



The Theory and Research-Base of the ReadyRosie Interactive Family Curriculum

ReadyRosie provides a comprehensive family curriculum based on well-established theories and research.

At ReadyRosie, we know families are central to a child's health, well-being, and academic success. We believe a combined approach of receiving rich parenting content at home and participating in interactive workshops enables families to deeply practice parenting skills in the comfort of their homes and with peers. This two-fold approach deepens the learning experience, builds capacity, and inspires an ongoing commitment to family learning.

Below is a brief list of the research that is embedded into our integrated parenting curriculum which includes workshops, in-home learning videos, and professional development.

1. Strengthening Families and Developmental Assets

Building and maintaining a positive relationship within the family is the most important thing parents can do to support their children's healthy growth and development. Research shows that the more internal and external assets families and children have, the healthier and more resilient they are. Research from the Five Protective Factors, Family Assets Framework, and Developmental Assets are interwoven throughout the ReadyRosie workshops, videos, communication platform, and professional development.

- Charlyn Harper Browne, PhD (2014) The Strengthening Families Approach and Protective Factors Framework: Branching Out and Reaching Deeper. Center for the Study of Social Policy's Strengthening Families A Protective Framework
- Syvertsen, A. K., Roehlkepartain, E., & Scales, P. C. (2012). Key findings from The American Family Assets Study. Minneapolis, MN: Search Institute.
- Roehlkepartain, E. C., Pekel, K., Syvertsen, A. K., Sethi, J., Sullivan, T. K., & Scales, P. C. (2017). Relationships First: Creating Connections that Help Young People Thrive.
- Sheldon, S. B. (2002). *Parents' social networks and beliefs as predictors of parent involvement.*
- Vernon-Feagans L, Garrett-Peters P, Willoughby M, et al. *Chaos, poverty, and parenting: Predictors of early language development.*
- Burchinal M, Roberts JE, Zeisel SA, et al. *Social risk and protective child, parenting, and child care factors in early elementary school years.*
- Mistry RS, et al. *Family and social risk, and parental investments during the early childhood years as predictors of low-income children's school readiness outcomes.*
- Son S, Morrison F. *The nature and impact of changes in home learning environment on development of language and academic skills in preschool children.*
- Magnuson KA, Sexton HR, Davis-Kean PE, et al. *Increases in maternal education and young children's language skills.*
- Tylavsky F, Atkins JK, Atkins R, Bush A, et al. *Conditions Affecting Neurocognitive Development and Learning in Early Childhood.*
- Blair, C., Raver, C.C., & Berry, D.J. (2014). *Two approaches to estimating the effects of parenting on the development of executive function in early childhood.*

2. Families as Assets

Every family brings strengths and assets to their community. The ReadyRosie workshops and digital content help families to recognize and celebrate their strengths, as well as provide opportunities to grow and develop assets and community.

- Yosso, T.J. (2005). Whose culture has capital? *Race, Ethnicity and Education*.
- Tuttle, A. R., Knudson-Martin, C., & Kim, L. (2012). *Parenting as relationship: A framework for assessment and practice*.
- Lareau, A. (1987). Social class difference in family-school relationships: The importance of cultural capital.
- Benson, P. L., Leffert, N., Scales, P. C., & Blyth, D. A. (1998). Beyond the 'village' rhetoric: Creating healthy communities for children and adolescents.
- Dufur, M. J., Parcel, T. L., & Troutman, K. P. (2013). *Does capital at home matter more than capital at school? Social capital effects on academic achievement*.
- Christenson, S. L., Rounds, T., and Gorny, Y. D. (1992). *Family factors and student achievement: An avenue to increase students' success*.
- Espinosa, L. (2010). *Getting it right for young children from diverse backgrounds*.
- Bakersman-Kranenburg, M.J., Ijzendoorn, M.H., and Kroonenberg, P.M. (2004). Differences in attachment security between African American and white children: ethnicity or socioeconomic status?

3. Engaging Families and Building Powerful Family-School Partnerships

ReadyRosie is passionate about building capacity for families and educators to partner and work together to support student outcomes and achievement. Our model helps families, educators, and schools build powerful partnerships that support engagement and home learning.

- Henderson, A.T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student learning*.
- Henderson, A.T., Mapp, Karen L., Johnson, Vivian R., Davies, D. *Beyond the Bake Sale: The Essential Guide to Family-School Partnerships*.
- Mapp, Karen, Lander, Jessica, Carver, Ilene. (2017). *Powerful Partnerships: A Teacher's Guide to Engaging Families for Student Success*.
- Mapp, K. L. (2002). *Having their say: Parents describe how and why they are involved in their children's education*.
- Epstein, J. & Associates. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. *School, family, and community partnerships: Your hand-book for action* (2009).
- Epstein, J. L. (1987). *Toward a theory of family-school connections: Teacher practices and parent involvement*.
- Epstein, J. L. (2011). *School, Family, and Community Partnerships: Preparing Educators and Improving Schools* (2nd Edition). Boulder, CO: Westview Press.
- Epstein, Joyce L. Six Types of Parental Involvement. Center for the Social Organization of Schools.
- Pekel, K., Roehlkepartain, E. C., Syvertsen, A. K., & Scales, P. C. (2015). Don't forget the families: The missing piece in America's effort to help all children succeed
- Golan, S. and Petersen, D. (2002). *Promoting involvement of recent immigrant families in their children's education*.
- Hoover-Dempsey, K. V., Walker, J. M., Sandler, H. M., Whetsel, D., Green, C. L., Wilkins, A. S., and Closson, K. (2005). *Why do parents become involved? Research findings and implications*.
- Jones, W., & Lorenzo-Hubert, I. (2008). *The relationship between language and culture*.

- Cousins, L., and Mickelson, R. A. (2011). *Making success in education: What black parents believe about participation in their children's education.*
- Patrikakou, E. N., Weissberg, R. P., Redding, S. & Walberg, H. J. (2005). *School-family partnerships: Enhancing the academic, social, and emotional learning of children.*
- Redd, Z. et al. (2011). *Two Generations in Poverty.*
- Hertz, T. (2006). *Understanding Mobility in America.*
- Chrispeels, J. H., & Rivero, E. (2000). *Engaging Latino families for student success: Understanding the process and impact of providing training to parents.*
- Ames, C., Khoju, M., & Watkins, T. (1993). *The effects of school-to-home-to-school communication on children's motivation and learning.*
- Dearing, E., Kreider, H. and Weiss, H. B. (2008). *Increased family involvement in school predicts improved child-teacher relationships and feelings about school for low-income children.*
- De La Cruz, Y. (1999). *Reversing the trend: Latino families in real partnerships with schools.*
- Delgado-Gaitan, C. (2004) *Involving Latino families in schools: Raising Student Achievement through Home-School Partnerships.*
- Fan, X., and Chen, M. (2001). *Parental involvement and students' academic achievement: A meta-analysis.*
- El Nokali, N. E., Bachman, H. J., Votruba-Drzal, E. (2010). *Parent involvement and children's academic and social development in elementary school.*
- Grant, L. (2010). *Developing the home-school relationship using digital technologies: A FutureLab handbook.*
- Harris, A., & Goodall, J. (2007). *Engaging Parents in Raising Achievement: Do Parents Know They Matter?*
- Harvard Family Research Project. (2006). *Family Involvement Makes a Difference in School Success.*
- Hornby, G., & Lafaele, R. (2011, February). Barriers to parental involvement in education: An explanatory model.
- Jeynes. (2010). The Salience of the Subtle Aspects of Parental Involvement and Encouraging that Involvement: Implications for School-based Programs.
- Jeynes, W. (2012). A meta-analysis of the efficacy of different types of parental involvement programs for urban students.
- Andrews, Dorinda Carter. "It's Not About Family Values: Achieving Parental Engagement not Parental Involvement in Schools."
- Bridges, B.K., Awokoya, J.T., Messano, F. "Done To Us, Not With Us: African American Perceptions of K-12 Education."
- Department of Education. Parent and Community Engagement Framework. April 2014.
- Caspe, Margaret, and M. Elena Lopez. "Lessons from Family-Strengthening Interventions: Learning from Evidence-Based Practice."
- Weiss, Heather B., Margaret Caspe, and M. Elena Lopez. "Family Involvement In Early Childhood Education."
- Weiss, Heather B. and Naomi Stephen. "From Periphery to Center: A New Vision for Family, School, and Community Partnerships." Handbook of School Family Partnerships. May 2009.
- Neblett, Jr., Enrique W., Tabbye M. Chavous, Hoa X. Nguyen, and Robert M. Sellers. "'Say It Loud- I'm Black and I'm Proud': Parents' Messages About Race, Racial Discrimination, and Academic Achievement in African American Boys."
- Cummins, J. (1986). Empowering minority students: A framework for intervention.
- Souto-Manning, M., & Swick, K. J. (2006). Teachers' Beliefs about Parent and Family Involvement: Rethinking our Family Involvement Paradigm.

- Gutman, L. M., & Midgley, C. (2000). The role of protective factors in supporting the academic achievement of poor African American students during the middle school transition.
- López, G. R. (2001). *On whose terms? Understanding involvement through the eyes of migrant parents.*
- Sanders, M. G. (1998). *The effects of school, family, and community support on the academic achievement of African American adolescents.*
- Sanders, M. G. (2000). *Creating successful school-based partnership programs with families of special needs students.*
- Henderson, A., & Berla, N. (Eds.). (1994). *A new generation of evidence: The family is critical to student achievement.*
- Marcon, R. A. (1999). *Positive relationships between parent school involvement and public school inner-city preschoolers' development and academic performance.*
- Halgunseth, Linda C., Peterson, Amy , Stark, Deborah R., Moodie, Shannon. (2009). *Family Engagement, Diverse Families, and Early Childhood Education Programs: An Integrated Review of the Literature.*

4. Foundational Parenting Skills

Parenting is rewarding and sometimes stressful. ReadyRosie provides foundational, positive parenting strategies to help families build a robust parenting toolkit. The ReadyRosie tools enable families to maintain a nurturing relationship even when children are choosing challenging behaviors as a way to communicate their wants or needs.

- Bailey, B. A. (2015) *The NEW Conscious Discipline Book – Expanded & Updated.*
- Bailey, B. A. (2011) *Managing Emotional Mayhem: The Five Steps for Self-Regulation.*
- Bailey, B. A., (1997). *I Love You Rituals: Activities to Build Bonds and Strengthen Relationships With Children.*
- Bailey, B. A. (1994). *The People: American Indian Education in Cultural Diversity in American Schools.*
- Jane Nelsen, Ed.D. *Positive Discipline: The Classic Guide to Helping children develop self-discipline, reasonability, cooperation and problem-solving skills*
- Jane Nelsen and Cheryl Erwin of *Positive Discipline for Preschoolers* and *Positive Discipline:*
- *The First Three Years*
- Benson, P. L. (2007). *Developmental Assets: An overview of theory, research, and practice.*
- Scales, P. C. (1999). *Reducing risks and building developmental assets: Essential actions for promoting adolescent health.*
- Scales, P. C. (2000). *Building students' developmental assets to promote health and school success.*
- Scales, P.C., Roehlkepartain, E. C. and Fraher, Kathie. *Do Developmental Assets Make a Difference In Majority-World Contexts?*
- Peter L. Benson, Peter C. Scales, Eugene C. Roehlkepartain, and Nancy Leffert. *A Fragile Foundation: The State of Developmental Assets among American Youth (2nd Ed.).*
- Andrews, S. R., Blumenthal, J. B., Johnson, D. L., Kahn, A. J., Ferguson, C. J., Lasater, T. M., et al. (1982). *The skills of mothering: A study of parent child development centers.*
- Klein, P. S., & Alony, S. (1993). *Immediate and sustained effects of maternal mediating behaviors on young children.*
- Metz, M. N. (1980). *Teaching parents a strategy for enhancing infant development.*
- Caughlin, J. P., & Huston, T. L. (2010). *The flourishing literature on flourishing relationships.*
- Child Development Institute *Ages and Stages*

- American Academy of Pediatrics
- Center on the Developing Child Harvard University
- Bredekamp, S. & Copple, C. (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age eight.*
- Galinsky, Ellen (2010) *Mind in the Making.*
- Bronson, M.B. 2000. *Self-regulation in early childhood: Nature and nurture.*

5. The Importance of Play in Learning

Play is how children learn best! ReadyRosie helps families recognize the cognitive benefits of play and provides daily resources to build a playful home learning practice.

- Tepperman, J. (2007). *Play in the early years: Key to school success.*
- Weisberg, D. S., Kittredge, A. K., Hirsh-Pasek, K., Golinkoff, R. M., & Klahr, D. (2015). Guided play: Making play work for education.
- Weisberg, D.,S., Ilgaz, H., Hirsh-Pasek, K., Golinkoff, R.M., Nicolopoulou, A. (2015) Shovels and swords: How realistic and fantastical themes affect children’s word learning.
- Paley, V. 2004. *A Child’s Work: The Importance of Fantasy Play.*
- Konishi, H., Johanson, M., Damonte, J., Golinkoff, R. M., & Hirsh-Pasek, K. (in press). Applying lessons from the lab to the classroom: Using play to promote language development.
- Zosh, J., Reed, J., Golinkoff, R. M., & Hirsh-Pasek, K. (2014). Play and its role in language development.
- Weisberg, D., Zosh, J., Hirsh-Pasek, K., Golinkoff, R.M. (2013). Talking it up” Play, language development and the role of adult support.
- Greenspan, S. I., & Weider, S. (1998). *The Child with Special Needs: Encouraging Intellectual and Emotional Growth.*
- Wolfberg, P. J. (1999). *Play and Imagination in Children with Autism.*
- Wolfberg, P. J., & Schuler, A. L. (1993). *Integrated play groups: A model for promoting the social and cognitive dimensions of play in children with autism.*
- Almon, J. & Miller, E. (2011). *The crisis in early education: A research-based case for more play and less pressure.*
- Dinger, A. & Johnson, J. (2012). *Let them play: an early learning (un)curriculum.*

6. Social Emotional Learning

Research shows that social emotional learning is integral to academic and life success. Creating a home environment filled with love, trust, respect, and modeling of “emotional intelligence” is critical to children developing strong social emotional skills.

- Dusenbury, L., & Weissberg R. P. (2017). *Social Emotional Learning in Elementary School: Preparations for Success.*
- Elias, M. J. (2003). Academic and social-emotional learning
- Jones, D. E., Greenberg, M., & Crowley, M. (2017). *Improving Social Emotional Skills in Childhood Enhances Long-Term Well-Being and Economic Outcomes.*
- Wheeler., E., & Stomfay-Stitz, A. (n.d.). Working with families: Parents as partners in the peaceful classroom.
- Center on the Social Emotional Foundations for Early Learning (CSEFEL)
- Collaborative for Academic, Social, and Emotional Learning (CASEL)

- Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI)
- Greenspan, S. I., & Wieder, S. *Developmental patterns and outcomes in infants and children with disorders in relating and communicating*
- Derman-Sparks, L. & Olsen Edwards, J. (2010). *Anti-bias education for young children and ourselves.*
- Charney, R. 2002. *Teaching Children to Care.*
- Parlakian, R., & N.L. Seibel. 2002. *Building strong foundations: Practical guidance for promoting the social-emotional growth of infants and toddlers.*
- Perry, B.D. 2005. Self-regulation: The second core strength.
- J.A. Durlak, C.E. Domitrovich, R.P. Weissberg, & T.P. Gullotta (Eds.), *Handbook of Social and Emotional Learning.*
- Catalano, R.F., Berglund, M.L., Ryan, J.A., Lonczak, H.S., & Hawkins, J.D. (2004). "Positive youth development in the United States: Research findings on evaluations of positive youth development programs.
- Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K.B. (2011). "The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions."
- Hawkins, J.D., Kosterman, R., Catalano, R.F., Hill, K.G., & Abbott, R.D. (2008). "Effects of social development intervention in childhood 15 years later."
- Meyers, D., Gil, L., Cross, R., Keister, S., Domitrovich, C.E., & Weissberg, R.P. (in press). *CASEL guide for schoolwide social and emotional learning.*
- Zins, J.E., Weissberg, R.P., Wang, M.C., & Walberg, H.J. (Eds.). (2004). *Building academic success on social and emotional learning: What does the research say?*
- Maurice J. Elias Ph.D., Steven E. Tobias Psy.D., Brian S. Friedlander Ph.D., *Emotionally Intelligent Parenting: How to Raise a Self-Disciplined, Responsible, Socially Skilled Child.*
- Lantieri, Linda. *Building Emotional Intelligence*

7. Growth Mindset

ReadyRosie contributes to the idea of a growth mindset. Research shows that having a growth mindset and being able to persevere while learning are important factors in academic success. Families play a large role in a child's development of a mindset and how a child perceives him or herself and the world around them.

- Dweck, C. (2006). *Mindset: The New Psychology of Success.*
- Blackwell, L., Trzesniewski, K., & Dweck, C.S. (2007). Implicit Theories of Intelligence Predict Achievement Across an Adolescent Transition: A Longitudinal Study and an Intervention. *Child Development.*
- Cimpian, A., Arce, H.-M., Markman, E. M., & Dweck, C. S. (2007). Subtle linguistic cues impact children's motivation.
- Kamins, M., & Dweck, C. S. (1999). Person vs. process praise and criticism: Implications for contingent self-worth and coping.
- Dweck, C.S., & Leggett, E.L. (1988). A social-cognitive approach to motivation and personality
- Duckworth, A., & Eskreis-Winkler, L. (2013). True Grit.
- Tough, Paul. *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character.*

8. Media

Parenting in the “digital age” is complicated. There are so many more devices in homes and ways that children can access content and get online. Media is now completely portable. ReadyRosie engages with the portability of media and provides a powerful tool for connecting and learning that acknowledges appropriate limits and alignment with family values.

- Simon, F., & Donohue C. (2011, May). *Technology Trends in Early Childhood Education: Tools of Engagement*.
- Donohue, C. (2012, March). *Intentional and Appropriate Use of Technology Tools and Interactive Media: The NAEYC and the Fred Rogers Center Position Statement*.
- Michael Levine, 2016 *Moving Beyond the Screen Time Debate. The Road Out of the Digital Wild West*
- Levine, Michael H., Guernsey Lisa: *Nurturing Young Readers: How Digital Media Can Promote Literacy Instead of Undermining it*
- Lisa Guernsey and Michael H. Levine (2015) *Tap, Click, Read: Growing Readers in a World of Screens*
- Fran Simon and Karen Nemeth, 2012, *Digital Decisions: Making the Right Technology Choices in Early Childhood Education*
- *American Association of Pediatrics Recommendations for Media Usage* (2016)

9. Home Learning Practice and Modeled Moments

Pictures are worth a thousand words. Over the past three decades, research has demonstrated that video modeling is an invaluable, evidence-based tool for teaching children. ReadyRosie delivers family learning content weekly so learning extends beyond workshop walls and into the home. ReadyRosie offers modeled moment videos that showcase connections and help every family engage in their child’s learning in meaningful ways.

- Catherine Tamis-LeMonda, New York University. "Child's home learning environment predicts 5th grade academic skills."
- Bohan-Baker, M., & Little, P. M. D. (2002). The transition to kindergarten: A review of current research and promising practices to involve families.
- Merrill, A., & Risch, J. (2014). *Implementation and Effectiveness of Using Video Self-Modeling with Students with ASD*
- Bandura, A. (1977). *Social Learning Theory*.
- Bandura, A. (1965). *Influence of models' reinforcement contingencies on the acquisition of imitative responses*
- Corbett, B.A. & Abdullah, M. (2005) *Video Modeling: Why Does it Work for Children with Autism?*
- Bellini, S., & Akullian, J. *Exceptional Children*
- Benjamin N. York, Susanna Loeb 2014, *One Step at a Time: The Effects of an Early Literacy Text Messaging Program for Parents of Preschoolers:*
- Hyerle, D. Thinking Maps: Visual Tools for Activating Habits of Mind (Chapter 9 from Learning and Leading with Habits of Mind).
- Angelica Bonci, 2008, revised June 2010 by Emily Mottram and Emily McCoy and March 2011 by Jennifer Cole, A research review: the importance of families and the home environment
- Lyndsay Grant, FutureLab, Learning in Families: A review of research evidence and the current landscape of Learning in Families with digital technologies.
- Raver, C.C., Blair, C., Willoughby, M. (2013). Poverty as a predictor of 4-year olds’ executive function: New perspectives on models of differential susceptibility.

10. Math

ReadyRosie helps families demystify math and discover the importance of early math development in children and how to create a numeracy-rich home environment by providing math games and real-world math experiences.

- Boaler, J. (2015). *What's Math Got To Do With It*
- Boaler, J. (2009). *What's math got to do with it? How parents and teachers can help children learn to love their least favorite subject.*
- Boaler, J. (2010). *The Elephant in the Classroom. Helping Children Learn & Love Maths.*
- Boaler, J. (ed) (2000). *Multiple Perspectives on Mathematics Teaching & Learning.*
- Boaler, J. (2016). *Mathematical Mindsets.*
- Burns, Marilyn. *About Teaching Mathematics*
- Burns, Marilyn. (2009). *Win-Win Math Games*
- Burns, Marilyn. (2007). *Mental Math*
- Burns, Marilyn. (2006). *The Language of Math*
- Burns, Marilyn. (1995). *Writing in Math Class?*
- Chen, J-Q., Hynes-Berry, M., Abel, B., Sims, C., & Ginet, L. (2017). *Nurturing Mathematical Thinkers from Birth: The Why, What, and How.*
- Guberman, S. R. (2004). *A comparative study of children's out-of-school activities and arithmetical achievement.*
- Purpura, D. J., Baroody, A. J., Eiland, M. D., & Reid, E. E. (2016). *Fostering first-graders' reasoning strategies with basic sums: The value of guided instruction.*
- Brownell, Jeanine O'Nan: The Early Math Collaborative. (2014). *Big ideas of early mathematics: What teachers of young children need to know.*
- Ginsburg, L., Rashid, H., and English-Clarke, T. (2008). *Parents learning mathematics: For their children, from their children, with their children.*
- Civil, M., and Bernier, E. (2006). *Exploring images of parental participation in mathematics education: Challenges and possibilities.*
- Crane, J. (1996). *Effects of home environment, SES, and maternal test scores on mathematics achievement.*
- McCray, J., Chen, J-Q. (2011). *Foundational mathematics: A neglected opportunity.*
- Bjorklund, D. F., Hubertz, M. J., and Reubens, A. C. (2004). *Young children's arithmetic strategies in social context: How parents contribute to children's strategy development while playing games.*
- Cancio, E. J., West, R. P., and Young, R. (2004). *Improving mathematics homework completion and accuracy of students with EBD through self-management and parent participation.*
- Civil, M., Bratton, J., and Quintos, B. (2005). *Parents and mathematics education in a Latino community.*
- Blevins-Knabe, B., Whiteside-Mansell, L., and Selig, J. (2007). *Parenting and mathematical development.*
- Blevins-Knabe, B., and Musun-Miller, L. (1996). *Number use at home by children and their parents and its relationship to early mathematical performance.*
- Blevins-Knabe, B., Austin, A. B., Musun, L., Eddy, A., and Jones, R. M. (2000). *Family home care providers' and parents' beliefs and practices concerning mathematics with young children.*
- *Mathematics Learning in Early Childhood: Paths Towards Excellence and Equity.* National Research Council. 2009.
- Anderson, D. D., and Gold, E. (2006). *Home to school: Numeracy practices and mathematical identities.*

- Verdine, B., Irwin, C., Golinkoff, R. M., & Hirsh-Pasek, K. (2014) Contributions of Executive Function and a New Test of Spatial-Geometric Skill to Preschool Mathematics Achievement.
- Verdine, B., Golinkoff, R.M., Hirsh-Pasek, K. & Newcombe, N. (2014) Finding the missing piece: Blocks, puzzles, and shapes fuel school readiness.
- Fisher, K., Hirsh-Pasek, K, Newcombe, N & Golinkoff, R.M. (2013) Taking shape: Supporting preschoolers' acquisition of geometric knowledge.
- Overdeck, Laura. *Bedtime Math A Fun Excuse to Stay Up Late*.
- Van de Walle, Lovin, Karp, and Bay-Williams (2014) Teaching student-centered mathematics: Developmentally appropriate instruction for grades PreK-2. Upper Saddle River, NJ: Pearson.
- Kirkpatrick, Swafford, and Findell (2001) Adding it up: Helping children learn mathematics. Washington, DC: National Academy of Sciences.
- Hespos, S. J., & vanMarle, K. (in press). Everyday Physics: How infants learn about objects and entities in their environment
- Siegler, R.S. (2009). Improving the numerical understanding of children from low-income families.
- Ginsberg, H.P., & Russell, R.L. (1981). Social class and racial influences on early mathematical thinking.
- Blevins-Knabe, B., & Musun-Miller, L. (1996). Number use at home by children and their parents and its relationship to early mathematical performance.

11. Language and Literacy

ReadyRosie encourages an approach that prompts families to celebrate language and culture. Families enjoy rich conversations, storytelling, sharing books, and learning the literacy skills and building blocks needed to build and enjoy a lifelong love of reading and writing.

- Language Castle Cognate Guide: How to Use Spanish/English Cognates to Support Dual Language Learners in Preschool and Kindergarten by Karen Nemeth 2016
- New Words, New Friends by Karen N. Nemeth 2014, Language Castle Press
- Young Dual Language Learners: A Guide for PreK-3 Leaders, Karen N. Nemeth, 2014, Caslon Publishing.
- Many Languages, Building Connections: Supporting Infants and Toddlers Who Are Dual Language Learners, Karen N. Nemeth, 2012, Gryphon House
- Weisleder, A., & Fernald, A. (2013). Talking to children matters: Early language experience strengthens processing and builds vocabulary.
- Marchman, V. A., Martínez, L. Z., Hurtado, N., Grüter, T. & Fernald, A. (2016). Caregiver talk to young Spanish-English bilinguals: Comparing direct observation and parent-report measures of dual-language exposure.
- Hurtado, N., Grüter, T., Marchman, V. A., & Fernald, A. (2014). Relative language exposure, processing efficiency and vocabulary in Spanish-English bilingual toddlers.
- Clay, Marie. 1993. *An Observation Survey of Early Literacy Achievement*
- Snow, C. E., Burns, M. S., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.
- Lesaux, N. K. (2013). *PreK-3rd: Getting literacy instruction right*.
- Neuman, Susan B. Changing the Odds for Children at Risk: Seven Essential Principles of Educational Programs That Break the Cycle of Poverty. 2009.
- Mariana Souto-Manning and Jessica Martell: *Reading, Writing, and Talk*
- Zevenbergen, A.A., Whitehurst, G. J., *Dialogic Reading: A Shared Picture Book Reading Intervention for Preschoolers*

- Lonigan, C. J., & Whitehurst, G. J. (1998). *Relative efficacy of parent and teacher involvement in a shared-reading intervention for preschool children from low-income backgrounds.*
- Irasema Gonzalez. "Developing biliteracy with intentional support: Using interactive word walls with paired learning"
- Peterson, C., Jesso, B., & McCabe, A. (1999). *Encouraging narratives in preschoolers: An intervention study.*
- Crain-Thoreson, C., & Dale, P. S. (1999). *Enhancing linguistic performance: Parents and teachers as book reading partners for children with language delays.*
- Zevenbergen, A. A., Whitehurst, G. J., & Zevenbergen, J. A. (2003). *Effects of a shared-reading intervention on the inclusion of evaluative devices in narratives of children from low-income families.*
- Arnold, D. H., Lonigan, C. J., Whitehurst, G. J., & Epstein, J. N. (1994). Accelerating language development through picture book reading: Replication and extension to a videotape training format.
- Bus, A. G., van Ijzendoorn, M. H., & Pellegrini, A. D. (1995). *Joint book reading makes for success in learning to read: A meta-analysis on intergenerational transmission of literacy.*
- Bus, A. G., van Ijzendoorn, M. H. (1999). *Phonological awareness and early reading: A meta analysis of experimental training studies.*
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12. Leadership

Families and schools work better together when families are empowered in their roles and know how to affect change for their own children and for the community at large. ReadyRosie promotes the most powerful way to enhance family/ school interactions: by inspiring and equipping families to grow in their unique role as advocates and leaders.

- Wilson, B., & Corbett, D. H. (2000). *"I didn't know I could do that": Parents learning to be leaders through the Commonwealth Institute for Parent Leadership.*
- Auerbach, S. (2009). *Walking the walk. Portraits in leadership for family engagement in Urban schools.*
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13. Homework

While the topic of "homework" in early education remains controversial, the fact that children need developmentally appropriate home to school connections is not. ReadyRosie helps schools and programs understand that there are alternatives to traditional "homework" that can be more meaningful for children and families.

- Epstein, J. L., Simon, B. S., & Salinas, K. C. (1997). Involving parents in homework in the middle grades.
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- Delgado-Gaitan, C. (1992). School matters in the Mexican-American home: Socializing children to education.
- Hong, E., & Lee, K. (2003). Parental awareness of their children's homework motivation and preference and its relationship to achievement.
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- Xu, J., & Corno, L. (1998). Case studies of families doing third-grade homework.

14. Developmentally Appropriate and Standards-Based

ReadyRosie offers content aligned to the latest developmentally appropriate practices and standards such as: Head Start Early Learning Outcomes, state and national standards, 21st century student outcomes, family protective factors, and CASEL Core SEL Competencies.

15. Summer Learning

All children are subject to loss of academic skills over the summer months, but this loss can be more dramatic and more devastating to children of poverty. Families are often especially under-resourced during summer months due to child care needs, lack of resources and meals they receive during the school year, etc. ReadyRosie advocates that parenting support and resources can and should continue over the summer months.

- Kim, J. (2004). Summer reading and the ethnic achievement gap.
- Kim, J. S. & White, T. G. (2008). Scaffolding voluntary summer reading for children in grades 3 to 5: An experimental study.
- White, T. G. & Kim, J. S. (Forthcoming). Teacher and parent scaffolding of voluntary summer reading. *Reading Teacher*, 62, 116-125.
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- Alexander, K. L., Entwisle D. R., & Olson L. S. (2007a). Lasting consequences of the summer learning gap.
- Alexander, K. L., Entwisle D. R., & Olson L. S. (2007b). Summer learning and its implications: Insights from the Beginning School Study.
- Alexander, K. Entwisle, D., and Olson, L. (2007). Lasting consequences of the summer learning gap.
- Downey, D, von Hippel, P., and Broh, B. (2004). Are schools the great equalizer? Cognitive inequality during the summer months and the school year.
- Duffett, A., Johnson, J., Farkas, S., King, S., & Ott, A. (2004). All work and no play: Listening to what kids and parents really want from out-of-school time.
- Entwisle, D., and Alexander, K. (1992). Summer setback: Race, poverty, school composition, and mathematics achievement in the first two years of school.
- Borman, G. D. & Schmidt, A. (2015). A National Review of Summer School Policies and the Evidence Supporting Them.

Results

ReadyRosie has established a new standard for family engagement across the nation—one that brings powerful in-home learning and live family workshops. ReadyRosie has revolutionized family engagement.

Find out more about these proven results by clicking on the research results below:

<https://www.readyrosie.com/research/>

