

References and Annotated Bibliography

- Ciarrochi, J. Joseph, P., Mayer, J. (2006). *Emotional Intelligence in Everyday Life* (2nd Ed.). New York: Psychology Press.
- Diss, R., Buckley, P. (2005). *Developing Family and Community Involvement Skills Through Case Studies and Field Experiences*. Upper Saddle River, NJ: Pearson.
- Goodman, J., Balamore, U. (2003). *Teaching Goodness: Engaging the moral and academic promise of young children*. Boston: A & B.
- Hart, B., Risley, T. (2002). *Meaningful Differences in the Everyday Experience of Young American Children*. Boston: Brookes Publishing Co.
- Hilderbrand, V., Phenice, L., Gray, M., Hines, R. *Knowing and Serving Diverse Families* (3rd Ed.). Upper Saddle River, NJ: Pearson.
- Keyser, J. (2006). *From Parents to Partners*. St. Paul, MN. Redleaf Press
- Kunjufu, J. (1996). *Restoring the Village, Values, and Commitment: Solutions for the black family*. Chicago, IL: African American Images.
- Lareau, A. (2000). *Home Advantage: Social class and parental intervention in elementary education*. Lanham, MD: Rowman & Littlefield Publishers, Inc.
- Lareau, A. (2003). *Unequal childhoods: Class, race and family life*. Berkley, CA: University of California Press.
- Lewis, H. (2000). *A Question of Values: Six ways we make the personal choices that shape our lives*. Crozet, VA: Axios Press.
- Overton, S. (2005). *Collaborating With Families: A case study approach*. Upper Saddle River, NJ: Pearson.
- Schiller, P., Bryant, T. (1998). *The Values Book: Teaching 16 basic values to young children*. Beltsville, MD: Gryphon House.
- Wright, K., Stegelin, D., Hartle, L. (2007). *Building Family, School, and Community Partnerships* (3rd Ed.). Upper Saddle River, NJ: Pearson.

Annotated references:

- Foster, M. A., Lambert, R., Abbott-Shim, M., McCarty, F., & Franze, S. (2005).

A model of home learning environment and social risk factors in relation to children's emergent literacy and social outcomes. *Early Childhood Research Quarterly*, 20 (1), 13-36.

The quality of the home environment is widely recognized as a strong contributor to young children's emergent literacy and social competence and to their subsequent educational success. The present study examined the relationships between family variables (socioeconomic status (SES), social risk factors, and home learning variables) and children's emergent literacy competence and children's social functioning. The sample for this study was obtained by randomly selecting 48 classrooms within three Head Start programs and, then, randomly selecting five child girls and five boys from each class. The final sample consisted of 325 families for which information about both child and primary caregiver was obtained from multiple sources (teacher, outside assessor, and primary caregiver). The findings are consistent with the hypothesis that family social risk and home learning experiences mediate the association between SES and Head Start children's school readiness in the areas of emergent literacy competence and social functioning.

Walker, S. L. (2004). Emergent Literacy in Family Childcare: Perceptions of three providers. *Journal of Research in Childhood Education*, 19 (1), 18-31.

Perception of emergent literacy by three family childcare providers are discussed in this article. These perceptions were gathered through the following data collection techniques. Observations, field notes, interviews, and documented analysis. The providers described their understandings of emergent literacy through perceptions about themselves, their child rearing practices, how children acquire literacy, and the connection between literacy and play. Findings suggest that there is a direct correlation between emergent literacy, play, and creative movement. Findings also suggested that extensive training should be provided through professional development for teachers in the areas listed above.

Newman, S. B. & Celano, D. (2001). Assess to Print in Low-Income and Middle-Income Communities: An ecological of four neighborhoods. *Reading Research Quarterly: A journal of the International Reading Association*, 36 (1), 8-26.

This study investigates inequality in social status and its impact on early reading skills. The article investigated learning and development as it relates to social environments. This project is part of a three year study. Four neighborhoods in the inner city were select for analysis. There were two low income and middle income neighborhoods. The research team provides and

theory of community influences that would have a impact on children's early literacy development. Results of collected data showed that there were minor differences and access to print between neighborhoods of similar incomes. However, the data also showed that there were major and striking differences at almost all levels in neighborhoods of different income. Middle income neighborhoods were likely to have a wide variety of reading materials. However, children from poor neighborhoods would have to aggressively and persistently look for ways in which to acquire reading materials.

Rogers, R. (2002). *Between Contexts: A critical discourse analysis of family literacy, discursive practices, illiterate subjectivities*. *Reading Research Quarterly: Journal of the International Reading Association*, 37 (3), 248-270.

This research investigates literacy in lives of a poor, urban minority family as they are managed by various discursive contexts in their lives. This article also explores the theoretical threads that bind critical moments in the literary lives of children. The subjects are a working poor African American family of six. They have menial jobs with minimum pay. The project took place over a two year period. The primary data sources included over five hundred hours of participant observation. Three hundred of which were audio taped in the home, community, and school. Interviews took place in the school and community. Secondary data sources included participants' journals, informal surveys, and documents collected from various events. The results showed three discursive contexts that represented the subjects. They included 1) the discourse of schooling, 2) the discourse of mothering and 3) the discourse of special education.

Neuman, S. B. (2003). *Early Literacy: How to Choose the Right Books for Your Child*. *Parent and Child: The Learning Link between Home and School*, 11 (3), 29-30.

This article explores the genre of books that are appropriate for children at different ages. It provides information to parents about appropriate books that do not address age but interest. The author discusses the impact of reading that consists not only of the printed word but emergent literacy and other cognitive skills. Some developmental skills discussed are letters of the alphabet, counting, color recognitions, sequencing, and thematic units. This article especially addressed bedtime stories. These stories specifically address childrens' wishes, fears, and dreams. Excellent examples of books are provided to enable children, in the early years to make a smooth transition as they move from the early years to the formative school years.

Hill-Clarke, K. Y. (2006) *Encouraging Young Readers: A Family Affair*.

Dimensions of Early Childhood, 34 (2), 32-37.

Families spend great amounts of time with young children before they begin formal education, so parents and siblings have an enormous impact on children's early literacy development. This article identifies three ways in which families affect children's literacy development. These ways include 1) interpersonal interaction (literacy experiences shared with children, 2) physical environment (availability of literacy materials and 3) emotional and motivational climate (families members attitude toward literacy). This article suggest that when young children engage in reading and are read to on a regular bases they are ready to explore oral or written language, develop positive attitudes towards reading and writing, and enhance their oral language skills.

Howes, C. & Wishard, G. (2004) Linking Shared Meaning to Emergent Literacy: Looking Through the Lends of Culture. *Zero to Three: Language and Literacy in the Earliest Years*, 25 (1), 10-14.

This article explores cultural practices, scholarly experiences, and interests as they relate to shared meaning in literacy. It focuses also on the value of pretend play as an important childhood activity in understanding culture and social interaction as children learn. Toddlers participated in this study for ten months where the above listed variables were implemented. Results found that children can be taught important concepts for emergent literacy through social interaction and play. Secondly, results showed that whenever meaning is shared, in narratives or in social pretend play, community cultural practices must be considered. Implications for this article is that early childhood educators should serve as facilitators and monitors rather than interrupt and scaffold children's play or communication as they grow and develop their literacy skills.

Morrow, L. M., Kuhn, M. R., & Schwanenflugel, P. J. (2006). The Family Fluency Program. *The Reading Teacher: A journal of the International Reading Association*, 60 (4), 322-333.

The Family Fluency Program was part of a larger investigation called Fluency-Oriented Reading Instruction (FORI). Its purpose was to identify effective procedures for teaching reading with a focus on fluency training. The success of a literacy program, to a certain extent, depends on the literacy environment at home. Successful family literacy programs promote parent-child interaction with many types of literacy events. Involving parents and informing them how they can support the school's literacy program at home is important. Recent reviews of fluent reading have suggested that fluency-oriented approaches to literacy instruction increase students' automatic words recognition, assist with

comprehension development, and promote the use of prosody. The community in which the study took place consisted of working class families with low-middle to low incomes. A total of 129 students from six second-grade classrooms were participating in the FORI study. Age-based standard scores were used in all analyses. To assess the effectiveness of the FORI program for enhancing children's reading fluency, they carried out a repeated measures analysis of variance.