



## **WWC** **QUICK Review**

# “Increasing Young Children’s Contact with Print During Shared Reading: Longitudinal Effects on Literacy Achievement”

## What is the study about?

The study examined the impact of Project STAR (Sit Together and Read) on literacy skills of preschool students. Project STAR is a program in which teachers read books aloud to their students and use instructional techniques designed to encourage children to pay attention to print within storybooks. Eighty-five preschool classrooms were randomly assigned to one of three study groups: a high-dose intervention group, in which preschoolers experienced 120 reading sessions over 30 weeks; a low-dose intervention group, in which preschoolers experienced 60 reading sessions over 30 weeks; or a comparison group, in which preschool teachers read the same books used in the high-dose intervention group to their students, but did not use Project STAR techniques. Literacy skills of students in all three groups were measured one and two years after the intervention.

## What did the study report?

The study reported that students in the high-dose intervention group had significantly higher early literacy skills (reading, spelling, and comprehension) than those in the comparison group on both the one- and two-year post-intervention assessments. Relative to the comparison group, students in the low-dose intervention group demonstrated significant improvements on only the spelling outcome of the two-year post-intervention assessment.

### The New Quick Review

In March 2012, the WWC began using a new format for quick reviews to allow for a faster release. When a more complete review is conducted for the study described here, this information will be updated.

### Handy Definitions

- ▼ *quick review*
- ▼ *study rating*
- ▼ *meets evidence standards*
- ▼ *meets evidence standards with reservations*
- ▼ *does not meet evidence standards*

See the [full glossary](#) ►

## How does the WWC rate this study?

The study is a randomized controlled trial that did not provide sufficient information to determine attrition or baseline equivalence of the analytic samples. A more thorough review (forthcoming) will determine whether this study may *meet WWC evidence standards with or without reservations*.

## Citation

Piasta, S. B., Justice, L. M., McGinty, A. S., & Kaderavek, J. N. (2012). Increasing young children's contact with print during shared reading: Longitudinal effects on literacy achievement. *Child Development*, 83(3), 810–820. doi: 10.1111/j.1467-8624.2012.01754.x