



Report on Home Literacy Activities Comparison of 1999 and 2016 NCES

Literacy development begins in the home before children are even at the age to begin pre-school. There are many home activities that constitute as literacy such as reading aloud, oral storytelling, teaching letters and words, and visiting the library, to name a few. The following information is based on self-reported information from families of children ages 3-5 who are not yet enrolled in kindergarten based on the National Center for Educational Statistics (NCES) website:

1999	2016
53 percent of children ages 3 to 5 were read to daily by a family member	81 percent of children ages 3 to 5 were read to by a family member three or more times
70 percent of children whose mothers were college graduates were read aloud to every day. In comparison, daily reading aloud occurred for 53 percent of children whose mothers had some postsecondary education, 44 percent whose mothers had completed high school but had no education beyond that, and 38 percent whose mothers had not completed high school.	91 percent for children whose mothers had a graduate/professional degree and 90 percent for children whose mothers had a bachelor's degree were read to by a family member 3 or more times per week, compared with 79 percent for children whose mothers only had completed high school and 61 percent for children whose mothers did not complete high school.
White, non-Hispanic children are more likely to be read aloud to every day than either Black, non-Hispanic or Hispanic children. Sixty-one percent of white, non-Hispanic children, 41 percent of Black, non-Hispanic children, and 33 percent of Hispanic children were read to every day.	The percentage of White 3- to 5-year-olds who were read to by a family member three or more times per week (88 percent) was not measurably different than the corresponding percentage for children of two or more races, but was higher than the percentages for Black (79 percent), Asian/Pacific Islander (74 percent), and Hispanic (71 percent) children. The percentage of children who were told a story by a family member at least once in the past week was higher for those children who were Asian/Pacific Islander (88 percent) and White (86 percent) than for those who were Hispanic (78 percent).
Children in families with incomes below the poverty line are less likely to be read aloud to every day than are children in families with incomes at or above the poverty line. Thirty-	The percentages of children ages 3 to 5 who were read to by a family member three or more times per week in 2016 were higher for children whose family income was over

eight percent of children in families in poverty were read to every day in 1999, down from 46 percent in 1996, compared with 58 percent of children in families at or above the poverty line, which is down from 61 percent in 1996.

\$100,000 (90 percent) and \$75,001 to \$100,000 (88 percent) than for children whose family income was \$20,001 to \$50,000 (76 percent) and \$20,000 or less (70 percent). Also, the percentage of children who visited a library with a family member at least once in the past month was higher for children whose family income was over \$100,000 (48 percent) than for children whose family income was \$20,001 to \$50,000 (35 percent). The percentage of children who were told a story by a family member at least once in the past week and the percentage of children who were taught letters, words, or numbers at least once in the past week did not differ by family income.

Source: National Center for Educational Statistics (NCES) "Home Literacy Activities with Young Children" updated May 2018