

## Dolly Parton's Imagination Library Tips Caregiver Guide Research Companion Ages birth to 2 years

Imagination Library has lots of experience with caregivers, children, and reading.

We have learned some things about how to make our program a success.

Now that your child receives DPIL books, we ask you to **do the following three things:**

### 1 Begin reading to your child immediately.

The research indicates that reading to children earlier is better, ideally before they begin to talk (*DeBarysche, 1993; Payne, Whitehurst, & Angell, 1994; Rodriguez & Tamis-LeMonda, 2011*). A child's brain develops more rapidly in the first years of life than at any other time, and these early experiences an essential foundation for future learning (*Harvard University, 2007*).

### 2 Read to your child every day.

*Morrow (1983)* found children who had a high interest in reading were read to daily, while those with low interest were read to less than once per week.

### 3 Read books multiple times.

*Fletcher and Reese (2005)* found repeated reading of books increased children's participation and vocalizations in literacy activities, both of which have been found to be related to emergent literacy skills.

## A few ideas especially for children ages birth to 2 years.

Reading to very young children doesn't need to be fancy. Just grab your DPIL book and get started!

**Here are a few suggestions to encourage good reading habits in DPIL's youngest readers:**

### Reading = snuggling!

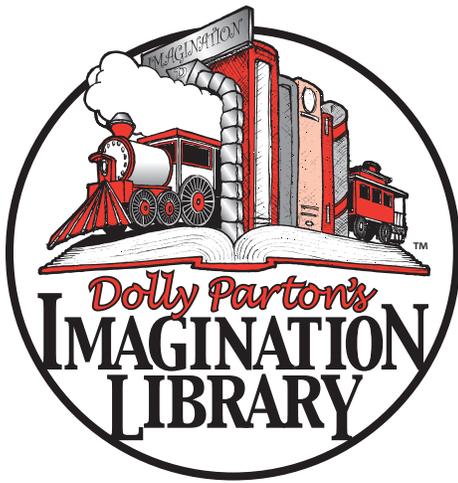
*Fletcher and Reese (2005)* found that a strong bond between a caregiver and child and quality reading activities were strongly correlated. Multiple researchers (*e.g., Duursma, Augustyn, & Zuckerman, 2008; Roberts, Jurgen, & Burchinal, 2005*) have reported correlations between high involvement and support from the caregiver and early literacy outcomes.

### Keep books handy!

The number of picture books in the home is related to children's language abilities (*Payne, Whitehurst, & Angell, 1994*). *Morrow (1983)* found that not only the number but the location of books in the home differentiated between high and low interest readers.

### Be flexible!

Children who have enjoyable reading experiences are more likely to become readers (*Baker, Scher, & Macker, 1997; OECD, 2011*). Caregivers who are responsive to their child's needs promote children's language development (*Fletcher & Reese, 2005*).



## Dolly Parton's Imagination Library Tips Caregiver Guide Research Companion Ages 2 to 3 years

Imagination Library has lots of experience with caregivers, children, and reading. We have learned some things about how to make our program a success. We ask all families that receive DPIL books to **do the following three things**:

- 1 Begin reading to your child immediately.**  
Research indicates exposing children to a rich, home literacy environment prior to age 14 months enhances children's later literacy skills (*Rodriguez & Tamis-LaMonda, 2011; Kim, Im, and Kwon, 2015*).
- 2 Read to your child every day.**  
*Durkin (1966)* found that early readers had regular interactions related to literacy with caregivers, while those who did not read early had fewer, sporadic interactions. Other research found relationships between reading with toddlers specifically and increased language development (*Bus, Van Ljzendoorn, & Pelligrini, 1995; High, et al., 2000*).
- 3 Read books multiple times.**  
Research has found multiple readings of the same book to have greater impacts on children's vocabulary development when compared to reading the book only once (*Senechal, 1997*).

### A few ideas especially for children ages 2 to 3 years

Reading to very young children doesn't need to be fancy. Just grab your DPIL book and get started!

**Here are a few suggestions to encourage good reading habits in DPIL's youngest readers:**

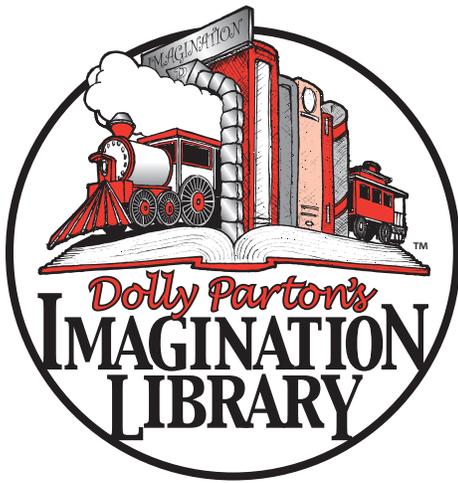
**Ask questions!** Research suggests that early efforts by caregivers to engage children with the story and text had positive impacts on early literacy skills (*Durkin, 1966; Scarborough & Dobrich, 1994; Trivette, SimkusDunst, & Hamby, 2008*).

**Notice letters!** *Hindman* and her colleagues (2013) found that it was necessary to emphasize the letters to promote early literacy skills. *Nord* and her colleagues (1999) found relationships between regular teaching of letters and development of children's early literacy skills.

**Flip it!** Concepts about print, which includes understanding book orientation, is a strong predictor of later traditional literacy skills, including reading comprehension (*National Early Literacy Panel, 2008*).

**Name it!** Research suggests rapid object naming contributes to increases in expressive vocabulary and conventional literacy skills (*National Early Literacy Panel, 2008*).

**Chime in!** *Mason (1980)* found that caregivers drawing attention to what the words say builds essential foundations for later reading.



## Dolly Parton's Imagination Library Tips Caregiver Guide Research Companion Ages 3 to 5 years

Imagination Library has lots of experience with caregivers, children, and reading. We have learned some things about how to make our program a success. We ask all families that receive DPIL books to **do the following three things:**

**1** Continue reading to your child as he/she ages.

*Rodriguez and Tamis-LaMonda (2011)* found a quality home literacy environment maintained over time to have the greatest impact on children's pre-literacy skills.

**2** Read to your child every day.

*Baker (2014)* and *Durkin (1966)* found that children with more developed early literacy skills were often read to by multiple people, including siblings and relatives, not just their primary caregiver. In addition, families who read more were more likely to engage in specific literacy teaching behaviors which were found to improve later literacy (*Hindman, Skibbe, & Foster, 2013*).

**3** Read books multiple times.

*Trivette, Simkus, Dunst, and Hamby (2012)* found repeated reading of the same book more than four times had the greatest impact on language development in children between the ages of 49 and 60 months.

### A few ideas especially for children ages 3 to 5 years

Adding a few things to your reading routine can improve your child's reading readiness and vocabulary skills.

Here are a few suggestions you can try:

**Think about it!** Multiple researchers found relationships between parents who ask open ended questions and add information beyond what is in the text and children's later language skills (*Hindman, Skibbe, & Foster, 2013; Roberts, Jurgens, & Burchinal, 2005; Trivette, Simkus, Dunst, & Hamby, 2012*).

**Make it relevant!** Research indicates helping children make personal connections to the text enhances later vocabulary and comprehension skills (*Duursma, Augustyn, & Zuckerman, 2008*).

**Begin with sounds!** Parents teaching specific literacy skills to children was predictive of later reading ability (*Senéchal, 2006; Durkin, 1974; Sawyer, Cocyk, Sandilos, & Hammer, 2016*). Children's knowledge of letter sounds is related to later decoding skills (*National Early Literacy Panel, 2008*).

**Name it!** Children's ability to rapidly name letters was found to predict later reading skills (*National Early Literacy Panel, 2008*).

**Read it!** When combined with emphasizing letters, parents asking children to read words was predictive of later literacy skills (*Hindman, Skibbe, & Foster, 2013; Senéchal, et al., 1998*).

**Encourage curiosity!** *Durkin (1966)* found that early readers had a caregiver who answered and encouraged their questions about literacy. Multiple studies found providing positive responses to a child's comments and giving answers to a child's questions had the greatest impact on language outcomes (*Trivette, Simkus, Dunst, & Hamby, 2012; Whitehurst, et al., 1998*).