





minutes, with guided instruction from a researcher and the classroom teacher. The control group did not have access to iPads. Emergent literacy and math skills were assessed at the beginning and end of the study through a progress monitoring tool based on the best predictors of later reading and mathematics success.

Though the control and experimental groups had disparate sample sizes, appropriate statistical controls were used to allow comparisons between them. Appropriate statistical analysis was used to determine that both groups were equivalent in their emergent literacy skills prior to intervention.

Results of the study showed that both groups improved their post-test scores on assessments of phonological awareness, print knowledge, math skills, and oral language and vocabulary. The experimental group outperformed the control group with significantly higher post-

Finally, all studies reviewed included a relatively homogenous sample of English-speaking children. This limits the extent to which the results generalize to preschoolers from other cultural and linguistic backgrounds. Future randomized controlled trials