

SciSpace介紹

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- ▶ 專為研究者設計的 AI 輔助平台
- 1. **Chat with PDF:** 上傳 PDF 後即可透過 AI 對話快速理解論文重點
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- 8. **AI Detector:** 判斷內容是否為AI撰寫

註冊

The screenshot shows the SciSpace website interface. On the left is a navigation sidebar with options like Home, Agent Gallery, AI Writer, Chat with PDF, Literature Review, Find Topics, Paraphraser, Citation Generator, Extract Data, and AI Detector. The main content area features the heading "AI Assistant to Automate Everyday Research Tasks" and a text input field for creating a research task. Below this is a "Build your task" section with three columns: "I WANT TO" (Review Literature, Write a Draft, Generate Diagram, Search Papers, Extract Data), "USE" (Deep Review, Pubmed, Google Scholar, ArXiv, Python Library), and "MAKE A" (Word document, PPT presentation, LaTeX Manuscript, LaTeX Poster, Data Visualisation). At the bottom left, a "Sign up" button is highlighted with a red box. A blue arrow points from this button towards the right, where a sign-up modal is shown.

The sign-up modal is titled "SCISPSPACE" and includes a close button (X). It features a "Sign up for free" button with a Google logo and the text "透過 Google 帳戶繼續操作". Below this, it says "OR continue with" followed by a blank space. There are three input fields for "Name", "Email address", and "Password". A large orange "Sign up" button is positioned below the fields. At the bottom, it asks "Have an account already? [Log in](#)". A paragraph of text at the very bottom states: "By creating a new account, you agree to SciSpace's [terms & conditions](#). SciSpace is safe and secure and it is trusted by thousands of researchers across the world. Read our [data security standards](#)."

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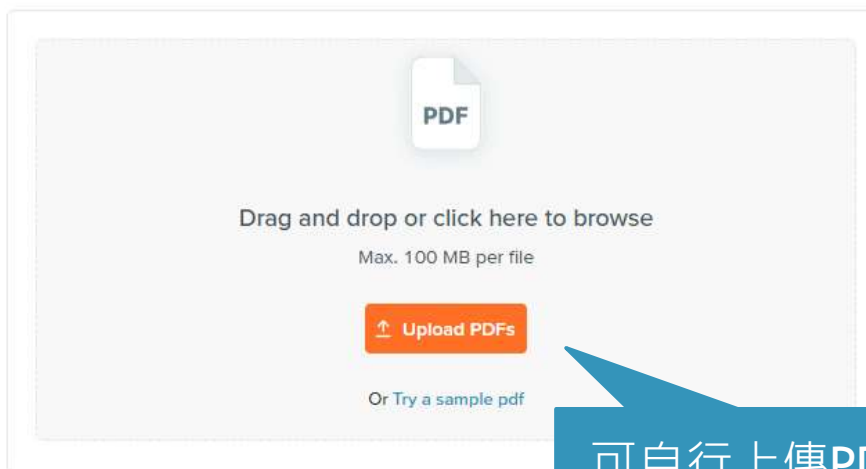
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Upload any PDF to SciSpace Chat PDF, ask a question, and get concise, citation-linked answers, summaries, and follow-ups in seconds—free tier, 256-bit encrypted, no data training, supports 75+ languages.



The interface shows a large dashed box for file upload. At the top center is a PDF icon with the text 'PDF'. Below it, the text reads 'Drag and drop or click here to browse' followed by 'Max. 100 MB per file'. At the bottom center is an orange button with an upward arrow and the text 'Upload PDFs'. Below the button is the text 'Or Try a sample pdf'.

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Early Childhood Education Journal (2022) 50:539–553
https://doi.org/10.1007/s10643-021-01170-9



Developing Children’s Literacy Learning Through Skillful Parent–Child Shared Book Readings

Lilly M. Steiner¹ · Alisa Hindin² · Kerry Carley Rizzuto¹

Accepted: 20 February 2021 / Published online: 19 March 2021
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Abstract

The purpose of this study was to examine children’s reading performance and parents’ use of reading support strategies throughout their participation in a family literacy program. In the program sessions, parents learned strategies to promote discussions around reading and strategies to support children at the word level. The program occurred in a second-grade and third-grade classroom with a culturally and linguistically diverse student population. This case study, with multiple embedded units, focuses on four parent–child dyads who participated in the program. Audio recordings of the home readings were examined for parents’ strategy use across weeks, as well as changes in children’s reading performance. Analyses of audio recorded parent–child readings showed that parents used both discussion and oral reading strategies to support their children’s readings, and had various responses to the program training. Likewise, children showed gains in terms of reading rate, accuracy, and fluency as well as on independent reading measures, from the beginning of the program period to the end.

Keywords Family literacy · Home–School partnerships

The United States public school system is facing a “demo- Research demonstrates that specific early literacy-based

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children's overall reading performance. When children's parents provided a greater level of oral reading support, children made fewer reading errors. Similarly, Heubusch and Lloyd (1998) identified the importance of corrective feedback on oral reading for beginning and striving readers. Error correction is an important component of effective repeated reading models (Therrien & Kubina, 2006).

For this study, the researchers designed, implemented, and evaluated a seven-week school-based, family-literacy program that included the use of strategies surrounding dialogic reading and repeated reading with oral reading feedback as children read aloud. In particular, both oral reading and discussion strategies were described and modeled so that parents of second graders could employ the practices at home. In developing this program, the researchers also wanted to provide parents opportunities to learn about their children's classroom instruction, and detail explicit ways parents could witness the impact of their work. A teacher from the school who was a native Spanish speaker served as a translator during each session. This approach creates an environment that research has found to ameliorate misunderstandings that can arise between communication barriers and cultural differences (Nieto, 2013; Hindin et al., 2017). Programs, such as the one discussed in this paper, have the potential to promote home reading experiences, which can play a critical role in improving children's overall reading performance.

Research Methodology

Research Questions

The current study addresses the following questions: 1) How do parents who participated in a family literacy program use oral reading and discussion strategies with their children in the home, and; 2) What changes were

oral reading. The study ascribes to Yin's (2002) recommendation of collecting a combination of quantitative and qualitative evidentiary sources to allow for data to converge in a triangulating manner. This design allowed the researchers to explore a richness of data as well as a contrastive picture of how different readers and their parents implemented the program (Patton, 2002; Yin, 2017).

Context and Participants

The current study occurred in a high-poverty, urban K-8 school that serves linguistically and culturally diverse children with more than a third (34.5%) of the children speaking Spanish as a first language, and more than half receiving free and reduced price lunch (55%). For each grade level, there are two classes. In this study, we focused on four parent/child dyads within the second grade. The study participants were selected using convenience sampling in which the teachers knew the researchers through a university-school partnership that had earlier been established in the district. Although the researchers worked with other districts in addition to the one selected, this school was selected because the principal reported that past attempts to work with parents yielded little participation. Previous attempts to invite parents included back-to-school nights and parent-teacher conferences. We determined that this program would allow parents additional ways to participate in their children's literacy learning.

Parents were interviewed after the research program and class... were sent home... teacher, who was... program to parent... Juanita and Nora... reported that she... that her husband spoke a little English in the home. Juanita

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speaker and completed four years of college. At the time of the study, Beth had a full-time job in finance. Beth reported that she helped Alex with homework every night, but they had not been reading together nightly. She explained that they tried to implement a “drop everything and read” at least once a week whereby everyone in the family read, but they were not able to do this consistently. See Table 1 for an overview of the participant information. Pseudonyms are used to identify all participants in the study.

students encountered in the classroom, either through shared reading, teacher read-alouds, or that were available in the classroom library.

During the weekly coaching sessions with parents, the university researchers began by inviting parents to share their experiences over the past week and then discussed the focal strategies for the session (See Table 2 for a description of the strategies taught across weeks).

The sessions incorporated the following instructional procedures:

Table 1 Participant information

	Initial DRA-2 score*	Home Language	Mother's Level of Education	Mother's Country of Origin	Weeks of Participation/# of weeks with 3-4 Readings
Joselyn/Madeline	12	English	14 years	United States	6/6
Juanita/Jose	14	Spanish	2 years	Mexico	6/6
Nora/Marcella	12	Spanish	14 years	Venezuela	6/1
Beth/Alex	24	English	14 years	United States	7/7

*Target DRA score for beginning second grade is 18

Table 2 Topics for weekly parent meetings

Schedule	Oral reading strategy	Discussion strategy
Week 1	Prompting children rather than provide words	Making predictions

Explain the text

Table 1 Participant information

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Beth/Alex	24	English	14 years	United States	7/7

*Target DRA score for beginning second grade is 18

Participant Information in the Family Literacy Program

This table provides a concise overview of the four parent-child dyads who participated in the family literacy program, detailing their initial reading levels, home language, mother's educational background, country of origin, and program participation duration [1]. The information helps to contextualize the study's findings by illustrating the diverse backgrounds of the participants.

Overview of Participant Characteristics

The table presents key demographic and educational details for each parent-child pair, allowing for an understanding of the varied experiences brought into the program. The participants include four dyads: Joselyn/Madeline, Juanita/Jose, Nora/Marcella, and Beth/Alex [1].

- **Initial DRA-2 Score:** This column indicates the child's Developmental Reading Assessment-2 (DRA-2) score at the beginning of the study. DRA-2 is a standardized reading test used to determine a student's

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Literature Review

English (en)

How does shared book reading impact social bonding and emotional intelligence in children?

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- What are the key factors that contribute to the development of social bonding in children through shared book reading?
- Can shared book reading experiences be used as a tool to enhance emotional intelligence in children, and if so, how?
- How does the frequency and quality of shared book reading impact the long-term effects on social bonding and emotional intelligence in children?

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Shared book reading (SBR) significantly enhances social bonding and emotional intelligence overall development. Research indicates that SBR not only improves language skills but also developing social-emotional competencies. This multifaceted impact can be observed through child development.

Impact on Social Bonding

- **Parental Engagement:** Increased time spent on SBR correlates with stronger parent-child relationships. Parents who read more often tend to have higher educational backgrounds and family income, leading to higher engagement levels (Lin et al., 2024).
- **Peer Relationships:** SBR promotes social skills that enhance children's ability to form positive social interactions, leading to improved peer popularity and well-being (Schapira & Grazzani, 2025).

Enhancement of Emotional Intelligence

- **Emotional Understanding:** SBR helps children articulate their thoughts and emotions, fostering emotional awareness and empathy towards others (Deitcher et al., 2021).
- **Social-Emotional Learning (SEL):** SBR interventions in educational settings have been shown to improve children's social-emotional understanding, including skills like racial acceptance and prosocial behavior (Sun et al., 2023).

While the benefits of SBR are well-documented, some argue that the effectiveness of SBR may vary based on cultural contexts and individual family dynamics, suggesting a need for tailored approaches to maximize its impact on emotional and social development.

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1. Growth of shared book reading in the first two years and its effects on children's development

Chia-Hui Lin, Chien-Ju Chang, H Nieh

19 Apr 2024 - Applied Developmental Science

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Insights

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Engaging in shared book reading (SBR) during infancy significantly contributes to children's social and emotional development, fostering stronger social bonds and enhancing emotional intelligence as they transition into the toddler stage, according to the study's findings.

Conclusions

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- The study concludes that shared book reading (SBR) positively impacts children's cognitive, language, social, and emotional development during the toddler stage.
- It finds that parents' reading time to their children increases significantly from 3 to 24 months, averaging an increase of 5 minutes every 3 months.
- Higher parental education levels, occupations, and family incomes correlate with both greater initial reading time and higher growth rates in reading time.
- The research emphasizes the importance of engaging in SBR during the infant stage for fostering various aspects of child development.
- The findings suggest that promoting SBR could be beneficial for enhancing developmental outcomes in young children.

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Journal Article • 10.3389/fpsyg.2025.1622536

2. Shared book reading and promoting social and emotional competences in educational settings: a narrative review

Rotem Schapira, I Grazzani

Shared book reading enhances children's emotional intelligence by facilitating discussions about emotions, helping them identify and regulate their feelings, and fostering empathy. This process strengthens social bonding as

- The narrative review concludes that shared book reading (SBR) can be an effective educational tool for enhancing social and emotional competence in early childhood.

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Papers (10 / 100)	Insights	Conclusions
<p>Journal Article • 10.1080/02568543.2024.2322731</p> <p><input type="checkbox"/> 10. The Impact of Shared Book Reading on Children and Families: A Study of Dolly Parton's Imagination Library in Tamworth, Australia</p> <p>Claire Galea, Serje Marc Robidoux, Andrea Salins +2 more 22 Apr 2024 • Journal of Research in Childhood Education</p> <p>Get PDF Podcast Chat Bookmark 66</p>	<p>The paper does not specifically address the impact of shared book reading on social bonding and emotional intelligence in children. It focuses on the frequency of reading and its association with emerging literacy skills.</p>	

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Related Questions:

- What specific aspects of social bonding are enhanced through shared book reading in children?
- In what ways does shared book reading contribute to the development of emotional intelligence in young children?
- How does the frequency of shared book reading correlate with the quality of parent-child relationships?
- What role does shared book reading play in improving children's social skills and peer interactions?
- How might cultural differences influence the effectiveness of shared book reading on children's emotional and social development?

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In the past few years, the remarkable and increasingly sophisticated integration of cutting-edge technology into the realm of academic research has fundamentally transformed and revolutionized the manner in which scholars, researchers, and academic professionals access, manage, and disseminate an extensive array of information critical to their work. One particularly noteworthy and significant development within this dynamic and rapidly evolving domain is the introduction of SciSpace, which serves as a comprehensive and multifunctional platform meticulously designed to

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232 words

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Effective interventions for treating depression include a variety of approaches, each addressing different aspects of the condition. Cognitive Behavioral Therapy (CBT) is a prominent method that focuses on altering negative thought patterns and behaviors, demonstrating significant efficacy in treating depression [1]. Additionally, Selective Serotonin Reuptake Inhibitors (SSRIs) serve as a common pharmacological treatment, enhancing serotonin levels in the brain to alleviate depressive symptoms [2]. For those seeking non-pharmacological options, Mindfulness-Based Stress Reduction (MBSR) combines meditation and yoga to improve emotional regulation and reduce anxiety [3]. Exercise Therapy also shows promise, as regular physical activity can enhance mood and overall well-being [4]. Lastly, Interpersonal Therapy (IPT) emphasizes the importance of social relationships and communication skills, addressing interpersonal factors that contribute to depression [5]. Together, these interventions provide a comprehensive framework for effectively managing depression.

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Developing Children's Literacy Learning Through Skillful Parent-Child Shared Book Readings

This study delves into the efficacy of a family literacy program in enhancing children's reading abilities by investigating the reading performance of children and the reading support strategies employed by parents. Focused on second and third-grade classrooms with a diverse student cohort, the research examines the interactions of four parent-child pairs during the program, analyzing audio recordings of their shared readings at home. The findings reveal that parents utilized various strategies, including discussions and oral reading techniques, to bolster their children's reading skills, leading to improvements in reading rate, accuracy, fluency, and independent reading measures over the program duration. This research underscores the significance of parental involvement and strategic support in fostering children's literacy development.

Literature Review

The influence of parent involvement on children's success in school, particularly in literacy learning, has been extensively studied, showing strong positive effects associated with continued parental engagement. Specific benefits linked to parent involvement include higher test scores, increased reading engagement, higher graduation rates, and improved academic performance. Parental involvement has been especially beneficial for children from low-income families, those with less educated mothers, and English Language Learners.

- Factors influencing parental involvement levels include motivational aspects tied to both parents and schools.
- Parents' belief in their ability to contribute to their children's education significantly influences their motivation to engage in literacy activities.
- Positive early experiences in parental involvement can lead to sustained engagement as children progress through school.

Jeyne's meta-analysis highlights significant positive effects of school-based parent-involvement programs, emphasizing shared reading programs as particularly effective, especially when parents are taught specific strategies for reading with their children at home. Home-based reading programs have also been designed to enhance children's reading fluency and increase reading opportunities, crucial for improving reading skills.

- Programs targeting children's reading comprehension through shared readings and discussions have shown positive outcomes on parental involvement and student achievement.
- Dialogic reading, involving strategic questioning and responding while reading, has been beneficial in improving children's knowledge and vocabulary.
- Using repeated readings in both homes and schools has been effective in enhancing reading fluency and overall reading performance.

The researchers implemented a seven-week family literacy program focusing on dialogic reading and repeated reading with oral feedback to improve children's reading skills, specifically for parents of second graders. The program aimed to provide parents insights

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TL;DR

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The study examines a family literacy program aimed at improving children's reading performance and parents' reading support strategies. Over seven weeks, parents learned techniques to enhance discussions around reading, resulting in gains in children's reading rate, accuracy, and fluency[1].

Conclusions

✕

- The study concludes that parents' involvement in their children's reading significantly impacts literacy outcomes, as evidenced by the gains in children's reading rate, accuracy, and fluency throughout the family literacy program[1].
- The authors emphasize the importance of examining the sustainability of the program, noting that parents need to continue applying the strategies learned beyond the intervention[2].
- The findings suggest that diverse home-reading practices can enhance children's literacy, as parents adapted the intervention strategies to fit their unique situations[3].
- The research highlights that while some children showed unexpected results, overall, the program was effective in promoting discussion around reading and learning.

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參考資料來源

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- ▶ [超閱者-學術研究AI助手SciSpace的9種功能完整介紹](#)
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