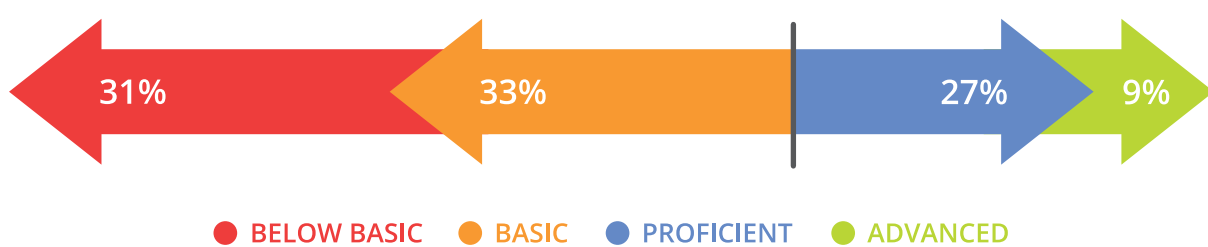


The Case for Making Audiobooks Part of Curriculum

Nearly two-thirds of fourth graders read below proficient

According to data from the 2015 National Assessment of Educational Progress (NAEP), 64% of all U.S. fourth grade students, and 79% of all low-income students, are below proficient in reading.



The Word Gap

CHILDREN NEED TO HEAR TENS OF MILLIONS OF WORDS IN ORDER TO ESTABLISH A LARGE AND VARIED VOCABULARY

The root cause of the problem is a lack of vocabulary, famously described as a 'word gap' in Hart and Risley's seminal study. Over time, the value of daily reading is shockingly apparent, as is its absence.



Source: Hart and Risley, 1995

Proficient Reading

Reading proficiency is derived from decoding skills and word knowledge. Word knowledge is vocabulary and fluency, which together are listening comprehension - meaning children must be good listeners in order to become good readers.

VOCABULARY & FLUENCY
(i.e., listening comprehension)

DECODING SKILLS
+ WORD KNOWLEDGE
= READING PROFICIENCY

Source: Gough and Turner, 1986

Educators and parents need support

Dramatically increasing student exposure to sophisticated, spoken words will close the word gap. But how to do that? Educators and parents need support.



CLASSROOM TEACHERS CANNOT MOVE THE NEEDLE ON THEIR OWN, PARTICULARLY GIVEN DEMANDS ON THEIR TIME



JUST 51% OF PARENTS READ TO THEIR CHILDREN EVERY DAY, FALLING TO 39% IN NON-WHITE HOMES

Source: Pew Research: Parenting in America, 2015

The words children need to know are in books

Talking with children is helpful but not sufficient. Sophisticated words are found in books. Even in high-income homes, parents will tell their children to, "look over there," vs. "observe child"

OBSERVE

vs.

LOOK

FOUND IN BOOKS

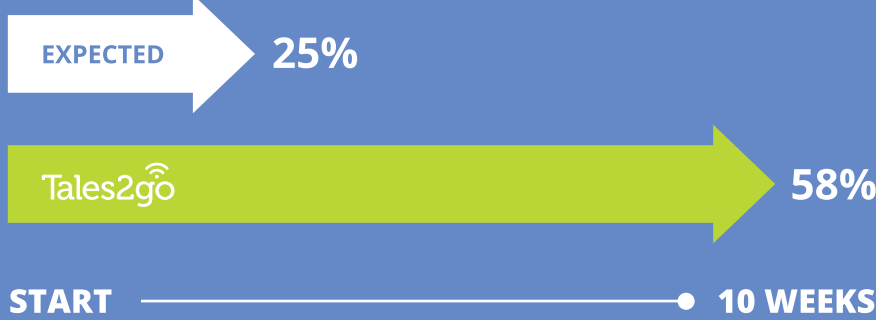
WHAT MOST PARENTS SAY

Source: Massaro, 2015

Audiobooks are an effective literacy tool

AN INDEPENDENT RCT STUDY ON THE USE OF TALES2GO

Students using Tales2go at school attained 58% of the annual expected gain in reading achievement in just ten weeks, putting them 3 months ahead of the students who did not use Tales2go.



THE STUDY EVALUATED THE EFFECT OF JUST LISTENING (NO PAIRED TEXT). THE TREATMENT GROUP OUTPERFORMED THE CONTROL GROUP ACROSS ALL MEASURES.



READING COMPREHENSION
2ND & 3RD GRADE



VOCABULARY
2ND GRADE



READING MOTIVATION
2ND & 3RD GRADE



RATE OF LEARNING
2ND & 3RD GRADE

Source: WestEd Study on use of Tales2go in a San Francisco Bay area school district, 2016

