



Building a bigger worldview one click at a time



Johnnie Max®—Research Base

Challenges	What the Research Says	The Solution: Johnnie Max
<p>Word Gap <i>Large gaps in vocabulary knowledge beginning in the preschool years negatively impact children’s literacy development and comprehension as they progress to elementary school.</i>²</p>	<ul style="list-style-type: none"> • Early vocabulary acquisition is a key component of later literacy success.^{3–5} • Preschool years are critical for vocabulary and language growth.⁶ • Young children learn vocabulary through meaningful, interactive contexts and engagement.^{7–8} 	<ul style="list-style-type: none"> • Real-world photography provides rich context for vocabulary development. • Scripted interventions provide multiple supports for robust adult-child interactions. • eBook text is supported by audio. • Interactive games provide engaging vocabulary practice.
<p>Knowledge Gap <i>Despite growing research indicating the benefits of informational text as an instructional tool for young children, few early childhood professionals engage in reading informational text to their students.</i>⁹</p>	<ul style="list-style-type: none"> • Including informational text for preschoolers creates a language-rich environment.¹⁰ • Informational text assists children in their conceptual development and encourages higher order thinking.⁹ 	<ul style="list-style-type: none"> • Nonfiction content forms the program’s instructional base. • Developmentally appropriate, nonfiction content aligns with academic curricular standards and guidelines for PreK.
<p>Delayed Language Development <i>Disadvantaged children score well below average on standardized expressive and receptive language measures, and more than half of the low-SES preschoolers have a moderate to severe language delay.</i>¹</p>	<p>Studies show that early language and literacy skills, including oral language development, are strongly linked to later reading performance and overall school achievement.^{5, 12–16}</p>	<ul style="list-style-type: none"> • Teacher and Home Guides offer scripted, research-based dialogic reading and CLASS® strategies proven to increase oral language competencies in early learners. • eBook audio scaffolds language development.
<p>Deficient Social-Emotional Skills <i>Low-SES are more likely to start school with lower levels of social-emotional skills.</i>¹⁷</p>	<p>Early social-emotional competencies, such as behavioral regulation, attentional skills, and the ability to problem solve, are critical to academic outcomes.^{18–19}</p>	<p>SEL expert Dr. Lorea Martínez developed our SEL activities aligned to the CASEL™ framework and infused through the program.</p>
<p>Disparities among Families <i>Low-SES families lack access to high-quality early childcare programs, they often have less time to spend reading to their children,²⁰ and are less likely to read in a style that is related to positive child language outcomes.^{21–23} Spanish speakers of Limited English Proficiency form the largest population of low-SES families in large portions of the US.²⁴</i></p>	<ul style="list-style-type: none"> • Children exhibit greater school readiness and later academic success when families participate in their early learning.^{25–26} • Home-school connections link to improved academic motivation and SEL skills in children of all ethnic and SES backgrounds.²⁵ • Home-school connections for families who differ linguistically from the school environment’s lead to positive outcomes.²⁷ 	<ul style="list-style-type: none"> • Our web-based program delivers literacy content and instruction directly to homes and classrooms. • Home Guides provide scripted support for proven dialogic reading strategies. • All components are bilingual, English and Spanish.

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