4. Home and School Language and Literacy project: A Sampling of studies

Home contexts for decontextualized talk – Home-based studies
a. J. DeTemple (Non-Immediate Talk in book reading)
b. Diane Beals (Rare Word use in various contexts)

Preschool contexts for talk (Play, large-group activities, mealtimes, and book interactions)
Miriam Smith looked at:
- contingent talk (questions for clarification, expansions, extensions, etc.)
- non-immediate talk
- use of rare words

Findings that cut across both home- and school-based studies:
Not just the occurrence of rare words, but whether or not the adult used the word in a rich semantic context to show relationships (i.e., not just "This is an alligator.") is what matters.

Hearing explanatory talk, even if not participating, is valuable.

Connections Between Early Language and 4th grade comprehension Tabor (1996)

Bibliography

A sample of papers and a book from the longitudinal project entitled The Home and School Study of Language and Literacy, Harvard University


