

strategies in the preschool classroom: An investigation into quality early childhood reading practices and literacy acquisition in one northern Michigan Early Reading.

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MASTER'S T

Scientifically based reading res
in the preschool classroom: An
into quality early childhood rea
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[Yvonne Donohoe McCool](#)

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Committee Member

Dr. Ronald Williamson Chairperson

Committee Member

Dr. Ella Burton – Committee Member

Committee Member

Dr. Linda Lewis-White – Committee Member

Committee Member

Dr. Jaclynn Tracy – Committee Member

Abstract

A growing body of research has emerged to support the concept of early childhood education as a quality investment for our children and creating lasting impacts related to school success and life outcomes. Studies indicated that a quality education targeted at our young children to yield impressive returns academically, economically, and socially. Early education is credited with reducing costs associated with grade repetition, and special education services. More important, it is associated with the prevention of early learning difficulties and improved education outcomes.

On the foundation of a positive external evaluation of one of the First site in northern Michigan, this dissertation explored the environmental factors related to early literacy acquisition in nine early childhood classroom programs. Using the Phonological Awareness Screener (PALS) for Pre-K and the Early Language and Literacy (ELLCO) Scores, student literacy acquisition was measured. An analysis of data gathered indicated a significant correlation between the home environment and teacher efficacy and literacy instruction. The relationship between teacher/ coaching relationships and curriculum is recommended. These factors may be significant in early literacy achievement. Concurring with the literature that additional investments in early education are warranted, educational leaders are encouraged to support young children prior to school entry.

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