

Early Academy — Research Sources

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This document lists peer-reviewed and authoritative sources cited on the Early Academy landing page. Each URL was checked at generation time.

1. Home Reading Environment and Brain Activation in Preschool Children Listening to Stories

Authors: Hutton JS, Horowitz-Kraus T, Mendelsohn AL, et al.

Journal: Pediatrics (2015)

DOI: 10.1542/peds.2015-0359

URL: <https://pubmed.ncbi.nlm.nih.gov/26260716/>

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Supports: Greater home reading exposure is associated with stronger brain activation during story listening in preschool children (ages 3–5).

2. Literacy Promotion: An Essential Component of Primary Care Pediatric Practice

Authors: Klass P, Miller-Fitzwater A, High PC, Council on Early Childhood

Journal: Pediatrics (2024)

DOI: 10.1542/peds.2024-069090

URL: <https://pubmed.ncbi.nlm.nih.gov/39342414/>

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Supports: The American Academy of Pediatrics recommends shared reading beginning at birth and continuing through kindergarten.

3. Accelerating Language Development Through Picture Book Reading

Authors: Whitehurst GJ, Falco FL, Lonigan CJ, et al.

Journal: Developmental Psychology (1988)

URL: <https://pubmed.ncbi.nlm.nih.gov/3168615/>

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Supports: Dialogic (interactive) reading produces significant gains in expressive vocabulary in young children.

4. A Story So Far: A Systematic Review of the Dialogic Reading Literature

Authors: Pillinger C, Whitehurst GJ

Journal: Reach Out and Read (review) (2022)

URL: https://reachoutandread.org/wp-content/uploads/2023/06/Pillinger_2022_A-story-so-far-A-systematic-review-of-the-dialogic-reading-literature.pdf

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Supports: Systematic review confirming dialogic reading improves language and literacy outcomes in early childhood.

5. Technology-Enhanced Storytelling Stimulating Parent–Child Interaction and Preschool Children's Vocabulary Knowledge

Authors: Takács ZK, Swart EK, Bus AG

Journal: Journal of Computer Assisted Learning (2015)

DOI: 10.1111/jcal.12169

URL: <https://pubmed.ncbi.nlm.nih.gov/25410424/>

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Supports: Interactive, technology-enhanced storytelling increased parent–child interaction quality and productive vocabulary in 3-year-olds.

6. Associations Between Screen Use and Child Language Skills: A Systematic Review and Meta-Analysis

Authors: Eirich R, McArthur BA, Anhorn C, Christakis DA

Journal: JAMA Pediatrics (2020)

DOI: 10.1001/jamapediatrics.2020.0250

URL: <https://pubmed.ncbi.nlm.nih.gov/32176236/>

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Supports: Screen quantity is negatively associated with language; educational content and co-viewing are positively associated with language skills.

7. The Immediate Impact of Different Types of Television on Young Children's Executive Function

Authors: Lillard AS, Peterson J

Journal: Pediatrics (2011)

DOI: 10.1542/peds.2010-1919

URL: <https://pubmed.ncbi.nlm.nih.gov/21873366/>

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Supports: Brief exposure to fast-paced fantastical television impaired executive function in 4-year-olds compared to slower-paced or non-screen activities.

8. Associations Between Media Viewing and Language Development in Children Under Age 2 Years

Authors: Zimmerman FJ, Christakis DA, Meltzoff AN

Journal: The Journal of Pediatrics (2007)

URL: <https://pubmed.ncbi.nlm.nih.gov/17889070/>

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Supports: Passive baby video viewing was associated with lower expressive vocabulary in infants 8–16 months (note: subsequent replications have been mixed).

Notes: Cite with nuance — later reanalyses debated effect sizes, but the study helped establish concerns about passive infant video.

9. Engagement of Networks Related to Attention, Executive Function, and Sensory Processing During Parental vs Experimenter Story-Listening

Authors: Horowitz-Kraus T, et al.

Journal: Pediatric Research (2025)

URL: <https://pubmed.ncbi.nlm.nih.gov/40760174/>

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Supports: Parental storytelling engages reading-related brain networks linked to pre-literacy and future reading skills.
