

- Ece Demir-Lira, Ö., Applebaum, L. R., Goldin-Meadow, S., & Levine, S. C. (2019). Parents' early book reading to children: Relation to children's later language and literacy outcomes controlling for other parent language input. *Developmental Science*, 22(3), e12764. <https://doi.org/10.1111/desc.12764>
 - The researchers found that the language used by parents/caregivers during shared reading is "more sophisticated" in terms of "vocabulary diversity and syntactic complexity" than in other instances of parent-child talk.
- Massaro, D. W. (2015). [Two Different Communication Genres and Implications for Vocabulary Development and Learning to Read](https://doi.org/10.1177/1086296X15627528). *Journal of Literacy Research*, 47(4), 505–527. <https://doi.org/10.1177/1086296X15627528>
 - [Article](#) about Massaro's study
 - The vocabulary in picture books was more extensive than that found in child-directed speech (CDS) and even adult-directed speech (ADS).
 - The books read to children are usually more linguistically and cognitively enriching than everyday speech.
- Tan, A., Nation, K., Dawson, N., Banerji, N. & Hsiao, Y. (2021). [Features of lexical richness in children's books: Comparisons with child-directed speech](https://doi.org/10.34842/5we1-yk94). *Language Development Research*. doi: 10.34842/5we1-yk94
 - We found that children's book language is lexically denser, more lexically diverse, and comprises a larger proportion of rarer word types compared to child-directed speech. Nouns and adjectives are more common in book language whereas pronouns are more common in child-directed speech. Book words are more structurally complex in relation to both number of phonemes and morphological structure. They are also later acquired, more abstract, and more emotionally arousing than the words more common in child-directed speech. Written language provides unique linguistic input even in the pre-school years, well before children can read for themselves.
 - Strikingly, even when compared to speech between two adults, children's picture books contain more unique rare word types (Massaro, 2015).
- Montag, J. L. (2019). [Differences in sentence complexity in the text of children's picture books and child-directed speech](https://doi.org/10.1177/0142723719849996). *First Language*, 39(5), 527–546. <https://doi.org/10.1177/0142723719849996>
 - The analyses show that picture books contain more rare and complex sentence types, including passive sentences and sentences containing relative clauses, than does child-directed speech. These differences in the patterns of language contained in picture books and typical child-directed speech suggest that one important means by which picture book reading may come to be associated with improved language outcomes is by providing children with types of complex language that might be otherwise rare in their input.
- Montag, J. L., Jones, M. N., & Smith, L. B. (2015). [The words children hear: Picture books and the statistics for language learning](#). *Psychological Science*, 26(9), 1489-1496.
 - The text of picture books may be an important source of vocabulary for young children, and these findings suggest a mechanism that underlies the language benefits associated with reading to children.
- Text Talk, McKweon and Beck

- <http://interactivereadalouds.pbworks.com/f/Capturing+the+Benefits+of+Read+Aloud+Experiences.pdf>
- [What Reading Does for the Mind](#) by Anne E. Cunningham And Keith E. Stanovich
 - The relative rarity of the words in children's books is, in fact, greater than that in all of the adult conversation, except for the courtroom testimony. Indeed, the words used in children's books are considerably rarer than those in the speech on prime-time TV. . . Children's books have 50 percent more rare words in them than does adult prime-time television and the conversation of college graduates.
- Torppa, M., Vasalampi, K., Eklund, K., & Niemi, P. (2022). Long-term effects of the home literacy environment on reading development: Familial risk for dyslexia as a moderator. *Journal of Experimental Child Psychology*, 215, 105314. <https://doi.org/10.1016/j.jecp.2021.105314>
 - The findings underline the importance of shared reading and suggest a long-standing impact of shared reading on reading development both directly and through oral language development and reading motivation.
- Muhinyi, A., Hesketh, A., Stewart, A. J., & Rowland, C. F. (2020). Story choice matters for caregiver extra-textual talk during shared reading with preschoolers. *Journal of Child Language*, 47(3), 633–654. <https://doi.org/10.1017/S0305000919000783>
 - Results showed that the complex stories facilitated more extra-textual talk from mothers, and a higher quality of extra-textual talk (as indexed by linguistic richness and level of abstraction).
 - Complex stories may facilitate more and linguistically richer caregiver extra-textual talk, having implications for preschoolers' developing language abilities.
- [The development and psychometric properties of a shared book reading observational tool: The Emergent Literacy and Language Early Childhood Checklist for Teachers](#) (ELLECCCT)
 - "embedding phonological awareness into shared reading activities has demonstrated some benefits for typically developing preschoolers when implemented by" early childhood teachers."
- Bosma, E., Bakker, A., Zenger, L. et al. Supporting the development of the bilingual lexicon through translanguaging: a realist review integrating psycholinguistics with educational sciences. *Eur J Psychol Educ* (2022). <https://doi.org/10.1007/s10212-021-00586-6>
 - "Méndez et al., (2015, 2018) investigated the effect of a bilingual shared book reading intervention that strategically combined the L1 and the L2 among 4-year-old Spanish–English bilingual children. The intervention consisted of 5 weekly cycles of 3 days, during which the two languages were presented in such a way that L2 learning would be facilitated through support of the L1: shared book reading was carried out in L1 Spanish on the first day, in both languages on the second day, and in L2 English on the third day. Children who had received this bilingual intervention acquired significantly more Spanish and English vocabulary than children who had received an English-only intervention. Similarly, Leacox and Jackson (2014) and Lugo-Neris et al. (2010) investigated the effect of vocabulary bridging in 4- to 6-year-old bilingual children, where definitions of L2 English words were provided in L1 Spanish during shared book reading. Both studies showed that this bridging strategy resulted in larger gains in English vocabulary compared to an English-only shared book reading strategy."
- Richa S. Deshmukh , Jill M. Pentimonti , Tricia A. Zucker and Bridget Curry. [Teachers' Use of Scaffolds Within Conversations During Shared Book Reading](#)
 - The most frequent types of scaffolds teachers used after accurate child responses were upward factual questions, judgments, extensions, and making connections.
 - Teachers in our sample did not use some other upward scaffolds like causal effects, predictions, and desires as frequently.

- We found that teachers most frequently reframed questions, prompted /repeated questions, or defined key vocabulary to provide additional support when the response was inaccurate. Eliciting/modeling, co-participating, and downward factual questions were not used very often, and recasts was the least used strategy following inaccurate responses
- Overall, the most frequently used types of scaffolds were upward factual questions, judgments, and extensions, all of them upward scaffolds.
- This, considered along with the frequency of scaffolds discussed above, appears to indicate that, although the teachers are indeed being responsive to children's utterances in their use of scaffolds, they are using only a limited set of scaffolds, therefore missing valuable opportunities to target specific narrow skills such as syntax and reasoning
- our findings suggest that SLPs could provide coaching to teachers in using a variety of scaffolds during shared reading, for example, how to use questions to elicit predictions and causal reasoning, for example, encouraging the use of eliciting/modeling and recasts for those children who need additional support
- When children respond inaccurately, scaffolds that provide direct language input in the form of modeling or recasts might be more effective than questions
- Hsiao, Y., Dawson, N. J., Banerji, N., & Nation, K. (2022). The nature and frequency of relative clauses in the language children hear and the language children read: A developmental cross-corpus analysis of English complex grammar. *Journal of Child Language*, 1–26.
<https://doi.org/10.1017/S0305000921000957>
 - Taken together, our findings show that book language is different to child-directed speech in terms of relative clause usage. This leads to the conclusion that by reading and listening to books, children experience sentence types that are rarely encountered in their spoken language environment.
 - This suggests that exposure to rare structures is increasingly afforded by text, as its intended age and targeted reading level increases.
 - Across corpora, subject relative clauses were the most common type overall. Object relatives were most frequent in child-directed speech.
 - It seems likely that picture books as a category of book language is characterized by simpler but gradually more formal and bookish language, bridging the gap between speech and written text.
 - Books, even those written for pre-schoolers to hear in the context of shared reading, contain more relative clauses than child-directed speech.
 - Importantly, it is not just the number of relative clauses that changes but also their type and distribution: both picture books and reading books are dominated by subject relative clauses, different from speech, and book language contains dramatically more obliques and passives than child-directed speech.
 - Our findings make clear that once children can read and once they start to read widely, they will encounter language that is radically different from their day-to-day conversational experience. The corollary of this is that a lack of exposure to book language may limit children's language development.
 - **Relative clause type Examples**
 - Subject relative clause "the bridge which spanned the chasm" (transitive)
 - "the boy who jumped" (intransitive)
 - Object relative clause "the goals (that) the world leaders set" (direct object)
 - "the boy (that) she gave the book to" (indirect object)
 - Oblique relative clauses "the crayons (that) you draw with" object relative clauses with phrasal verbs were also included, like "the income (that) she relied on"
 - Passive relative clause "the part (that is) lit up (by the sun)"

- Cameron-Faulkner, T., & Noble, C. (2013). A comparison of book text and Child Directed Speech. *First Language*, 33(3), 268–279. <https://doi.org/10.1177/0142723713487613>
 - Analyzed the language content of 20 picture books aimed at 2-year-olds and found that they contained more complex constructions than child-directed speech
- Logan, J. A. R., Justice, L. M., Yumus, M., & Chaparro-Moreno, L. J. (2019). When children are not read to at home: The million word gap. *Journal of Developmental & Behavioral Pediatrics*, 40(5), 383–386.
 - estimated that by the time children are 5 years old, those who have been read to five times a week will have experienced an additional 1.4 million words, compared to children not read to.
- Uccelli, Paola, Özlem Ece Demir-Lira, Meredith L. Rowe, Susan Levine, and Susan GoldinMeadow. 2018. [“Children’s Early Decontextualized Talk Predicts Academic Language Proficiency in Midadolescence.”](#)
 - “The proportion of child talk that was decontextualized emerged as a significant predictor of 7th-grade AL proficiency, even after controlling for socioeconomic status, parent decontextualized talk, child total words, child vocabulary, and child syntactic comprehension
- Brinchmann, E. I., Røe-Indregård, H., Karlsen, J., Schaubert, S. K., & Hagtvet, B. E. (2023). [The linguistic complexity of adult and child contextualized and decontextualized talk](#). *Child Development*, n/a(n/a). <https://doi.org/10.1111/cdev.13932>
 - “The results of our study indicate that decontextualized talk may function as a shortcut to linguistic input that facilitates children’s language acquisition.”