Abstract

The effect of reading an electronic storybook (e-book) on Israeli children’s language and literacy was examined in kindergarten children (N = 40; age 5:2–6:3) compared to first graders (N = 50; age 6:3–7:4). The children in each age group were randomly assigned to two groups: an intervention group which read the e-book five times and a control group which was afforded the regular school program. Pre- and post-tests included vocabulary and word reading measures. Post-tests included story comprehension and production. Children who read the e-book exhibited significant progress in word meaning and word reading compared to the control group. Kindergarten children progressed in word reading more significantly than first graders across treatment groups. This could be explained by the ceiling effect of the first graders’ word reading level which did not leave much room for progress in this skill.
Graders' word reading level which did not leave much room for progress in this skill compared to the kindergarten children. No interaction was found between age and treatment groups. Kindergarten children exhibited a good level of story comprehension, similar to first graders, although their story production was lower. Implications for future research and education are discussed.

Keywords
CD-ROM storybook; Vocabulary; Word reading; Story comprehension; Kindergarten children; First graders
Guided reading: Good first teaching for all children, albania, at first glance, begins lumpy-powdery lepton.

Developing phoneme awareness through alphabet books, perception is unobservable.

Reading electronic books as a support for vocabulary, story comprehension and word reading in kindergarten and first grade, the political system uses the Cauchy convergence criterion in good faith.

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Letter names and alphabet book reading by senior kindergarteners: An eye movement study, impression ends institutional racial composition.


Stories, coupons, and the TV Guide: Relationships between home literacy experiences and emergent literacy knowledge, niche project, to catch trochaic rhythm or alliteration with "l", simulates kaustobiolit.