

Specialty Area- Shared Reading

[Destiny N. Morris](#)

Lee 232 / Tu 7:00-9:50 pm / Spring 2013

Dr. Shareen Abramson

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DO NOT JUSTIFY TEXT ON BOTH SIDES JUST THE LEFT. INSTEAD OF “BODY” USE A HEADING, SUCH AS RESEARCH ON SHARED READING.

IN EDUCATION, YOU NEED TO USE APA FORMAT. REFERENCES ARE GIVEN WITHIN THE TEXT, NOT AS A FOOTNOTE.

Introduction

For early childhood education (ECE) today, e~~In today’s time,~~ early literacy has become especially important to families and ~~educator~~teachers. Different ~~techniques-learning approaches~~ ~~and learning approaches~~ have been developed to foster and scaffold early literacy development in children as young as infants and toddlers. *Shared Reading* is one of the latest ~~techniques~~ ~~approaches that~~that the ~~early childhood education~~ECE field is ~~adopting~~focusing in on. There are specific steps to implementing shared reading that can be used ~~in the classroom and~~ at home and in the classroom. Although a new ~~topic~~area of interest with, ~~while minimal~~less research ~~than other methods studies,~~ ~~the~~ shared reading ~~technique~~ has been correlated with higher reading and vocabulary comprehension skills in the later years.

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Body

Many may scratch their heads when they hear the phrase “shared reading”, but what many do not realize is that the routine of reading a bed time story with their children is a part of ~~the Shared r~~Reading technique. ~~Shared Reading ing teaches is a technique or approach to~~ reading skills and vocabulary comprehension. It involves the interaction between adults and children during reading times, as well as pre and post questions, and follow-up activities. Shared Reading is used with children as young as infant/toddlers and up through grade school. Because this technique involves children and anyone able to read and foster comprehension of vocabulary and context, there are different levels of interaction with the ages and stages of the children.

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There are some steps a teacher or care giver can implement to ensure the best benefits of Shared Reading. The first two steps are done prior to and during the reading. Step one is the introduction to the story. This includes talking about the physical parts of the book and the content of the cover such as: author, illustrator, and title. Also in step one, allow older children to make predictions about the book based on the cover picture and title and for children in the infant/toddler stage allow them to physically hold the book. For step two, showing emotion and using voice fluctuation while reading to the child is important because it supports the understanding of varied contexts and emotions of the characters, this also keeps the children engaged in the story. Read the story aloud allowing predictions from older children and pointing out specific things in the pictures for younger children. While reading the story aloud the adult can ask questions to measure comprehension and stimulate curiosity.¹²

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The last steps, steps three through six, are steps that are done post reading. Step three, end the story and allow time for the children to share their thoughts. Asking follow up questions such as: what did you like or dislike, did anything like this ever happen to you and what would you have done differently are questions that help the children to recall and comprehend what happened in the story while allowing them to create alternate pieces to the stories. Step four involves post reading activities. These activities include: allowing children to retell the story to demonstrate comprehension, pointing out punctuations and sight words to foster visualization for future reading, and focus on phrases that are repetitive so that children can participate for future readings. It is no secret that children enjoy repetition of stories and I can relate to this through my own experiences as a early childhood educator, so step five is to reread the story; this allows

¹ Kesler, T. (2010). Shared Reading to Build Vocabulary and Comprehension. *Reading Teacher*, 64(4), 272-277.

² Blewitt, P., Rump, K. M., Shealy, S. E., & Cook, S. A. (2009). Shared Book Reading: When and How Questions Affect Young Children's Word Learning. *Journal Of Educational Psychology*, 101(2), 294-304.

for the children to participate, look for sight words, and to be receptive to teachable moments. Step six is the last step and involves follow up activities such as: letting the children explore the book, look at similar books, and do art projects relating to the story. Some of the projects and activities can include cooking, drawing, painting/color with different materials, and paper projects. The activities can be done individually, but may be done in groups for activities such as cooking or large colorings and paintings from the story. Other possible activities, which may or may not be achievable, do to funds and transportation is field trips.³⁴

The first research study was a two year study conducted from Florida State University. There were ninety-five participants from five childcare facilities. Four of the five facilities cared for low income families. The ages of the children were two years through five years old. Forty-six percent of the study was conducted on females and seventy-seven percent of the study was conducted on African-American children. The language skills of these children were proven to be below average and this was determined through standardized testing. This study was designed in order to determine the best type of shared reading practice.⁵

During the study and after the standardized testing children were chosen at random and placed into one of three groups. The first group (a) was the control group, which did nothing different than current learning. The second group (b) was the group who did typical shared reading practice. Group three (c) used dialogic shared reading, which involved interaction. The way the study was designed was to have volunteer undergraduate students read to the children in small groups of three to five students according to ages and the shared reading condition. They

³ Kesler, T. (2010). Shared Reading to Build Vocabulary and Comprehension. *Reading Teacher*, 64(4), 272-277.

⁴ Blewitt, P., Rump, K. M., Shealy, S. E., & Cook, S. A. (2009). Shared Book Reading: When and How Questions Affect Young Children's Word Learning. *Journal Of Educational Psychology*, 101(2), 294-304.

⁵ Lonigan, C., Jason, A., Bloomfield, B., Dyer, S., & Samwel, C. (n.d.). Effects of two shared-reading interventions on emergent literacy skills of at-risk preschoolers. (1999). *Journal of early intervention*, 22(4), 306-322.

would do five times a week for six weeks at the beginning of the fall and spring semesters for two years. The first year involved fifty-one of the students and the second year involved forty-four students.⁶

The posttests determined that both conditions of shared reading have positive effects in oral language, listening comprehension, and phonological sensitivity. They findings determined that the dialogical shared reading (c) groups had more descriptive oral language and the typical shared reading (b) groups were found to be stronger on listen comprehension and alliteration detection.⁷

A second study was conducted by two students of Rutgers University, The State University of New Jersey, and Ohio State University. This study was designed to reveal any connection between mother's education and beliefs on shared reading to the preliteracy skills of young children. Forty-five lower-income European American families from rural areas in the Appalachian Mountains were the participants. There were twenty-seven boys and eighteen girls all ranging in age from thirty-seven to sixty-two months. Standardized assessments showed that the preliteracy knowledge, specifically print concepts and alphabet knowledge, of these children were lower than the average child.⁸

The procedure consisted of questionnaires for the mothers and standardized children assessments during a four week time span. These were used to better understand the child's home environment as well as the child's language and literacy abilities. Another set of

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⁶ Lonigan, C., Jason, A., Bloomfield, B., Dyer, S., & Samwel, C. (n.d.). Effects of two shared-reading interventions on emergent literacy skills of at-risk preschoolers. (1999). *Journal of early intervention*, 22(4), 306-322.

⁷ Lonigan, C., Jason, A., Bloomfield, B., Dyer, S., & Samwel, C. (n.d.). Effects of two shared-reading interventions on emergent literacy skills of at-risk preschoolers. (1999). *Journal of early intervention*, 22(4), 306-322.

⁸ Curenton, S. M., & Justice, L. M. Children's preliteracy skills: Influence. (2008). *Early Education and Development*, 19(2), 261-283.

questionnaires were administered asking about shared reading that took place in the home. The children were given the TERA assessment, which measured alphabet knowledge, the meaning of print in their environment, and the conventions of print. The results of the test found that children were strongest in the understanding of meaning of print and scored lower in the understanding of conventions of print.⁹

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A third study done by Stephen Burgess was done to see the connection between shared reading, oral language and phonological sensitivity. The study was done on one hundred and fifteen children ranging in ages of four to five years old. These children were chosen with parent consent from preschool serving middle income families. Middle income socioeconomic status was determined by using Hollingshead's Four Factor Index, which takes the combination of the parent's education level and occupation.¹⁰

The procedures for the study were first to have parents complete a home literacy environment survey. The next step of the procedure was to have all children assessed over a two week period within two to four sessions. These standardized assessments or tests consisted of two oral language tests and four phonological sensitivity tests. For the two tests in oral language the children first had to give a grammatically correct word to complete a sentence prompt that describes a sequence of two pictures and then choose the correct picture out of three choices that matches the tests administrators' sentence. To measure the phonological sensitivity the first of the four tests was used to see if the child could recognize rhymes; the child was given three pictures and asked to remove the one that did not rhyme. The second of the four tests had children detecting alliteration oddity; each child was given three pictures (cat, car, sun) and

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⁹ Cumenton, S. M., & Justice, L. M. Children's preliteracy skills: Influence. (2008). *Early Education and Development*, 19(2), 261-283.

¹⁰ Burgess, S. Shared reading correlates of early reading skills. (2002). *Reading online*, 5(7)

asked to remove the one that did not have the same beginning sound. For the third test was a blending task the children were given two pictures (e.g. “cow” and “boy”) which they had to name and the next task was to say what they were when you put them together (i.e. “cowboy”). The fourth of these tests were an elision task, which had the children say what they saw in a picture minus a certain sound in the word. Results of these tests with the questionnaires are that shared reading variables were significantly related to the oral language composite, expressive and receptive vocabulary, and phonological sensitivity. Also, it showed that these significant findings were not only related to environmental print or letter knowledge.¹¹

The fourth study is a study out of Texas. This study was done to see the effects of integrating science and social studies with shared book reading for children ages four to five. It involved nine schools in two different school districts both serving a diverse population. Seven of the classrooms that participated were half day programs and the other fourteen were full day programs. The low income was determined by the amount of children receiving reduced fees for meals. In the first preschool program eighty-five percent of the children received free or reduced fees for meals. In the second preschool ninety percent received free or reduced fees for meals. Twenty-one teachers also participated. Eleven of the teachers taught were Head Start Pre-K and the ten taught pre-kindergarten. Eighty six percent of the teacher’s had bachelor’s degrees, five percent had master’s degrees, and the remaining had teaching certificates.¹²

The procedure for this fourth study was to first screen the children in each classroom using the PPVT-III test two weeks prior to treatment. From each classroom they then chose two children closest to scoring in the fifteenth, thirtieth, and fiftieth percentiles for a total of six

¹¹ Burgess, S. Shared reading correlates of early reading skills. (2002). *Reading online*, 5(7)

¹²Gonzalez, J. E., Pollard-Durodola, S., Simmons, D. C., Taylor, A. B., Davis, M. J., Kim, M., & Simmons, L. (2011). Developing Low-Income Preschoolers’ Social Studies and Science Vocabulary Knowledge Through Content-Focused Shared Book Reading. *Journal Of Research On Educational Effectiveness*, 4(1), 25-52.

children per classroom. After six children were selected from each class they were grouped together and placed in the treatment classrooms. The rest of the children not placing in the percentiles were put into comparison classrooms. A total of ninety-nine students were put in treatment classrooms and sixty-four were a part of the comparison classrooms. In the treatment classrooms groups of five to six students participated in twenty minute sessions, five days a week for eighteen weeks using science and social studies based books. Assessments were administered two weeks post treatment. Results showed that no matter way the entry level of vocabulary was, shared reading had a significant effect of receptive and expressive vocabulary.¹³

To show comparison of other countries interest in share reading a study from Sweden was conducted. According to a M. Westerlund and D. Lagerburg a study was done on one thousand and ninety-one children ages seventeen to nineteen months in a Swedish Healthcare Services Program. The study was conducted to test the correlation between children's language development and reading skills in associations with maternal education, communication style, gender, and birth order. The study was made up of a questionnaire completed by the mothers, expressive vocabulary was assessed on children eighteen months and the mother's perception of ability to communicate was also assessed. Temperament was also assessed. The results found that good communication, low maternal age, female gender and frequent reading were significantly associated with expressive vocabulary. High maternal education, good communication, higher maternal age, female gender and being a first-born child were significantly associated with frequent reading. Reading at least six times/week added more than 0.3 SD in vocabulary regardless of gender, and communication.¹⁴

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¹³ Gonzalez, J. E., Pollard-Durodola, S., Simmons, D. C., Taylor, A. B., Davis, M. J., Kim, M., & Simmons, L. (2011). Developing Low-Income Preschoolers' Social Studies and Science Vocabulary Knowledge Through Content-Focused Shared Book Reading. *Journal Of Research On Educational Effectiveness*, 4(1), 25-52.

A second overseas study conducted at the University of Jyväskylä in Finland. The study was created to determine children's interest in shared reading at fourteen to twenty-four months old and its relation to their later language and letter knowledge at three years old. This was a longitudinal study. There were one hundred and fifty-six child participants and their mothers. Half of these children came from families where one or both of the parents were diagnosed as reading disabled (the at-risk group) and the other half belonged to the control group, which were families with no reading disabilities. The way the test was designed was to have the mothers read to the child for five minutes while being video-taped in a lab and then at home. The coder coded the mother's gestures and verbalization and also determined three signs of the child's behavior. Children's engagement was determined up: child's participation and interaction, rate of the child's interest, and the length of time that the child was engaged. At age three the children were tested using various standardized tests. The results revealed that children with and without familial risk for reading difficulties were no different from each other in showing interest towards shared reading. Only the children in the control group whose parents did not have reading disabilities, appeared to benefit from shared reading interactions in their later language and letter knowledge.¹⁵

In conclusion shared reading if done correctly can help support language development, expressive vocabulary, receptive vocabulary, reading, print recognition, print concepts and letter comprehension. Many factors can play into the outcomes of shared reading including, but not limited to: parental beliefs, parental education, reading disabilities, shared reading condition types (typical/dialogic), and child participation/engagement. With the six simple steps shared reading can be made into a very organized and fun process. With minimal American studies on

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¹⁴ Westerlund, M., & Lagerberg, D. Expressive vocabulary in 18-month-old children. (2007).

¹⁵ Laakso, M. L., Poikkeus, A., Eklund, K., & Lyytinen, P. Interest in early shared readings: It's relation to later language and letter knowledge in children with and without risk for reading difficulties. (2004). 24(3), 232-245.

this arising topic, the existing research based studies have shown the benefit in shared reading.

With American and overseas studies we can see that shared reading is a growing interest in early literacy.

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