

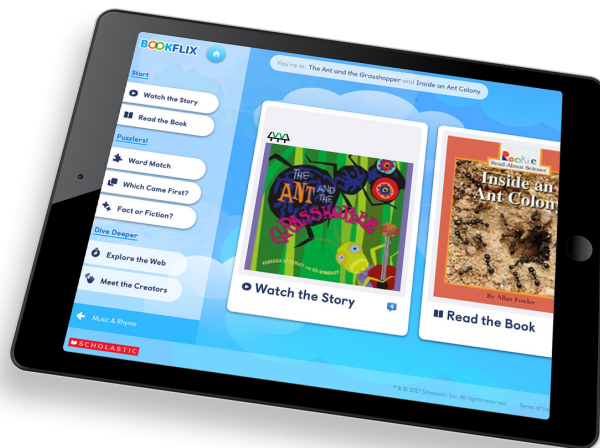


Research-based Alignments



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BOOKFLIX®



Program Overview

BookFlix is a digital read-aloud experience for preK–Grade 3 students that pairs award-winning animated stories with best-selling nonfiction ebooks. BookFlix creates a natural springboard for children to differentiate between fiction and nonfiction while also building a love of reading.

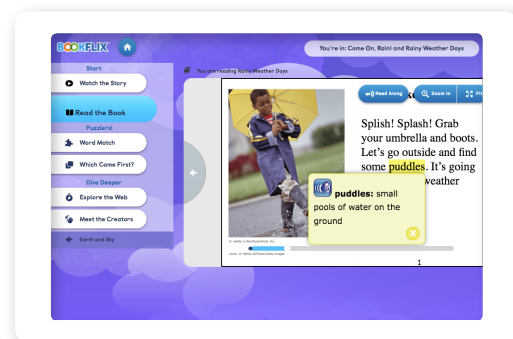
Read-Alouds to Promote Literacy Development

Research Base

- Reading aloud is the foundation for literacy development. It is the single most important activity for reading success. Listening to others read develops key understanding and skills, such as an appreciation for how a story is written and familiarity with book conventions (Bredenkamp, Copple, & Neuman, 2000).
- In her seminal book *Beginning to Read* (1990), Marilyn Adams notes that children from families of means often arrive at school with 1,000 hours of read-aloud time under their belts. In stark contrast, children from high-poverty households may not have experienced a single read-aloud—or, if they have, it more typically adds up to just 25 hours' worth.

BookFlix Alignment

Each thoughtfully paired fiction and nonfiction title in BookFlix includes a compelling read-aloud experience. With the “Read Along” feature activated, children can follow along as each word is read. A child can hear a book read aloud regardless of whether a parent, teacher or librarian is available to read to them. BookFlix provides high-quality read-alouds by using top voice actors such as Meryl Streep and James Earl Jones, who lend their talents to model expression and reading fluency. Additionally, children control the pacing within each nonfiction title to slow down or speed up the text that is being read aloud.



Citations

Neumann, S.B., Copple, C., & Bredenkamp, S. (2000). Learning to read and write: Developmentally appropriate practices for young children. Washington, DC: National Association for the Education of Young Children. ([link](#))

Adams, M. & Stahl, S. & Osborn, J. & Lehr, F. (2015). Beginning to Read: Thinking and Learning about Print: A Summary. 270. 10.2307/328871. ([link](#))

Animated Stories to Boost Comprehension

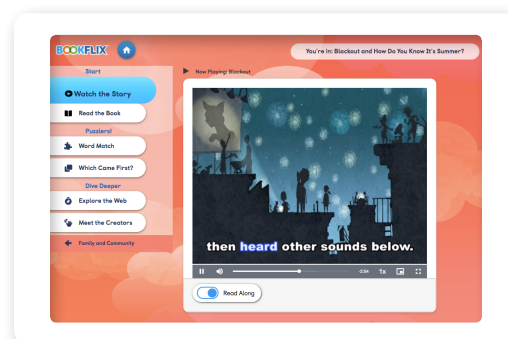
Research Base

- Multimedia features in the new electronic formats of picture storybooks, as long as those additions are well matched to the verbal narration, boost the effects of stories on young children's story comprehension and word learning.
- Technology-enhanced books may enhance children's story comprehension and word learning even more so than traditional print books because of the closer match between nonverbal and verbal information. When pictures include movements and zooming, each frame might illustrate the oral narration in a more timely manner than static pictures can. This results in higher temporal contiguity between the story's verbal and visual information.

BookFlix Alignment

Each classic fiction title in BookFlix has been carefully selected and transformed from its print form into a digitally enhanced, animated video. The videos in BookFlix range from iconographic films in which the camera moves around the static page (zooming in on details that might be overlooked by the casual reader) to full-blown animated short features.

Using the original storybook illustrations and text, the video syncs to the story's narration and is designed to engage children and deepen their understanding of the story.



Citations

Takacs Z.K., Bus A.G. "Benefits of motion in animated storybooks for children's visual attention and story comprehension. An eye-tracking study." *Front Psychol.* 2016;7:1591. Published 2016 Oct 13. doi:10.3389/fpsyg.2016.01591 ([link](#))

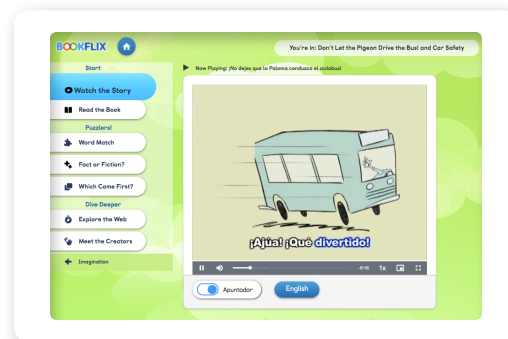
Subtitles to Support English Learners and Beginning Readers

Research Base

- Video captions, also known as same-language subtitles, benefit everyone who watches videos, including children, adolescents, college students, and adults. More than 100 empirical studies document that captioning a video improves a person's comprehension of, attention to, and memory of the video. Captions are particularly beneficial for persons watching videos in their non-native language, for children and adults learning to read, and for persons who are hard of hearing.
- Another benefit of the addition of captioned media to classroom instruction is that it shifts watching typical classroom videos from a "dominantly picture-viewing activity to a dominantly reading activity" (Kothari et al., 2004, p. 29), providing struggling readers with additional reading practice.

BookFlix Alignment

BookFlix includes story subtitles through its "Read Along" feature. With subtitles enabled, BookFlix displays the audio portion of the story, with word-by-word highlighting, as the story's narrator reads aloud. A Spanish-language version of the videos with subtitles is also available for 38 BookFlix titles.



Citations

Gernsbacher MA. "Video captions benefit everyone." Policy Insights Behav Brain Sci. 2015;2(1):195–202. doi:10.1177/2372732215602130 ([link](#))

Kothari, B., Pandey, A. & Chudgar, A,R, 2004. "Reading out of the 'idiot box': same-language subtitling on television in India," Information Technologies and International Development, MIT Press, vol. 2(1), 29.

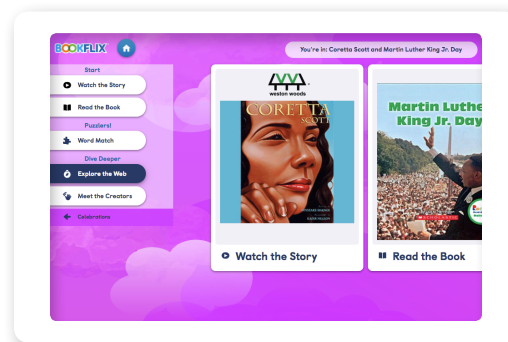
Audiobooks to Assist Striving Readers

Research Base

- Using audiobooks has a positive impact on reading skills and attitudes toward reading for struggling readers. A study that used score analysis from the Arkansas Reading Benchmark Exam showed a significant increase in scores for those students who used audiobooks compared to those who did not.

BookFlix Alignment

BookFlix brings together a listening and learning experience that benefits children. The program offers unlimited access to each of its titles with full audio support. To ensure outstanding listening experiences for early learners, all BookFlix titles are narrated by talented voice actors and do not use text-to-speech technology.



Citations

Whittingham, J., Huffman, S., Christensen, R. & McAllister, T. 2013. "Use of audiobooks in a school library and positive effects of struggling readers' participation in a library-sponsored audiobook club." American Association of School Librarians. ([link](#))

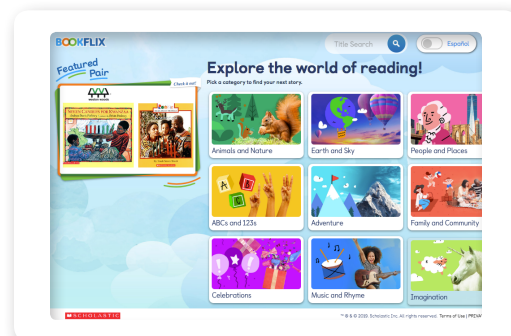
Choice in Book Selection

Research Base

- The research base on student-selected reading is robust and conclusive. Students read more, understand more, and are more likely to continue reading when they have the opportunity to choose what they read (Allington & Gabriel, 2012).
- Self-selected reading is twice as powerful as teacher-selected reading in developing motivation and comprehension (Guthrie & Humenick, 2004).
- In the Scholastic Kids & Family Reading Report, 91% of children ages 6–17 agree “my favorite books are the ones that I have picked out myself.” Independent reading programs that invite reading choice and promote reading pleasure give rise to kids who not only read but, more importantly, who want to read.

BookFlix Alignment

In BookFlix, children can choose the book they are most interested in reading based on their individual curiosities. The robust and varied selection of titles in BookFlix provides something for everyone, helping to ensure a positive and rewarding reading experience for all. With hundreds of titles in a variety of genres and formats, BookFlix titles are organized into nine early learning themes for children to choose from and are accessible in an easy-to-use digital interface.



Citations

Allington, R. & Gabriel, R. (2012). "Every child, every day." *Educational Leadership*. q Vol. 69, No. 6. March, 10-15.

Guthrie, J. & Humenick, N. (2004). "Motivating Students to Read: Evidence of Classroom Practices that Increase Motivation and Achievement." In McCardle, P. and Chabra, V., Editors. *The Voice of Evidence in Reading Research*. Baltimore, MD: Paul H. Brookes.

Scholastic Kids & Family Reading Report: Seventh Edition commissioned by Scholastic and conducted by YouGov; 2019.

Voluminous Reading for Academic Success

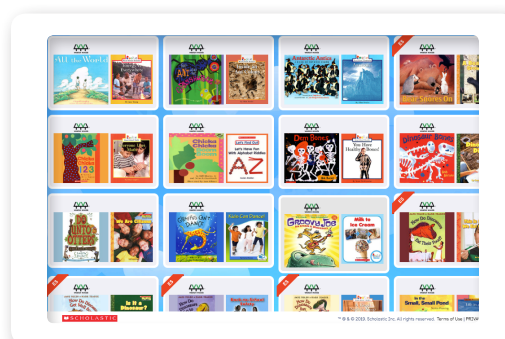
Research Base

- Starting in kindergarten, if a student reads 20 minutes a day at home, they will hear 1.8 million words per year. They will have read for 851 hours by 6th grade, and on standardized tests, they will likely score better than 90% of their peers (Nagy, Anderson and Herman, 1987).
- In the Scholastic Kids & Family Reading Report, having access to books—whether in or outside the home—is not a reality for all kids. On average, there are 103 books in the home libraries of children ages 6–17, yet this varies widely. Most strikingly, frequent readers have an average of 139 books in their homes vs. 74 in infrequent readers’ homes. And while 70% of school-aged children say they have a school library, only 56% say the school library has enough of the books they want to read.

BookFlix Alignment

BookFlix features a robust library of titles that makes kids laugh, books with diverse characters and storylines, and books that offer opportunities to explore the world and allow kids to see themselves in the books.

Children can read the books in BookFlix as many times as they wish, and with remote access they can use the program at the library, home, or anywhere with an internet connection.



Citations

Nagy, W.E., et al. "Learning word meanings from context during normal Reading." American Educational Research Journal, vol. 24, no. 2, 1987, 237–270. JSTOR, www.jstor.org/stable/1162893.

Scholastic Kids & Family Reading Report: Seventh Edition commissioned by Scholastic and conducted by YouGov; 2019.

Spanish Titles to Support Spanish Speakers

Research Base

- For children whose primary language is not English, studies (Cummins, 1979) have shown that a strong basis in a first language promotes school achievement in a second language. Children who are learning English as a second language are more likely to become readers and writers of English when they are already familiar with the vocabulary and concepts in their primary language.
- Research has shown that access to information in the home language contributes to young children's progress both in their home language and in English (Espinosa, 2008).

BookFlix Alignment

BookFlix features 38 fiction-nonfiction pairs in Spanish so children can build essential reading skills in their first language. These pairs are also ideal for children in dual-immersion learning environments.



Citations

Cummins, J. "Bilingualism and special education: program and pedagogical issues." *Learning Disability Quarterly*, vol. 6, no. 4, 1983, 373–386. JSTOR, www.jstor.org/stable/1510525.

Espinosa, L.M. 2008. *Challenging Common Myths about Young English Language Learners*. FCD Policy Brief: Advancing PK–3, No. 8. New York: Foundation for Child Development. ([link](#))

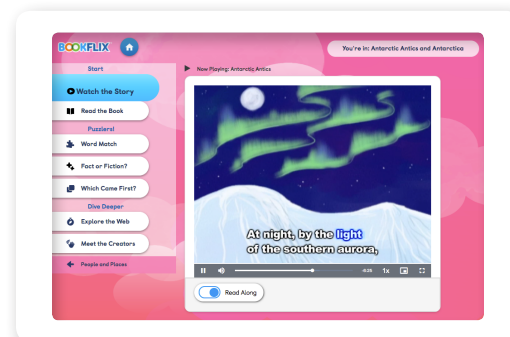
High-Quality and Bimodal Digital Text for Early Readers

Research Base

- Best practice is to expose students to digital texts that are high-quality: well written, timely, with clear and appealing images, and authentic for purpose. Digital text should also provide audio support and highlighted text. Highlighted text during read-aloud of digital text can improve focus and help when learning to read. It will also help early readers keep track and remember better (Guernsey and Levine, 92).

BookFlix Alignment

BookFlix provides two methods, audio support and highlighted text, for the young reader to digest the information in each title. BookFlix pairs classic animated stories with nonfiction ebooks and titles are frequently on award-winning or best-seller lists. With colorful animation, rich audio, and interactive content, BookFlix engages children and introduces them to a world of knowledge and exploration.



Citations

Levine, M. & Guernsey, L. (2015). Tap, Click, Read: Growing Readers in a World of Screens.

Vocabulary Development through Fiction and Nonfiction Texts

Research Base

- Children need to be exposed to vocabulary from a wide variety of genres, including informational texts as well as narratives.
- According to researchers, parents and teachers focus more on vocabulary and literacy concepts when reading informational text aloud versus when they read narrative text (Mason, Peterman, Powell, and Kerr, 1989; Pellegrini, Perlmutter, Galda, and Brody, 1990). This extra attention from parents and teachers may make informational text particularly well suited for building students' word knowledge, according to Dreher (2000).

BookFlix Alignment

The thematically paired fiction and nonfiction titles in BookFlix are designed to introduce early learners to the delights of narrative stories while creating a natural springboard into related background knowledge for deeper discovery.

Key vocabulary words are bold-faced, defined, and read aloud in the ebooks. These titles feature embedded reading support tools, including a natural-voice read-aloud with word highlighting, vocabulary hinting, and a built-in dictionary that guides children through complex or unfamiliar concepts.

BookFlix lesson plans provide strategies for previewing vocabulary with children, while Word Match puzzlers provide opportunities for vocabulary review and practice.

Citations

Richgels, D.J. "Informational texts in kindergarten." *The Reading Teacher*, vol. 55, no. 6, 2002, pp. 586–595. JSTOR, www.jstor.org/stable/20205101.

Mason, J. M., Peterman, C. L., Powell, B. M., & Kerr, B. M. (1989). Reading and writing attempts by kindergarteners after book reading by teachers. In J. M. Mason (Ed.) *Reading and writing connections* (pp. 105-120). Boston: Allyn & Bacon.

Pellegrini, A. D., Perlmutter, J. C., Galda, L., Brody, G. H. (1990). "Joint reading between Head Start children and their mothers." *Child Development*, 61, 443-453.

Dreher, M. J. (2000). Fostering reading for learning. In L. Baker, M. J. Dreher, & J. Guthrie (Eds.), *Engaging young readers: Promoting achievement and motivation* (pp. 94-118). New York: Guilford.

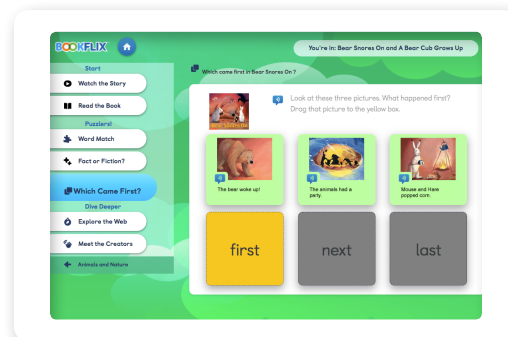
Strengthening Comprehension Skills by Sequencing the Story

Research Base

- Sequencing is a very important concept for preschool children to develop, since it allows children to recognize patterns that make the world more understandable and predictable.
- Students who learn to use the organization and structure of informational texts are better able to comprehend and retain the information found in them (Pearson & Duke, 2002).
- It is clear that students who learn about reading strategies can use the knowledge to become fluent and skilled, to monitor and make efficient their own reading, and to teach skills and strategies to others.

BookFlix Alignment

A sequencing puzzle is embedded in many BookFlix pairs, which calls for children to place the events of the stories they just read in chronological order, using both visual cues and sequencing sentences. The puzzle requires young learners to correctly identify the beginning, middle, and end of the plot, designed to help them retell the story later and make remembering more manageable.



Citations

Chen, G., 7/24/16 "What Happens Next?": Strategies for Teaching Your Child Sequencing Skills ([link](#))

Pearson, P.D., & Duke, N.K. (2002). Comprehension instruction in the primary grades. In C.C. Block & M. Pressley (Eds.), *Comprehension instruction: Research-based best practice* (pp. 247–258). New York: Guilford.

Afflerbach, P., Pearson, P.D. & Paris, S.G. (2008), "Clarifying differences between reading skills and reading strategies." *The Reading Teacher*, 61: 364-373. doi:10.1598/RT.61.5.1