parenting education, and Interactive Literacy/Parent and Child Together (PACT). Component integration is perceived as maximizing the effectiveness of the overall program in order to positively affect the children's and parents' academic experiences. The end result is stronger than the sum of its parts. The children's learning is validated by the adults' extensions to the curriculum, and the adults can construct their own learning within the non-threatening domain of the children.

What sounds superficially simple is not so simple to implement. Integration requires staff to commit time and energy to team planning as well as program implementation. Integration also requires flexibility in order to capitalize on teachable moments that may arise from the interests of the students. Integration can be considered as the fifth

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component for family literacy programs. Specific learning takes place and then integration provides ample opportunities for expansion of that learning.

Systems Thinking is employed here as focus on the whole of interrelationships – shifting focus from the individual program components to the total program and from the individual family members to the total nuclear and extended families. Family literacy allows for change to be made within the family – not just within an individual family member.

Staff is encouraged to adopt four approaches for program success:

- The adaptation of a broad definition of literacy
- The utilization of similar educational theories across the components
- A commitment to the use of play, stimulation, and challenge as a means of acquiring knowledge
- The use of a strengths model approach (p.356)

Administration is encouraged to enhance implementation through:

- Appropriate facilities
- Planning time incorporated into the staff routine
- Staff development

Several tables are included to assist with conceptualizing the task of integration. The final section deals with the difficulty of evaluating integration alone, suggesting that effectiveness will be evident in component effectiveness – where desired outcomes are identifiable. The chapter is of use for anyone involved in family literacy program planning or implementation.

Cross-Reference:

Section C: Program Development and Models

Section A: Interactive Literacy

Section D: Curriculum and Instruction

Section F: Assessment and Evaluation

##Purcell-Gates, V. (1996). Stories, coupons, and the *TV Guide*: Relationships between home literacy experiences and emergent literacy knowledge. *Reading Research Quarterly*, 31, 406-428.

“The purpose of this study was to document and describe the ways in which print is used in the homes of low-income U.S. families and to explore the relationships between these uses of print and the emergent literacy knowledge held by the young children in these homes” (p. 406). In this study, the author observed 24 children, ages 4-6, in low-

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socioeconomic-status homes over an aggregated week time period. The study looked at social domains mediated by print, complexity of text, relationships between types and frequencies literacy events, and emergent literacy knowledge held by the children.

“Results revealed a description of literacy practice and literacy learning which included great variability in type and frequency of literacy events across the 20 homes. The results also suggested the following patterns of relationships between home literacy practices and emergent literacy knowledge: (a) children’s understanding of the intentionality of print is related to both the frequency of literacy events in the home and to their personal focus and involvement in the literacy events, (b) children knew more about the alphabetic principle and the specific forms of written language more in homes where literate members read and wrote at more complex levels of discourse for their own entertainment and leisure, and (c) parents’ intentional involvement in their children’s literacy learning was higher when their children began formal literacy instruction in school” (p.407).

Further comments:

Results of this study may be skewed due to the fact that participants, although in a low-SES group, were all interested and involved in both their children’s and their own literacy progress. The degree of reading and writing done in various homes differed greatly. “Some families in this study, in fact, lived busy and satisfying lives with very little mediation by print” (p.425). The study also points out that although many of the homes involved environmental print in their literacy activities, “children are better served by observing and experiencing the reading and writing of connected discourse decontextualized from physical (such as signs and containers) and pictorial contexts” (p.426).

Cross-Reference:

Section D: Curriculum and Instruction

Section G: Culture and Context

Purcell-Gates, V. (2000). Family literacy. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research*, Volume III (pp. 853–870). Mahwah, NJ: Lawrence Erlbaum.

This chapter divides into three parts. The first part reviews the research that provides the foundation on which family literacy is based. These areas include the family as a foundation for learning, language and literacy development; emergent literacy; written, vocabulary/language, print, phonological awareness and letter-sound knowledge; as well as motivation. The second part discusses two different approaches to family literacy. Descriptive approaches to family literacy focus on how families use literacy. Pedagogical approaches focus on the kinds of family literacy programs. Family literacy programs

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range from teaching or training families specific literacy practices to beliefs that approaches need to incorporate mutual respect and collaboration with families. The third part reviews the effectiveness of family literacy programs on the impact of children's skills, achievement, and attitudes; the impact on parents' academic skills, literate behaviors, and confidence/self-esteem; and the impact on parent/child literacy interactions. The chapter ends with conclusions based on the family literacy research and with suggestions for future research in family literacy.

Cross-Reference:

Section D: Curriculum and Instruction

Section C: Program Descriptions and Models

##Purcell-Gates, V., Degener, S. Jacobson, E., & Soler, M. (2000). *Affecting change in literacy practices of adult learners: Impact of two dimensions of instruction* (NCSALL Report No. 17). Cambridge, MA: Harvard Graduate School of Education.

This study was conducted for the purpose of answering the questions of: “When adult learners go to school to learn to read and write better, what do they do with this learning? Do they read and write more in their out-of-school lives? Do they begin to read and write different kinds of texts in their out-of-school lives?” and “If such changes in literacy practices occur for adult literacy students, which dimensions of their literacy instruction can we suggest are related to changes such as these, if they do occur?” (p.1). Data were collected through observations, questionnaires, and interviews of 157 students in 77 adult literacy classes across the U.S. Questionnaires were administered every three months for up to a year. The authors report:

Results of the analysis revealed that authenticity of class literacy activities and texts had a moderate effect on change in student literacy practices, operationalized as increases in frequency of reading and writing and/or types of texts read and written. Analysis of the literacy engagement and change scales revealed that the increases in types of texts involved reading and writing more texts at higher levels of discourse, levels associated with higher levels of emergent literacy knowledge in previous studies. The degree of collaboration between teacher and students showed no effect on literacy practice change.

Student-level factors that also showed independent effects on change in literacy practice were (a) literacy level of student at entry to class; (b) number of days the student had been attending class; and (c) non-ESOL status of student. Besides authenticity, the other classroom-level factor to show a significant effect on literacy practice change was ABE format.

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Results showed that students contextualized their reported literacy practice changes to life changes such as changes in employment, changes emanating from learning to read and write, changes in living situations, and family situations. These results demonstrated the socially-situated nature of literacy and literacy change. (p. ii)

Other considerations from the study:

- A. ESOL students can be highly literate in their own language and therefore frequently engage in literacy activities although not necessarily in English.
- B. Literacy practices can change as a reflection of instruction of real-life literacy practices.
- C. Increased literacy practices can influence intergenerational literacy practices.

Cross-Reference:

Section D: Curriculum and Instruction

Purcell-Gates, V (2004). Family Literacy as the site for emerging knowledge of written language. In B. H. Wasik (Ed.) *Handbook on Family Literacy* (pp. 101-116). Mahwah, NJ: Lawrence Earlbaum.

The author states that family literacy should be a “descriptive construct” and not one that is prescriptive. In this article she focuses on emergent reading and writing within this context. Her intent is to counter the claims that middle class children achieve school literacy over those children from a poverty base due to oral language development. She begins by describing the language that children employ when they pretend to read - a language which does not resemble their pattern of speech – a written language that they produce as they read aloud. She argues that emergent language knowledge reflects written language and not oral language.

Language is influenced by the social context; for example, court language is different from church language. What we write does not always resemble how we speak. Purcell-Gates designed research to focus on how children learn a *linguistic register* specific to a social context. She collected oral narratives and pretend reading responses (“sound like a book”) in order to compare oral with “written”; the language for each was different in vocabulary, syntax, and degree of decontextualization. Those children who had been read to aloud were not linked by any common SES indicators. She found that two years of schooling brought all children exposure to hearing reading aloud; there were no differences in the scores when *written register* was scrutinized.

She argues that language can develop from written-to-oral and that it is exposure to print and use of print that allows children’s emergent literacy to develop and that emphasis on oral language development is leading us astray. The implication for family literacy is that all children need to be exposed to written language in any form – shopping lists,

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coupons, religious texts, etc. Family literacy should maintain a focus on supporting written language development through those environments, experiences and activities. This article is particularly useful for practitioners, program planners and researchers.

Cross-Reference:

Section A: Interactive Literacy
Section B: Parenting Education
Section C: Program Development and Models
Section D: Curriculum and Instruction
Section G: Culture and Context

Quintero, E., & Velarde, M. C. (1990). Intergenerational literacy: A developmental, bilingual approach. *Young Children*, 45, 10–15.

Quintero and Velarde describe the development and implementation of El Paso Community College's model Intergenerational Literacy Project. The project uses a developmental approach to teach Spanish-speaking parents and their children together to improve their literacy skills in both Spanish and English. In addition to a general overall description of the project, the article discusses important assumptions regarding literacy development upon which the program is based as well as key curriculum components. A brief explanation of the program's effect on parents and children concludes the article.

Cross-Reference:

Section C: Program Descriptions and Models
Section D: Curriculum and Instruction
Section G: Culture and Context

Quiroa, R. E. (2001). The use and role of multiethnic children's literature in family literacy programs: Realities and possibilities. *New Advocate*, 14(1), 43-52.

In this article, Quiroa examines the presence of children's literature in family literacy programs and the role of multiethnic literature in family literacy. The author studied family literacy program descriptions and annotation published between 1988 and 1999. She describes her findings and provides examples of how three family literacy programs use children's literature in their programs. The author's found the role of children's literature was influenced by:

1. Program assumptions about children and families: from deficits to strengths
2. Program goals: family involvement to family empowerment
3. Types of texts used in programs
4. Pedagogy employed

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Benefits of incorporating multiethnic children's literature in programs:

1. Potential to promote critical literacy
2. Promote dialogue and community between educators and parents

The author proposes a number of questions to direct future research relating to the role of children's literature for family literacy programs. Questions are grouped by topic and include:

1. Program Goals
2. Content of books
3. Uses of books
4. Participants' backgrounds
5. Roles of children's literature

Cross-Reference:

Section F: Assessment and Evaluation of Family Literacy (FL) Programs

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

Rhodes, E. N. (Dec., 1922) Technique of teaching silent reading. *The Elementary School Journal*, 23, (4), 296-302.

Having received unsatisfactory results in all grades on the Burgess Picture Supplement Scale for Measuring Ability in Silent Reading, No. 2, the principal of a school in Massachusetts worked to help her student read more quickly and with greater accuracy. She allowed teachers to find their own techniques but provided suggestions from school surveys, circulars, and periodicals. A complete list of recommendations is included in the article. Teachers and supervisors were urged to use the prescribed methods. When the test was taken again a few months later, there was a significant increase in students' scores.

Cross-reference:

Section C: Program Description and Models

Section D: Curriculum and Instruction

Richardson, M. V., Sacks, K., & Ayers, M. N. (1995). Intergenerational literacy leads to empowerment of families and schools. *Reading Improvement*, 32, 85-91.

In this article, the authors discuss the importance of families and schools working together to improve the literacy skills of both children and adults. Definitions of family

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literacy and intergenerational literacy are examined. The authors propose broadening these definitions to include shared experiences among family members in which something new is learned. The importance of and suggestions for including the family in the planning and implementation of literacy programs is noted. The authors describe strategies for promoting literacy in the home and strengthening the family-school connection. The authors view collaboration between families and schools as a tool for empowering both and as a way to satisfy the National Goals 2000.

Cross-Reference:

Section E: Collaboration Within Programs and Among Social Service Agencies

Section D: Curriculum and Instruction

Schwartz, W. (1999). *Building on existing strengths to increase family literacy* (Digest No. 145). New York, NY: ERIC Clearinghouse on Urban Education. (ERIC Document Reproduction Service No. ED431064)

Schwartz focuses on the success of family literacy programs when reflecting on the strengths of adults. Family literacy programs around the country are boosting academic achievement in adults and children, as well as providing parenting and social skills. Family literacy teachers incorporate what adults already know and build upon that knowledge when developing the curriculum. One of the goals of the curriculum is to facilitate learning by helping participants “use their own knowledge and beliefs as a foundation for additional learning” (p. 2). Other goals for clients include understanding developmental stages of literacy in children, obtaining and giving support for themselves and others, building respect for cultures, building job skills, and setting and reaching personal goals. When adults consider themselves partners in the learning process, they feel engaged and empowered. They feel “personally successful and fulfilled” (p.3).

This article provides background knowledge and programmatic examples for those individuals who are being introduced to the program. Practitioners would find this article helpful if they were starting a family literacy program or thinking of joining a program.

Cross-Reference:

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

Silver, L. B. (2001). Controversial therapies. *Perspectives*, 27(3), 1-4.

Silver discusses issues that address therapies used to address the needs of individuals with learning disabilities. As the theme editor for this issue, Silver recommends a process

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whereby purported therapies should be objectively evaluated. He is explicit in stating that any therapy must be supported by research. The results of the research should be published in peer-reviewed journals. He also recommends replication studies. Following these steps, publication of best practices and incorporation of an approach into standards of care can occur.

Silver states that an approach “can be considered controversial if:

1. The approach is proposed to the public before any research is available or before preliminary research has been replicated;
2. The proposed approach goes beyond what research data supports; or
3. The approach is used in an isolated way when a multimodal assessment and treatment approach is needed” (p. 1).

Cross-Reference:

Section D: Curriculum and Instruction

Smith, M.C., & Elish-Piper, L. (2002). Primary-grade educators and adult literacy: Some strategies for assisting low-literate parents. *The Reading Teacher*, 56(2), 156-165.

A separation often exists between family literacy programs and traditional classroom education. However, new legislation is requiring schools to be involved with parents and family literacy programs. The new parent involvement requirement is an amendment that falls under the Improving America’s Schools Act of 1994. The amendment is a component of the Title I legislation, which states that “A local educational agency may receive funds under this part only if such agency implements programs, activities, and procedures for the involvement of parents in programs.” (p. 159). The amendment also specifies that parents must be involved with the development of such programs and activities. The United States Congress also passed the Literacy Involves Families Together (LIFT) Act in 2000, which expands the age limits for children in family literacy programs to over eight years old. In order to serve children over eight in family literacy programs, the school must use a portion of their Title I funds for costs. This article provides reasons for parental involvement and strategies to increase the involvement of schools. The article is based on a primary-grade educator’s experience with adult literacy and the realization that primary-grade teachers can make a difference in parent literacy. Besides new legislative requirements, there are other reasons for primary teachers to know about adult literacy. This article examines three of those reasons. The first reason, according to the authors, is that low-literate parents are likely to raise low-literate children. Parents are the number one teacher in their child’s life. They are role models and therefore, provide the framework for literacy at a young age. But teachers should not assume that if parents cannot read that there is not literacy development in the home. There are other ways to create literacy activities, such as storytelling and games. The

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second reason that teachers should know about adult literacy is that a large number of printed materials are sent home from school. Teachers send homework, notes, permission slips, announcements, and policies home with students to give to their parents. Low-literate parents do not understand all of the information and consequently, are missing critical information about their children. The third reason that the article provides is for health reasons. The healthcare system and medical instructions can be difficult to maneuver and understand. Again, if adults do not understand, children will be affected. For example, an adult who cannot read prescription medication directions can lead to dosage problems for themselves and their children. Also low-literate adults may not be receiving full benefits for their children, which may mean that children are not receiving appropriate medical attention.

This article also provides strategies for schools and teachers to use to get more parents involved. First, teachers must be available for parents at whatever level including literacy needs. This may mean that teachers need to provide important information in multiple languages or on different readability levels. Second, schools can combine activities with other agencies for parents to obtain more information. Finally, schools should make sure that they vary the times and days of activities and provide transportation.

Teachers need to remember to recognize and value parental contributions to learning. Learning does not occur in the classroom alone. Teachers should connect learning to the home, community and school. This article applies not only to primary-grade teachers but also to any teacher who interacts with parents. The strategies are practical and based on research.

Cross-Reference:

Section D: Curriculum and Instruction

Section J: Parent Involvement

Sparling, J. (2004). Earliest literacy: From birth to age 3. In B. Wasik (Ed.) *Handbook on Family Literacy: Research and Services*. Mahwah, NJ: Lawrence Earlbaum. 45-56

Sparling argues that “our challenge is to recognize and value the literacy components that are present in the very young child’s broadly defines development behaviors” (p. 45). So he proposes a broad-spectrum approach for encouraging literacy, because all of the “common events of living and caregiving are called into the service of this strategy” (p. 46).

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He continues by describing the features of curriculum conceptually—Vygotskian theory—and instructionally—following the *notice, nudge, narrate* principles or strategies. He explains how the three components of the instructional model are ongoing and with many repetitions during any one instructional occurrence.

The author posits that the basic tenet of the broad-spectrum instructional approach is to raise the level of a caregiving routine to that of one with educational significance. He provides several examples of these types of routines—feeding, dressing/undressing, and bathing. He continues by highlighting the difference between a caregiving routine and an ordinary routine—naming things nearby, going for a walk, singing a song, and back-and-forth verbal play—both which the author claims have educational significance.

Beyond the routines mentioned about Sparling also discusses the significance and role of reading a book, which could be considered by some as an ordinary routine, and script awareness as part of the broad-spectrum curriculum approach.

In conclusion Sparling puts out a call to practitioners and researchers to raise awareness of the earliest developments of literacy. He proposes three areas of research and subsequent questions which relate to each area. However, he argues that even now without the answers to his proposed questions, the broad-spectrum approach begins to intervene with at-risk families and children.

Cross-Reference:

Section D: Curriculum and Instruction

St. Clair, R. & Heitzman, C. (2003). More than a mention: Cultural responsiveness in family literacy. *Family Literacy Forum*, 2 (1), 19-24.

Within this article the authors address the issue of how the cultural heritage of the family plays an important role in family as well as school literacy programs. It is their belief that cultural responsiveness is considered less than important in both the school and family literacy programs, relegating the family and home to a much lower position while ignoring that each family has its own style of literacy which is reflected and embedded within the customs and interactions of the family. They propose that culturally responsive curricula that are used within schools and family literacy programs should be based on relationships developed between the home and school. A culturally responsive curriculum is defined by the authors as a process of knowledge selection and presentation that acknowledges and builds upon the cultural backgrounds of the learners. This curriculum is designed as an integrated, interdisciplinary, learner-centered curriculum. Critical thinking skills are developed, as well as strategies that promote cooperative learning and whole language instruction. The success of the curriculum is dependent

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upon appropriate staff development and should be a part of a coordinated building-wide effort.

Utilizing the culturally responsive curriculum model is beneficial to both school and family literacy programs in that standardized gains are usually noted because the learners are engaged and motivated. Literacy and language skills usually follow from the desire of the learners to learn and understand. Moving toward a more culturally responsive approach is worthwhile because learners will view diversity as a source of pride, strength, and learning.

Cross- Reference:

Section D: Curriculum and Instruction

Section G: Cultural and Context

St. Pierre, R., & Layzer, J. (1996, January). *Informing Approaches to Serving Families in Family Literacy Programs: Lessons From Other Family Intervention Programs*. Paper presented at the symposium for Family Literacy: Directions in Research and Implications for Practice, Washington, DC. Retrieved September 10, 2002, from <http://www.ed.gov/pubs/FamLit/lesson.html>

This paper is a review of research in family literacy with the goal of improving family literacy programs. The research is divided into four categories: early childhood education, adult education and training, parenting education, and support services. This paper is pertinent to program coordinators and staff because research findings and suggestions for program improvement are included.

Even though studies have been conducted on early childhood education programs, there is little evidence to prove that the programs have an effect on parents. According to the authors, adult education programs do not have significant impact on GED achievement, and job-training programs have small effects on employment. During parent education, educators cannot assume that the parent's curriculum has a direct effect on children's outcomes. Finally, support services do not offer educational material. However, these services do offer the opportunities for the educational learning to occur.

The authors offer suggestions on how to improve family literacy programs. Their recommendations include setting curriculum standards to achieve large effects, creating high-quality, high intensity services, not relying on parent education to improve child education, individualizing instruction, using technology, and combining components so that all services are coordinated. The authors offer these suggestions to create the best possible family literacy programs.

Cross-Reference:

Section F: Assessment and Evaluation of Family Literacy (FL) Programs

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Section D: Curriculum and Instruction

Tallal, P., & Rice, M. L. (1997). Evaluating new training programs for language impairment. *American Speech Language Hearing Association*, 39(3), 12.

This article describes a computerized program that assists children with language-learning difficulties. Tallal refers to field tests at 35 sites involving 500 children ages 4-14. These tests reported improvements in auditory processing rate, phonological processing, and language comprehension that replicated results that had previously been found in controlled laboratory studies. The author states that “highly significant improvements in language function were achieved in children experiencing language processing difficulties in the context of a variety of clinical diagnoses including PDD/autism, specific language impairment, CAPD, ADD, and dyslexia.”

Cross-Reference:

Section D: Curriculum and Instruction

Tracey, D. H. (1995). Family literacy: Overview and synthesis of an ERIC search. In K. Hinchman, D.J. Leu, & C. Kinzer (Eds.), *Perspectives on literacy: Research and practice, forty-fourth yearbook of the National Reading Conference* (pp. 280–288). Chicago: National Reading Conference. (ERIC Document Reproduction Service No. ED 379 611).

To pull together and facilitate further knowledge within the field of family literacy, as well as to better define family literacy, Tracey conducted a comprehensive review of the literature. Using the descriptor "family literacy" on two indexes within the ERIC system (Resources in Education (RIE) and Current Indexes to Journals in Education (CIJE)), 409 references and abstracts were located and reviewed. For the final reporting of the literature, 135 documents were sorted into 3 main categories—research emphasis (19 percent), program descriptions (35 percent), and position papers (38 percent)—and then analyzed. Several strengths, weaknesses, and needs in the literature emerged as a result of the review. The primary weaknesses noted were a lack of clear and agreed-upon definitions in the field; a disproportionately small percentage of documents created from a research perspective; a too narrow focus on topics that would fit more appropriately into areas outside of family literacy; and a lack of research on program efficacy. Primary strengths included the fact that the attrition rate for participants in family literacy programs is considerably smaller than in adult literacy programs, and that documented research consistently supports the finding that participants of family literacy programs are benefited by increased positive literacy interactions in the home between parent and child as a correlate of participation.

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Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section B: Parenting Education

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

Section E: Collaboration Within Programs and Among Social Service Agencies

Section F: Assessment and Evaluation of Family Literacy (FL) Programs

Section G: Culture and Context Section H: Government Policy

##Voss, M. M. (1996). *Hidden literacies: Children learning at home and at school*.
Portsmouth, NH: Heinemann.

Voss reports on a year spent systematically observing and talking with a group of children in their home and school settings. In the role of participant-observer, she used field notes and audiotape recordings to collect samples of children's writing and reading. In the process, she shares with the children's parents and teachers her observations and consequently gains information not typically available to other educators. Using this information, she discusses a number of basic questions related to children's literacy. Throughout her study, she shows that although words are important, there are other forms of literacy (e.g., cultural and media literacy) and these need to be taken into account in teaching children. One of the most important topics she addresses is how schools and parents can work together for the sake of their children's learning.

Cross-Reference:

Section D: Curriculum and Instruction

Section E: Collaboration Within Programs and Among Social Service Agencies

Walker, C. H., & Yekovich, F. R. (1999). TRALEs to literacy. *Educational Leadership*, 57(2), 57-60.

Walker and Yekovich describe an urban literacy program for K-3 students. This program, Technology-Rich Authentic Learning Environments (TRALE) was based on research supporting the concept of problem-based learning environments. It was designed to develop literacy skills in reading, writing, and mathematics. The program was intended to combine sociocognitive and sociocultural factors with cognitive skill development.

“One instructional framework that develops expertise through providing experiences in a social context is the cognitive apprenticeship (Brown, Collins, & Duguid, 1989). Cognitive apprenticeships are authentic instructional environments in which one or more

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student apprentices study with a skilled mentor to develop expertise in a discipline or profession. We believe that young children can benefit from a cognitive apprenticeship.” (p. 57)

In the TRALE program, “Teachers create meaningful instruction through authentic, problem-based, learning activities and, when appropriate, through the use of technology... Our idea of meaningful and authentic apprenticeships entails the creation of classroom environments in which the opportunities for acquiring literacy skills simulate those situations that make sense in the everyday personal worlds of children” (p.58). This involved setting up classrooms as businesses, service organizations, and special-interest groups. Classrooms were set up to assume roles as a store, movie theater, newspaper, and a museum. Each classroom had a substantial part of its language arts curriculum designed around problem-based activities associated with that classroom’s role. After evaluation of two years of the program several results were observed:

- Children’s achievement scores on standardized tests were greater for participating classrooms.
- Classrooms became child-centered rather than teacher-centered.
- Collaboration between students and spontaneous collaboration increased.
- Students exhibited competence and the ability to work independently.
- Technology motivated and engaged students for extended, productive periods of time.
- “students want to be legitimate, participating members of a community and will alter their behaviors in positive ways to participate” (60).

Cross-Reference:

Section D: Curriculum and Instruction

Section C: Program Descriptions and Models

Walker, D. (1999). Technology & literacy: Raising the bar. *Educational Leadership*, 57(2), 18-21.

Walker states that “future generations will value the ability to use information as highly as we value the abilities to read and write today” (p. 18). He says that expectations in education will rise due to widespread use of information technology. These expectations include:

- The ability to use several symbol systems;
- Apply knowledge in life;
- Think strategically;
- Manage information; and
- Learn, think, and create as part of a team.

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Walker explains that today's educational systems find it difficult to meet today's expectations and it will be more so in the future. He believes that more effort and resources alone will help schools meet expectations and that new approaches will be needed. Possible directions include:

- Authentic problem solving
- Students assuming responsibility for learning
- Working in teams
- Work portfolios
- Peer tutoring
- Telecommunications allowing scientists and professionals to supplement and support teachers
- Technological collaboration of parents, teachers, and consultants to advise and monitor a child's learning

Cross-Reference:

Section D: Curriculum and Instruction

Weinstein, G. (1997). From problem-solving to celebration: Discovering and creating meanings through literacy. *Canadian Modern Language Review*, 54, 28-47.

In this article, Weinstein proposes ways language instructors can better serve their students by considering the context of their environments. The author proposes the benefits of ESL instructors who can recognize differences of social contexts and the instructional implications of creating settings where literacy is meaningful. Language instructors should observe the environments of their students and create classrooms that address the needs of the students and the problems that they face. Weinstein proposes classes that encourage students to share their personal environments with other students. Students can respond to each other's challenges in combining lives from two worlds. Reading and writing in the classroom should reflect real circumstances and address real topics. The classroom can become a community itself where students share and solve problems. This type of classroom can enlarge students' networking systems and provide a safe place to "examine their struggles, share in their experiences, and provide support for seeking solutions" (p. 44).

Cross-Reference:

Section D: Curriculum and Instruction

indicates that the article is a research study

Weinstein-Shr, G., & Quintero, E. (Eds.). (1995). Immigrant learners and their families: Literacy to connect the generations. *Language in Education: Theory and Practice*, 84. (ERIC Document Reproduction Service No. ED 379 964).

This document is a collection of essays intended for the reader who wishes to learn about programs and curricula for adult immigrants and their children. The first section's theme is collaboration. An overview of projects implemented in California for language minority families is presented. Two chapters focus on the collaborative process experienced during the implementation of two literacy programs. The second section, Curriculum: Drawing on Learner Strengths, is comprised of four chapters that each discuss the ways in which specific programs develop curricula to build on participants strengths. Projects discussed in this section include one based on research and participants' needs, one which promoted writing and reading as a form of "social action," one which linked the curriculum to the participants' outside world, and one which had success in using story-telling with a reading program for mothers. In the last section, the following issues are identified: (1) the need to learn more about the participants and their existing literacy practices; (2) the need to develop innovative ways to measure and evaluate change and success within literacy programs; and (3) the need to generalize to the other contexts in which immigrant families learn.

Cross-Reference:

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

Section G: Culture and Context

Winter, M., & Rouse, J. (1990). Fostering intergenerational literacy: The Missouri Parents as Teachers Program. *The Reading Teacher*, 43(6), 382–386.

There is growing agreement among educators that interventions targeting child literacy must more broadly recognize the entire family as the client, and must respect the culture and value system of that family. The Missouri Parents as Teachers program (PAT) employs this family-centered approach and has become the model for early childhood family education in Missouri. This paper describes the services the program offers, their curriculum, how PAT promotes literacy, and the variety of parent-child activities. Implications for local school districts are discussed. A general evaluation of the project is also included.

Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

indicates that the article is a research study

Section E: Collaboration Within Programs and Among Social Service Agencies
Section F: Assessment and Evaluation of Family Literacy (FL) Programs

indicates that the article is a research study