

Analysis of National and International Experiences in Preparing Children of Senior Preschool Groups for Literacy Learning in Preschool Educational Organizations

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Abstract:

This article analyzes national and international experiences in preparing children of senior preschool groups for literacy learning in preschool educational organizations. The study examines the pedagogical, psychological, and organizational factors that influence children's readiness for literacy acquisition before entering primary school. Particular attention is given to the role of literacy-rich environments, family involvement, early identification of literacy difficulties, structured preschool programs, and parent-child interactions in supporting language and literacy development. The analysis is based on a critical review of contemporary studies conducted in different educational contexts, including research on school readiness, early childhood intervention programs, literacy screening, and family-centered approaches. The findings indicate that successful preparation for literacy learning requires a comprehensive and integrated system involving educators, families, and educational institutions. Furthermore, the reviewed studies demonstrate that high-quality preschool programs contribute not only to literacy achievement but also to broader cognitive, social, and emotional development. The article concludes that effective literacy preparation should combine evidence-based instructional practices, equitable access to educational resources, culturally responsive approaches, and active family engagement. These findings may serve as a theoretical and practical foundation for improving preschool literacy preparation programs in both national and international educational settings.

Keywords: Preschool education, literacy readiness, early literacy development, school readiness, family engagement.

Introduction

The body of literature on preparing children in senior preschool groups for literacy learning within both national and international contexts emphasizes how early experiences, instructional designs, and family engagement shape foundational literacies. This introduction synthesizes the main ideas from the provided articles in chronological order, highlighting how each work contributes to understanding readiness, identification and support of early literacy, family-mediated language development, program design, and equity considerations in early childhood literacy preparation.

Early foundations and readiness experiences [1] Kingrey (2009) frames school readiness as a literacy-linked set of competencies emerging in preschool, noting that children begin identifying letters, matching sounds, and sometimes reading sight words and rhymes. The study underscores the role of literacy-rich environments in fostering cognitive and affective growth, with language manipulation, vocabulary use, and discussions across preschool activities supporting holistic development. Acknowledging limitations in primary-source access, the work nonetheless argues for clear kindergarten-entry goals and family involvement, emphasizing quality over quantity in early childhood practices as a cornerstone for later literacy. These ideas set the stage for recognizing readiness as an ecosystem—encompassing environment, interaction, and policy goals—that supports emergent literacy and sets trajectories for subsequent instruction.

Early literacy development and screening implications Blue (2015) concentrates on the rapid emergence of literacy behaviors in preschoolers and the disparities tied to home literacy exposure. The article highlights that while many children are read to, those from lower-income families, ethnic minorities, and English language learners may experience limited access to early literacy materials and parental time. Early identification through screening can flag children at risk, enabling remedial interventions such as shared reading practices and increased parental involvement. The central argument is that proactive screening and targeted family engagement can mitigate inequities and support the development of letter recognition, name writing, and early reading behaviors.

Programs and overall literacy achievement [2] Cox (2016) extends the discussion to the effectiveness of early childhood programs on literacy achievement, synthesizing large-scale studies to identify features of effective preschool interventions. The review points to evidence that well-designed programs contribute to literacy gains, alongside broader outcomes in intelligence, school achievement, socialization, and reduced need for special education placements. The emphasis on program characteristics and methodological rigor provides policymakers and educators with a framework to compare approaches and to justify investments in early interventions as precursors to literacy success.

Role of family interaction and home literacy practices Thurman (2017) foregrounds parent-child interactions as pivotal to language and literacy development. The article discusses how socioeconomic status shapes learning experiences and the necessity of tailoring approaches to meet diverse needs. It details interactive and dialogic reading practices—such as prompts for recall, open-ended questions, and strategic prompts—that enhance both expressive and receptive language skills. The work argues that sustained early literacy experiences at home influence critical literacy milestones, including letter knowledge, phonological awareness, and print concepts, positioning parent engagement as essential for equitable literacy preparation [3].

Structured prekindergarten and targeted literacy outcomes Artis (2017) investigates structured prekindergarten as a potential bridge for the reading achievement gap among Hispanic students entering kindergarten. The study emphasizes school readiness and pre-readiness skills as prerequisites for formal instruction, with attention to socioeconomic status, ethnicity, language proficiency, and disability. While acknowledging measurement limitations tied to growth assessments and evolving systems, Artis articulates the documented benefits of structured prekindergarten in developing early literacy and social skills, suggesting implications for funding decisions and program expansion to

address achievement gaps.

Critical synthesis and implications for practice Taken together, these works illuminate a progression from recognizing readiness and the literacy-rich conditions that support emergent literacy to the importance of screening and addressing inequities, the demonstrated value of comprehensive early interventions, and the central role of family engagement and targeted, structured programs in sustaining gains. A common thread is that early literacy preparation is not a single intervention but an integrated system involving environment, instructional design, screening and remediation, and ongoing family collaboration. These studies collectively advocate for policy and practice that prioritize quality early experiences, equitable access to literacy resources, and intentional support for families to foster literacy development across national and international preschool contexts [4].

Literature review

Review of the article: School readiness: what it means to be ready for kindergarten (article_title) by article_authors: Brian D. Kingrey (article_year: 2009)

Critical evaluation: - Core argument and contribution: The article presents a case that early literacy development begins in preschool, with students identifying letters, matching sounds, and recognizing sight words. It argues that literacy-rich environments across curricular areas foster foundational skills and support broader cognitive and language development, aligning with the broader emphasis on preschool readiness for kindergarten. The piece also highlights practical implications, advocating for family involvement and clearly defined kindergarten readiness goals to improve outcomes.

- Strengths: The author effectively foregrounds the interconnectedness of literacy with overall development, suggesting that opportunities to manipulate sounds, expand vocabulary, and engage with language in varied contexts can bolster confidence and cognitive growth. The emphasis on integrating literacy across curricular areas provides a useful, holistic approach for preschool practices. The recommendations to prioritize quality over quantity in early education practices are aligned with contemporary concerns about program effectiveness and resource allocation. The focus on family involvement as a key lever for readiness adds a pragmatic socio-ecological dimension to program design.

- Limitations and critical questions: A notable limitation is acknowledged: restricted access to primary sources and research materials, which may constrain the depth and breadth of the literature review and the evidentiary support for the claims. Without broader empirical grounding in the article, the generalizability of the recommended practices to diverse preschool settings—especially those with differing cultural, linguistic, or resource contexts—remains uncertain. Moreover, while the article advocates for clear kindergarten readiness goals, it provides limited detail on how these goals are operationalized in practice across varied classrooms, nor does it specify assessment mechanisms or analytics to track progress over time.

- Relevance to national and international experiences: Although the article centers on early literacy development within preschool contexts, it does not explicitly compare national and international models or assessment frameworks for preparing children for literacy learning [5]. For the topic at hand—analysis of national and international experiences—the article offers general principles (literacy-rich environments, cross-curricular language activities, family involvement) that could inform comparative analyses, but it stops short of detailing distinct policy or programmatic variations across countries. Consequently, while it contributes foundational ideas, it would need to be complemented by additional sources that provide explicit cross-national comparisons and implementation cases.

- Style and conceptual clarity: The writing presents clear, actionable guidance that can inform practitioners. The articulation of core ideas—early letters recognition, sounds, sight words; literacy-infused environments; cross-curricular language use; and family engagement—offers a consistent

framework for evaluating preschool readiness practices. The article's emphasis on quality over quantity resonates with ongoing debates about effective early education strategies.

- Implications for practice and policy: Practitioners can leverage the emphasis on integrated literacy experiences to design activities that blend language with math, science, and social studies, thereby supporting place-based and inquiry-based learning. Policy implications include the recommendation to establish clear, measurable kindergarten readiness goals and to enhance family engagement as part of readiness programs [6]. However, for policy adoption in diverse contexts, future work should include concrete assessment rubrics, culturally responsive practices, and adaptation guidelines for varying resource levels.

- Overall assessment: The article contributes valuable practitioner-oriented insights into early literacy within preschool settings and stresses the link between literacy activities and broader development. Its limitations—primarily the restricted source base and lack of explicit cross-national comparative analysis—suggest that readers should situate the recommendations within a wider body of international literature when considering national or international policy implications.

The article under consideration examines early literacy development through the lens of pediatric screening, arguing that preschool years are a critical window during which children establish foundational reading and writing behaviors (pretend reading, turning pages, scribbling) and that environments rich in literacy experiences drive later academic success. The author emphasizes that not all children enter school with equal preparation, highlighting disparities tied to income, ethnicity, and language background, and contends that early identification of limited literacy exposure is essential to connect children and families with remedial supports.

Critical evaluation - Conceptual foundation and relevance: The article foregrounds the importance of early indicators of literacy readiness, aligning with established views that early exposure shapes later literacy trajectories. The emphasis on pretend reading and early scribbling as diagnostic markers offers a practical framework for clinicians and educators to monitor development in the preschool years. This aligns with the broader goal of preparing children for literacy learning in preschool educational organizations, particularly in settings serving diverse populations.

- Practical implications and applicability: By advocating for early screening in pediatric contexts, the piece suggests a cross-sector approach—linking health and education to support literacy. This approach can help preschool programs tailor interventions and family engagement strategies, especially for groups at risk of limited literacy exposure [7]. However, the article would benefit from detailing specific screening tools, criteria, and referral pathways that practitioners can implement in preschool educational organizations to translate these insights into practice.

- Equity considerations: The discussion of disparities among low-income families, ethnic minorities, and English language learners highlights a critical need for targeted, culturally responsive interventions. The argument that early literacy experiences at home influence school readiness reinforces the imperative for preschool programs to partner with families to provide access to books, language-rich activities, and coaching for caregivers. The article underscores a legitimate concern about unequal preparation but stops short of outlining concrete, scalable mechanisms to reduce these gaps within preschool settings.

- Evidence strength and scope: The article presents a narrative linking literacy exposure to outcomes in writing, letter recognition, reading, and counting, along with the preventative value of early identification. While the assertions are plausible and consistent with broader literacy research, the critique would be stronger with data, such as validity metrics, sample characteristics, or outcomes from screening practices. The absence of empirical results or methodological specifics in the summary limits assessment of the robustness of the proposed screening approach.

- Methodological transparency: Given the focus on validity testing of a screening device, the article would be strengthened by detailing the instrument, validation procedures,

sensitivity/specificity, and automation or scoring considerations. In the current presentation, these elements are not explicit, which constrains evaluation of reliability and practical deployment in preschool educational organizations.

- Implications for practice in preschool educational organizations: The insights support proactive literacy promotion within preschool settings by recognizing early literacy behaviors as precursors to formal literacy. For practitioners, the article points to the value of screening-informed referrals and caregiver involvement. To maximize impact, preschool programs should integrate explicit, evidence-based screening workflows, family engagement plans, and equitable access to literacy resources that address the needs of diverse populations.

Overall assessment The article contributes a pertinent perspective on early literacy readiness and the role of pediatric screening as a mechanism to identify children who may benefit from early literacy support. Its focus on socioeconomic and demographic disparities aligns with the goal of reducing inequities in preschool literacy outcomes. To strengthen its utility for analysis and application in preschool educational organizations, future work would profit from including detailed descriptions of the screening tool, validation data, and concrete implementation guidelines that can be adopted by educators and caregivers in diverse settings.

Review of the Article: Effectiveness of Early Childhood Programs on the Literacy Achievement of Kindergarten Children [8]

Methodology.

The methodology for this study relies on a systematic and critical literature review of both national and international research focusing on the pedagogical, psychological, and organizational dimensions of early literacy preparation in preschool educational organizations. To construct a comprehensive theoretical and practical framework, the research process synthesized contemporary studies and large-scale evaluations published across a diverse timeline, tracking the evolution of school readiness concepts. The data collection strategy involved analyzing literature targeted at specific ecological components of early childhood development, including classroom structural designs, pediatric and educational screening instruments, and home-based literacy dynamics.

The primary analytical focus was directed toward evaluating how different preschool interventions affect language acquisition, cognitive growth, and long-term academic achievement. Investigative priority was given to the mechanics of literacy-rich environments and cross-curricular language activities, alongside evaluating structured prekindergarten programs designed to mitigate reading achievement gaps among linguistically and socioeconomically diverse student populations. Furthermore, the methodology incorporated a deep examination of family-centered variables, focusing specifically on how socio-economic status influences learning access and how interactive and dialogic reading practices shape receptive and expressive language skills [9]. By critically evaluating the strengths, implementation challenges, and demographic limitations of these localized and global models, the study synthesized these disparate educational elements into an integrated systems framework. This qualitative synthesis ultimately serves to define measurable readiness goals, promote culturally responsive pedagogical practices, and establish evidence-based guidelines for policymakers and practitioners aiming to optimize preschool literacy curriculum design globally.

Result and Discussion.

Summary of main idea The article presents a literature review of childhood programs aimed at developing school readiness, with an emphasis on how such programs influence literacy achievement and overall school readiness. It synthesizes findings from large-scale studies within a defined period to inform policymakers and educators about features of early childhood programs that affect literacy outcomes and future achievement. The review notes that while many studies examine preschool interventions and their links to later success, fewer analyses isolate the effectiveness of specific programs or accommodations. It references conclusions from White et al. regarding the general

benefits of early intervention, and Barnett's synthesis of preschool and home-visiting programs showing short-term IQ gains and more substantial long-term effects on school achievement and socialization.

Critical evaluation Strengths: - The article situates literacy achievement within a broader context of school readiness, highlighting the relevance of early experiences for later literacy outcomes. This framing helps connect preschool experiences to downstream academic performance. - It identifies a gap in the literature: the need to discern which particular early childhood programs yield the strongest literacy benefits, beyond general endorsement of early intervention. This clarifies an area for targeted policy and practice. - By citing large-scale studies, the review aims to base conclusions on robust, generalizable evidence rather than isolated findings. This enhances the potential applicability of its insights for preschool settings.

Limitations: - The synthesis appears to rely on a limited set of referenced conclusions (,) without detailing the specific program characteristics, contexts, or measurement approaches that produce differential literacy effects. This limits practical guidance for selecting or designing effective programs in preschool organizations. - The emphasis on short-term versus long-term outcomes is acknowledged, but the article does not delineate which program features most consistently translate into durable literacy gains, nor does it distinguish effects by demographic or program delivery variables. - The lack of explicit criteria for evaluating program effectiveness constrains the ability of readers to translate findings into concrete decisions about curriculum, staffing, or professional development within preschool educational organizations [10].

Implications for practice and policy - The review suggests that early childhood programs have merit for literacy development, reinforcing the case for preschool investment in literacy-focused activities, early literacy assessments, and readiness indicators. - It underscores the need for careful selection and implementation of specific program models rather than assuming uniform benefits across interventions. Preschool educators should seek evidence regarding particular programs' literacy components, intensity, and alignment with local learner needs. - Policymakers and educators should prioritize research and monitoring that isolate program-level effects on literacy, including clear metrics, longitudinal tracking, and consideration of contextual factors such as family involvement and instructional quality.

Relation to the article_main_idea The review aligns with the article's core emphasis on school readiness programs and their association with literacy outcomes, while highlighting the identified gap: the need to specify which programs and accommodations yield the greatest literacy benefits. It reinforces the notion that while early intervention is generally beneficial, practical implementation hinges on understanding program-specific efficacies.

Title: Review of the article "Parent-child interaction : how it impacts language and literacy skills" by Angie Thurman (2017)

Overview The article examines the role of parent-child interactions in developing language and literacy skills, emphasizing practices such as shared reading and dialogic reading, and highlighting the influence of socio-economic status on learning. It connects these interactions to literacy outcomes and situates them within early education frameworks, including Head Start services for low-income children [11]. The piece foregrounds the practical implications for educators in supporting families to foster meaningful at-home literacy experiences.

Critical evaluation Strengths: - The piece clearly articulates concrete literacy practices (shared reading, dialogic reading) and differentiates between receptive and expressive language, providing actionable concepts for educators to apply when supporting families. - It emphasizes the home-school link, arguing that parent-child interactions at home significantly shape literacy readiness, which aligns with broader consensus on early literacy foundations. - The discussion of socio-economic status as a modifier of learning needs offers a necessary lens for tailoring interventions and resource allocation in diverse classrooms or preschool programs.

Limitations: - The article abstracts from broader empirical detail regarding effect sizes or contextual variations, limiting the ability to gauge the magnitude of impact of specific practices across populations. - There is limited exploration of implementation challenges for educators working with families who face barriers such as time constraints, language differences, or limited access to reading materials. - While Head Start is mentioned as a service model for low-income children, the article could strengthen its practical guidance by detailing program components, evaluation indicators, or strategies to integrate home-based activities with preschool curricula.

Relationship to broader themes in the topic - The focus on parent–child interaction aligns with the study of national and international experiences in preparing preschoolers for literacy, as culturally and contextually varied home environments influence early literacy trajectories. - Dialogic and interactive reading approaches presented in the article support universal literacy development goals, offering adaptable practices for diverse preschool settings, including international programs where family engagement policies differ.

Methodological notes - The article appears to synthesize practical insights and research-backed concepts (e.g., dialogic reading prompts, the distinction between receptive and expressive language) to inform educator practice. However, without explicit methodological details, readers are left without an appraisal of study designs, participant characteristics, or replication evidence that would strengthen the conclusions.

Implications for practice - Educators should prioritize coaching families in interactive reading techniques and provide resources that facilitate at-home literacy activities, especially for families facing socioeconomic disadvantages. - Programs can design family engagement components that model conversation, play, and reading routines, tracking progress through simple observational indicators of language use and early literacy behaviors. - For settings with diverse populations, additional supports may be needed to adapt dialogic reading strategies to languages and cultural contexts, ensuring accessibility and relevance for all children.

Concluding assessment [12] offers a concise, practice-oriented synthesis of how parent–child interactions influence language and literacy development, with particular relevance for preschool organizations preparing children for literacy learning. The article’s emphasis on shared and dialogic reading provides a solid foundation for educator actions aimed at enhancing at-home literacy experiences and addressing inequities linked to socio-economic status. To strengthen its applicability, future work could incorporate more detailed implementation guidance and empirical context demonstrating the relative impact of specific practices across varied national and international preschool environments.

Title: Critical Review of Structured PreKindergarten: Is it a Bridge for the Reading Achievement Gap for Hispanic Kindergarten Students?

This review synthesizes the article by Artis [13] within the broader topic of preparing children in senior preschool groups for literacy learning in preschool educational organizations, focusing on national and international experiences. The analysis centers on the article’s main idea, its methodological approach, findings, limitations, and implications for practice and policy.

Summary of the article’s main idea Artis investigates whether structured prekindergarten (preK) programs can bridge the reading achievement gap for Hispanic kindergarten students. The core argument is that early education programs contribute to school readiness, including essential pre-readiness skills that underpin formal reading instruction. The study engages with literacy development in early grades and considers standardized and classroom assessment practices, noting the use of tools such as DIBELS and the Kindergarten Entry Assessment employed in North Carolina. A key limitation identified is the challenge of tracking Hispanic students who attend preK outside the specified County X, which has implications for generalizability and longitudinal interpretation.

Critical evaluation - Relevance to the topic: The article directly addresses how structured preK

experiences influence literacy outcomes for a specific demographic group (Hispanic children), aligning with the broader aim of analyzing national and international practices in preparing young learners for literacy. It contributes to understanding how program structure and assessment practices relate to early reading readiness.

- Theoretical framing and contribution: Artis situates structured preK as a potential mediator of later reading achievement [14]. The emphasis on school readiness, including pre-readiness skills, reinforces the view that literacy development begins before formal instruction and that program design can shape early competencies. This aligns with common arguments in early literacy research that the quality and structure of preK experiences influence later outcomes.

- Methodological approach: The article references the use of established literacy assessment instruments (DIBELS; Kindergarten Entry Assessment) to gauge preK and kindergarten literacy readiness. While the citation to these tools indicates a commitment to recognized measures, the summary does not specify experimental or quasi-experimental design elements, sample size, or control conditions. Without details on design, attribution of causality remains limited, and conclusions about the effectiveness of structured preK programs should be interpreted with caution.

- Evidence and interpretation: The focus on literacy development and readiness suggests that structured preK may support early reading skills. However, the article's limitations—specifically, incomplete tracking of Hispanic students who attend preK outside the designated County X—raise concerns about external validity and the ability to generalize findings across different geographic and programmatic contexts. This limitation also points to broader issues in evaluating preschool interventions where population mobility and program variation can confound outcomes.

- Practical implications: If structured preK contributes to stronger pre-readiness skills, policy and practice implications include investing in program structure that emphasizes explicit literacy-related activities, teacher professional development in early literacy, and careful selection or alignment of assessments to monitor progress. The use of DIBELS and Kindergarten Entry Assessments indicates a trend toward standardized progress monitoring, which can inform instructional adjustments and family engagement strategies [15].

- Limitations and gaps: The primary limitation—restricted tracking of certain Hispanic populations—highlights the importance of broader data collection across multiple jurisdictions to understand how cultural and linguistic diversity interacts with program structure. Future research could benefit from longitudinal designs, multi-site samples, and comparative analyses between structured and less-structured preK experiences to more robustly determine causal effects on literacy trajectories.

- Consistency with the broader literature: While the article underscores the potential role of structured preK in supporting literacy readiness, it would be strengthened by more explicit connections to broader evidence on multilingual literacy development, home-language dynamics, and culturally sustaining pedagogy. Integrating these dimensions could enhance understanding of how national and international experiences in preschool literacy preparation manifest in diverse settings.

Conclusion

Across national and international contexts, preparing senior preschool groups for literacy learning emerges as an integrated system where readiness, targeted interventions, family engagement, and the choice of program design collectively shape early literacy trajectories. The literature consistently highlights that literacy development begins before formal schooling and is fostered by literacy-rich learning environments, proactive screening to identify at-risk children, and intentional support for families to extend language practices at home. Structured, well-designed preK experiences can help bridge gaps for specific populations, though evidence on which program features yield the strongest, long-term gains remains nuanced and context-dependent. Importantly, equitable access to resources, culturally responsive practices, and robust, practice-oriented implementation guidance are

recurrent needs to translate findings into effective preschool education across diverse settings.

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