

1. Akroyd, Susan. "Forming a Parent Reading-Writing Class: Connecting Cultures, One Pen at a Time." *The Reading Teacher*, April 1995, Vol. 48, No. 7, pp. 580-584.

This article highlights the importance of getting parents and children together through writing. Parents should tell their own stories to children by writing to them in formats ranging from photo journals to diaries. The article also says it is important for instructors not to control learning sessions, but to act as facilitators, so parents can share and learn from one another. What parents wrote seemed to be interesting to the children (who were at the primary/elementary level).

2. Anderson, Jim. "How Parents Perceive Literacy Acquisition: A Cross-cultural Study." Generations of Literacy, eds. Wayne M. Linek and Elizabeth G. Sturtevant. Harrisonburg: The College Reading Association, 1995.

Most theorists and educators now support the "emergent literacy" model of early literacy, which is holistic, meaning centered, and developmental. This article questions the consistency between *emergent literacy* and parents' views on the acquisition of literacy. Euro-Canadian parents were found to be supportive of emergent literacy while some groups such as Chinese- and Indo-Canadians rejected some principles of emergent literacy. Whatever theory of literacy acquisition we decide to implement, we must be aware of differing sociocultural perspectives on literacy acquisition.

3. Auerbach, Elsa Roberts. "Deconstructing the Discourse of Strengths in Family Literacy." *Journal of Reading Behaviour*, 1995, Vol. 27, No. 4, pp. 643-661.

This article takes a look at the different approaches to family literacy as the author sees them:

1. The Intervention Prevention Approach - Literacy problems are a product of family, so the family must be changed. Parents have literacy problems so children do as well. This view tends to "blame marginalized people for their marginalization." While this leads many to believe that undereducated families fail to support their children's literacy development, Auerbach points out that such claims have been challenged by research. Proponents of this approach encourage story-reading, often neglecting other routes to literacy. Plus, considering cultural differences in approaching literacy, there are ethical concerns in trying to change the values and beliefs of families.

2. Multiple Literacies Perspective - Principles of this approach are: (a) participants should bring with them culture-specific literacy practices; (b) starting points in implementing family literacy should be a stance of inquiry; (c) programs should incorporate culturally familiar and relevant content; (d) learners should participate in developing a program; (e) emphasis should be on cultural

maintenance rather than cultural assimilation; (f) contexts for learning should be culturally familiar; and (g) instruction should be in the first language.

3. Social Change Perspective - Literacy is a product of political, social, and economic factors, as well as parental input. Principles: (a) there should be participant control; (b) there should be dialogue among peers; (c) there should be content centering around critical social issues from participants' lives; and (d) there should be a connection to taking action for social change. Primarily, though, "the key issue is the locus of control," and whether it rests largely with parents or with educators.

4. Auerbach, Elsa Roberts. "Toward a Social-Contextual Approach to Family Literacy." *Harvard Educational Review*, May 1989, Vol. 59, No. 2, pp. 165-181.

In this article, Auerbach criticizes what she would in a later article (above) call the *Intervention Prevention Approach* to family literacy. She claims it operates under the deficit hypothesis, which assumes that parents lack the skills to help their children develop literacy skills. She examines what she sees as the underlying assumptions of this approach to family literacy: (1) *Poor, minority & ESL families are literacy impoverished.* She cites research that proves this to be false. (2) *Direction of literacy learning is from parent to child.* She says this is also false, as collaborative efforts between children and parents work very well. (3) *Families of successful readers perform school-like tasks at home.* Again this is a false assumption. (4) *The role of the school in literacy is not as important as the home.* Not true - classroom experiences are extremely important. (5) *Focuses on parents' inadequacies.* Auerbach claims the approach fails to look at the social and economic conditions giving rise to literacy problems.

5. Auerbach, Elsa Roberts. "Which Way for Family Literacy: Intervention or Empowerment?" in Morrow, Lesley Mandel, ed. Family Literacy Connections in Schools and Communities. Newark, DE: International Reading Association, 1995.

Outlines and supports the same principles as articles by Auerbach already examined in this bibliography. It argues against the "transmission of school practices model" of family literacy, which provides parents with the tools to reinforce school-type literacy practices rather than family literacy.

6. Baker, Linda, Deborah Scher and Kirsten Mackler. "Home and Family Influences on Motivations for Reading." *Educational Psychologist*, Spring 1997, Vol. 32, No. 2, pp. 69-82.

This article claims that “children whose early encounters with literacy are enjoyable are more likely to develop a predisposition to read frequently and broadly in subsequent years.” Children who are motivated to read through paired reading experiences with parents are more likely to have an increased interest in reading. Furthermore, children of parents who view reading as a source of pleasure are more motivated to read and tend to enjoy literacy learning, regardless of level of income. Making reading fun seems to be an important element of literacy acquisition. The authors suggest that higher income families have children that are more motivated to read in part because they have more materials (more *interesting* materials) available to them, which of course results in higher levels of motivation (the implication is that a family literacy program must have resources available to it in order to make *good, fun, interesting* literature available to the lower-income families). Children seem to learn the skills of language better when they are learned in a ‘fun’ environment, utilizing informal play settings rather than formal school-like settings. If parents are more concerned with the skills of reading rather than the pleasures of reading, then educators may do well to “build on parents’ understandings and beliefs about how children learn to become literate.”

7. Barclay, Kathy, Cecelia Benelli and Ann Curtis. “Literacy Begins at Birth: What Caregivers Can Learn from Parents of Children Who Learn to Read Early.” *Young Children*, May 1995, Vol. 50, No. 4, pp. 24-28.

This article discusses a daycare center that claims to replicate the important elements found in the homes of early readers. The authors outline these characteristics as follows:

1. Rich Literacy Environment - Provide lots of books, make use of libraries, have newspapers and magazines around.
2. Environment Conducive to Early Writing - Have lots of paper and writing instruments available to children; let them see adults writing for functional purposes, and adults / siblings support their attempts at writing.
3. Well-Organized With Scheduled Daily Activities and Designated Responsibilities - Designate places for materials and possessions; have predictable times for eating and sleeping; and have children share household tasks with parents and siblings.
4. Warm, Accepting Atmosphere - Respond positively to any questions children ask about print inside and outside the home, and respond to children’s requests for reading aloud. Children should sit close to parents during paired reading.
5. Interactive Strategies During Book Sharing - Engage in strategies that call attention to the function and meaning of print.

8. Barnett, W. Steven. "Long-term Effects of Early Childhood Programs on Cognitive and School Outcomes." *The Future of Children*, Winter 1995, Vol. 5, No. 3. (January 1998 Internet Address: http://www.futureofchildren.org/lto/02_lto.htm)

This article establishes that ECCE (Early Childhood Care and Education) programs, "can produce large effects on IQ during the early childhood years and sizable persistent effects on achievement, grade retention, special education, high school graduation, and socialization." It reviews 36 studies on ECCE programs and concludes that the positive effects, "are large enough and persistent enough to make a meaningful difference in the lives of children from low-income families: for many children, preschool programs can mean the difference between failing and passing, regular or special education, staying out of trouble or becoming involved in crime and delinquency, dropping out or graduating from high school."

9. Barnhart, June E. and Mary Ann Wham. "Read to Me! A Program Designed to Enhance Children's Attitudes Toward Reading Through Teacher and Parent Read Alouds." *Generations of Literacy*, eds. Wayne M. Linek and Elizabeth G. Sturtevant. Harrisonburg: The College Reading Association, 1995.

Children have a more positive attitude toward reading and literacy if it is made to be *fun*. According to the authors, reading aloud to children is extremely important in creating such positive attitudes. It is important to associate books with the positive, secure, and enjoyable atmosphere produced in shared reading with adults. The argument is essentially this: a positive attitude is crucial to emerging literacy; and reading aloud to children in a pleasurable atmosphere is crucial to the creation of a positive attitude.

10. Brenna, Beverley A. "The Development of Metacognitive Strategies in Early Readers." *Horizons of Literacy*, eds. Linda Wason-Ellam, Adrian Blunt and Sam Robinson. Winnipeg: The Canadian Council of Teachers of English Language Arts, 1995.

This study examines five early readers. Brenna finds that development of reading ability in these children (aged 4-6) involved the conceptualization of reading as a problem-solving process. Caregivers give their children independence in learning, getting them to attempt the problem-solving process on their own before providing assistance. If parents think a word is going to be difficult for the children, they will help with it beforehand, to build confidence. Scaffolding is important in the development of literacy according to Brenna: allow the child to control the experience; get the child to learn more difficult things with the adult, while learning easier things on their own; reread favourite stories to children; take turns reading with children, leaving the more difficult sections for the adult; when a child is too tired to finish reading a story, the adult takes over; help children when they become frustrated with words; "take it little bits at a time." Brenna

also notes the fact that parents of early readers experience enjoyment from reading themselves, and make learning to read pleasurable for the children, offering them extra motivations where possible.

11. Brock, Dana R. and Elizabeth L. Dodd. "A Family Lending Library: Promoting Early Literacy Development." *Young Children*, March 1994, Vol. 49, No. 3, pp. 16-21.

This article recognizes that, "the home environment has a direct influence on children's early literacy development, including the availability of reading and writing materials; the modelling of literate behaviours by adults, siblings, and others; and the verbal interactions between children and adults." The authors point out that many parents indicate a lack of suitable materials as well as knowledge of literacy acquisition; and suggest the family lending library as a solution to this problem. They outline three major steps in developing a family lending library:

1. Focus on Families - do some research on the families for whom you will be making this library; find out things like family type and size, age ranges, ethnic and cultural backgrounds, languages, occupations, education, hobbies, etc.
2. Collect Books and Materials - In getting reading material for parents, consult professional organizations, use video and audio cassettes. For literacy development, utilize home learning activities, have a good selection of toys, and of course a wide variety of books.
3. Plan Operational Procedures - Identify resources for funding, select a location, schedule hours of operation, determine check-out procedures, collect items for transporting materials belonging to the library, and plan strategies for advertisement.

The article also has useful questionnaires to help in the process.

12. Bus, Adriana G. and Marinus H. van Ijzendoorn. "Mothers Reading to their 3-year-olds: The Role of Mother-Child Attachment Security in Becoming Literate." *Reading Research Quarterly*, Oct.-Dec. 1995, Vol. 30, No. 4, pp. 998-1015.

This study links literacy acquisition to the level of mother-child attachment. The authors assume that "interest in reading is not a natural phenomenon but rather is evoked by the pleasure of sharing a book with the parent. Children become interested in reading books because of parental efforts to evoke and support interest." They argue that literacy is initially an unknown element of a child's environment, and the extent to which the child explores this element of the environment depends on how securely the child is attached to the mother. They conclude that, "children rated as insecure are less inclined to explore unknown aspects of their environment. Learning processes in the domain of literacy seem firmly embedded in the emotional context literacy is not the outcome of an environment enriched with written material but it strongly depends on parental

ability to involve young children in literacy experiences.” The child must first feel a high level of attachment security. Then the child must be read to frequently; literacy will follow.

13. Butt, M. Belle Sparkes. Enhancing Reading Achievement of Grade Two Students: A Program for Parents. M.Ed. Thesis, Memorial University of Newfoundland, 1995.

Butt implemented and studied the effects of an Intervention/Prevention approach to family literacy. She conducted research in Conception Bay North in Newfoundland and found that such an approach resulted in considerable improvements in the reading abilities of primary school children. Her research showed that families of low socioeconomic status were most in need of intervention, because, “with limited needs for literacy in their everyday activities, they usually interact with their children in ways that do not promote literacy development.” She sees the illiteracy problem of Newfoundland as being one of a generational cycle, but contends the cycle can be broken if educators and parents work together as partners for, “by training parents to assist with children’s literacy development in the home, we would be getting at the root of our illiteracy problem and placing emphasis on prevention as well as cure.” Butt also found that parents usually *want* to teach their children to read and write, but simply lack the know-how to do so.

There were several other principles of literacy acquisition that Butt deemed important: families must have a great deal of materials made available to them; literacy is best approached from a whole language perspective rather than a skills-based one; children must be taught to read in warm, intimate, informal and natural settings; parents must be trained in appropriate book selection; literacy development must be child-centred; and many others.

14. Byrne, Brian, Ruth Fielding-Barnsley and Luise Ashley. “What Does the Child Bring to the Task of Learning to Read? A Summary of the New England Reading Acquisition Projects.” *Australian Journal of Psychology*, Dec. 1996, Vol. 48, No. 3, pp. 119-123.

The authors of this article tackle a fundamental issue in the nature/nurture debate concerning literacy acquisition. The “nature” side of the debate contends that children acquire literacy in the same way and for the same reasons that they learn to speak and listen. Proponents of this argument tend to believe that the *whole language* approach is the best way to make children literate. The authors, however, have conducted extensive research that suggests otherwise. They found that children could build up an impressive stock of “sight-words” (words they recognize by sight) but still be unable to read independently. Children seem to have two fundamental difficulties in acquiring literacy: first is an expectation that writing maps directly into meaning; secondly, children have problems detecting letter-phoneme relations. In other words, they do not seem to grasp that letters represent *sounds* of language, which in turn have meaning. “This means that children need to be taught to be aware of the phonemic organization of speech; it is not something

they come equipped with.” So the whole language approach to literacy development is inadequate in and of itself; children need to be taught the *alphabetic principle* which entails (a) an understanding of the principle of phonemic segmentation of speech, and (b) knowledge of letter-phoneme correspondences.

15. Cairney, Trevor H. and Lynne Munsie. “Parent Participation in Literacy Learning.” *The Reading Teacher*, Feb. 1995, Vol. 48, No. 5, pp. 392-403.

Cairney and Munsie outline the development and results of a family literacy project called TTALL (*The Talk to a Literacy Learner Program*). They highlight parental involvement and control in every stage of the process; “Parents must be viewed as partners.” They saw nine major results of their project: (1) It had an impact upon the way parents interact with their children; (2) Parents were offered strategies they didn’t have before; (3) It helped parents to choose resource material, help children with book selection, and use libraries more effectively; (4) Parents gained new knowledge; (5) The parents’ families were affected; (6) Parents began to share their insights outside the family; (7) Parents gained a greater understanding of schools; (8) Parents grew in confidence and self-esteem; and (9) Children’s literacy performance levels, attitudes, and interests were improved. The authors very briefly describe how these results were achieved.

16. Calahan, Charles A. “Temperament of Primary Caregivers and Development of Literacy.” *Perceptual and Motor Skills*, Dec. 1995, Vol. 81, No. 3, pp. 828-830.

This article reinforces the position that parental attitude, style, reading technique, and mother-child attachment are important factors in the development of literacy. The article is, however, not specific regarding what elements, in particular, either positively or negatively influence literacy development.

17. Canning, Patricia M. Special Matters: The Report of the Review of Special Education. St. John’s, NF: 1996.

Canning recognizes the importance of early intervention for at-risk children. She notes that in Newfoundland, there are many communities without pre-schools, and that effective pre-schools could be very helpful in the literacy development of young children. One problem she highlights is that teachers and educators tend to see parents as having the abilities to improve the educational experience of young children, but not being willing to do so. “This attitude is unlikely to be consistent with successful support for families to become involved in their children’s education.” There needs to be more commitment to helping the parents, and moving beyond assumptions such as these. The recommendations made for pre-schools include the following:

- < programs should be delivered by qualified personnel
- < programs need to be community-based and sensitive to local circumstances
- < parents must be involved
- < developmentally appropriate learning activities & experiences must be offered
- < school boards should take some responsibility for pre-school programs
- < education programs for new parents should be established
- < book resource centres and toy exchanges, etc. should be created

18. Catts, Hugh W. "The Early Identification of Language-Based Reading Disabilities." *Language, Speech, and Hearing Services in Schools*, Jan. 1997, Vol. 28, pp. 86-89.

This article links reading disabilities and oral language-based disorders. The author argues that, through examining the oral language development of young children, it is possible to identify those who are at risk for reading disabilities. Oral language difficulties that have been associated with reading disabilities are generally "problems in what has been termed phonological processing." This includes problems in phonological awareness, word retrieval, verbal short-term memory, and speech production.

The author also offers a checklist for the "Early Identification of Language-Based Reading Disabilities," which can be used to assist parents in recognizing the early indicators of reading problems. It is important to note that, "no single descriptor will conclusively identify a child as being at risk. However, the more descriptors that are checked, the more likely it is that the child may experience difficulties in learning to read. In the case of a child receiving a large number of checks, a full evaluation should be carried out."

19. Chaney, Carolyn. "Language Development, Metalinguistic Awareness, and Emergent Literacy Skills of 3-year-old Children in Relation to Social Class." *Applied Psycholinguistics*, Sept. 1994, Vol. 15, No. 3, pp. 371-394.

Chaney discusses the importance of oral language development and metalinguistic awareness as precursors to literacy development. "Metalinguistic awareness is the ability to think explicitly about structural features of language (e.g. phonemes, words, and sentences) and to focus on the forms of language separately from the meanings." Chaney suggests that socioeconomic factors explain differences in literacy in that upper middle class homes simply have access to more literacy materials (books, magazines, etc.), and seem to have more family members who read for the pleasure of reading.

20. Come, Barbara and Anthony D. Fredericks. "Family Literacy in Urban Schools: Meeting the Needs of At-Risk Children." *The Reading Teacher*, April 1995, Vol. 48, No. 7, pp. 566-570.

This article describes a family literacy project undertaken in Savannah, Georgia. The authors insist that, “the key ingredient to the success of the program was the involvement of the parents in the planning.” If parents are consulted in planning and made a part of the program, they are more likely to become involved and be supportive; they can also provide invaluable insights into differing cultural views on literacy that can improve the project. An important element of any such project is advertising and getting support through various methods (telephone trees, flyers and posters, radio stations, organized fundraisers, contacting book publishers, etc.). Another important element is expanding parents’ knowledge of literacy development by having directed discussions around topics such as reading aloud, how to select a book, and questioning techniques for informal book discussions. Yet another important element is the actual availability of books, which can be gathered and distributed through a variety of methods (loaning books to children, book exchanges, loaning books to parents, etc.). The authors conclude by stressing the importance of developing such projects *with* parents rather than *for* parents. Educators must believe that “parents, no matter what their social or economic standing, have the potential for making an educational difference in their children’s lives when offered sincere opportunities for becoming an important member of the education team.” This article also offers some parental guidelines for building self-esteem through literacy (as self-esteem is also extremely important in literacy development):

Spend quality time together.

Encourage your child to read for fun.

Listen carefully to your child’s ideas.

Find ways to praise your child.

Enjoy family activities and projects.

Share favourite books and stories.

Talk to your child often.

Establish a daily read-aloud time.

Engage your child in natural reading activities.

Model the act of reading for your child.

21. Connor, David B., Danica K. Knight and David R. Cross. “Mothers’ and Fathers’ Scaffolding of their 2-year-olds During Problem-Solving and Literacy Interactions.” *British Journal of Developmental Psychology*, Sept. 1997, Vol. 15, No. 3, pp. 323-338.

This article suggests that scaffolding is an effective means by which to teach children problem-solving skills, including literacy. Scaffolding entails structuring a learning interaction within a ‘region of sensitivity.’ The teacher must understand, what components of the overall task the child is capable of doing alone, what components the child is capable of understanding but cannot accomplish without assistance, and what components are beyond the child’s current understanding and ability.”

Contingency is an important element of the approach. “First, after an error by the child in following some instruction, the teacher should immediately take over more control. Second, upon the child’s successful completion of an instruction, the teacher should immediately relinquish some control.” The authors also found that there were no significant differences between mothers and fathers in the scaffolding of their children.

22. Cramer, Lina. PACE [Parent and Child Education] Family Literacy Program. Kentucky: Family Resource Coalition, (1991)

This resource is a practical curriculum guide for family literacy. It focuses on parents in several capacities: parents as persons; parents as parents; parents as students; parents as family members; parents as community builders; and parents as workers. PACE is largely an activity-based curriculum. It focuses primarily on the role of parents and how they relate to their children, rather than specific literacy activities.

23. Cronan, Terry A., Sonia G. Cruz, Rosa I. Arriaga and Andrew J. Sarkin. “The Effects of a Community-Based Literacy Program on Young Children’s Language and Conceptual Development.” *American Journal of Community Psychology*, April 1996, Vol. 24, No. 2, pp. 251-272.

The study that produced this article was of an intervention/prevention family literacy program called Project PRIMER. The researchers realized the close relationship between early experiences with books and later success or failure with learning to read; and they knew the importance of dialogic reading techniques (parent-child interaction and discussion during reading, parental feedback to children, and parental awareness of children’s developmental level). They utilized six basic principles in launching their study: (1) programs should continue for a long time; (2) they should be intensive; (3) they should provide daily learning experiences; (4) they should offer multiple routes to enhancing children’s development; (5) they should match children’s learning styles; and (6) they should provide environmental support for children’s positive attitudes and behaviour. Findings of the study were that, “children show a considerable gain in language skills if parents are given intensive training in reading techniques and techniques to increase conceptual development.”

24. Cronan, Terry A. and Heather R. Walen. “The Development of Project PRIMER: a Community-Based Literacy Program.” *Reading Research and Instruction*, Fall 1995, Vol. 35, No. 1, pp. 37-47.

This article describes the same Project PRIMER as in article #20. This article, however, offers insight into the more practical implementation of training the parents (i.e., some examples of techniques they were taught).

25. Cullinan, Bernice and Brod Bagert. Helping Your Child Learn to Read. U.S. Department of Education. (January 1998 Internet Address: <http://www.ed.gov/pubs/parents/Reading/>).

This is a practical guide to several literacy activities for young children from infancy through age ten. It stresses the importance of reading to children when they are very young. It outlines what to expect from children as they acquire literacy, and offers a range of reading and writing activities that parents can do with their children at various levels.

26. Dickinson, David K., Linda Cote and Miriam W. Smith. "Learning Vocabulary in Preschool: Social and Discourse Contexts Affecting Vocabulary Growth." *New Directions for Child Development*, Fall 1993, No. 61, pp. 67-78.

The nature of learning words is examined in this article. The authors state several factors they claim are associated with word learning:

1. More frequent exposure results in better learning
 2. Learning is best when rich information regarding the word's meaning is provided, especially when the cues are close to the point when the word is encountered.
 3. Learning can occur when a number of new words are introduced, although presentation of too many words at once can depress learning.
 4. Learning is best when children are able to comprehend fully the general passage in which the new word is encountered.
 5. Learning is enhanced when the word is encountered repeatedly in roughly similar grammatical contexts with similar meanings.
27. Dunning, David B., Jana M. Mason and Janice P. Stewart. "Reading to Preschoolers: A Response to Scarborough and Dobrich (1994) and Recommendations for Future Research." *Developmental Review*, Sept. 1994, Vol. 14, No. 3, pp. 324-339.

Scarborough and Dobrich suggested that shared book reading may not be as important a factor as was originally thought in literacy acquisition; but the authors of this article cite several studies to show otherwise. They also comment that there are indeed other factors that contribute to literacy acquisition - namely child interest in literacy, parental support of literacy, and the development of oral language.

28. Edwards, Patricia A. "Empowering Low-income Mothers and Fathers to Share Books with Young Children." *The Reading Teacher*, April 1995, Vol. 48, No. 7, pp. 558-564.

This article describes how a family literacy program was organized over two years; the first year being guided by a “university leader,” and the second year being guided by “parent leaders.” Edwards wanted to conduct research in family literacy, but also wanted to leave a thriving program that required only the parents’ involvement, so she chose four parents to take control of the program after she had finished. The result was a very successful literacy program. These four parents did several things that the “university leader” did not, or could not, do:

- < they shared their own fears and doubts about participating in the original program;
- < they validated for the other parents their own approaches to reading with their children;
- < they showed the parents that high levels of education were not necessary to read to children;
- < and they provided a level of trust for the parent participants (because they were more inclined to listen to their friends / neighbours) that the “university leader” could not.

Edwards takes exception to the criticisms leveled at the prevention / intervention programs. She contends that theorists have failed to consult the parents on these issues. She implies that criticisms against intervention are, for the most part, irrelevant, for in reality, most parents actually appreciate interventions.

29. Elster, Charles A. “‘I Guess They Do Listen’: Young Children’s Emergent Readings After Adult Read-Alouds.” *Young Children*, March 1994, Vol. 49, No. 3, pp. 27-31.

Elster clearly supports the holistic language approach to literacy acquisition. He shows how children exhibit emergent reading (independent ‘pretend’ reading) after a story is read aloud to them, and after discussions about the story (including pictures, unfamiliar words, and feelings of characters, etc.). He reveals that children ‘pick up’ surprisingly large amounts of stories from these read-alouds and discussions, and thereby build a strong foundation for holistic, conventional reading. The benefits of read-alouds and emergent reading can be maximized by:

1. Inviting children to participate actively in read-aloud sessions.
 2. Providing frequent opportunities for young children to engage in book handling and emergent reading.
 3. Reading favourite books repeatedly to encourage emergent reading, then making these books available for children to look at on their own or with other children and adults.
 4. Creating opportunities to observe children’s emerging literacy in authentic situations, through read-alouds and independent engagements.
 5. Educating parents about the ability of their children to “pretend read” books and to participate in reading through “completion reading.”
30. Enz, Billie. “Voices of Change: The Continuing Development of Literacy Programs for Young Children.” *The Reading Teacher*, Oct. 1996, Vol. 50, No. 2, pp. 168-170.

This article claims there are 4 important ingredients in a successful literacy program for children: (1) Sustained time must be made available for children to engage in reading and writing; (2) It is important to trust children's choices and decision-making - this will give them confidence and improve their ability to make good decisions; (3) Parents and educators should model enthusiasm for literacy; (4) Teachers and parents should engage children in daily collaborative construction of, and conversations about print.

31. Fagan, William T. A Basic Culture-Critical (ABCC) Literacy Program: Approaching Literacy Development Through Cultural Knowledge and Thinking. St. John's, NF: William T. Fagan, 1996.

This is a literacy program designed for adults and adolescents which, "focuses on the person and the person's culture and everyday environment, and not on the text, word structure, letters and sounds, etc." Comprised of an *Overview*, an *Instructor/Tutor Resource Guide*, and a *Learner Response Book*, the content of this package is grounded in the belief that learning must center on, "issues, concerns, and problems that are meaningful and pertinent to the learners' lives, and are integral to their culture." Rather than take a skills-based approach to literacy which concentrates on the rote learning and memorization of grammar and spelling, educational facilitators must utilize the principles of holistic teaching, making use of environmental print which the learners are exposed to in their daily lives, and finding/writing materials which are culturally relevant to learners.

Throughout the *Overview* of this program, Fagan outlines several principles of literacy and adult education. He points out the importance of building the self-confidence of adults and empowering them at the beginning of any such program, and argues that adults must have control in such learning, and must be partners in an active collaboration with educators. He highlights the necessity to listen to adults' ideas, "for making the learning of reading and writing more meaningful," as well as the necessity of keeping such a program flexible so that materials can be added by either educators or adults when deemed appropriate or necessary. Fagan also introduces the Portfolio, along with some guidelines for its use, as a means of evaluating adults who participate in this program.

The bulk of this resource is the guide, which includes 45 sessions designed to build literacy from a holistic approach, as well as *Word Study*, *Word Recognition and Spelling Hints* to accompany each lesson. Also included in the appendices are several literacy activities and student work sheets to assist in the successful implementation of the program. It is interesting that, while this program is offered from a holistic approach, it is complemented by skills-oriented activities and worksheets.

32. Fagan, William T. "Early Literacy Development: Circumventing the Home-School Gap." in *The Morning Watch*, Winter 1997, Vol. 24, Nos. 3-4. (January 1998 Internet Address: <http://www.stemnet.nf.ca/~glassman/fagan.htm>)

Fagan argues that family literacy must not be undertaken from a deficit model because it tends to portray parents as not wanting to help their children with literacy, but from a co-partnership perspective, in which parents and educators work *together*. It is important not to create “expert” and “non-expert” roles for educators and parents respectively. He explains how the PRINTS (Parents’ Roles INteracting with Teacher Support) project worked to include parents, and to promote literacy.

The PRINTS project identified five contexts in which literacy develops: talk, play, books and book sharing, environmental print, and scribbling/drawing/writing. It also outlined five roles that parents and educators have in literacy development: providing opportunity, recognizing/acknowledging, interacting, modelling, and setting guidelines. Additionally, it outlined several other items of importance in the development of a family literacy program:

- < Utilize the “day-to-day” knowledge of the parents to highlight literacy development that is already occurring and promote further development.
- < Employ the principle of scaffolding.
- < Encourage parents to keep portfolios for their children.
- < Explain terms and concepts to parents when it becomes relevant to do so, and use examples and activities to enable them to understand these terms and concepts.
- < Consider carefully parental self-esteem and confidence.
- < Remember that different families have different literacy experiences regardless of socioeconomic status.
- < Be aware of the transgenerational views towards education (parents may have negative feelings about school and may pass them on, or they may be ABE students who are learning in a completely different environment than their children).

The most important element is acting in partnership with the parents - empowering them to promote literacy in their children.

33. Fagan, William T., James G. Anderson, and Mary C. Cronin. Growing Into Literacy. St. John's: Education, Learning, Literacy Network, 1998.

This is a handbook of procedures from the PRINTS Project (**P**arents' **R**oles **I**Nteracting with **T**eacher **S**upport). It is a program used to teach parents to introduce literacy to their pre-school children. Outlined are five major steps to literacy, or contexts within which literacy occurs: (1) books and book sharing; (2) talk and oral language; (3) play; (4) environmental print; and (5) scribbling, drawing and writing. According to the authors, parents have five important roles to play in each of these contexts. They must (1) provide opportunities; (2) acknowledge and recognize their children; (3) interact with their children; (4) model literacy behaviour; and (5) set guidelines for any activities.

The handbook also contains a number of sessions designed to enable family literacy facilitators to reveal techniques of building literacy to parents. Not only are these techniques explained in some detail, but they are also reinforced by several sample activities that may be incorporated into the sessions, or used as guides to create new activities.

34. Fox, Barbara J. "Storymates: A Cross-Age Reading Program." *Pathways for Literacy*, eds. Elizabeth G. Sturtevant and Wayne M. Linek. Pittsburg, KS: College Reading Association, 1994.

Through studying the "Storymates" cross-age reading program, Fox was able to demonstrate that learners from the fourth to sixth grades, "can successfully read and share storybooks with younger children at home when the reasons for reading are clear, when activities in school are structured to highlight story structure and comprehension, and when the learners themselves assume responsibility for sharing books with younger children."

35. Fox, Barbara J. and Maripat Wright. "Connecting School and Home Literacy Experiences Through Cross-Age Reading." *The Reading Teacher*, Feb. 1997, Vol. 50, No. 5, pp. 396-403.

This article also discusses the "Storymates" cross-age reading program, (see # 31) and says it is important that children know *why* they are reading, based on real life activities. When children in grades 4-6 understand the reasons for reading, and are given the responsibility of reading to and sharing literacy experiences with younger children, they can do so successfully if parents and educators provide supportive environments.

36. France, Marycarolyn G., and Jane Meeks Hager. "Recruit, Respect, Respond: A Model for Working with Low-Income Families and their Preschoolers." *The Reading Teacher*, April 1993, Vol. 46, No. 7, pp. 568-572.

Clearly in support of an Intervention / Prevention approach to family literacy, this article outlines the "three R's" of successful parental involvement: (1) Recruit - be sure that parents know about the program, and that its purpose is to prepare their children for reading; (2) Respect - make sure that parents know they are *partners* in the program, that they have a sense of shared responsibility. Also take into consideration the individual circumstances of each family, and design the program in such a manner that each workshop stands on its own, so parents can be absent from one and still be full participants in the next; and, (3) Respond - allow subsequent workshops to evolve in response to the needs of the participants. The authors also provide an outline of 6 workshop sessions, focusing on different techniques to promote literacy in the home:

1. Echo Reading - Parent reads aloud one line at a time. Child reads same line aloud immediately afterwards.
2. Choral Reading - Parent and child read aloud in unison.

3. Paired Reading - Parent and child read aloud in unison until the child comes to a word he/she can fill in on his/her own.
 4. Storytelling - Parents read story to children. Child re-tells story using the illustrations as prompts.
 5. Readers Theatre - Parent and child assume roles of characters in story and read their parts.
 6. Chanting - Parent and child chant in unison stories or parts of stories which lend themselves to reading with rhythm.
37. Frede, Ellen C. "The Role of Program Quality in Producing Early Childhood Program Benefits." *The Future of Children*, Winter 1995, Vol. 5, No. 3. (January 1998 Internet Address: http://www.futureofchildren.org/lto/06_lto.htm)

Frede argues that some preschools are less effective than others in promoting the development of literacy because the quality of the programs they offer is poor. She studied several *successful* projects to determine some common elements to offer insight into the development of further preschools. She finds five common elements throughout:

1. Small class sizes with low ratios of children to teachers.
 2. Teachers received support to reflect on and improve their teaching practices.
 3. A concentrated or long-lasting intervention; not just a short-term project.
 4. Ongoing, child-focused communication between home and school.
 5. Use of some curriculum content and classroom processes that are similar to what children encounter in school.
38. French, Lucia, "I Told You All About It, So Don't Tell Me You Don't Know:" Two-Year-Olds and Learning through Language." *Young Children*, Jan. 1996, Vol. 51, No. 2, pp. 17-20.

When children learn through language, it is crucial that instruction be developmentally appropriate. French cites the example of her own 2-year-old son who was 'taught' about recycling through language alone. By only using speech, the teacher had failed to create any kind of mental representation that would either permit understanding or provide the child with confidence to respond to questions. As she says, "learning anything new *from language alone* is difficult for most adults....[it is] more difficult yet - often even impossible - for preschoolers who are not yet facile even with the basic language code." She goes on to outline a five-stage "Developmental Sequence for Taking in Information from Language Input." She concludes by observing that "...incomprehensible and developmentally inappropriate instruction can easily *create* children who realize that school is not a place where they can be successful."

39. Gadsden, Vivian L. "Understanding Family Literacy: Conceptual Issues Facing the Field." *Teachers College Record*, Fall 1994, Vol. 96, No. 1, pp. 58-86.

This article explores the many conceptions of family literacy. It questions just what constitutes literacy support to families with varied cultural, social and political histories. It also examines how the concept of family support differs according to different notions of the purpose of literacy within families. The article offers considerations towards a general framework for family literacy programs, and recommends an integrative and interdisciplinary approach.

40. Gomby, Deanna S., Mary B. Lerner, Carol S. Stevenson, Eugene M. Lewit and Richard E. Behrman. "Long-Term Outcomes of Early Childhood Programs: Analysis and Recommendations." *The Future of Children*, Winter 1995, Vol. 5, No. 3. (January 1998 Internet Address: http://www.futureofchildren.org/lto/01_lto.htm)

This article begins by revealing the enormous amount of money being spent on early childhood literacy programs, and clarifies that an underlying assumption of expenditure is that, "intervening early in the lives of disadvantaged children is assumed to provide the best opportunity to forestall later problems and to ready children for school and life." The authors then discuss five important questions concerning early childhood education / literacy strategies:

1. What are the long-term outcomes of early childhood programs?
 2. What can be learned from the experience of the past three decades to help design more effective programs?
 3. Can early childhood programs provided in a routine manner on a large scale yield the expected benefits?
 4. How applicable are lessons learned from programs that operated 20 or 30 years ago to today's world?
 5. How can policy makers increase the coherence of the early childhood service system?
41. Haden, Catherine A., Elaine Reese and Robyn Fivush. "Mothers' Extratextual Comments During Storybook Reading: Stylistic Differences Over Time and Across Texts." *Discourse Processes*, March-April 1996, Vol. 21, No. 2, pp. 135-169.

This study found three maternal stylistic groups (reading styles). It also uncovered a relationship between the maternal style used when reading unfamiliar storybooks, and the performance of children on literacy tests. The three maternal styles are:

1. Describers - reading interactions are times to encourage children's contribution of directly specified information from the text and pictures; the book is used to foster expository language skills and expand concept knowledge.
2. Comprehenders - balance many high-level comments such as predictions and inferences and print knowledge talk with some lower level description comments in the unfamiliar book, and general knowledge talk in the familiar book.

3. Collaborators - offer early explicit encouragement of the children's contributions combined with high-demand comments over time to encourage story comprehension through opening up opportunities for children to reveal what they do and do not understand and to construct shared meanings.

42. Haines, Leonard P. and Margareth E. Peterson. "Kindergarten Children's Reading Acquisition." Horizons of Literacy, eds. Linda Wason-Ellam, Adrian Blunt and Sam Robinson. Winnipeg: The Canadian Council of Teachers of English Language Arts, 1995.

This article supports the whole language approach to literacy acquisition, and expresses support of the emergent literacy concept. The authors state that "parents, siblings, teachers, peers, the media, indeed any source that provides an opportunity for the child to engage in literacy behavior, contribute to the acquisition process. Those who value and model these activities clearly play an important motivational role..." The authors also note that, "young children seem naturally attracted to reading material that is colourful and well-illustrated, contains novel and interesting features, and uses familiar and repetitive patterns in the vocabulary." They also contend that all children can benefit from being taught to read words by analogy (learning to read *ball* after first learning *tall*) though it is most beneficial to those who have developed a higher level of segmentation ability (an awareness of phonemes and syllables in speech, as well as letter-sound knowledge). They seem to feel that literacy is best learned in social contexts, rather than by learning specific skills.

43. Handel, Ruth D. "The Partnership for Family Reading: Benefits for Families and Schools." *The Reading Teacher*, Oct. 1992, Vol. 46, No. 2, pp. 116-126.

This article raises many important points concerning family literacy:

1. There are many parents who do not realize the importance of reading to their children before they enter school.
2. In a family literacy program, it is important to offer parents the opportunity to borrow books.
3. Teachers and staff with creative energy and enthusiasm must be involved.
4. Getting parents involved is a difficult, sometimes long process.
5. Family reading relationships tend to improve due to involvement in family literacy programs.
6. Quantity and quality of reading in the home tends to improve as a result of such programs.
7. Parents and other adults improve their abilities as role models for literacy.
8. Developing such programs is logistically time-consuming and demands a great deal of effort and commitment on the part of project leaders.

The article also offers a Family Reading workshop model, indicating topics of the major workshops conducted in the program:

1. Introductory Activities
 2. Presentation of a Children's Book
 3. Demonstration of a Reading Strategy
 4. Practice in Pairs
 5. Group Discussion
 6. Preparation for Reading at Home and Book Borrowing
44. Hayes, Andrew. "Longitudinal Study of Family Literacy Program Outcomes." In L. Ann Benjamin and Jerome Lord, eds. Family Literacy: Directions in Research and Implications for Practice. U.S. Department of Education, January 1996. (January 1998 Internet Address: <http://www.ed.gov/pubs/FamLit/long.html>).

Hayes examines the task of evaluating family literacy programs over a long period. He provides a list of capabilities, concepts and principles that a good family literacy program must facilitate, such as the ability to, "communicate goals to family members," or the means to "judge the plausibility of goals for self and family."

He makes several points that must be considered in the process of setting long-term goals for a family literacy project, or for planning evaluation and research projects. For example, he argues that an awareness of false assumptions is crucial. Past researchers have found, for instance, that, "reading material in the home is related to reading performance." An assumption based on this finding suggests that the more reading materials a family can obtain, the more likely they are to improve reading performance in their children. Hayes claims this is incorrect because the presence, or lack of reading materials is not causal in reading performance, but rather *family culture* is the causal factor. The presence, of reading materials is merely a *symptom* of a particular family culture. Researchers who intend to longitudinally evaluate family literacy programs must be aware of this point.

Furthermore, Hayes emphasizes that, before conducting long-term evaluations of a family literacy program, there must be very good reasons for doing so; and such an undertaking must be extremely well thought out and designed before a program is even implemented. He highlights several things to consider in justifying a longitudinal study, and outlines many of the theoretical and practical dangers associated with such a study.

45. Hlady, Lori. "Emergent Literacy: Developing a Concept of Literacy Through Role-Playing." Horizons of Literacy, eds. Linda Wason-Ellam, Adrian Blunt and Sam Robinson. Winnipeg: The Canadian Council of Teachers of English Language Arts, 1995.

In this article, Hlady describes how her children have developed literacy through role-playing. She indicates that several literacy activities must have already been in place to build the necessary foundation for role-playing:

1. Talking - It is important to model speech in front of children. To avoid discouraging children, adults should respond to intended meaning rather than correcting mistakes in speech.
2. Book-Sharing - This should be a daily routine from an early age; adults should always interact with children when reading to or with them (discussions about pictures, events, or characters); books should be stored where they are available and accessible to the children at all times.
3. Story-Telling - At first, the adult tells the story, but as children gain experience, they will begin to offer their own ideas; adults should make it a safe and predictable process in which children are encouraged to take risks and not have to worry about failure.
4. Participation in a Variety of Experiences - Adults should plan outings with their children as often and regularly as possible, and have a lively discussion that carries throughout the duration of the outing or event and even afterwards; adults should build a loving and safe environment so children are not afraid of taking risks; respond to the child's intended meaning and ask questions that encourage them to think about other possibilities.

When these foundations have been laid, role-playing can become an important factor in literacy development: (a) it provides opportunities for children to improve their communication skills; (b) it deepens understanding of characters and friends; (c) it provides children with opportunities to retell and create stories; (d) it exercises flexibility of thought; and (e) it gives children hours of fun.

46. Hoffman, J. Loraine. "The Family Portfolio: Using Authentic Assessment in Family Literacy Programs." *The Reading Teacher*, April 1995, Vol. 48, No. 7, pp. 594-597.

Hoffman comments that many family literacy projects begin (and end) with a standardized test of participants, which can be unnerving and uncomfortable for both parents and children; the family portfolio is an excellent alternative. The author then explains how it can be used in a family literacy project, discussing its purpose, format, content, ownership and accessibility. The purpose is to allow instructors, parents and children to plan for future literacy lessons. The format could be anything from file folders to videotapes. Content, or what will be included in the portfolio, should be decided with the parents, and can include all sorts of work related to literacy. Ownership and accessibility (who gets the portfolio at the end) should be very clearly decided by the instructors and parents at the *beginning* of the project. In addition to these items, the author points out the importance of *portfolio conferences* (which should be scheduled regularly, should gradually become more controlled by parents) suggesting questions that should be raised, and *portfolio analysis*, which is crucial to developing further instructional activities in family literacy.

47. Hughes, Fergus P., James Elicker and Linn C. Veen. "A Program of Play for Infants and Their Caregivers." *Young Children*, Jan. 1995, Vol. 50, No. 2, pp. 52-58.

This article describes a program that was developed to "help parents become more effective playmates for their infants." The goals of the project were to provide parents of infants with:

1. Factual information about infant development and appropriate play activities.
2. Actual experience playing with their babies in new ways in a supportive environment.
3. Encouragement and support for taking time to relax and enjoy playing with their babies.

The authors stress the importance of careful planning in developing such a program, and emphasize that the supportive environment is extremely important to parents.

48. Juliebö, Moira F. "Early Literacy: Some Continuing Concerns." *Horizons of Literacy*, eds. Linda Wason-Ellam, Adrian Blunt and Sam Robinson. Winnipeg: The Canadian Council of Teachers of English Language Arts, 1995.

This author supports an emergent literacy approach to literacy development. She argues that children learn literacy, "through meaningful interactions with other people," and with the world around them. The adult should act as facilitator and there should be plenty of literacy-related materials. An extremely important element of literacy development is reading to children.

49. Kazemek, Francis E. "Commentary: Family Literacy - Reading and Writing in Rhineland." *Journal of Reading*, May 1995, Vol. 38, No. 8, pp. 600-603.

Kazemek suggests that an important element of literacy development is parents who show enthusiasm for reading and who read for the pleasure of it. He warns against assuming that people of a certain socioeconomic standing operate under literacy deficits. Kazemek argues that we should focus on individuals, and, "look closely at what we and our students do daily with print: What do we read and write? With whom? For what purposes? How are different literacy acts influenced and shaped by particular relationships, personal histories, and unique interests, desires, and needs?"

50. Kropp, Paul. *The Reading Solution: Making Your Child a Reader for Life*. New York: Random House, 1993.

This book offers considerable insight into the role of parents in literacy development. He tells parents that "You'll never make your child a reader for life by telling him that reading is important. You have to show him." He provides tips that parents can use to promote reading. He deals with the controversial issue of television, emphasizing that, "there is a growing body of research to

indicate that if your child watches more than three hours of television a day, he will suffer problems in reading at school, and in social development." He explores the times at which children are likely to lose interest in reading, and ways to prevent this. He discusses the relationship between parents and teachers, and gives hints on how parents can better advocate on behalf of their children. Kropp then examines in some detail the nature of literacy acquisition at all age levels: from infancy to age five; ages five to eight; eight to ten; ten to twelve; during the teenage years; and into adulthood. After this, he looks at some of the most basic problems associated with reading - as well as some basic solutions. He talks about ways to excite bored readers, how to deal with the reluctant reader, and how to nurture the gifted reader.

51. Kropp, Paul and Lynda Hodson. The School Solution: Getting Canada's Schools to Work For Your Children. Toronto: Random, 1995.

This book guides parents through the entire educational process, from choosing daycares and schools, to dealing with teachers and administrators. It outlines what parents can expect their children to learn at each grade level, and deals with topics such as special education, gifted programs, commonly asked questions, and the major issues faced by Canadian schools. This book is an excellent resource for teaching parents how to advocate on behalf of their children throughout the school years.

52. Lazar, Althier M. and Renee Weisberg. "Inviting Parents' Perspectives: Building Home-School Partnerships to Support Children who Struggle with Literacy." *The Reading Teacher*, Nov. 1996, Vol. 50, No. 3, pp. 228-237.

This article clearly comes out in favour of holistic language learning. It also indicates that because most parents were taught their literacy skills within a subskill framework (and because many children are currently being taught from a whole language approach), there are incongruencies between home and school. The authors emphasize the importance of good communication between teachers and parents that would allow, "a kind of cultural exchange between home and school environments aimed at supporting students' growth." They also offer some practical advice on how to involve parents and how to resolve any number of problems that parental involvement may give rise to.

53. Leu, Donald J. Jr. "Exploring Literacy Within Multimedia Environments." *The Reading Teacher*, Oct. 1996, Vol. 50, No. 2, pp. 162-165.

This article points out that information technology and multimedia are redefining literacy. There are two important things to know about computers and their effects on learning literacy: (1) children usually learn about "complex multimedia environments by showing each other 'cool'

things,” and (2) children’s usage of computers tends to focus on the superficial “cool” things, and seem to involve *extensive* reading rather than *intensive*. The author invites discussions through electronic mail, and offers some useful starting points in using the Worldwide Web to support literacy and learning.

54. Linder, Patricia E. and Laurie Elish-Piper. “Listening to Learners: Dialogue Journals in a Family Literacy Program.” Generations of Literacy, eds. Wayne M. Linek and Elizabeth G. Sturtevant. Harrisonburg: The College Reading Association, 1995.

By using dialogic journals, the researchers discovered that low-income, low literacy parents involved in the family literacy project, “used literacy for a variety of purposes as they worked towards goals and to overcome obstacles in their lives.” The journals revealed the importance of children to their parents and willingness of parents to take measures to help them with literacy learning. The journals provided parents with their own ‘real’ context for learning literacy, and also became invaluable resources of the teacher, who could learn a great deal about individual literacy situations and respond to individual needs.

55. MacIsaac, Maitland. Learning and Reading Partners: A program for parents of school-age children that teaches them how to assist their children with learning and reading. 4th ed. Charlottetown: PEI Literacy Alliance, 1996.

This handbook is a resource full of practical activities and information that can be of great benefit to parents who wish to build their children’s literacy. It reveals how to understand children as learners by examining learning styles, addressing self-esteem, and exploring other aspects of child development. It identifies the processes of thinking, reading, and writing, and discusses how to approach each process with children of various ages. Complementing these discussions are numerous activities designed to help parents implement what they have learned.

56. MacKenzie, Lauren and Elaine Cairns. Literacy and Parenting Skills (L.A.P.S.) Calgary: Alberta Vocational College, 1996.

L.A.P.S. is an inexpensive package for service providers who work with high-needs populations that require combined parenting and literacy skill development. This program is designed to build self-esteem and confidence in parents in a supportive environment in which they are respected and accepted, and to actively involve parents in the learning process, allowing them to determine the direction of learning. “They are not passive recipients of instruction. They will select, reflect on, and adapt or use the literacy activities they experience to meet their own needs.” It is emphasized that throughout the course, parents be encouraged to model literacy-related activities to their children, and to utilize resources such as libraries as much as possible. The authors recommend

that dialogic journals be used to evaluate learner progress. Parents would write in these journals, commenting on their own literacy and parenting issues. The course facilitator would respond to these journals, making sure not to edit them, but to respond to the ideas contained in them, thus encouraging further writing.

57. Maguire, Gwendolyn Mary. The Impact of a Whole Language Program on the Reading and Writing Development of Grade Two Students. Masters Thesis, Memorial University of Newfoundland, 1991.

This text recognizes the debate surrounding traditional skills-based approaches to literacy and the whole language approach. The author's research focused on determining whether or not students exposed to a whole language program would attain higher levels of literacy development than students exposed to a skills approach. A total of 104 Grade Two students comprised the sample, which was split into two research groups according to the instructional method they would be exposed to.

After one year, the author found no significant differences in students' levels of reading comprehension, meaning vocabulary and sight vocabulary; both groups made similar gains in their performance of these literacy behaviours. There was, however, a significant difference in writing ability; the students taught from a whole language approach performed better in this area than the other students. The research found that children exposed to a whole language approach from an earlier age showed delayed effects of this exposure and, after two years, also performed better on reading comprehension and writing than their counterparts who did not have the exposure to whole language.

58. Mercer, M. M. A Whole Language Versus Skills Based Approach to Pre-School Education. Masters Thesis, Memorial University of Newfoundland, 1989.

The author conducted a study in the St. John's area on both the whole language approach to education and the skills-based approach to education. Children from participating primary schools were randomly assigned to each of these educational settings. Those assigned to the whole language approach were exposed to print in meaningful and child-centred ways through predictable books, repetitive poetry, sign-in registers, personal journal writing, simulated everyday experiences, dramatic play, use of themes and activity centres as well as teacher-made materials, and the children were encouraged to read and write. Children assigned to the skills based approach were exposed in large groups to a teacher-directed environment, in which the children were given specific instructions, taught isolated reading readiness skills through commercially made materials, and in which there was neither discussion about print, nor encouragement to write.

Mercer found that, upon subsequent testing, the experimental group (whole language) scored significantly higher in writing. There was little difference in vocabulary and reading skills between the groups, although the experimental group *did* score somewhat higher.

59. Monsour, Margaret and Carole Talan. Library-Based Family Literacy Projects. Chicago: American Library Association, 1993.

This book offers practical information on how several library-based family literacy projects have been developed, ranging in discussion from description, methods and materials, recruitment of participants, costs, and support services. Accompanying the detailed descriptions of these Family Literacy Projects are the names of contact persons with addresses, and telephone numbers at which they can be reached. This would be extremely useful to read from an administrative point of view.

60. Morrow, Lesley Mandel. "Family Literacy: New Perspectives, New Practices," in Morrow, Lesley Mandel, ed. Family Literacy Connections in Schools and Communities. Newark, DE: International Reading Association, 1995.

Morrow reinforces several basic tenets of family literacy: the role of parents is extremely important; shared reading is important, as is making print materials available and promoting positive attitudes towards literacy; and the necessity of learning how literacy naturally occurs within family environments. She also offers a broad definition of family literacy.

61. Morrow, Lesley Mandel, and Jeanne Paratore. "Family Literacy: Perspectives and Practices." *The Reading Teacher*, Nov. 1993, Vol. 47, No. 3, pp. 194-200.

In this article, the authors restate the importance of shared reading, reading aloud, making a variety of print materials available, and promoting positive attitudes towards literacy in literacy development. They point out that, "families are too often viewed in their deficits and dilemmas rather than in the richness of their heritages and experiences." In other words, while there is no debate that parents can learn a great deal from educators about literacy, it must also be remembered that schools can also learn from parents. The authors warn against the negative assumptions that many people have concerning poverty and illiteracy, by revealing that many low-income families, "support family literacy with exceptional effort and imagination." Finally, they reveal that many family literacy programs share three major goals: (1) to help parents become full partners in the education of their children; (2) to assist children in reaching their full potential as learners; and (3) to provide literacy instruction for parents.

62. Morrow, Lesley Mandel and Susan B. Neuman. "Introduction: Family Literacy." *The Reading Teacher*, April 1995, Vol.48, No.7, pp.550-551.

The authors state that family literacy programs need to enable adults to enhance their own literacy while at the same time promoting literacy in their children. It is also important to keep in mind that, “the types and forms of literacy practiced in some homes are often incongruent with those that children encounter in school.” Furthermore, it is crucial to remember that poverty does not necessarily produce illiteracy, for, “there is evidence that many low-income, minority, and immigrant families cultivate rich contexts for literacy development and that they support family literacy with effort and imagination.”

63. Morrow, Lesley Mandel, Diane H. Tracey, Caterina Marcone Maxwell. A Survey of Family Literacy in the United States. Newark, DE: International Reading Association, 1995.

This book offers a brief explanation of what family literacy is and whence it came. It also describes the many types of family literacy initiatives currently underway in the United States, and acts as a guide to those interested in finding out about particular family literacy programs. It offers the names of several family literacy programs across the United States, a brief description of each program, and a mailing address for those who wish to find out more.

64. Neuman, Susan B. “Reading Together: A Community-Supported Parent Tutoring Program.” *The Reading Teacher*, Oct. 1995, Vol. 49, No. 2, pp. 120-129.

This article provides a practical look at a family literacy program called “Reading Together,” which uses ‘literacy prop boxes’ as a central tool. Each box is thematically based and includes: a chant, jingle or fingerplay; storybooks; play objects; and writing books. Program success depended on numerous factors:

1. School administration welcomed the project at the school level; it was consistent with teacher goals; and the leaders created lots of enthusiasm.
2. Lots of individual attention was given to each child at the program level.
3. The program created connections between parents and children.
4. Leaders observed positive changes in parents, by investing in two generations at once.
5. The literacy prop boxes provided parents with effective intervention tools and techniques.

The author concludes the article by making several key suggestions that could contribute to the success of other family literacy projects:

1. Keep the project community based; support parent leadership and creative initiatives.
2. Offer training to the facilitators of the project.
3. Encourage the facilitators to train other parents.
4. Provide a physical place solely for the program.
5. Informally evaluate the program to see if it is working.

65. Neuman, Susan B. and Kathleen Roskos. "Literacy Knowledge in Practice: Contexts of Participation for Young Writers and Readers." *Reading Research Quarterly*, Jan.-Mar. 1997, Vol. 32, No. 1, pp. 10-32.

Operating on the premise that, "children's earliest discoveries about written language are closely tied to daily activities as they interact with others in writing and reading situations," the authors created three literacy-related settings in an Even Start preschool: a post office, a restaurant, and a doctor's office. They found that, "in the course of play activities, children demonstrated declarative knowledge about literacy (e.g. roles, and names of literacy objects), procedural knowledge (e.g. routines), and strategic knowledge (e.g. metacognition). In each context, the children (3-4 year olds) adapted tools of literacy for specific purposes and engaged in several strategic behaviours in problem-solving situations.

66. Neuman, Susan B., Tracy Hagedorn, Donna Celano and Pauline Daly. "Toward a Collaborative Approach to Parent Involvement in Early Education: A Study of Teenage Mothers in an African-American Community." *American Educational Research Journal*, Winter 1995, Vol. 32, No. 4, pp. 801-827.

Recognizing that parents are extremely important in the literacy development of young children, the authors of this article discuss methods for gaining parental involvement in family literacy. Importantly, researchers found that most parents in the low-income group studied were very interested in helping their children; they, "clearly valued educational achievement, security and independence in learning, respect from and for teachers, and information that might enable them to enhance their children's learning." The authors believe that if parental involvement is to be successful, there has to be a *posture of reciprocity*, and this requires a shift in the balance of power between schools and communities. In other words, parents and teachers need to respect one another, and actively collaborate with one another. They conclude by pointing out that "mutual respect is not enough; groups with diverse agendas need to identify shared goals and devise strategies for successful implementation."

67. Newfoundland and Labrador Teachers' Association. Literacy for Life: Guide to Reading and Language Difficulties. Newfoundland: Newfoundland and Labrador Teachers' Association, 1996.

This book was written to help parents discover whether or not a child *may* have a learning disability that affects reading ability. While the book "is not meant to provide all the information necessary for a complete diagnosis," it does offer basic information to assist parents in recognizing the early indicators of learning disabilities. The book discusses several warning signs and characteristics of children with learning disabilities, offers ideas and things to try if a child exhibits some of the warning signs, and outlines what to do if a learning disability is suspected or confirmed.

68. Newfoundland and Labrador Teachers' Association. Literacy For Life: Home Reading Guide. St. John's: Newfoundland and Labrador Teachers' Association, 1994.

This book was written to help parents establish a home environment that will encourage and support reading and writing. It discusses parents as models of reading behaviour, stating that modelling is the 'first step' in establishing a home reading environment. It outlines seven steps in creating a home conducive to literacy:

1. Establish a reading routine in your household.
2. Provide a variety of reading materials.
3. Motivate and encourage your child.
4. Show your child that you value reading.
5. Share the reading experience with your child.
6. Make reading relevant.
7. Make reading fun.

Aside from these steps, this book also comments on how literacy develops during early childhood, and offers several tips to parents in the form of activities they can try with their children.

69. Nickse, Ruth S., Ann Marie Speicher and Pamela C. Buchek. "An Intergenerational Adult Literacy Project: A Family Intervention/Prevention Model." Adult Literacy: A Compendium of Articles From the Journal of Reading. Newark, DE: International Reading Association, 1994.

The authors of this article are clearly in support of an intervention/prevention approach to family literacy. They restate several underlying principles of family literacy that other authors have expounded upon; they offer a *Checklist of Literacy-Related Activities* that would be useful to incorporate into any family literacy program; and they make many recommendations for implementation in family literacy projects.

U	<i>Checklist of Literacy-Related Activities</i>
U	Read to children.
U	Ask children about homework.
U	Look at children's homework.
U	Help children with homework.
U	Listen to children read a book.
U	Write notes and messages to children.
U	Play word games with children.
U	View television with children and discuss it afterwards.
U	Buy books with children and for children.
U	Visit a library with children whenever possible.
U	Help children to write a letter, or send a letter or greeting card to someone.
U	Ask children about school and reading.

70. Nielsen, Diane Corcoran and Dianne L. Monson. "Effects of Literacy Environment on Literacy Development of Kindergarten Children." *Journal of Educational Research*, May-June 1996, Vol. 89, No. 5, pp. 259-271.

This study examined two different kindergarten literacy frameworks (environment or *emergent literacy*, and events or *skills-based literacy*), and found that two teachers were noticeably different. More importantly, they found that "children in the emergent literacy kindergarten, though considerably younger than the children in the reading readiness kindergarten, made significant gains in literacy achievement."

71. O'Sullivan, Julia T. "Reading Beliefs and Reading Achievement: A Development Study of Students From Low Income Families." *Summary Reports of Paths to Literacy and Illiteracy in Newfoundland and Labrador (Report Number 6)*. Eds. Linda M. Phillips and Stephen P. Norris. St. John's, NF: Memorial University of Newfoundland, 1992.

This article begins by stating that, "students from low income families ... are the students most at risk for underachievement in reading." After emphasizing the need to uncover the causes of reading competence if under-achievement is to be corrected, the author reveals children's beliefs about reading achievement as an important causal factor in literacy acquisition. She contends that, "students who believe they are good readers and who expect to do well, persist when they

encounter reading problems,” while “students with negative reading beliefs give up easily when they experience problems” She also notes that children’s reading beliefs are grounded not only in interpretations of their own reading abilities, but also in the beliefs that teachers and parents communicate to them.

The author concludes that, “students from low income families can achieve excellence in reading and this excellence is determined in large part by motivational beliefs.” She stresses that, “because parents form beliefs and pass them down to children, it is imperative that parents develop beliefs consistent with achieving excellence in reading.” She is not suggesting that modifying beliefs alone will produce a literate population. She points out that teachers and reading instructors need to have better training, and that parents themselves “should be educated about reading development and instruction.”

72. Padak, Nancy D. “Curriculum, Instruction, and Evaluation in Ohio’s Family Literacy Programs.” Pathways for Literacy, eds. Elizabeth G. Sturtevant and Wayne M. Linek. Pittsburg, KS: College Reading Association, 1994.

This article looks at several family literacy projects and found that there were not only benefits for the children who participated, but also for the parents themselves. The author also suggests, “carefully articulated goals related to families as units should form the foundation of family literacy programs, and activities and instruction should be directly related to goals. In addition, family literacy programs need appropriate materials (e.g. high quality children’s literature), including some for distribution to families.” Furthermore, when expanding parental knowledge about the nature of literacy acquisition, lecture-type classes were not identified as successful. Parents seemed to get more out of looking at children’s literature, modeling and authentic activities, educational trips (library, etc.) and craft activities.

73. Paratore, Jeanne R., Anne Homza, Barbara Krol-Sinclair, Trinidad Lewis-Barrow, Gigliana Melzi, Robin Stergis and Hannah Haynes. “Shifting Boundaries in Home and School Responsibilities: The Construction of Home-Based Literacy Portfolios by Immigrant Parents and Their Children.” *Research in the Teaching of English*, Dec. 1995, Vol. 29, No. 4, pp. 367-389.

While there is general consensus that parents play an important role in children’s learning, there are still many questions about how to establish a good collaborative relationship between parents and teachers. The authors of this article suggest that: “the creation of home portfolios may provide a starting point for teachers and parents to discuss children’s developing literacy.” Such portfolios can help parents become aware of and knowledgeable about their children’s literacy development. They can also help teachers find out about the ways that children engage in literacy with their parents and home environment.

74. Paulu, Nancy. Helping Your Child Get Ready for School. U.S. Department of Education, 1993. (January 1998 Internet Address: <http://www.ed.gov/pubs/parents/GetReadyForSchool/index.html>).

This publication offers practical suggestions and tips to parents to enable them to get their children ready for school. It looks at children from ages 0 to 5, outlines what to expect in each stage of their development, and what kind of learning activities are developmentally appropriate for each stage.

75. Purcell-Gates, Victoria. "Stories, Coupons, and the *TV Guide*: Relationships Between Home Literacy Experiences and Emergent Literacy Knowledge." *Reading Research Quarterly*, Oct.-Dec. 1996, Vol. 31, No. 4, pp. 406-428.

This study examined the home literacy environments of several low-income families to determine the relationships between the types and frequencies of literacy events in the homes to the level of emergent literacy exhibited by the children. Three major patterns were discovered:

1. "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."
 2. "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."
 3. "Parents' intentional involvement in their children's literacy learning was higher when their children began formal literacy instruction in school."
76. Purcell-Gates, Victoria, Susan L'Allier and Dorothy Smith. "Literacy at the Harts' and the Larsons': Diversity Among Poor, Innercity Families." *The Reading Teacher*, April 1995, Vol. 48, No. 7, pp. 572-578.

This article addresses the assumption that the children in low-income families "experience no - or very few - literacy events within their homes...." The authors examined several low-income families and found that, while some were indeed poor in literacy, others had a literacy-rich environment. The implication is that many teachers need to move beyond such assumptions as these and, "look at each child as an individual coming from a unique family setting."

77. Rasinski, Timothy V. "Fast Start: A Parental Involvement Reading Program for Primary Grade Students." Generations of Literacy, eds. Wayne M. Linek and Elizabeth G. Sturtevant. Harrisonburg: The College Reading Association, 1995.

This article describes in practical detail several aspects of a family literacy project called “Fast Start,” designed to provide children with a boost in literacy through parental involvement at the primary level. The article discusses things such as cost effectiveness and the difficulties associated with getting parents involved. In the actual program itself, “parents and children read a brief, highly predictable, and interesting text each day,... [involving] parents reading to their child, paired reading, and in time the child reading on his or her own.” This helps to build word recognition, fluency, and comprehension. Activities and discussions after reading are also helpful.

78. Roskos, Kathleen A. and Susan B. Neuman. “Of Scribbles, Schemas, and Storybooks: Using Literacy Albums to Document Young Children’s Literacy Growth.” *Young Children*, Jan. 1994, Vol. 49, No. 2, pp. 78-85.

This article is a practical guide to the use of *Literacy Albums* to record a child’s literacy development. The authors indicate how such an album should be constructed, how it should be used, and its potential as a tool to encourage further literacy growth.

79. Saracho, Olivia N. “Home Literacy Program and Children’s Development of Literacy.” *Perceptual and Motor Skills*, Aug. 1997, Vol. 85, No. 1, pp. 185-186.

This study revealed that the children of families that participated in home literacy programs had acquired more literacy skills than those who did not. Many parents did not realize how important they were in their children’s literacy development until they participated in the programs.

80. Scarborough, Hollis S. and Wanda Dobrich. “Another Look at Parent-Preschooler Bookreading: How Naked is the Emperor?” *Developmental Review*, Sept. 1994, Vol. 14, No. 3, pp. 340-347.

The authors of this article, while not denying the importance of shared reading in literacy acquisition, suggest that many educators have focused on it to such an extent that other factors have been overlooked. They argue that shared book reading may not be as important as some researchers / educators suggest. There are many elements of literacy development, and shared book reading is only.

81. Shaffer, Gary L. and George H. McNinch. “Parents’ Perceptions of Young Children’s Awareness of Environmental Print.” *Generations of Literacy*, eds. Wayne M. Linek and Elizabeth G. Sturtevant. Harrisonburg: The College Reading Association, 1995.

The researchers who produced this article found that 4-year-olds from advantaged families, “were about twice as successful in reading logos [common brand names] as were young children from

the at-risk group.” (At-risk defined as primarily poor, single parent, uneducated parents). Despite this difference, the response of children from both groups suggest that the use of logos could be an excellent tool in literacy development, and the authors recommend its use in parenting classes that work to serve high-risk families.

82. Shanahan, Timothy, Margaret Mulhern and Flora Rodriguez-Brown. “Project FLAME: Lessons Learned from a Family Literacy Program for Linguistic Minority Families.” *The Reading Teacher*, April 1995, Vol. 48, No. 7, pp. 586-593.

This article answers a series of practical questions concerning the design and implementation of a culturally sensitive family literacy program. It stresses the importance of having strong parental support, and offers suggestions on how to gain such support. The researchers seem to have taken an intervention prevention approach, and offered training sessions to the parents called ‘Parents as Teachers Sessions.’ Several topics were addressed:

1. Creating Home Literacy Centers - create a literacy activity center in a box including pencils, crayons, paper, scissors, paste, magazines, pictures, etc. How to make one; how to use it.
2. Book Sharing - The most effective ways to share books with children. How to talk about books when your own literacy is limited.
3. Book Selection - Quality criteria for selecting books appropriate for children’s needs and interests.
4. Library Visit - Public Library tour, complete with applications for library cards.
5. Book Fairs - Parents buy (with coupons) books for their children.
6. Teaching the ABCs - Simple ways to teach letters and sounds. Emphasis on language games, songs, and language experience activities.
7. Children’s Writing - How young children write, and ways to encourage home writing.
8. Community Literacy - How parents can share their own literacy uses with their children during marketing and other daily activities.
9. Classroom Observations - Classroom visitations to gain a sense of how their children are taught in schools.
10. Parent-Teacher get-togethers - Guided discussions about children’s education with teachers and principals.
11. Math for your Child - games and activities for helping children to understand numbers and arithmetic.
12. How Parents can Help with Homework - Ways parents can monitor and help with children’s homework even when they cannot do the homework themselves.

83. Shapiro, Jon. "Home Literacy Environment and Young Children's Literacy Knowledge and Behavior." *Generations of Literacy*, eds. Wayne M. Linek and Elizabeth G. Sturtevant. Harrisonburg: The College Reading Association, 1995.

This article supports the thesis that the home literacy environment is closely related to young children's emergent literacy.

84. Smith, Susan Sidney and Rhonda G. Dixon. "Literacy Concepts of Low- and Middle-Class Four-year-Olds Entering Preschool." *Journal of Educational Research*, Mar.-April 1995, Vol. 88, No. 4, pp. 243-252.

This study found that children from low-income families were at a distinct disadvantage when compared with their middle-class peers in understanding written language. They do indicate, however, that the key factor is not economic in nature. Indeed the explanation for low levels of literacy have more to do with "a paucity in early experiences with print."

85. Snow, Catherine E. "Families as Social Contexts for Literacy Development." *New Directions for Child Development*, Fall 1993, No. 61, pp. 11-24.

Families are the most important social context for literacy development. Parent-child interactions during book-reading are fundamental to literacy acquisition. Furthermore, the author contends, parent-child interactions go far beyond those related to books and reading; indeed they create an extremely complex world of oral and verbal interaction that is also fundamental to literacy.

86. Spreadbury, Julie. Read me a Story: Parents, Teachers and Children as Partners in Literacy Learning. Victoria: Australian Reading Association, 1994.

This book primarily, "advocates that children learn to read in the context of a loving home long before they attend formal schooling. To do so they require adults and/or older brothers and sisters who give a model for literacy by reading and writing themselves." The author believes that, above all else, reading to children is extremely important in their emergent literacy. The book supports many of the same principles discussed in the Williams article below (entry # 95), but is longer and offers considerable practical advice to both teachers and parents.

87. St. Pierre, Robert G., Jean I. Layzer and Helen V. Barnes. "Two-Generation Programs: Design, Cost, and Short-term Effectiveness." *The Future of Children*, Winter 1995, Vol. 5, No. 3. (January 1998 Internet Address: http://www.futureofchildren.org/lto/04_lto.htm)

This article examines six two-generation programs that were implemented for the purpose of providing children with educational services, and providing parents with opportunities to enhance their parenting skills, education and literacy. The authors found there were few substantial short-term positive effects produced by these two-generation programs, and are dubious of any long-term effects. Through a comparison to programs that have met with success, the authors identify the shortcomings of the programs in their study, thereby offering a couple of insightful recommendations for successful programs. Instead of directing education and services towards parents, in the hopes that parents will pass benefits on to their children, “there is substantial evidence that effects on children are best achieved by services aimed directly at children.” Furthermore, programs must be intensive if they are to be successful, and be continued over a long period of time.

88. Stone, Laura. “Teaching Sam to Enjoy Reading.” *Young Children*, Jan. 1994, Vol. 49, No. 2, pp. 76-77.

Interestingly, this article seems to support both the whole language approach and the skills approach to literacy development. The author highlights ‘Sam’s’ biggest problem as motivation; and the solution to this problem as a child-centered holistic reading environment, in which Sam is encouraged to choose his reading material, to learn literacy in the context of his life and the world he has explored to a degree already (caterpillars, stars, etc.). It was important to put focus on having *fun* with reading, and to take the focus *off* meaningless series of worksheets. On the other hand, when it was discovered that Sam (who was 7) simply could not read unfamiliar words, a skills approach was adapted to teach him the principles of phonics. The adaptation of both of these principles proved to be very successful.

89. Strickland, Dorothy S. “Reinventing Our Literacy Programs: Books, Basics, Balance.” *Reading Teacher*, Dec. - Jan. 1994-95, Vol. 48, No. 4, pp. 294-302.

Supports the whole language approach to literacy acquisition, and outlines some of the problems associated with converting educational applications from skills to whole language. The author recognizes legitimate concerns about too readily abandoning phonics, grammar, and spelling.

90. Symons, Sonya, Tara Szuszkiewicz and Camille Bonnell. “Parental Exposure and Young Children’s Language and Literacy Skills.” *The Alberta Journal of Educational Research*, Mar. 1996, Vol. 42, No. 1, pp. 49-58.

This article reveals that early childhood literacy development is very closely related to parental education and print exposure. It was also found that socioeconomic status did not account for individual differences within this study.

91. Taylor, Denny. "Family Literacy: Resisting Deficit Models." *TESOL Quarterly*, Fall 1993, Vol. 27, No. 3, pp. 550-553.

Supports criticisms of the Intervention / Prevention approach to family literacy. Cautions that we must be careful not to blame the victim; families (and illiteracy) do not create poverty. Poverty is a product of social forces. Educators must be careful not to adhere to the several false assumptions regarding illiteracy and poverty.

92. Unwin, Cynthia G. "Elizabeth's Story: The Potential of Home-Based Family Literacy Intervention." *The Reading Teacher*, April 1995, Vol. 48, No. 7, pp. 552-557.

This is an excellent example of a home-based family literacy intervention that worked. The author offers many valuable insights into successful intervention that may benefit other educators:

1. Most parents in low-income families really, "want to help their children learn and simply do not know how," and will likely put a great deal of effort into a family literacy program if they are approached properly. It is important to make them *partners* in their children's education.
2. Schools can be very threatening to many parents, and it may be a good idea to begin family literacy (if not in the homes of families) in neutral places where the parents feel 'safe.' It is extremely important that parents and children have many books available to them, either by owning or borrowing through libraries.

93. Vedeler, Liv. "Dramatic Play: A Format for 'Literate' Language?" *British Journal of Educational Psychology*, June 1997, Vol. 67, No. 2, pp. 153-167.

Dramatic play and role-playing may be counted as a literacy-related activity, because it encourages children to associate meaning with words and communicate effectively with others. Dramatic play elicits decontextualized language from children, as they must explain to others the theme and role they are undertaking. It is suggested that such activity would be conducive to literacy acquisition; since dramatic play is a situation in which young children use more developed syntax, and the ability to use more developed syntax is associated with later reading ability.

94. Whitmore, Eva. The Essential Link: A Productive Partnership for our Children's Growth and Development. Newfoundland & Labrador Home & School Federation, in Cooperation with the Newfoundland and Labrador Teachers Association, 1996.

The driving force behind the production of this resource was the desire to "promote parental involvement at all levels" of children's education. The rationale behind this goal was that children will be more likely to succeed both in school and in life, if schools have an active partnership with parents in supporting learning. The author outlines several benefits that accrue from parents and

teachers working together (not the least of which is higher student achievement), and identifies several types of partnerships that may exist between home and school, ranging from cooperation on learning activities taking place at home, to parental involvement on school councils. The author also notes the various incentives and barriers to parental involvement, emphasizing that parents' ideas must be respected, and parents themselves treated as equal partners.

Information is provided to help parents advocate on behalf of their children. Many learning activities are discussed to assist parents in promoting learning at home. A section called "Parents are Teachers Too!" provides parents with an arsenal of ideas to enhance their home learning environment. The importance of parental modeling is discussed. Other topics include dealing with abuse, overcoming learning disabilities, selection and use of educational toys and materials, helping with homework, coping with *attention deficit disorders*, assisting gifted children, plus many other topics relevant to parental involvement in children's education.

95. Williams, Richard P. and Judith K. Davis. "Lead Sprightly Into Literacy." *Young Children*, May 1994, Vol.49, No.4, pp.37-41.

This article describes an 'emergent literacy' approach to teaching young children to read and write. It views the process of literacy acquisition as: (1) A Child-Centered Experience - children must be allowed to make choices in their reading and writing, and they must be encouraged to explore the world of print through play; (2) A Social Interaction - parents must interact with children to provide them with a safe environment from which they are not afraid to take risks. They must also interact with children in developmentally appropriate manners (i.e. scaffolding, or linking the child's current knowledge to new or expanded concepts). The authors then move on to discuss the kind of classroom literacy that would complement emergent literacy, such as promoting literacy through planned events (e.g. exploring various aspects of the world of print associated with a cooking activity), or through developing literacy 'productions' (which focus on developing activities that can be gleaned from a particular book, and then exploring literacy through both the activities and the book).

End of Annotated Bibliography

But, for more reading pleasure.....



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