

Revised

Project No: 2009/0053

Part C Project Details**Goals and Objectives****1) Short-term Goals:**

- a. To support **pre-primary student's** learning and practice of different language forms and to encourage free expression and creativity both inside and outside the classroom through the read-aloud activities
- b. To enhance students' language development strategies for self-access learning and life-long learning by strengthening the "Learn to Read" culture in their early childhood
- c. To empower **parents** to become more involved in their child's early education and to create a home environment that is conducive to language learning and family literacy.
- d. To enhance the professionalism among **teachers** in cultivating children's love of reading and learning.

2) Long Term Goals:

- a. To develop a good model of promoting family literacy in school sector
- b. To strengthen parent-child bonding and reinstate individual values as well as social values at large through reading
- c. To create a world in which all children read and succeed

3) Objectives: *The above goals are broken down into objectives which indicate observable behavioral changes in parents, children and teachers, including:*

- a. Parents and teachers have better knowledge on the importance of reading aloud to children
- b. Parents have more passion and confidence to read
- c. Parents increase the frequency of reading with children and motivation to institute a daily ritual of reading aloud to children
- d. Children enhance their learning motivation and reading frequency
- e. Teachers improve their skills in enlisting parents' involvement in creating a home environment that is conducive to language learning
- f. The participated schools find the project adds value to its school development

In summary,

- The target beneficiary group includes **parents, teachers and children**
- The target performance or behavioral changes includes:
 - i. **Increasing the knowledge of reading aloud;**
 - ii. **Igniting passion and confidence to read;**
 - iii. **Increasing the frequency of reading and incorporating read aloud into daily ritual;**
 - iv. **Strengthening children's learning motivation and reading frequency**
 - v. **Enhancing teachers' skills in engaging parents' in child's early education**
 - vi. **Adding values to the participated schools development**
- The conditions and criteria for measuring success include: 80% of parents find the training helpful and satisfactory; 80% of parents increase the confidence and frequency of reading aloud with their children; 70% of parents incorporate read aloud into their daily ritual after trainings; 80% of children improve their learning motivation and increase reading frequency; 80% of teachers have improved their knowledge and skills in reading aloud to children; 90% of beneficiary schools find the trainings effective in creating language learning environment for young children.

Needs Assessment and Applicant's Capability

4) Needs Assessment

The needs assessment for the project is evidence-based. Different researches indicated that what determines academically successful children is the amount of language or talk they hear per hour from adults in the first few years of life. The single most important predictor of future intelligence, school success and social skills is the number of words babies hear each day¹. The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children."² Access to good picture books is also an important factor in increasing children's love to read.

However, many of our children lack essential skills and resources to succeed in school. According to an international study in 2006, the indicator of pre-school family literacy activities in Hong Kong was 26%, while the international standard was 54%, made Hong Kong ranked the 41st of the 45 countries. 7% of 4,737 children were considered that their reading capability was low and 1% of them were illiterate³. In addition, Hong Kong was one of the countries with relatively few children's books in the home. There were more than 25% of children from home with no more than 10 children's books.

According to a local survey on "Parent-Child Reading Ritual"⁴, only 14% parents have instituted a daily ritual of reading aloud with children. Over 50% parents read books with children in less than 20 minutes each time. Being a specialized agency promoting family literacy and read-aloud trainings for parents, we learnt that many parents have insufficient support on how to make reading fun and effective. Some of them even have difficulties in overcoming challenges to create a daily read aloud ritual. Most of them need the advice on how to choose the best books for children.

With the grant support, we can empower parents through our First Teachers Trainings – read-aloud workshops by educating parents on the critical importance of reading aloud to children. Recognizing that we are not able to do all the work ourselves, we have adopted the approach of "Train the trainer" model to multiply our read-aloud efforts. We train teachers in the community to conduct the First Teachers Trainings for parents.

The First Teachers Training is fun, interactive, highly visual and uses "modeling the message" techniques to empower parents with young children to become their children's "first teachers." Goals of the workshop are to help parents and teachers overcome the barriers to reading aloud to children and motivate them to incorporate reading aloud into their daily ritual - supporting emergent literacy skills, school readiness and family bonding experiences.

The project meets the needs and priorities of the schools and children. The aim of pre-primary education in Hong Kong is to provide children with a relaxing and pleasurable learning environment to promote a balanced development of different aspects necessary to a child's development such as the language and emotional aspects. Following the latest developments in early childhood education in the world as well as the momentum of the Hong Kong education system and curriculum reforms at the beginning of this century, the Curriculum Development Council Committee on Early Childhood Education has revised the "Guide to the Pre-primary Curriculum (2006)" that emphasizes that early childhood education lays the foundation for life-long learning and whole person development. The core value of early childhood education lies in "child-centredness". Pre-

¹ Meaningful Differences in the Everyday Experience of Young American Children by Drs. Betty Hart and Todd Risley. Blakemore & Ramirez(2006). *Baby Read-aloud Basics*: American Management Association.

² *Becoming a Nation of Readers: The Report of the Commission on Reading* (Centre for the Study on Reading, 1985)

³ *Progress in International Reading Literacy Study (PIRLS) 2006*

⁴ 家庭親子閱讀習慣調查(2003). 香港健康網絡及香港電台.

primary institutions should formulate their curriculum according to the basic principles of “children’s development” and “children’s learning”. Children’s learning interest, needs and abilities should also be taken into consideration. A diversified learning environment that provides sufficient learning opportunities will facilitate children to develop their multiple intelligences. This project perfectly matched the aim and themes of pre-primary education. Through this project, a language-rich environment both inside and outside classroom can be established that is conducive to children’s language learning and holistic development.

5) Applicant’s Capability

Bring Me A Book Hong Kong possesses the ability for this project implementation as it builds on the successful experiences and good practices of our previous programs. The curriculum of the First Teachers Training was developed by Bring Me A Book Foundation and has been reviewed by a Stanford School of Education team. Since 2006, we have translated and modified the curriculum to fit the local context.

Background and Objectives of the Organization

History

Bring Me A Book Hong Kong (BMABHK) is an independent non-profit organization founded in March 2006 to serve children who do not have access to quality books and who are not read aloud to on a regular basis. Through our innovative library programs and read aloud training, BMABHK reaches children and families in local non-profit making nurseries, kindergartens and community centers.

BMABHK is an affiliate of Bring Me A Book Foundation (BMABF) founded in United States in 1997 to promote family literacy. We adopted its service model and approach to develop our local program but we are financially independent from the Foundation. Being a non-subsidized non-government organization, we rely on the funding support from community groups and corporations to provide our services.

Mission

- To provide easy access to quality children’s books
- To educate parents, teachers and childcare providers to read aloud with children for future success in school and life, and enhance parent-child bonding through family literacy

Organization’s managers’ experience

To ensure our service quality, our Board Directors and management staff have received the training of library installations and First Teachers Trainings from Bring Me A Book Foundation located in California before we established Bring Me A Book Hong Kong in 2006. Since inception, our staff has attended several overseas and local conferences to receive trainings and present our program achievements. Our staff for sure has much experience in coordinating and organizing proposed programs in good quality.

Experience relevant to the proposed project

BMABHK provides Book Bag Library (BBL) and Bookcase Library (BCL) of quality, hardback children’s books and read aloud training-“First Teachers Training” to parents. Through these innovative library and training programs, BMABHK reaches children and families in pre-primary institutions, health clinics and community centers etc. in order to ensure that every child in Hong Kong is read to regularly by either a parent, grandparent, or childcare providers.

BMABHK currently has 66 active programs serving over 12,000 families in Hong Kong since 2006. With the joint effort of our community partners, over 110 read aloud trainings have been conducted reaching 1200 parents and 900 children. According to the feedback collected from our community partners, 98% of them indicated that children’s interest in books has improved since the installation of our libraries and 98% of parents showed that they would increase the frequency of reading aloud to children after joining our trainings.

Besides, we have conducted 10 Train-the-trainer workshops since 2006. Total 140 teachers/ professionals were trained as “First Teachers Qualified Trainers”. 93% of those participated in our Train-the-trainer workshops found our training helpful and knowledgeable. Here are some comments collected from the participants of Train-the-trainer workshop from Nov, 06 - May 09:

Comments:

" I appreciate the interaction between tutor and participants "

" Stimulate the trainer and I" Teacher how to make reading into fun "

" Well organized session plans and activities "

" 有很多配套，容易讓家長吸收訊息 "

" 整體不俗，最欣賞是 3 位負責人友善的態度及 Bring Me A Book 計劃的體貼及所提供的支援 "

" 連貫性強及切合家長培養孩子閱讀的需要。 "

Targets and Expected Number of Beneficiaries

The target beneficiaries should include only kindergartens that are registered with the Education Bureau.

- i) Expected number of direct beneficiaries:
 - 15-20 kindergartens
 - 2 train-the-trainer workshops for 45 teachers(2-3 teachers from each school)
 - 70 first teachers training workshops for parents (for each school, 3-4 workshops for a total of 90 parents and children)
- ii) Expected number of indirect beneficiaries:
 - All children and parents of the 15-20 kindergartens

Conceptual Framework

The underlying conceptual framework of this project is sound and backed up by literature review.

i) Why read-aloud?

A school's objective should be to create lifetime readers- graduates who continue to read and educate themselves throughout their adults lives. According to a research report conducted by the Commission on Reading supported by the US Department of Education in 1985, two simple declarations rang loud and clear:

- "the single most important activity for building the knowledge require for eventual success in reading is reading aloud to children"

- "it is a practice that should continue throughout the grades" The commission found conclusive evidence to support reading aloud not only in the home but also in the classroom."

Reading aloud is one of the cheapest, simplest, and better teaching tools than anything else in the home or classroom. When we read to children, it can help to create their background knowledge, build vocabulary, provide a reading role model, and most important, condition the child's brain to associate reading with pleasure. The last thirty years of reading research confirms that regardless of sex, race, nationality, or socioeconomic background, students who read the most also read the best, achieve the most and stay in school the longest. According to the U.S. Department of Education's 1999 Early Childhood Longitudinal Study, children who were read to at least three times a week had a significantly greater phonemic awareness when they entered kindergarten than did children who were read to less often, and that they were almost twice as likely to score in the top 25 percent in reading. In conclusion, whenever an adult reads to a child, three important things are happening simultaneously and painlessly: 1) a pleasure connection is being made between child and book, 2) both parent and child are learning something from the book they are sharing and 3) the adult is pouring sounds and syllables called words into the child's ear.

ii) How important is it that the Parent be a reader?

The literacy environment created in the home by parents plays a crucial role in young children's emerging literacy and social-emotional development (Bus, 2003; Bus, van IJzendoorn, & Pelligrini, 1995; Evans, Shaw, & Bell, 2000; Parlakian, 2004). One area of children's literacy that has potentially received greater attention than others is storybook reading. Parent-child shared (or joint) book reading is one aspect of storybook reading that has been examined by researchers (Teale, 1987). While parent-child shared book reading is a form of entertainment (Sonnenschein et al., 1997; Sonnenschein, Baker, Serpell, & Schmidt, 2000), the interactions that occur between parents and young children has consequences for multiple areas of development (Leseman & de Jong, 1998; Senechal & LeFevre, 2001; Senechal, LeFevre, Thomas, & Daley, 1998). In fact, young children's emergent literacy skills have been found to be related to the quality of the parent-child relationship (Bergin, 2001).

Creating Home Literacy Environment

The home literacy environment, consisting of a child's early exposure to and participation in literacy activities with parents, is one of the most important predictors of various developmental and educational outcomes for children (Baker, Sonnenschein, & Serpell, 1999; Leseman & de Jong, 1998). The home literacy environment may include observing parents reading (books, magazines, newspapers, bills), writing (shopping lists, menu planning, checks, letters), opportunities and materials available for the child to draw and write on, the number of books in the home (adult and child), library visits with parent, opportunities for the child to "read" independently, and engaging in shared-book reading with parents (Baker, Sonnenschein, & Serpell, 1999; Leseman & de Jong, 1998; Teale & Sulzby, 1986). Thus, there are a range of opportunities within the context of the home for children to participate in literacy activities (Serpell, Sonnenschein, Baker, & Ganapathy, 2002) and for young children these activities are constructed and supported by the parent (Bus, 2001).

Strengthening Parent-child bonding through Reading aloud.

Bergin (2001) noted that "it has become common knowledge among parents that children should be read to at home." However, some children are never read to while others are read to quite frequently by their parents (Adams, 1990). In addition, more does not necessitate better, and in fact, joint-book reading is not pleasurable for some parent-child dyads (Bergin, 2001; Bergin, Lancy, & Draper, 1994). For many dyads though, shared book reading is an enjoyable activity (Sonnenschein & Munsterman, 2002). Furthermore, book reading interactions are important to the development of emergent literacy and may be related to the quality of the parent-child relationship (Bus & van IJzendoorn, 1988, 1997; Bus, van IJzendoorn, & Pelligrini, 1995). The predictors of quality parent-child interactions during book reading have received greater attention in recent years (Frosch, Cox, & Goldman, 2001).

According to the research conducted by Kassow (2005), frequent parent-child shared book reading interactions are related to literacy outcomes for young children (Bus, van IJzendoorn, & Pelligrini, 1995). Specifically, frequency of shared book reading was found to be related to language skills, emergent literacy, and reading achievement of school-aged children. In addition, socioeconomic status did not play a role in outcomes, therefore, the outcomes of frequent shared book reading in families with low socioeconomic status was not significantly different from families of higher socioeconomic status. Secondly, positive parent behaviors, such as being warm and supportive, were found to be related to positive child behaviors, such as focused attention and enthusiasm, during the story book interaction (Frosch, Cox, & Goldman, 2001).

Implications for Parents and Caregivers

To enhance children's emerging literacy and social-emotional development, Kassow (2005) suggested that parents should begin reading to/with their child early in their child's life, that is, during infancy. According to the emergent literacy perspective, literacy development is continuous in nature and begins early in life. Second, parents and children should engage in shared book reading interactions and other literacy activities, such as visiting the library, as often as possible. Third, according to the social construction hypothesis, parents set the stage for eliciting their child's interest in book reading. During storybook interactions parents should make the experience enjoyable and fun for both the child and themselves, using enthusiasm, smiles, giggles, praise, playfulness, and conversation about the story and pictures in the book. If parents demonstrate the pleasure of reading, children will enjoy reading too.

Fourth, during parent-child shared book reading, parents should be warm, supportive, and encouraging of their child's experience, be responsive to their child's needs during the interaction be engaged and interested in the child, and be animated in vocal expression while reading or telling the story. Research findings have shown that these behaviors are literacy-promoting and are also predictive of secure child attachment. Lastly, avoid disciplining the child during shared book reading interactions; otherwise the child may learn to associate book reading with negativity. Avoid being impatient, abrupt, or angry with the child during the experience. If the child's attention is waning, if he/she is restless or unable to sit still, or uninterested in the story, stop the interaction and start a new story at a later time when the child is ready to enjoy the experience. Parent-child shared book reading should be a fun and enjoyable experience for both partners.

Solution: First Teachers Training

The First Teachers Training is fun, interactive, highly visual and uses "modeling the message" techniques to empower parents with young children to become their children's "first teachers." The Training can help parents, childcare providers, and teachers overcome the barriers to reading aloud to children and motivate them to incorporate reading aloud into their daily ritual, supporting emergent literacy skills, school readiness and family bonding experiences. The curriculum covers:

- Why it is important to read to our children from birth
- How we overcome challenges to reading aloud, and how we create a daily read aloud ritual
- How we make a read-aloud routine fun and effective
- How we find the best books to read aloud
- The Dos and Don'ts of Read-aloud

Innovation

This project is innovative and built on our past programs with successful experiences.

Our Uniqueness:

- Designed to utilize the most recent brain development research on infants, stressing the critical importance of stimulating and patterning young minds
- Driven by the value of parents and teachers creating a ritual of reading aloud to their children to promote the developmental bonding needed for emotional and cognitive learning;
- Evaluated using verifiable results that prove reading aloud to children leads to school readiness and future success in school and beyond, and that Chinese / English Learners improve their language skills while reading picture books to their children. Very positive feedbacks and results were collected from previous programs.
- The curriculum was developed by teachers, training professionals, and literature experts at Bring Me A Book and reviewed and enhanced by a Stanford School of Education team. We have translated and modified the content to fit in the local context.

Our Approach:

Recognizing that we are not able to do all the work ourselves, we have adopted the approach of "Train the trainer" model to multiply our read-aloud efforts. We train the teachers of the schools to conduct the First Teachers Trainings at convenient times for parents. With the grant support, we can support the training materials and provide good children picture books to parents.

Extent of Teachers and Principals involvement in the project

The project enhances professional competence and ensuring the sustainability of the project activities. Through our Train-the-trainer workshop, teachers can learn how important it is to make reading aloud fun for children, how to overcome the barriers to reading aloud to children and incorporate reading aloud into their daily ritual. A certificate

will be issued to those trained teachers to recognize them as Qualified First Teacher Trainer. We rely on those trainers to deliver our read-aloud curriculum to parents. To ensure that we are succeeding, we not only seek feedback from families attending trainings at the sites we support, but also provide consultation services to teachers and follow-up service, i.e. sharing sessions to support teacher's implementation of First Teachers Trainings at schools.

The trainers are able to deliver the trainings at their schools in the long run. All training materials and manuals are given to and kept by those qualified trainers at their schools.

Implementation Plan with Time-line

Schedule	Details	Relevance to the objectives	Expected Outcome
April, 2010/ Aug, 2010	Train-the-trainer Workshop for teachers	i.-Enhancing teachers' skills in engaging parents' in child's early education ii Increasing the knowledge of reading aloud	-80% of teachers have improved their knowledge and skills in reading aloud to children; - 45 teachers benefited from the two trainings conducted from May to Aug
Sept, 2010 - March, 2011	First Teachers Training for parents organized by schools with support and consultation provided by the applicant Sharing sessions for both teachers and parents provided by the applicant	ii. Increasing the knowledge of reading aloud; ii. Igniting passion and confidence to read; v. Increasing the frequency of reading and incorporating read aloud into daily ritual; v. Strengthening children's learning motivation and reading frequency vi. Adding values to the participated schools development	-80% of parents find the training helpful and satisfactory; - 80% of parents increase the confidence and frequency of reading aloud with their children; -70% of parents incorporate read aloud into their daily ritual after trainings; -80% of children improve their learning motivation and increase reading frequency; -90% of beneficiary schools find the trainings effective in creating language learning environment for young children. -90 parents and children from each school benefited from the project

Expected Deliverables and Outcomes

The expected tangible deliverables of this project includes:

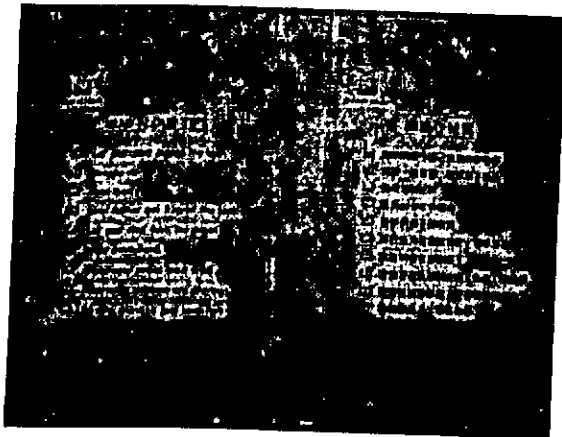
- 1) 45 copies of training manuals (Chinese) for First Teachers Trainer
- 2) 45 Training kits for schools (including game cards, a read-aloud handbook, Read-aloud DVD, and a yarn)



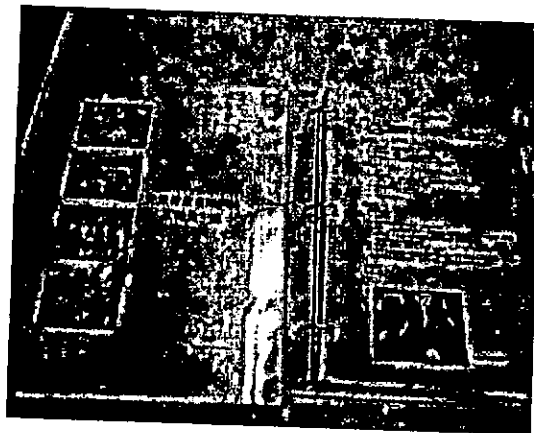
First Teachers Training



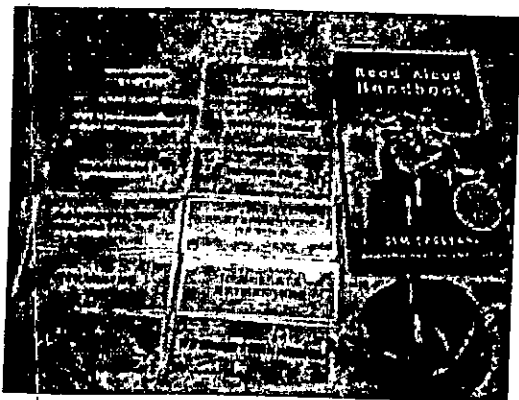
Train the Trainers Workshop



Read-aloud Tips Stickers



First Teachers Training Manual (Chinese)



First Teachers Training Kits for Schools



(Books and Photo Frames)

Budget

General Expenses

Category	Descriptions of items	Unit Amount \$	Quantity	Total Amount \$
General Expenses	Production of Training Manual for teachers	25	45	1,125
	Production of Training Kits for schools:	200	45	9,000
	DVD and handbook	80	45 sets	3,600
	Materials : (Yarn, Game Cards, Stationary			
	Venue Booking and equipment booking fee	2000	2	4,000
	Photo Frames	10	2000	20,000
	Read-aloud tips stickers	1	2000	2000
Equipment	Books *	80	2000	160,000
			Total Grant Sought	199,800 (Round up to the nearest 100)

* The Books will be kept by those participated schools for promoting reading in school.

Asset Usage Plan

Category (in alphabetical order)	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment (Note)
Not applicable for the time being				

Report Submission Schedule

My organization commits to submit proper reports in strict accordance with the following schedule :

Project Management		Financial Management	
Type of Report and covering period	Report due day	Type of Report and covering period	Report due day
Progress Report 1/4/2010 - 30/9/2010	31/10/2010	Interim Financial Report 1/4/2010 - 30/9/2010	31/10/2010
Final Report 1/4/2010 - 31/3/2011	30/6/2011	Final Financial Report 1/10/2010 - 31/3/2011	30/6/2011

Evaluation Parameters and Method

We adopted a criterion-referenced, evidence-based approach to evaluation. Pre-training test questionnaire will be distributed to the participants at the beginning of the workshops and post-training test questionnaire will be collected from the participants to evaluate the effectiveness of the training program.

Benchmarks	Output	Performance Indicator	Methods
Increasing the knowledge of reading aloud;	45 teachers benefited from the 2 Train-the-trainer workshops For each school, 90 parents and children benefited from the 3-4 First Teachers Training workshops	80% of teachers and parents know how is important to read to our children 80% of teachers and parents know how to make reading aloud fun for children.	Pre-test and post-test self-administrative questionnaires
Igniting passion and confidence to read;	For each school, 90 parents and children benefited from the 3-4 First Teachers Training workshops	80% of parents increase the confidence of reading aloud 80% of parents know how to overcome the challenges of read aloud	Pre-test and post-test self-administrative questionnaires
Increasing the frequency of reading and incorporating read aloud into daily ritual;	45 parents from each school (total 15-20 kindergartens)	70% of parents increase their reading frequency and willing to read to children everyday	Pre-test and post-test self-administrative questionnaires
Strengthening children's learning motivation and reading frequency	45 children from each school (total 15-20 kindergartens)	80% of children improve their motivation to read	Pre-test and post-test self-administrative questionnaires
Enhancing teachers' skills in engaging parents' in child's early education	45 teachers	80% of teachers have better skills in motivating and engaging parents' in child's early education	Feedbacks collected from Teachers

Adding values to the participated schools and organization development	15-20 schools	90% of beneficiary schools find the training effective in creating language learning environment for children	Feedbacks collected from Teachers/ schools
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Sustainability of the Outcomes of the Project

The project can add value to the schools, teachers, principals and the education sector as a whole. With the support of our provided trainings, training manuals, and materials, teachers/ principals can organize quality read-aloud workshops for parents at their convenient time and locations. We will perform a consultation role to backup their workshops even after the completion of project.

As teachers equipped better knowledge and skills for reading aloud with children, the overall teaching effectiveness can be enhanced. The project can also strengthen the relevant resources of the schools to enlist parents' involvement in creating a home environment that is conducive to child development.

The success of the project not only can help parents / teachers to create fun and effective reading traditions, but also ignite the parents and children's passion to read. Book sharing mutual support groups/ parents' book clubs are encouraged to be conducted in schools in the long run. Our staff can also provide follow-up support and book recommendations in the groups if necessary. Therefore, the project impact can be sustained after completion of the project.

Promotion

We will promote and update the project progress through our website all the year round. Promotional leaflets will be distributed to those committed parties to elaborate the project objectives and content. Press interview will also be arranged to report the project effectiveness. We will also post press release / articles on newspaper or magazines to arouse the public awareness of the project.

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