RESEARCH & VALIDATION | FOUNDATION PAPER

NOVEMBER 2023

Scholastic R.E.A.L.

An Interactive Read-Aloud Mentoring Program

SCHOLASTIC

CONTACT

For more information about this Foundation Paper, please contact Scholastic Research & Validation at ScholasticRV@scholastic.com or visit scholastic.com/research.

SUGGESTED CITATION

Scholastic Research & Validation. (2023). Scholastic R.E.A.L.: An interactive read-aloud mentoring program. Scholastic.

RESEARCH & VALIDATION

FOUNDATION PAPER

NOVEMBER 2023

Scholastic R.E.A.L.

An Interactive Read-Aloud Mentoring Program

SCHOLASTIC

TABLE OF CONTENTS

THE CHALLENGE

Studies show that children who grow up with greater exposure to reading and books are more likely to find work as adults (Evans et al., 2015) and have higher academic competence than their peers (Sikora et al., 2018). The beneficial impact of reading can be detected early, and research also shows that having books at home as a child results in higher adult brain function (Berns et al., 2013; Weinstein et al., 2021), increased empathy (Kidd & Castano, 2013), and better physical health (Dewalt & Pignone, 2005; Weinstein et al., 2021).

However, not all students have access to books. A 2010 study revealed that nearly one-third of American families (28 percent) have fewer than 25 books in the home (Evans et al., 2010). In addition, recent assessment data from The National Assessment of Educational Progress (NAEP) indicates that fewer and fewer kids read on their own, just for fun (NAEP, 2022). Only 14% of students surveyed said they read for pleasure every day, down three percentage points from 2020 and 13 percentage points from a decade ago. Research shows that children who read for pleasure tend to have larger vocabularies, greater background knowledge, and higher reading test scores than their peers who do not (Cunningham & Stanovich, 2003). This is because gaining joy from reading "feeds engagement and agency, which increases effort and practice" (Miller & Lesesne, 2022, p. 233).

Access to books (Manu et al., 2019), mentoring (LaVenia & Burgoon, 2019), and family engagement (Park & Holloway, 2017; Jeynes, 2005) are powerful tools for improving student engagement and literacy achievement. Scholastic R.E.A.L. is designed to do exactly that by directly addressing the challenges mentioned above and as a result, improve students' relationship with reading through interactive read-alouds, meaningful modeling by adults, literacy-focused mentoring, increased family connections to text, and expanded home libraries.

DESCRIPTION OF R.E.A.L.

Scholastic R.E.A.L. is a literacy-based mentoring program that gives schools, districts, public libraries, and community-based organizations the tools they need to recruit and equip mentors (caring individuals from the community) to be reading champions. By using diverse books, these mentors support children's relationships to literacy and academic success through interactive read-alouds and book discussions. Following these discussions, each student gets to take home the book, expanding their home library and providing opportunities to interact with the text again with their family. Each book has an associated companion guide to help structure the time mentors, students, and families spend engaging in literacy-related activities.

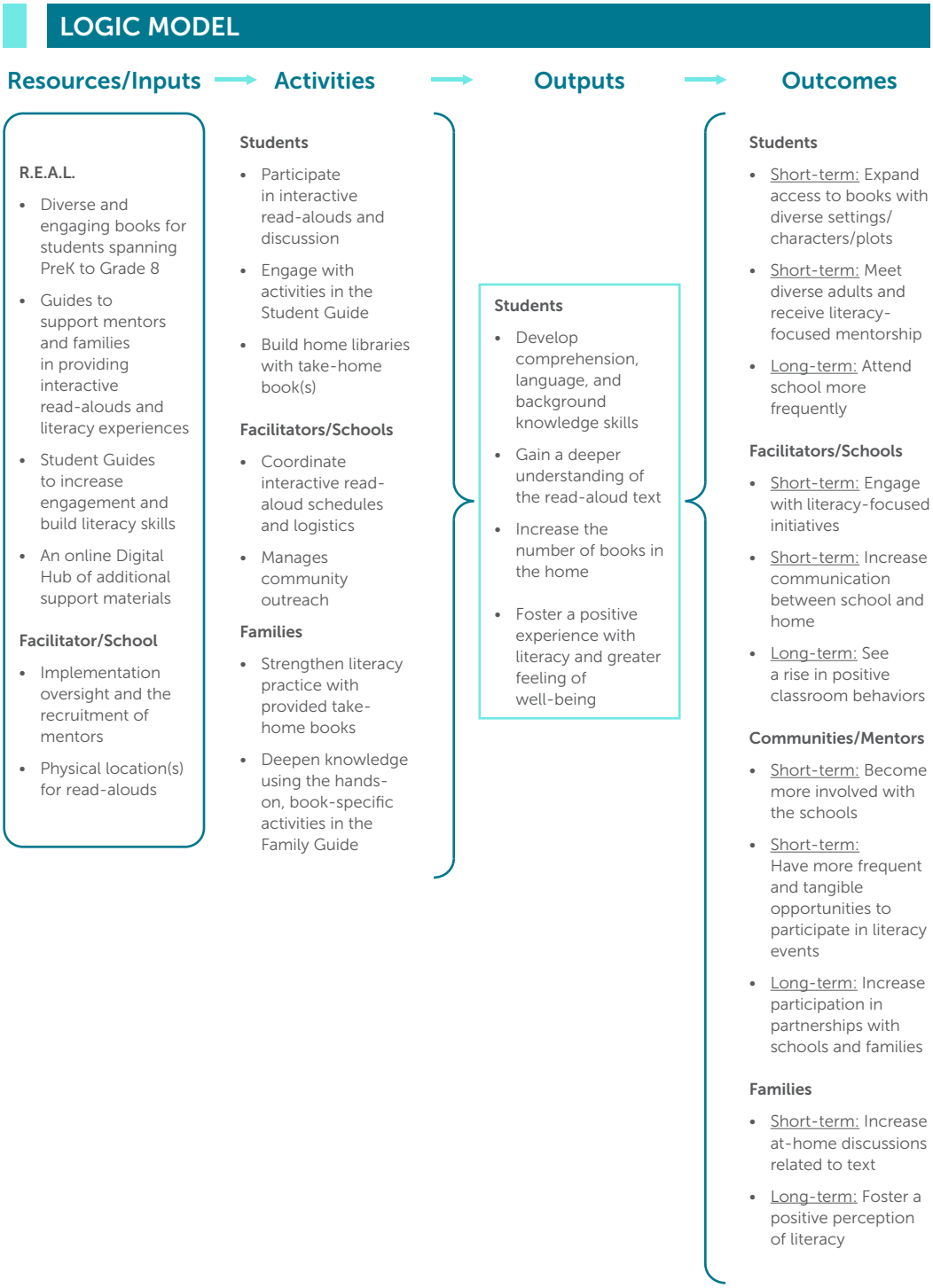
Scholastic R.E.A.L. was developed for students in PreK through eighth grade, with content and discussion prompts tailored to meet their range of developmental needs. Each grade-level set includes four unique titles with 10 copies for students and one for the mentor (44 books total). The full implementation package includes:

- **High-Quality Books** representing a diversity of experiences, authors, and topics
- **Student Guides** to help readers look for evidence, make real-life connections, and respond with writing
- **Family Guides** with fun and engaging activities and discussion prompts to support literacy at home
- **Mentor Guides** including sample discussion questions individualized to each book
- **Implementation Guide** with implementation steps and sample letters
- **Community Recruiting Guide** for personalized outreach
- **Mentor Success Guide** (digital only) that provides tips to build mentors' confidence and skills
- **Digital Resource Website** that allows facilitators to access the resources digitally

LOGIC MODEL

The 2015 Every Student Succeeds Act (ESSA) encourages districts and schools to adopt evidence-based programs with a well-specified logic model explaining how programs will likely improve outcomes. Figure 1 provides a conceptual model of R.E.A.L.'s design to facilitate engagement with literature and improve short-term and long-term outcomes. Specifically, this logic model outlines the resources needed (e.g., books, guides, mentors, and facilitators) to launch the R.E.A.L. program successfully. It documents the targeted activities (e.g., read-alouds with mentors and interactive activities) needed to generate the direct and tangible outputs that occur from the activities (e.g., a deeper understanding and appreciation for literacy for students). The outputs lead to short- and long-term outcomes (e.g., expanded home libraries and high attendance rates) that can also be used to define the expected results of a program as well as help determine the best variables to measure when evaluating program success.

Figure 1. Logic model for Scholastic R.E.A.L.



RESEARCH SUPPORTS THE COMPONENTS OF R.E.A.L.

MENTORSHIP

Research shows that academic mentoring partnerships positively impact children's cognitive, social, emotional, and academic development (Rhodes, 2005). Well-trained mentors can also provide modeling of literacy practices or serve as tutors. The What Works Clearinghouse Practice Guide identifies modeling as an effective strategy for teaching and reinforcing children's foundational reading skills (Foorman et al., 2016).

Study results show that literacy mentorship programs can have a particularly powerful impact on children's reading and language outcomes (Fives et al., 2013; Ritter et al., 2006; LaVenia & Burgoon, 2019). In one specific example, volunteers came to classrooms for an hour and read to students, and the children who were more engaged with the program reported higher reading enjoyment and greater fluency gains (Miller et al., 2011).

High-quality mentoring programs have also been found to improve student engagement. In a randomized study, students who participated in a mentoring program had a 20 percent decrease in absences. The researchers believe this drop is due to the positive developmental impact building meaningful relationships and experiences with a non-familial adult can have on children, particularly those who otherwise would not receive similar guidance (Guryan et al., 2021).

The R.E.A.L. program uses this research base and supports mentors directly by providing them with book-specific guides that can be used before, during, and after their read-aloud to promote engagement and understanding for children. These supports include 1) introductory content to use while introducing the book to students, 2) questions to use while reading, and 3) discussion prompts to deepen understanding after the read-aloud. In addition, resources for defining expectations and building genuine connections through mentorship are also outlined in the Mentor Success Guide.

Planning for success before mentorship opportunities is important, but research shows that transitioning this preparation into effective implementation can be an even more important driver of success (Leo & Stoeger, 2023). This guide allows mentors to make this leap by describing the steps and strategies that they can use to promote a clear, easy, and authentic experience for both the mentor and the children. Some examples of strategies recommended for mentors include practicing pronunciations of unfamiliar words that appear in the book they will be reading and using the read-aloud as an opportunity to bond with the children (e.g., before reading, say, "This book is about food! What are some of your favorite foods?").

Figure 2. An example of the Mentor Success Guide as it appears on the R.E.A.L. Digital Resources page

FAMILY ENGAGEMENT

Family engagement is a collaborative process through which educators and caregivers partner to support children's learning. According to data from the U.S. Department of Education, less than 20 percent of a child's time is spent in school, with the remainder mostly spent with family or in areas of the community. Because of this, the role that parents and the home environment play in a child's life can have a major influence on their academic development. Research has also revealed the positive impact higher levels of family engagement can have on their children's outcomes. Studies show that high levels of family engagement are associated with:

- Increased student achievement (Park & Holloway, 2017; Jeynes, 2005)
- Improved attendance and behavior (Smith, et al., 2019; Sheldon, 2007; El Nokali at al., 2010)
- Improved social-emotional skills (Smith et al., 2020; Van Voorhis et al., 2013)
- Increased graduation rates (Ross, 2016; Hoover-Dempsey, et al., 2005)

To successfully encourage family engagement, educators must first build positive relationships with families and then find genuine and meaningful ways to involve them. Moody and Matthews (2022) describe the importance of cultivating a more inclusive and successful school-and-home learning environment by creating "an ecology where both generic and home literacy practices are valued." In their model, teachers are empowered to:

- Recognize and value the cultural literacy practices of bi/multilingual families
- Involve families in program creation
- Design reading activities that are both meaningful and effective

Researchers have demonstrated that when caregivers and children share books, they enhance the quality of their reading in the long term, making for frequent conversation and increased caregiver understanding of a child's learning (Fletcher & Reese, 2005). However, these types of interactions are limited (or nonexistent) if families do not have access to books. In contrast, children in homes with more extensive home libraries read more, have higher-level reading skills, and attain more years of education than those with access to fewer books, even after controlling for parental education level (Crook, 1997; de Graaf et al., 2000; de Graaf, 1986; de Graaf, 1988; Evans et al., 2010; Georg, 2004; Park, 2008; Teachman, 1987). R.E.A.L. puts these research findings into practice, aiming to not only expand home libraries, but to also do so in a way that promotes diverse and culturally relevant books and further fosters family engagement in their children's learning journey.

In addition to expanding home libraries, the R.E.A.L. program promotes, encourages, and simplifies family engagement. This is done by providing an extensive collection of Family Guides (one for each text) in both English and Spanish. These guides are filled with questions and prompts targeted at starting and sustaining meaningful conversations about the book in the home environment. For example, in the Family Guide accompanying the astronomy-themed book *The Sun Is Kind of a Big Deal*, there are activities that encourage the child and their family to look at the sky and draw the moon together each night, map out the world's time zones, practice shadow drawing, and calculate their ages on different planets. These guides are specifically designed for families to deepen comprehension, build personal connections to the text, and enrich communication, all while encouraging quality family interaction.

Figure 3. Examples of the Family Guides for a second-grade student in both English and Spanish

LITERACY SKILLS

Literacy—the ability to read, write, and comprehend—is a formidable linchpin to school, work, and life success. Numerous studies provide powerful evidence that early reading achievement is strongly and positively associated with high school completion, college attendance, increased earnings, and better health:

- Kindergarten reading scores predict later earnings, higher education completion, home ownership, and retirement (Chetty et al., 2011).
- Children who do not read proficiently by third grade are four times more likely to drop out of high school by age 19 than their proficient peers (Hernandez, 2011).
- Individuals with lower literacy rates are less likely to receive regular preventative healthcare (Bennett et al., 2009).
- People who read books live almost 23 months longer than nonliterate people (Bavishi et al., 2016).

Despite its importance, many students leave elementary school struggling to read (National Assessment of Educational Progress (NAEP), 2022). While low literacy rates have been a source of concern for over a decade in the United States, the level of urgency and need has increased greatly in recent years due primarily to unfinished learning caused by the COVID-19 pandemic and associated school closures.

This context reveals why providing high-quality, impactful learning opportunities and literacy instruction to children at any opportunity is critical for their short- and long-term success as an individual. Effective reading instruction requires the systematic and explicit teaching of code-based skills (phonics knowledge, decoding skills) and meaning-focused skills (content knowledge, literacy knowledge, vocabulary, language structure) as well as processes that bridge these two areas (print concepts, fluency, etc.) and self-regulation (Duke & Cartwright, 2021; Connor, 2019). Beyond this traditional type of instruction, research has also shown that expanding access to books at home (Evans et al., 2010) and guiding students through focused, high-quality discussions of text (Shanahan et al., 2010) can lead to better educational outcomes.

Applying metacognitive strategies to learning to read has also been shown to significantly improve outcomes. Kuhn (2000) defines metacognition as "Enhancing (a) metacognitive awareness of what one believes and how one knows, (b) metastrategic control in the application of the strategies that process new information." This can be more simply understood as building comprehension and background knowledge and then teaching students how to apply these skills to their reading. Research has shown that applying these strategies to classroom literacy instruction improves vocabulary and comprehension (Boulware-Gooden et al., 2007).

The multiple components that make up R.E.A.L. support student development across a wide range of literacy skills:

- Mentor Guides and Student Guides promote close readings of texts by introducing the book and relevant strategies before the read-aloud is started. The guides also provide information about a book's history and theme for context, additional information on background knowledge required for understanding, comprehension questions (used during and after the reading), and prompts that emphasize text-to-self connections, helping students personally relate to the story or excerpt. These instructional practices align to many components included in the "close reading approach" described by Fisher and Frey (2012), which promotes critical thinking skills and a deep understanding of the text.
- The R.E.A.L. Family Guides also support literacy skills by encouraging caregivers and readers to apply strategies and concepts they have learned from the text to personal experiences. For example, this prompt, captured from the Grade 3 Family Guide, asks the child to reflect on a time their actions have negatively impacted others and what they did to resolve those situations. This direct application not only builds deeper vocabulary and comprehension skills but also develops an awareness of metacognition and self-regulation strategies.

Figure 4. An excerpt from a Family Guide demonstrating how the prompts help families and children make text-to-self connections

Family Reading Fun

Reading and discussing books with your child will support them in developing strong reading skills. Here are some ideas to keep your child excited about *Pug Pals: Two's a Crowd*!

Reflect Together

Sunny the pug says something hurtful to her sister and later apologizes. Talk with your child about a time when they regretted something they said. How did they make it up to the other person?

JOY (ENGAGEMENT AND MOTIVATION)

It is impossible to ignore the role of joy in reading. Joy can be both the outcome and underlying force driving the motivation to read and a desire to engage with the text. When cultivated, this combination explains why adults and children reach for a book simply for pure enjoyment. Better yet, children who read for pleasure and are motivated to read do significantly better at school than their peers who rarely read (Wilhelm, 2016). Research also shows that finding joy in reading can lead to increased intrinsic (personally rewarding) and extrinsic (outside/third-party recognition) motivation.

Intrinsic motivation to read is cultivated through the positive emotions and experiences had while interacting with text (Becker et al., 2010). These positive interactions can come from the story itself, as well as from the feeling of accomplishment when completing a book and the social components that arise when a plot point is discussed or new perspectives are introduced and explored by a group of readers (Taboada et al., 2009). Extrinsic motivation, in the context of literacy, can be drawn from societal influences (the desire to identify as a reader or connect with a specific group of people) or more concrete rewards established using behavior management strategies or evaluation/grades (Ryan & Deci, 2000). Purposeful collaboration between the school, home, and community environments allows appropriate sources of intrinsic and extrinsic motivation to be present in any context.

In addition to motivation, true joy from literature cannot be instilled without genuine engagement. Students need access to books that spark their curiosity, create connections to what they find familiar, and introduce them to new and exciting people, places, or ideas. Research has identified several ways to promote literacy engagement:

- Using effective teaching strategies, especially with children who are learning to read, is critical for creating engaged readers. This is because students who feel successful as readers are mostly likely to engage with text (Guthrie & Wigfield, 2000).
- Allowing students to select what they want to read, as well as providing them with books that align to their areas of interest and reading ability, prompts greater engagement and autonomy (Clark & Rumbold, 2006).
- Promoting and modeling reading for pleasure in the home and classroom encourages children to do the same (Baker & Scher, 2002). Children form beliefs and interests from watching adults. Having good examples of engaged readers around them helps cultivate their own positive relationship with books.

Engagement strategies don't just serve as a pathway to a positive relationship with literacy. The engagement has larger benefits as well. Children engaged in learning have better attendance, higher college and career readiness, and better graduation rates, and they are less likely to drop out of school (Rumberger et al., 2017).

Connecting children to people with diverse backgrounds, broad perspectives, and unique careers encourages them to develop a more representative worldview. When this is done in tandem with literacy engagement, as with the R.E.A.L. mentors, children also benefit from seeing how books and a positive relationship with literacy can be far-reaching and unifying—into adulthood. These experiences and interpersonal connections allow children and adults alike to associate literacy with joy and foster motivation and engagement within the context of literacy. This is especially important because, as students move into higher grades, the text becomes the backbone of how new knowledge is acquired.

EQUITY AND BELONGING

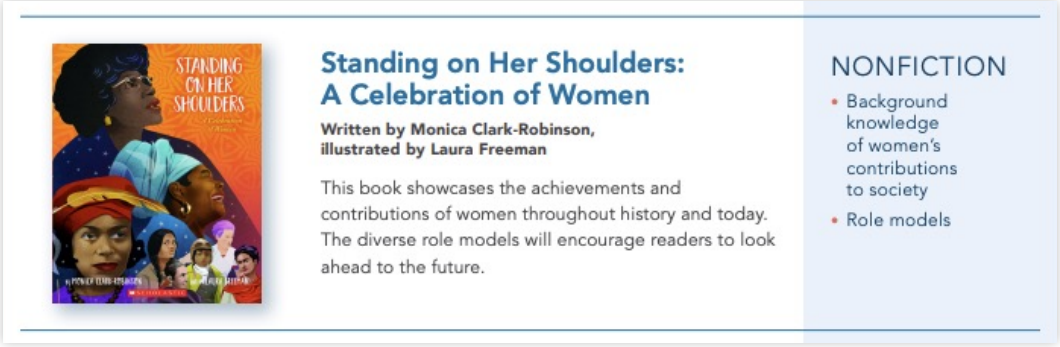
In her book *Unearthing Joy*, Gholdy Muhammad states that "Equity is teaching and learning that is centered on justice, liberation, truth, and freedom" (Muhammad, 2023, p. 33). The context and source of this quote are particularly fitting for two reasons: first, because becoming a proficient reader is considered by most to be a civil right; and second, because literature itself often serves as a platform for promoting equity. Said another way, both learning to read and the act of reading are both historically and academically tied to equity.

For children, equity through literacy can be promoted in several ways. Instruction can be delivered in a way that intentionally celebrates every child's cultural heritage, individuality, and difference. Literacy instruction also provides opportunities for students to learn about their own identity alongside the identities of others, building empathy and understanding. Research also shows that using diverse reading activities increases background knowledge and reading outcomes for students (Worthy & Roser, 2010; Guthrie, 2008).

While text and literacy can promote equity by introducing readers to a wider and more diverse set of content and situations than they may encounter in everyday life, they can also be used to promote a sense of belonging within the smaller context of a classroom. Literature can help children develop their cultural identity by providing positive representations of their culture and strengthening their self-identity. In turn, literature can also help children understand and appreciate other cultures, which can reduce negative stereotypes (Al-Hazza & Bucher, 2008). Over time, traits like a positive racial identity and a sense of belonging have also been associated with higher academic motivation and resilience (Butler-Barnes et al., 2018).

Through text selection alone, R.E.A.L. can promote diverse perspectives and increase cultural awareness by using a highly varied collection of books for the read-aloud. Allowing children to then take these books home expands their impact further, making a wide range of stories and cultural perspectives available to the whole family. The titles selected for use within R.E.A.L. are curated based on the developmental needs of a child, whether they are in preschool or a proficient reader in eighth grade. The result of this work is a list of titles that promotes diversity, equity, and belonging in a way that is relevant for children, regardless of age.

Figure 5. Example of a book title used within the R.E.A.L. program that promotes women and the value of role models.



> ***My biggest joy is introducing culturally responsive books to all students. I love it when all students can see themselves in the books they are reading.***
> Janet Bertrand, an assistant principal using R.E.A.L. in Veterans Park Elementary, Kentucky

WELL-BEING

The classroom setting provides a unique opportunity to nurture the social, emotional, and mental well-being of children through literacy. This can be done by providing instruction and leadership rooted in a deep understanding of the biological and physiological processes that are related to learning and development.

In a brief published by the Center for Responsive Schools, language instruction was found to be one of the most important and effective areas for improving social, mental, and emotional well-being. Dresser (2013) argues that "A cognitive-only approach to teaching language arts is fundamentally incomplete because addressing students' emotional needs and being responsive to their needs as individuals is an essential prerequisite to their comprehension of the material." This point was expanded on by Schlund (2019), who explained that "Literacy, in particular, provides rich opportunities for reflecting on the connections between our thoughts, feelings, and actions; taking on someone else's perspective; and using language and writing to navigate social dynamics and build relationships."

CASEL (2020) has operationalized these sentiments by identifying five key areas that represent social and emotional competence. Students must build skills in each of these categories, as well as general literacy ability, to fully comprehend and connect with text:

1. **Self-awareness:** The ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts
2. **Self-management:** The ability to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations
3. **Social awareness:** The ability to understand the perspectives of, and empathize with, others, including those from diverse backgrounds, cultures, and contexts
4. **Relationship skills:** The ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups
5. **Responsible decision-making:** Making caring and constructive choices about personal behavior and social interactions across diverse situations

R.E.A.L. promotes well-being, social skills, and emotional competency by providing meaningful opportunities for children to connect with members of their community. This not only offers a fun and exciting shift in the day-to-day pattern of the classroom but also allows children to communicate and learn important social skills through literacy-modeling and authentic conversations with the volunteer mentors. The richly diverse and thoughtful library of texts included in R.E.A.L. further entrench feelings of well-being, offering a depth of variety that ensures every child feels represented and included. In addition, the Mentor Guides and Family Guides provide numerous activities and opportunities for social interaction, emotional development, and text-to-self connections.

> ***The R.E.A.L. program has shifted the culture in the classroom. The volunteers bring fresh energy, patience, and enthusiasm to our school. Our students enjoy the read-alouds and the teachers enjoy a break, which helps manage burnout.***
> Phyllis McKissack, a family resource coordinator using R.E.A.L. in Harrison Elementary, Kentucky

CONCLUSION

Each section of research described above connects with a component of the Scholastic R.E.A.L. program:

- R.E.A.L. provides a direct path for adults to **model a positive interaction with text and literacy as well as participate in mentorship**, allowing adults and children to connect, share new and diverse experiences with each other, and build a positive relationship with literacy. This work is supported by the high-quality books and Mentor Guides within the program.
- R.E.A.L. encourages **family engagement** by providing the take-home texts as part of the program, building home libraries, increasing access to text, and supporting caregiver involvement via the Family Guides.
- R.E.A.L. promotes **literacy skills** by deepening a children's understanding of a book through the read-aloud and book discussion. Following these structured sessions, children can revisit the text to practice these skills repeatedly with their take-home book.
- R.E.A.L. connects **joy** and literacy for adults and children alike. Positive experiences with literacy are provided through the R.E.A.L. read-alouds by using diverse and representative stories, increasing engagement, and motivating children to connect with text.
- R.E.A.L. fosters feelings of **belonging and well-being** by emphasizing and honoring the qualities that make each child unique. The diverse and culturally responsive texts provided by the R.E.A.L. program also help to promote **equity** by validating each child's individual identity and reducing negative stereotypes.

This rigorous research base serves as a firm foundation for the Scholastic R.E.A.L. program. However, R.E.A.L. is able to take these findings one step further by providing a structured program and process that schools and communities can use to put this research into practice. Implementation supports students in expanding their home libraries, increasing their feeling of belonging and connection with the school, and maximizing the positive partnerships they have with literacy through the mentors and their community.

REFERENCES

Al-Hazza, T. C., & Bucher, K. (2008). Building Arab Americans' cultural identity and acceptance with children's literature. Reading Teacher, 62(3), 210–219.

Baker, L., & Scher, D. (2002). Beginning readers' motivation for reading in relation to parental beliefs and home reading experiences. Reading Psychology, 23, 239–269. https://doi.org/10.1080/713775283

Bavishi, A., Slade, M. D., & Levy, B. R. (2016). A chapter a day: Association of book reading with longevity. Social Science & Medicine, 164, 44–48. https://doi.org/10.1016/j.socscimed.2016.07.014

Becker, M., McElvany, N., & Kortenbruck, M. (2010). Intrinsic and extrinsic reading motivation as predictors of reading literacy: A longitudinal study. Journal of Educational Psychology, 102(4), 773–785. https://doi.org/10.1037/a0020084

Bennett, I. M., Chen, J., Soroui, J. S., & White, S. (2009). The contribution of health literacy to disparities in self-rated health status and preventive health behaviors in older adults. Annals of Family Medicine, 7(3), 204–211. https://doi.org/10.1370/afm.940

Berns, G. S., Blaine, K., Prietula, M. J., & Pye, B. E. (2013). Short- and long-term effects of a novel on connectivity in the brain. Brain Connectivity, 3(6), 590–600. https://doi.org/10.1089/brain.2013.0166

Bogenschneider, K., & Johnson, C. (2004, February). Family involvement in education: How important is it? What can legislators do? In K. Bogenschneider & E. Gross (Eds.), A policymaker's guide to school finance: Approaches to use and questions to ask (Wisconsin Family Impact Seminar Briefing Report No. 20, pp. 19–29). Madison: University of Wisconsin Center for Excellence in Family Studies.

Boulware-Gooden, R., Carreker, S., Thornhill, A., & Joshi, R. M. (2007). Instruction of metacognitive strategies enhances reading comprehension and vocabulary achievement of third-grade students. The Reading Teacher, 61(1), 70–77.

Butler-Barnes, S. T., Leath, S., Williams, A., Byrd, C., Carter, R., & Chavous, T. M. (2018). Promoting resilience among African American girls: Racial identity as a protective factor. Child Development, 89(6), e552–e571. https://doi.org/10.1111/cdev.12995

CASEL. (2020). CASEL's SEL framework. https://casel.org/casel-sel-framework-11-2020

Center for Responsive Schools. (n.d.). SEL and literacy: A natural fit. www.crslearn.org/publication/feburary-2020-literacy-and-sel/sel-and-literacy-a-natural-fit

Chetty, R., Friedman, J. N., Hilger, N., Saez, E., Schanzenbach, D. W., & Yagan, D. (2011). How does your kindergarten classroom affect your earnings? Evidence from Project Star. The Quarterly Journal of Economics, 126(4), 1593–1660. https://doi.org/10.1093/qje/qjr041

Clark, C., & Rumbold, K. (2006). Reading for pleasure: A research overview. A report by the National Literacy Trust. https://files.eric.ed.gov/fulltext/ED496343.pdf

Connor, C. M. (2019). Using technology and assessment to personalize instruction: Preventing reading problems. Prevention Science, 20, 89–99. https://doi.org/10.1007/s11121-017-0842-9

Crook, C. J. (1997). Cultural practices and socioeconomic attainment. Greenwood Press.

Cunningham, A., & Stanovich, K. (2003). Reading can make you smarter!. Principal.

da Costa, J. L., Klak, R., & Schinke, R. (2000). Mentoring: Promoting inner city elementary school student literacy. Distributed by ERIC Clearinghouse. https://eric.ed.gov/?id=ED439439

de Graaf, P. M. (1986). The impact of financial and cultural resources on educational attainment in the Netherlands. Sociology of Education, 59(4), 237–246. https://doi.org/10.2307/2112350

de Graaf, P. M. (1988). Parents' financial and cultural resources, grades, and transition to secondary school in the Federal Republic of Germany. European Sociological Review, 4(3), 209–221.

de Graaf, N. D., de Graaf, P. M., & Kraaykamp, G. (2000). Parental cultural capital and educational attainment in the Netherlands: A refinement of the cultural capital perspective. Sociology of Education, 73, 92–111. https://doi.org/10.2307/2673239

Dewalt, D. A., & Pignone, M. P. (2005). The role of literacy in health and health care. American Family Physician, 72(3), 387–388.

Dresser, R. (2013). Paradigm shift in education: Weaving social-emotional learning into language and literacy instruction. i.e.: inquiry in education, 4(1). https://digitalcommons.nl.edu/ie/vol4/iss1/2

Duke, N. K., & Cartwright, K. B. (2021). The science of reading progresses: Communicating advances beyond the simple view of reading. Reading Research Quarterly, 56(S1), S25–S44. https://doi.org/10.1002/rrq.411

El Nokali, N., Bachman, H. J., & Vortruba-Drzal, E. (2010). Parent involvement and children's academic and social development in elementary school. Child Development, 81(3), 988–1005. https://doi.org/10.1111%2Fj.1467-8624.2010.01447.x

Evans, M. D. R., Kelley, J., Sikora, J., & Treiman, D. J. (2010). Family scholarly culture and educational success: Books and schooling in 27 nations. Research in Social Stratification and Mobility, 28(2), 171–197. https://doi.org/10.1016/j.rssm.2010.01.002

Evans, M. D. R., Kelley, J., Sikora, J., & Treiman, D. J. (2015). Scholarly culture and occupational success in 31 societies. Comparative Sociology, 14(2), 176–218.

Fisher, D., & Frey, N. (2012). Close reading in elementary schools. The Reading Teacher, 66(3), 179–188. https://doi.org/10.1002/TRTR.01117

Fives, A., Kearns, N., Devany, C., Canavan, J., Russell, D., Lyons, R., et al. (2013). A one-to-one programme for at-risk readers delivered by older adult volunteers. Review of Education, 1(3), 254–280. https://doi.org/10.1002/rev3.3016

Fletcher, K. L., & Reese, E. (2005). Picture book reading with young children: A conceptual framework. Developmental Review, 25, 64–103. https://doi.org/10.1016/j.dr.2004.08.009

Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://whatworks.ed.gov

Georg, W. (2004). Cultural capital and social inequality in the life course. European Sociological Review, 20(4), 333–344.

Guryan, J., Christenson, S., Cureton, A., Lai, I., Ludwig, J., Schwarz, C., Shirey, E., & Turner, M. C. (2021). The effect of mentoring on school attendance and academic outcomes: A randomized evaluation of the check & connect program. Journal of Policy Analysis and Management, 40, 841–882. https://doi.org/10.1002/pam.22264

Guthrie, J. (2008). Engaging adolescents in reading. Corwin Press.

Guthrie, J. T., & Wigfield, A. (2000). Engagement and motivation in reading. In M.L. Kamil, P. B. Mosenthal, P. D. Pearson, and R. Barr (Eds.), Handbook of Reading Research (3rd ed.). Longman.

Henderson, A. T., & Mapp, K. L. (2002). A new wave of evidence: The impact of school, family, and community connections on student achievement. Southwest Educational Development Laboratory.

Hernandez, D. J. (2011). Double jeopardy: How third-grade reading skills and poverty influence high school graduation. The Annie E. Casey Foundation.

Hoover-Dempsey, K., Walker, J. M., Sandler, H. M., Whetsel, C., Wilkins, A. S., & Closson, K. (2005). Why do parents get involved? Research findings and implications. The Elementary School Journal, 106(2).

Jacques, C., & Villegas, A. (2018). Strategies for equitable family engagement. https://oese.ed.gov/files/2020/10/equitable_family_engag_508.pdf

Jeynes, W. H. (2005). A meta-analysis of the relation of parental involvement to urban elementary school student academic achievement. Urban Education, 40(3), 237–269. https://doi.org/10.1177/0042085905274540

Kidd, D. C., & Castano, E. (2013). Reading literary fiction improves theory of mind. Science, 342(6156), 377–380. https://doi.org/10.1126/science.1239918

Kuhn, D. (2000). Metacognitive development. Current Directions in Psychological Science, 9(5), 178–181. https://doi.org/10.1111/1467-8721.00088

LaVenia, K. N., & Burgoon, J. (2019). Urban community as resource: Evaluation of the mentors in Toledo schools program. Evaluation and Program Planning, 72, 118–124. https://doi.org/10.1016/j.evalprogplan.2018.10.011

Luo, L., & Stoeger, H. (2023). Unlocking the transformative power of mentoring for youth development in communities, schools, and talent domains. Journal of Community Psychology. https://doi.org/10.1002/jcop.23082

Manu, A., Ewerling, F., Barros, A. J. D., & Victora, C. G. (2019). Association between availability of children's book and the literacy-numeracy skills of children aged 36 to 59 months: Secondary analysis of the UNICEF multiple-indicator cluster surveys covering 35 countries. Journal of Global Health, 9(1). https://doi.org/10.7189%2Fjogh.09.010403

McPartland, J. M., & Nettles, S. M. (1991). Using community adults as advocates or mentors for at-risk middle school students: A two-year evaluation of Project RAISE. American Journal of Education, 99(4), 568–586. https://doi.org/10.1086/443998

Miller, S., Connolly, P., & Maguire, L. K. (2011). A follow-up randomised controlled trial evaluation of the effects of business in the community's Time to Read mentoring programme. Centre for Effective Education, Queen's University Belfast.

Miller, D., & Lesesne, T. (2022). The joy of reading. Heinemann.

Moody, S. M., & Matthews, S. D. (2022). Reading without words: Cultivating bi/multilingual family engagement. The Reading Teacher, 76, 122–130. https://doi.org/10.1002/trtr.2118

Muhammad, G. (2023). Unearthing joy. Scholastic.

National Assessment of Educational Progress (NAEP). U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics, 2022 Reading Assessment.

Park, H. (2008). Home literacy environments and children's reading performance: A comparative study of 25 countries. Educational Research and Evaluation, 14(6), 489–505. https://doi.org/10.1080/13803610802576734

Park, S., & Holloway, S. D. (2017). The effects of school-based parental involvement on academic achievement at the child and elementary school level: A longitudinal study. The Journal of Educational Research, 110(1), 1–16. https://doi.org/10.1080/00220671.2015.1016600

Raposa, E. B., Rhodes, J. E., Stams, G. J., Card, N. A., Burton, S., Schwartz, S. E., Sykes, L. A., Kanchewa, S. S., Kupersmidt, J. B., & Hussain, S. B. (2019). The effects of youth mentoring programs: A meta-analysis of outcome studies. Journal of Youth and Adolescence, 48, 423–443. https://doi.org/10.1007/s10964-019-00982-8

Rhodes, J. E. (2005). A model of youth mentoring. In D. DuBois & M. Karcher (Eds.), Handbook of youth mentoring (pp. 30–43). Sage.

Ritter, G., Denny, G., Albin, G., Barnett, J., & Blankenship, V. (2006). The effectiveness of volunteer tutoring programs: A systematic review. Campbell Systematic Reviews, 2006(7). https://doi.org/10.4073/csr.2006.7

Ross, T. (2016). The differential effects of parental involvement on high school completion and postsecondary attendance. Education Policy Analysis Archives, 24(30). https://doi.org/10.14507/epaa.24.2030

Rumberger, R., Addis, H., Allensworth, E., Balfanz, R., Bruch, J., Dillon, E., Duardo, D., Dynarski, M., Furgeson, J., Jayanthi, M., Newman-Gonchar, R., Place, K., & Tuttle, C. (2017). Preventing dropout in secondary schools (NCEE 2017-4028). National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. https://whatworks.ed.gov

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. American Psychologist, 55, 68–78. https://doi.org/10.1037/0003-066X.55.1.68

Schlund, J. (2019). The literacy connection: Examining the intersection of literacy, equity, and social-emotional learning. Literacy Today, September/October 2019, 18–20.

Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038). National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from whatworks.ed.gov/publications/practiceguides

Sheldon, S. (2007). Improving student attendance with school, family, and community partnerships. The Journal of Educational Research, 100(5), 267–275.

Sikora, J., Evans, M. D. R., & Kelley, J. (2018). Scholarly culture: How books in adolescence enhance adult literacy, numeracy and technology skills in 31 societies. Social Science Research, 77, 1–15. https://doi.org/10.1016/j.ssresearch.2018.10.003

Smith, T. E., Reinke, W. M., Herman, K. C., & Huang, F. (2019). Understanding family-school engagement across and within elementary and middle school contexts. American Psychological Association, 34(4), 363–375. https://doi.org/10.1037/spq0000290

Smith, T. E., Sheridan, S. M., Kim, E. M., Park, S., & Beretvas, S. N. (2020). The effects of family-school partnership interventions on academic and social-emotional functioning: A meta-analysis exploring what works for whom. Educational Psychology Review, 32, 51.

Taboada, A., Tonks, S. M., Wigfield, A., & Guthrie, J. T. (2009). Effects of motivational and cognitive variables on reading comprehension. Reading and Writing, 22(1), 85–106. https://doi.org/10.1007/s11145-008-9133-y

Teachman, J. D. (1987). Family background, educational resources, and educational attainment. American Sociological Review, 52(4), 548–557. https://doi.org/10.2307/2095300

Thompson, L., & Kelly-Vance, L. (2001). The impact of mentoring on academic achievement of at-risk youth. Children and Youth Services Review, 23, 227–242. https://doi.org/10.1016/S0190-7409(01)00134-7

Tierney, J. P., Grossman, J. B., & Resch, N. L. (1995). Making a difference: An impact study of Big Brothers Big Sisters. Public/Private Ventures.

Torrance, E. P. (1984). Mentor relationships: How they aid creative achievement, endure, change and die. Beady Limited.

Van Voorhis, F. L., Maier, M. F., Epstein, J. L., & Lloyd, C. M. (2013). The impact of family involvement on the education of children ages 3 to 8: A focus on literacy and math achievement outcomes and social-emotional skills. MDRC.

Weinstein, G., Cohn-Schwartz, E., & Damri, N. (2021). Book-oriented environment in childhood and current cognitive performance among old-aged Europeans. Dementia and Geriatric Cognitive Disorders, 50(3), 274–282. https://doi.org/10.1159/000518129

Wilhelm, J. D. (2016). Recognising the power of pleasure: What engaged adolescent readers get from their free-choice reading, and how teachers can leverage this for all. Australian Journal of Language & Literacy, 39(1), 30–41.

Worthy, J., and Roser, N. (2010). Productive sustained reading in a bilingual class. In E. Hiebert and R. Reutzel (Eds.), Revisiting silent reading: New directions for teachers and researchers. International Reading Association.

SCHOLASTIC

5252-09 12/23