

Honors Thesis

Paired Reading: A Review of the Method
and Research

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Abstract

This thesis explores the literature on Paired Reading and research methods used to evaluate it. Specifically, it highlights methodological problems in this area of research, including the lack of standardization of Paired Reading protocols, and lack of follow-up of Paired Reading studies. These issues consequently make it difficult to measure the effectiveness of the method. Suggestions will be made for improvements in the research methodology, and the teaching approach itself. Twenty one articles were reviewed in total. Six of the Paired Reading articles were literature reviews, and the remaining nine were experimental research reports.

Paired Reading: A Review of the Method and Research

In the United States, considerable evidence shows that large numbers of American students have inadequate literacy and numeracy skills (Griffen, Morrison, 1997).

According to the National Center for Policy Analysis, nearly one-sixth of the 5.9 billion people in the world cannot read or write (1999). The United Nations Children's Fund is predicting that illiteracy rates will steadily grow. This is due to the fact that in the poorest nations in the world, only one out of every four children is in school.

When formal schooling begins, differences in student achievement levels are easily apparent. Although some of the differences can be attributed to more traditional indices, such as IQ; increasing evidence suggests that what children experience in the home before they begin formal schooling affects where they lie on the broad continuum of school readiness (Hart and Risley, 1995).

Researchers, parents, and teachers have suggested that the home environment is a likely source of experiences that can enhance the development of oral and written language (Senechal, Le Fevre, Thomas, Daley, 1998). Specifically, parents and the literary environments they create in their homes are widely believed to play an important role in the development of children's reading and oral language skills (Evans, Shaw, Bell, 2000). From the number of books found in a household to specific reading methods shared with parents and children, an abundant number of studies have been completed to examine which family literacy activities are most beneficial for emerging and struggling readers. Various studies have been completed to examine variables such as time spent reading, number of books in the home, number of library visits, frequency of reading, frequency of reading requests, reading onset, and parents educational levels in

comparison to written and oral comprehension and reading levels. (See Senechal, et al, 1990; Griffen, Morrison, 1997; Stainthorp, Hughes, 2000). Other studies have focused on specific reading methods. Direct Instruction and Paired Reading are some of these that have been investigated. While other methods may increase reading levels and comprehension, Paired Reading shows significantly higher effectiveness than other methods available to parents, such as Hearing Reading and Pause, Prompt, Praise, as tested in studies by Leach and Siddall (1990).

The Paired Reading Method

Over the past 30 years, Paired Reading has emerged as what appears to be one of the most beneficial methods to adopt while reading with one's children. Paired Reading is a procedure for the tutoring of reading by non-professionals such as parents or peers (Topping, Lindsay, 1989). Paired Reading was developed by Roger Morgan in the mid-1970's, and was designed to meet certain objectives. Topping states, "It was designed to meet two basic criteria: first, to have general applicability through inherent flexibility and a capacity to adapt to individual and changing reading performance, and second, sufficient simplicity to be used effectively by a child's own parents at home with a minimum of professional training and supervision" (Topping, et al. 1989). Along with its simplicity, Paired Reading is also an inexpensive method to implement. Most researchers use past literature, modeling of the method, and a video of Paired Reading to teach parents and students the procedure. Today, Paired Reading has grown from a parent/child reading activity to a peer/student reading activity. Many schools have matched up independent readers with challenged readers to improve both student's oral

reading and comprehension skills, and have found success with this method (Winter, 1988; Winter, 1996). Many people confuse the specific method of Paired Reading with simply reading with one's children. "Because of this confusion, the structured method has recently been renamed Duolog Reading," as stated by Topping, 1997.

The method begins with a child selecting his/her reading material. According to the method, a child should have the choice to choose any reading material that is of interest to the student. It can come from magazines and newspapers, along with books (Topping, Ehly, 1998). In many of the studies reviewed, schools did not allow their students to choose their reading material, but instead had them choose from a specific selection of books (Cupolillo, Silva, Socorro, Topping, 1997; Winter, 1996; Miller, Robson, Bushell, 1986; Overett, Donald, 1998). On some occasions, students were reading material below their level, and therefore were not benefiting from paired reading. Other schools had a very limited selection of books. In addition, some of the studies simply preferred the students read the same books to increase the studies reliability. Although students are encouraged to choose material above their independent readability level, they should not choose material above the level of the tutor (Topping, Ehly, 1998).

The next step is for the learner and tutor to discuss the book both initially and while reading. The learner and tutor will start reading together at the learners pace. If the learner is reading correctly, he/she will be praised immediately, and the learner will signal to read alone. The signal is normally a hand raised or finger pointed to the book. The tutor will praise the tutee for signaling to read alone, and then will silently follow along. The learner will read aloud until he/she makes a mistake. If the learner does not correct his/her error within 4-6 seconds, the tutor will come in and correct the error by

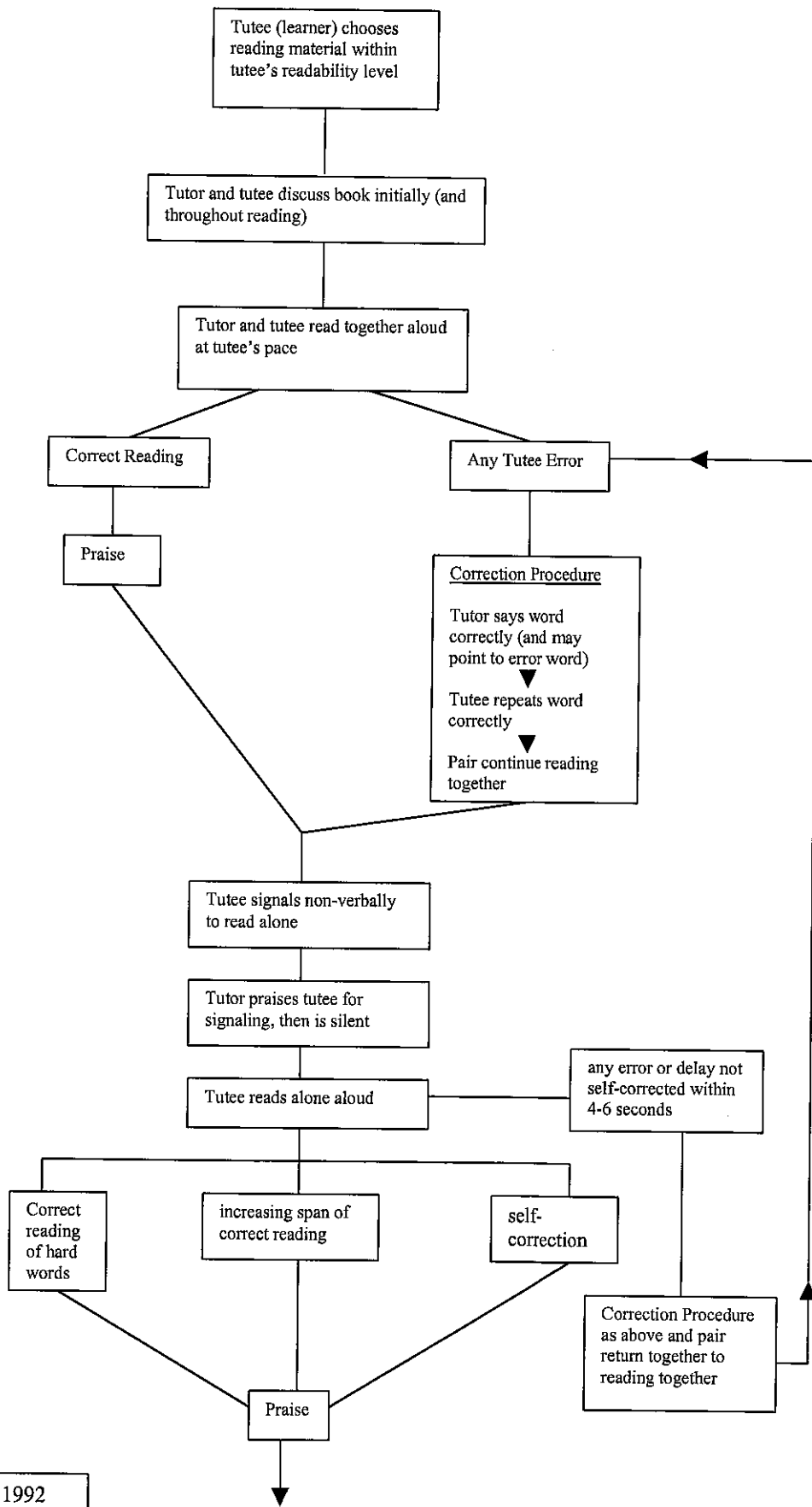
saying the word correctly and pointing to the error (if the tutor wishes). The learner will then repeat the word, and the pair will again read together, until the learner signals to read alone. The learner should also receive praise if he/she reads hard words correctly, increases his/her span of correct reading, or self-corrects in the allotted time (4-6 seconds). This method should be followed throughout the entire book (Topping, Lindsay, 1992).

The flowchart on the following page (figure 1) is generally given to teachers as a reference to how parents/peers and children/students should be reading during the Paired Reading time (Topping, Lindsay, 1992).

Researchers have recommended different lengths of time for Paired Reading to take place. In one of Topping's reviews, it was recommended that Paired Reading be done a minimum of 5 to 15 minutes a day, 5 days a week. In another more recent book by Topping and Ehly, it was recommended that paired readers spend at least 15 minutes a day, for at least three days a week, over a period of 8 weeks. Of the studies reviewed, only one had the pair reading for 5 minutes a day, 5 days a week, for 6 weeks (Overett, Donald, 1998). The other studies reviewed recommended a ten – fifteen minute reading period per day, five days a week, from 6 weeks – many months (Leach, Siddall, 1990; Cupolillo, Silva, Socorro, Topping, 1997; Winter, 1996; Miller, Robson, Bushell, 1986; Winter, 1988; Miller, Kratochwill, 1996; Murad, Topping, 2000; Law, Kratochwill, 1993).

A discrepancy found within the method was the period of silence from a mistake made to the tutors interjection and correction of the mistake. Topping & Ehly made a suggestion of a four-second wait, while other studies suggested a six-second wait. Some

Figure 1



of the studies closely recorded this variable, and found that not only do many of the tutors not wait the full six seconds, but the tutors who interjected more quickly had learners who had greater gains in comprehension and oral reading skills. This will be examined in greater detail in the critique section.

As previously stated, this is an easy and inexpensive method to implement. Of the studies examined, the large majority of teachers/researchers trained parents (and sometimes children) in a period of 60-90 minutes, and then allowed the pairs to read on their own (Leach, Siddall, 1990; Cupolillo, Silva, Socorro, Topping, 1997; Winter, 1988; Miller, Kratochwill, 1996; Law, Kratochwill, 1993). Only two studies specifically stated that they trained the parents/peers over an extended period of time, while supervised (Overett, Donald, 1998; Murad, Topping, 2000). This method also encourages modeling of reading, as parents and children will begin reading at the same time. When the child feels comfortable, he/she will begin reading on their own, while receiving encouragement. As parents hear mistakes or omissions by children, they should give non-critical feedback, and model the correction for the child. An example of non-critical feedback could be a tutor reminding a learner of the difference between the sound of a short vowel or a long vowel. Non-critical feedback is a valuable tool as it allows students to learn from mistakes during the Paired Reading time. If used correctly, it may help to maintain learner motivation and self-esteem, as it is stressed that parents are positive while giving feedback to the learner, good or bad.

Paired Reading's Effectiveness

Paired Reading has been evaluated with many different outcome measures. Most studies search for improvements in reading comprehension, along with oral language skills, such as fluency and accuracy. A large portion of the reviewed articles and studies mentioned in literature reviews used the Neale Analysis in Reading Ability (Leach, Siddall, 1990; Leach, Siddall 1990; Overett, Donald, 1998), with other tools of measurement used less frequently, such as the Cloze and Widespan Reading Test (Winter, 1996), GAP Test (Winter, 1988), and GORT-D Test (Miller, Kratochwill, 1996). Others have tested the Paired Reading performance itself, looking for variables such as praise and correction time. Some studies have even gone as far as examining attitude toward reading motivation before and after the program. Although the method is easy to implement, it is much harder to observe and record. This is because the majority of Paired Reading takes place in the home. When observed, researchers found the method was not being properly followed in all instances. Even so, there were large gains in tutee's comprehension, accuracy, and fluency levels.

Since the late 1970's, Paired Reading has been found to be an effective method for improvements in reading comprehension and accuracy, especially with struggling readers. Researchers found that the method was simple, easy to follow, and affordable. Of the six literature reviews examined, all found numerous studies that had significant post-test gains in a number of measures. All but two of the articles reviewed found some improvements in measures, with significant measures found in six of those articles (Leach, Siddall, 1990; Miller, Robson, Bushell, 1986; Winter, 1988; Overett, Donald, 1998; Murad, Topping, 2000; Leach et all 1990).

Winter's article Paired Reading: A Study of Process and Outcome (1988) was one study reviewed that had significant findings. The study was an experimental within subjects design, which consisted of 43 pairs of readers. There was no control group in the study, although there were two groups involved in the study that followed alternative procedures. The first group of students was asked to volunteer for a peer tutor workshop, and those who did were then taught the Paired Reading process. The second group of students was first taught the Paired Reading process, and from that point any interested students were given the opportunity to volunteer to be tutors or learners in the study. The students were taught to use Paired Reading during a one hour training session at school. The students were then paired, and began the reading process, which lasted 10 minutes a day for six weeks. The pairs were allowed to select any material they wished to read for the day, and were randomly tape recorded to assure Paired Reading was being implemented correctly. The students were between the ages of ten and eleven during the time of testing.

Winter's used the GAP test to measure for gains in reading comprehension. As stated by Winters, "The GAP test consists of eight paragraphs of increasing difficulty. A number of words is deleted from each paragraph, leaving blanks into which the child must write the appropriate word." The test was given before and after the six week period of Paired Reading. One complication that Winters found was a large number of tutors and a few learners scored at the ceiling level of the test, and because of this were removed from the analysis of the results.

Winters found that one group of learners made significant gains as measured by the GAP test. Learners in the school which taught the process after students volunteered

made an average gain of .29 years from the start to finish of the study. Learners in the school which were first taught the process before volunteering made a significant gain of .53 years, from start to finish of the study.

The tape-recorded sessions revealed that many of the students did not follow the Paired Reading procedures during the study. One of the variables which was not followed was tutors correcting errors made by the learner, although when errors were corrected, they were modeled over 98 percent of the time. Another was tutors not waiting the full 5-6 second pause after a mistake made by a learner. In fact, 43 percent of tutors paused for periods below two seconds in length, a considerably shorter amount of time than recommended. These points will be brought up in further detail later in the critique section of the paper. This study did not discuss any follow-up measures. A promising result of this study is that Paired Reading can still be effective, even if it is not precisely followed.

This was one of the twenty-one articles reviewed. All of the articles have been listed with critical variables in tables which can be located in Appendix A, including study design, testing procedures, testing measures, SES levels, sample size, and follow-up, along with the results of the study. The first table refers to all Non-Paired Reading journals reviewed, and the remaining tables refer to Paired Reading articles.

Paired Reading has made its way from Britain in the late 1970's to numerous other countries, such as South Africa, Australia, China, Brazil, and the United States. The fact that Paired Reading has been effective in a multitude of cultures shows it's potential value to struggling and progressing readers. Although Socio Economic Status (SES) levels were not always recorded, some of the studies which did record both low

and high SES levels found significant gains, (Miller, Robson, Bushell, 1986; Murad, Topping, 2000).

Studies have been completed with small and large samples. The smallest sample reviewed which found significant findings was 10 Paired Readers (Leach, Siddall, 1990), and the largest sample reviewed was 46 Paired Readers (Leach, Siddall, 1990). The reviewed articles had small to average samples, which informs us that Paired Reading is an effective method of reading with one's children/peers, and indicates larger N sizes would produce more significant results.

Paired Reading Critique

In a 1990 article, Sam Winter posed a question; "Do Paired Reading tutors use the technique as they have been trained to?" Before researchers could answer this question, they had to have both observed and recorded dialogue between parents/peers and students. Many studies simply overlook this vital component of Paired Reading. Law and Kratochwill (1993) stated that one of the problems in past research was researchers did not examine whether Paired Reading was being implemented correctly by parents. Of the studies reviewed, almost all of the Paired Reading time between learner and tutor was observed for some period of time (as shown in the tables in Appendix A), but only three of the articles specifically recorded whether or not the different components of Paired Reading were being followed (Winter, 1988; Miller, Kratochwill, 1996; Law, Kratochwill, 1993).

One of the three (Miller, Kratochwill, 1996) requested the parents audiotape the Paired Reading sessions, and send them in to be reviewed by researchers. Only seven of

24 groups submitted all requested tapes for review, making it impossible to check for reliability of the Paired Reading method being used.

In another study, Winter (1988) closely recorded Paired Reading data. The recorded components were number of errors corrected in any way by tutor (student peers), number of errors left uncorrected, and number of instances of positive reinforcement. Winters further analyzed the errors corrected by timing the words modeled, and the exact number of words modeled (corrected) also. He analyzed five-minute blocks of sessions for reliability data. Winter recorded that tutors ignored errors by a ratio of 4:1. This may be attributed to the tutors being peers, and not parents, who possibly had a lack of motivation with Paired Reading. Winter also found that when tutors did model corrections, they frequently paused for less than two seconds after an error, instead of the 5-6 second recommended pause. Over forty three percent of all corrections modeled were done in two seconds or less. A very interesting component to Winter's results was that the tutees who had tutors who waited for two seconds or less tended to have more significant gains in Reading Comprehension than tutees who had tutors who waited for more than two seconds before modeling corrections.

Law and Kratochwill (1993) also recorded components of the Paired Reading Sessions were taped, and twelve different elements during Paired Reading were recorded, although it was not stated what the twelve elements specifically were. Twenty percent of the Paired Reading sessions were recorded and coded. Law and Kratochwill found an 86 percent interrater reliability, which is in an acceptable level. Although they did record and code the elements of Paired Reading at an acceptable level, the study did not find significant gains of reading accuracy and fluency. One reason for not finding significant

gains may be attributed to over 50 percent of participants scoring at 90 percent of the first graded reading passages (fluency measure), leaving little room for improvement.

The immense lack of documentation in the actual procedure of Paired Reading detracts from its reliability of being an effective method to use when reading with one's children. Present studies indicate improvement in the method's elements. One of those is the period of silence from a mistake by a tutee to a correct modeling of the mistake by the tutor. A shorter pause may be more effective for tutees, as research has indicated (Winter, 1988).

Another element recommended during Paired Reading is encouragement of discussion while reading a book during Paired Reading. The flowchart on page 5 states the tutor and tutee should discuss the book initially and throughout reading of the book. Discussion of a book should assist students in retaining and understanding material to a greater depth than if it does not take place. If discussion of dialogue is overlooked, the learner may lack key information which could frustrate, or even bore him/her. If a parent/peer takes too much time with discussion and open questioning, learning may not take place. This element seems to be an extremely vital part of comprehension with a story, as a certain balance of reading/discussion is appropriate. Yet, only one of the literature reviews and articles mentioned discussion. This is also a variable referred to in the tables in Appendix A. Overett & Donald (1998) recommended and encouraged that "purposive questioning" take place while parents are Paired Reading with their children. Specifically they stressed "The importance of reciprocity, built up through discussion and interaction with the child around the story, title and illustrations. Special emphasis was placed on intentional mediation of meaning. This included actively discussing and

thinking about meaning before, during and after reading; directing attention to meaning and context, highlighting features that might otherwise go unnoticed; reciprocal questioning around the reading material; prediction with regard to the story line and vocabulary; relating the reading material to the child's present experience and knowledge; assisting insights into less explicit levels of meaning; and using contextual clues in thinking about and understanding the reading matter. To assist interaction the specific use of purposive questioning (How?, What?, Where?, When?, Why?, Who?) was modeled and practiced by both the parents and children." Although Overett & Donald state this was modeled and practiced, they did not discuss how they came to that conclusion. As with observing the process of Paired Reading, documentation is the only way to assure this component is taking place.

As stated earlier, Law & Kratochwill (1993) posted over fifty percent of participants scoring at ninety percent of the graded reading passages, leaving little room for improvement, and consequently did not find significant gains from the start to finish of the project. Winter (1998) also had a large numbers of tutors and a small number of tutees test at ceiling level at the project start (as measured by GAP Reading Comprehension Test). Because of this, Winter dropped these students. Although there were significant gains from pre-post test, a large portion of his sample population had to be removed from the analysis of results.

The Neale Analysis of Reading Ability, a fairly well-known and used measurement, has been criticized as a poor tool to measure reading ability improvement. Law and Kratochwill (1993) stated, "The most commonly used measure of reading progress in Paired Reading research has been the Neale Analysis of Reading Ability,

which is a standardized reading procedure. The use of a pre- and post-standardized measure has been problematic in that an increase of only 1-2 more correct answers during the post-testing may be recorded as 2-3 months of reading progress.” Because the Neale Analysis of Reading Ability is so widely used, criticism of it could create a possible controversy over the effectiveness of Paired Reading. It is also clear that other researchers have had difficulty finding appropriate testing measures, which is an area in the measurement of Paired Reading that could be more closely observed. All measures have been recorded in Appendix A at the end of the study.

Paired Reading is a fairly short program, generally lasting for approximately 6-10 weeks. Because of this, short-term studies have been completed by far more than any long-term study. There is virtually no literature on the long-term effectiveness of Paired Reading to be found. Paired Reading has shown its short-term capabilities and effectiveness. When considering a goal of Paired Reading to be enhancing students reading comprehension and oral language skills, a long-term goal would be more appropriate than a short-term goal. One way to study Paired Reading long-term is to follow-up on the Paired Reading subjects in research. Of the reviewed articles, 4 made plans to follow-up on some aspect of Paired Reading. Topping (1992) stated plans to have both short and long term follow ups of parental involvement in reading projects. Law & Kratochwill, (1993) also planned to follow-up on the parents Paired Reading skills, and found that they were maintained. Cupolillo, Silva, Socorro, & Topping, (1997) discussed plans to follow-up at the time of printing, but no further literature discussing this follow-up was found. Follow-up was also mentioned in literature review articles, stating some studies which did conduct follow-ups found differing results, from high gain

in reading comprehension and oral language skills to no gain at all. It is obvious there is a need for future long-range studies, clear, and frequent follow-up for Paired Reading.

Discussion

Paired Reading appears to have had a positive effect on many children's reading comprehension and oral language levels. The method is simple, easy to follow, easy to implement, and beneficial for both struggling and progressing readers. Numerous studies have shown it's worldwide effectiveness. Studies have also discussed many opportunities in which Paired Reading can grow.

Paired Reading's largest challenges are factors which can be molded and improved through future studies. The need for long-term studies stands out, as reading does not stop when a Paired Reading study is completed. Reading is a life-long practice, and because of that the method of Paired Reading may be more useful if it can show long-term capabilities to improve children's reading comprehension and oral language skills. Because of the lack of follow-up, it is difficult to see how students progress when Paired Reading ends. Although individual studies reviewed did not follow-up on their students progression, other Paired Reading literature reviews have documented that students continue to make gains once Paired Reading concludes. The follow-up took place in different studies from a period of few weeks to many months (Topping, Lindsay 1993).

There is also a great need for researchers to more specifically document the accuracy in which Paired Reading is followed. When researchers bypass this step, their results don't show that Paired Reading necessarily improved progression of tutees.

Because the articles that have closely documented Paired Reading have found many factors of the process are either altered (the period of silence after an error) or completely ignored (praise), the method itself may need some revamping.

The area with the largest opportunity for improvement is documentation of open dialogue of the book. Of the articles reviewed, only one mentioned open dialogue, or open questioning, and that article recommended open questioning, but did not state whether behaviors were documented (Overett, Donald, 1998). The discussion of the book between the parent/peer and child may be one of the most important components for children's understanding of a lesson of a story. Further research in this area could be an exciting opportunity for growth and understanding of the Paired Reading method.

Paired Reading can be an exciting and fun method to adopt for parents and children. However, until more suitable, empirical data is completed, it probably will not continue to grow in popularity. Paired Reading has taken great leaps and bounds since it's start, and continues to be a positive tool for students and parents to use. Although it is on the right track, questions concerning Paired Reading need to be resolved before it will gain more recognition and adoption by schools and households around the world.

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Journal Titles	Study Design	Uses Self-Check Inter-Rater Reliability	Observed by Researcher	Age of Readers	SES
Differential Effects Of Home Literacy Experiences on The Development of Oral and Written Language	Correlational	***		Grade 1 & v	Educational info., not income was used due to lack of info. provided by parents
Diversity in Parental Storybook Reading	Correlational		***	Grade 1 & v	Middle
Home Literacy Activities and Their Influence on Early Literacy Skills	Correlational	***	***	Grade 1 & v	Low-High
The Role of Shared Reading in the Dev. of Phonological Awareness	Correlational	***		Grade 1 & v	Middle-High
A Longitudinal Study of Middle to Upper Class Children					
The Unique Contribution of Home Literacy Environment to Differences in Early Literacy Skills	Correlational	***		Grade 1 & v Grade 2-5	Not Stated
Family Literacy Activities in the homes of successful young readers	Correlational	***		Grade 1 & v	Subjects were matched on similar SES, but SES was not stated

Journal Titles	Testing Measures	Found Significant Correlations	N-Size
Differential Effects Of Home Literacy Experiences on The Development of Oral and Written Language	Oral/Written Language	***	168
Diversity in Parental Storybook Reading			12
Home Literacy Activities and Their Influence on Early Literacy Skills	Oral/Written Language Reading Comp/ Phonemic Awareness	No	66
The Role of Shared Reading in the Dev. of Phonological Awareness	Reading Comprehension/ Phonemic Awareness	***	97
A Longitudinal Study of Middle to Upper Class Children			
The Unique Contribution of Home Literacy Environment to Differences in Early Literacy Skills	Oral Language, Reading Comprehension	No	295
Family Literacy Activities in the homes of successful young readers	Reading Comprehension/ Phonemic Awareness	No	29

Journal Titles	Study Design	PR Observed	Tested PR	Age of Readers	SES Levels
Paired Reading A Review of the Literature	Review: Secondary information	NA	NA	NA	NA
The Structure and Development of the Paired Reading Technique	Review of Method	NA	NA	NA	NA
Parental Involvement in the Teaching of Reading: A Comparison of Hearing Reading, Paired Reading Pause, Prompt, Praise, and Direct Instruction Methods	Experimental	Observed with Video camera	Yes	Gr. 2 and Up	Does Not State
Paired Reading: Promise and Pitfalls	Review: Secondary information	NA	NA	NA	NA
Paired Reading with Brazilian First-Year School Failures	Experimental: Within Subjects design	Observed by Researcher	Yes	Gr.1 Repeating	Does Not State
Paired Reading: Three Questions	Experimental, With Control and PR Groups	Tape Recorded	Yes	Does not state age (Primary Grades)	Does Not State
Parental Participation in Paired Reading: A Controlled Study	Experimental, With Control and PR Groups	Observed Fort Nightly	Yes	8-11 Yrs. Old	Does Not State
Paired Reading: A Study of Process and Outcome	Experimental: Within Subjects Design	Tape Recorded Randomly	Yes	10, 11 Yrs.	Does Not State

Journal Titles	Testing Measures	Follow-up	N Size
Paired Reading A Review of the Literature	NA	NA	NA
The Structure and Development of the Paired Reading Technique	NA	NA	NA
Parental Involvement in the Teaching of Reading: A Comparison of Hearing Reading, Paired Reading Pause, Prompt, Praise, and Direct Instruction Methods	Reading Accuracy, Comprehension Neale Analysis of Reading Ability	Not Stated	10 P.R.'s
Paired Reading: Promise and Pitfalls	NA	NA	NA
Paired Reading with Brazilian First-Year School Failures	Fluency, Comprehension, Reading Habits, and confidence in reading	Planned Monthly follow-up at printing time	32 P.R.'s
Paired Reading: Three Questions	Reading Ability, Attitude, Approaches to learning, self concept, and control (Cloze and Widespan Reading Tests)	Did Not State	43 P.R.'s
Parental Participation in Paired Reading: A Controlled Study	Reading Accuracy, Comprehension Neale Analysis of Reading Ability	Not Stated	46 P.R.'s
Paired Reading: A Study of Process and Outcome	GAP Reading Comprehension Test	Did Not State	43 P.R.'s

Journal Titles	Study Design	PR Observed	Tested PR	Readers Age	SES Levels	Testing Measures
An Evaluation of The Paired Reading Program Using Competency Based Training	Experimental, with Control Group	Tape Recorded, Although many did not submit tapes	Yes	Gr. 2-4	Low	Oral Language Ass. GORT-D Test (Reading Rate, accuracy, Comp)
Paired Reading: An Evaluation of a Parent Tutorial Program	Experimental, with no Control Group	Audio and Video Recorded	Yes	Gr. 2-4	Low, Med. and High	Reading Accuracy and Fluency, with Basal Books from local School
Paired Reading Projects in Hong Kong	Literature Review Secondary Info.	NA	Yes, in sec. Studies	NA	NA	NA
Paired Reading: Effects of a parent involvement program in a disadvantaged community in South Africa	Experimental, with Control Group	Observed and Video Taped	Yes	4th Grade	Did not State	Neale, Reading Comp. and Accuracy Test
Of Time and Content Coverage: Lessons from Paired Reading	Literature Review	NA	Yes, in sec. Studies	NA	NA	NA
Process and Outcome in Paired Reading	Literature Review	NA	Yes, in sec. Studies	NA	NA	NA
Parents as Reading Tutors for 1st Graders in Brazil	Experimental, with Control Group	Observed and Video Taped	Yes	1st Grade	High	Fluency and Comp. in Reading

Journal Titles	Showed Sig. Correlations	Testing Procedure	Specific/Random Books Read	Parents/Peers Received
An Evaluation of The Paired Reading Program Using Competency Based Training	No	Tested Alone by Researcher	Random	Formal Training of PR Method (With Parents)
Paired Reading: An Evaluation of a Parent Tutorial Program	No	Tested by Parent at home	Random	90 Minute Training Session (With Parents)
Paired Reading: Projects in Hong Kong	Yes, in some Studies (Sec. Info)	NA	NA	NA
Paired Reading: Effects of a parent involvement program in a disadvantaged community in South America	Yes, for both attitude and comprehension	Tested Alone by Researcher	Specific books to choose from (donation)	1 hr/week for 6 weeks with Parents & Children
Of Time and Content Coverage: Lessons From Paired Reading	Yes, in some Studies (Sec. Info)	NA	NA	NA
Process and Outcome in Paired Reading	Yes, in some Studies (Sec. Info)	NA	NA	NA
Parents as Reading Tutors for 1st Graders in Brazil	Yes, for Comprehension but not fluency when comparing exp & cont.	Tested While P.R. With Adult	Did Not State	1st 2 weeks of P.R. were completed and supervised in school

Journal Titles	Follow-up	N Size	Follow up
An Evaluation of The Paired Reading Program Using Competency Based Training	Not Stated	26 P.R.'s	Not Stated
Paired Reading: An Evaluation of a Parent Tutorial Program	Yes, 3 Months Later on Parents PR Skills	16 P.R.'s	3 Months Later on Parents P.R. Skills
Paired Reading: Projects in Hong Kong	Not Stated	Not Stated	Not Stated
Paired Reading: Effects of a parent involvement program in a disadvantaged community in South America	Not Stated	32 P.R.'s	Not Stated
Of Time and Content Coverage: Lessons From Paired Reading	NA	NA	NA
Process and Outcome in Paired Reading	NA	NA	NA
Parents as Reading Tutors for 1st Graders in Brazil	Not Stated	24 P.R.'s	Not Stated