

Responsive Shared Book Reading and Early Literacy Skills in Four -Year Olds:
A Summer Reading Experience

Faculty: JeanL. DesJardin, AssociateProfessor, Education Department

Student: Gabriella Nasta, 2019,Psychology -Early Childhood T eacher
Education Certification; Em ail; stgcn01@moravian.edu

Start Date: May 29, 2018 for 10 weeks\$On Campus housing request

Description of the SOAR Project

This SOAR project will investigate early child and family factors (e.g., early intervention, home literacy environment, SES) and emergent literacy skills (e.g., language skills, phonological awareness) in a group of young four -year old children just before entering kindergarten. Current evidence suggests that children who enter kindergarten with Pre -K early literacy skills and experiences, such as strong oral language skills, book reading and printed materials in the home , have better kindergarten literacy outcomes than children who do not have those same experiences. This project will also explore how parents of four -year olds read with their children. Using a published coding sheet, the Responsive Adult Child Engagement During Shared Book Reading (RACED- DesJardin, 2012), Ms. Nasta will code parent-child interactions of shared book reading interactions (previously collected by Dr. DesJardin). Understanding of the literacy and specific teaching strategies noted to support children's oral language and early literacy skills will guide in the implementation of those strategies in Moravian College's 4-week Summer Reading Experience Program. Ms. Nasta will implement the strategies with the children, share the strategies with the parents, and collect all data as she participates in the Summer Reading Program. Additionally , we would like to better understand the relationships between the home literacy environment (Home Literacy Sale DesJardin, 2007) and children's oral language and emergent

these constructs (Home Literacy Scale DesJardin, 2007; RACED; DesJardin, 2012; Preschool Language Scale), (4) collect data during the summer reading program (5) implement strategies during interactive book reading lessons with the children, and (6) create a userfriendly guide for classroom teachers and parents on the importance and application for responsive shared book reading (

Table 1. Proposed Timetable and Project Milestones (start date: May 29, 2018):

Dates	Student Project(s) and Purpose	Faculty Role Descriptions
June, 2018	Literature Review and Development – In order for	

DesJardin SOAR Proposal – Summer 2018

<p>August , 2018</p>	<p><u>Development of Teacher Guide</u> Gabriella will use the literature review above to write a user-friendly teacher/parent guide (or brochure) on the importance of shared book reading literacy strategies that enhance language and emergent literacy skills in young children. This can be used for future teacher-parent workshops being held at William Penn Elementary school this next school year. Faculty and student submit a 1-2 page report to the SOAR director assessing the project</p>	<p>Dr. DesJardin will collaborate with Gabriella on the development of a teacher/parent guide or brochure for teachers at William Penn Elementary and for the students in the fall education course.</p>
<p>October, 2018</p>	<p><u>Presentations</u> - Gabriella will share the results of the study and teacher/parent guide with the students in EDUC 210 – Dr. DesJardin’s class, “Prebirth- to Preschool Child Development and Cognition” class.</p>	
<p>April, 2019</p>	<p>If DEC proposal is accepted, Gabriella will be invited to present a poster at the conference in Orlando, FL (Oct. 2018) will share 1.4Q 11.04ewill share1.46.8(c)9.2 (i)-2.5 (p)3.2 (S)-2(t)-6.1 (u)-7.8 (d)-304e Student participate s in the Q 11.04ewill share1.04ewill share1.04ev</p>	

Responsive Shared Book Reading and Early Literacy Skills in Four-Year Olds: A Summer Reading Experience

Gabriella Nasta, Psychology and Early Childhood Education, May 2019
Dr. Jean DesJardin, Associate Professor and Director of EC, Education
On-campus Housing Requested

Rationale:

The purpose of this research project is to investigate the effects of the use of teacher strategies during shared book readings and how those strategies impact young children's language and early literacy skills. This research project will examine the home literacy environment, and specifically, how parents utilize strategies during shared book reading. Research on responsive shared book reading will be conducted prior to implementation in the summer reading program with a group of young four-year old children. Throughout this research process, I will learn more about how to code shared book interactions. This insight will give me the ability to implement these evidence-based strategies. Students will be assessed at the beginning of the study to evaluate their oral language and early literacy skills and then again at the summation of the study to measure their level of skill. The subjects of this study will be a group of four year olds who are involved in the Summer Reading Experience, formally known as the Summer Reading Clinic, at Moravian College.

Children who participate in this research project will be involved in frequent group reading sessions aimed at improving their early literacy skills. Various activities will be implemented along with these shared book readings. Through the responsive shared book readings these four year olds will be exposed to stimulation in a group setting, which allows for more interaction between the children. Furthermore, this will foster an environment that will allow for parents to actively participate in their children's learning. Instruction will be based on what knowledge the baseline test scores and the informal assessments provides. Throughout the duration of this research project formal and informal language and early literacy skill assessments will be used for data collection. This data collected from the Summer Reading Experience will be compared to the students' original

The area of childhood education, specifically early literacy skills and language development is something I have much passion. Particularly, I am interested in identifying the most effective way to improve language and early literacy skills in young children. In my first field experience, I worked at a Head Start Program - a pre-school with young children ages three to five. Many of these children struggled with early literacy skills and basic oral language vocabulary due to their lower SES status and home literacy experiences. They all qualified for the Head Start program based on being at-risk for later academic skills. It is important for young children to have a strong base in oral language and literacy skills prior to beginning lower elementary school. Reading aloud to children helps them develop in various aspects. It allows for young children to learn the skill of listening, it promotes oral language development, communication skills, and problem solving. Furthermore, read aloud interactions provide opportunities for children to learn phonological skills and early literacy concepts. My interest for all children to be as prepared as possible when entering formal schooling drives me to research the affects of the use of teacher strategies during shared book readings and what is most critical in helping young children develop oral language and early literacy skills. Through this research project, I hope to learn more about the specific strategies that can help four year olds with their language and literacy skills. I expect to learn the ways in which responsive shared book readings and teacher strategies guide children's literacy skills. I am enthusiastic to apply the knowledge this research will provide me with in my future classroom as an Early Childhood Teacher. I am eager to share our findings