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## EXAMPLE OF A CCKM CATALOGUE OF REVIEWS

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If you need a Catalogue of Research Reviews for a topic of importance to you or your organisation, please contact Kathleen Bloom, PhD, CCKM Director ([kbloom@cckm.ca](mailto:kbloom@cckm.ca)), to discuss topic, scope, timeframe, and costs.

## Joint book reading makes for success in learning to read: A meta-analysis on intergenerational transmission of literacy.

|                                      |   |
|--------------------------------------|---|
| <b>Author(s):</b>                    | Bus, A. G., van IJzendoorn, M. H., & Pellegrini, A. D.  |
| <b>Year of Publication:</b>          | 1995  |
| <b>Publication Information:</b>      | <i>Review of Educational Research</i> , 65(1), 1-21   |
| <b>Type of Review:</b>               | Systematic (meta-analysis)  |
| <b>Purpose:</b>                      | To quantitatively and comprehensively examine empirical evidence about the effects of parent-preschooler book reading on literacy development.  |
| <b>Inclusion Criteria:</b>           | Study examined frequency of book reading to preschoolers.   |
| <b>Search Method:</b>                | <ol style="list-style-type: none"><li>(1) Searched PsycLIT, ERIC, and Dissertation Abstracts International.</li><li>(2) Used earlier review papers as a source of data.</li><li>(3) Searched references of collected articles for additional titles ("snowball" method).</li><li>(4) Included unpublished papers.</li></ol>   |
| <b>Review Method:</b>                | Calculated effect sizes using Cohen's d (the standardized difference between the means of two groups) and Fisher's z. Tested for the influence of sample size on the effect sizes, and weighted effect sizes from different studies equally. Tested for homogeneity of study results. Included following predictor/moderator variables in meta-analyses: (a) publication year; (b) sample size; (c) publication status; (d) socioeconomic status of the sample; (e) design; (f) measure of book reading; and (g) age of children at time of outcome measurement.  |
| <b>Number of Studies:</b>            | 29  |
| <b>Population of Participants:</b>   | <ol style="list-style-type: none"><li>(1) Normally developing children.</li><li>(2) Low to high SES.</li></ol>  |
| <b>Age of Participants:</b>          | Preschool   |
| <b>Concerns Raised:</b>              | <ol style="list-style-type: none"><li>(1) Parent-preschooler reading styles differ, but a small amount of literature is available concerning this topic.</li><li>(2) Age differences also exist (child age at which reading data are gathered, and age at which literacy skills are measured).</li><li>(3) Methodological differences (self-report data being less reliable than observation data).</li></ol>   |
| <b>Outcome Measures of Interest:</b> | <ol style="list-style-type: none"><li>(1) Language measures.</li><li>(2) Emergent literacy skills (i.e. preschool literacy skills).</li><li>(3) Literacy skills (i.e., school age literacy skills).</li></ol>   |
| <b>Conclusion/Results:</b>           | <ol style="list-style-type: none"><li>(1) Parent-preschooler reading is related to outcome measures of language growth, emergent literacy, and reading achievement.</li><li>(2) Book reading affects acquisition of the written language register.</li><li>(3) The effect of frequency of parent-preschooler reading is not dependent on the socioeconomic status of the family (i.e., book reading frequency affects children's literacy skills both in lower and higher income families).</li><li>(4) Parent-child joint book reading experiences during early childhood help set the stage for future differences in academic achievement.</li></ol> |
| <b>Comments:</b>                     | Points to lack of research on how literacy development is associated with book reading. In contrast to a narrative review of research, this quantitative approach provides straightforward support for family literacy programs. Useful parental book reading references.   |