Whole language - reading and parents: A parent in-service

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WHOLE LANGUAGE - READING AND PARENTS

A PARENT IN-SERVICE

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education: Reading Option

by
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SUMMARY

Parents are voicing many concerns about whole language. Do teachers still teach phonics? Why don't teachers send home ditto pages from workbooks? Students are not reading, they are just memorizing the story. These concerns illustrate the fact that parents need to learn about the whole language philosophy so they can take part in their child's education.

Research on parent involvement shows that parent involvement is vital to the child's education. According to Solomon (1991), parents can make a difference in the quality of their child's education if the districts and schools enable them to become involved in a variety of ways. Many researchers have found that parent involvement in their child's education yields positive results. The children achieve higher goals with the support of their parents and family.

The goal of this project is to reach the parents of children in kindergarten through second grade so that they will be informed about the whole language philosophy and taught reading strategies that can be used with their own child.
To my parents, Bill and Ginny McNiff, for raising me with the belief that I can be anything I want to be. Thank you, Mom and Dad.

To my husband, Darryl, and to my children:
Stephen, Sarah and Daniel.
Thank you all for your constant love and support.
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STATEMENT OF THE PROBLEM

Many concerns about whole language are being voiced by parents. Do teachers still teach phonics? Why don't teachers send home ditto pages from workbooks? How come my child can't read? Students aren't reading, they have just memorized the story. These concerns illustrate the fact that parents need to learn about the whole language philosophy so they can take part in their child's education.

Becker and Epstein (1982) state that "of all types of parent involvement, supervision of learning activities at home may be the most significant" (p. 111). Parents want and need to be involved in their child's education. For the parents to be involved they need to be provided with the proper information about whole language instruction.

According to Greenwood and Hickman (1991) many researchers have found that parent involvement in their child's education yields positive outcomes in their child's education, such as higher academic achievement, student sense of well being, student school attendance, student and parent perceptions of classroom and school climate, positive student attitudes and behavior, increased student time with their parents, and parent satisfaction with teachers.

In implementing a new program, such as the new whole language reading program, it is essential that parents become educated in the whole language philosophy. The whole language method of reading instruction varies greatly from the method of reading instruction that was used in the schools when parents learned to read. The new method of reading instruction is as foreign to today's parents as the new math was to the previous generation of parents. In the following pages the
theoretical orientations of reading will be discussed to clarify the changes that have occurred to reach a whole language program.

There are three theoretical orientations of reading instruction that have been taught in the field of reading. On one end of the continuum is decoding. In decoding, reading is taught from the smallest unit, letters and sounds, to the whole. The letters of the alphabet are taught along with the sounds the letters make. The teacher then teaches the rules of phonics. The student learns the rules of phonics so that when she comes to an unknown word she can sound out the word. The student is taught that when she reads, she will sound out words. The student then applies what she already knows to what is on the page, thus the student comprehends what she has read. The student uses flash cards, workbooks, drills, and vocabulary words to practice reading. Tests are given to test the student's knowledge. The student is monitored and graded according to test grades. The role of the teacher in decoding is one of direct instruction (Harste & Burke, 1980).

Most parents are familiar with the decoding theoretical orientation of reading instruction because they were exposed to a phonics program in either their reading or spelling program in school. "Phonics as a method of instruction has a certain attraction to uninformed people. There are only 26 letters and only 40 or so sounds, so it seems that once children can associate the letters with the sounds they will be reading and writing; but language is much more than a sequence of letters or sounds" (Goodman, 1987, p. 241).
Phonics programs keep being reinvented and then come into question theoretically for many reasons:

1. Each sound in written English is not regularly represented by a specific letter.
2. Sounds and letters taken out of context are abstractions.
3. Many phonics programs teach unscientific phonics generalizations based on erroneous views of language.
4. Dialect differences mean that their phonic relationship varies from dialect, since sounds vary but spelling remains constant (Goodman, 1987, p. 241).

Phonics programs seem to work once adults have already begun to read because adults can make phonics work. According to Smith (1985), phonics works if the reader already knows what a word is likely to be in the first place. A reader is not likely to consider all the different ways a word might be pronounced if the reader already is familiar with the word.

In the middle of the reading continuum is the skills method of reading instruction. In the skills theoretical orientation of teaching reading there are some similarities to decoding. The student is still taught to read through a hierarchy of isolated skills. This theoretical orientation teaches reading based on words as a whole rather than as a series of letter sounds put together. As in decoding, language is taught from parts to a whole. Each part is dependent upon the other. The student needs to perform on a test to move to the next level. The student must use the skills she has been taught in order to read and comprehend what she has read. The role of the teacher in skills is one of direct instruction (Harste & Burke, 1980).
Most parents know about skills instruction because reading has been taught through word recognition for many years. The main emphasis is on getting the students to develop a sight word vocabulary and to teach them to decode unknown words. The skills program uses a basal reader that has a controlled vocabulary. The controlled vocabulary is then carefully and systematically introduced in each basal reader (Goodman, 1987).

The skills method of reading instruction was being used in the schools until the State of California adopted the literature based curriculum.

A literature based language arts program "exposes all children, including those whose primary language is not English, to significant literary words" (Language Arts Framework, 1987, p. 3). The literature based language arts program teaches language skills and integrates listening, speaking, reading, and writing in meaningful contexts. The goal of the English language arts curriculum is to prepare all students to function as literate, effective citizens who are ready for the challenges of the real world. A literature based curriculum is consistent with a whole language philosophy.

On the far end of the reading continuum is the whole language theoretical orientation of reading instruction. The whole language theoretical orientation is based on the fact that language is a natural process of communication. The student learns to read by combining all three cueing systems of language, the graphophonemic - sound/symbol relationship, syntactic-grammar, and semantic-meaning, in order to obtain meaning from the print. The students are taught strategies that they can use to predict, confirm, and integrate knowledge to gain
meaning from what they read. The teacher teaches the functions and forms of language through reading, writing, listening, and speaking. There are no comprehension questions to be answered at the end of each story. Each student is encouraged to respond to a story based on her own knowledge of the story content. The students read, write, listen, and talk about many types of literature. The students have choices as to what they read. The student is evaluated according to her progress over a period of time. There are no tests to determine the level at which the student is working. The student is not grouped according to her ability. Students work in multilevel groups, independently, with a friend, or through whole class activities to practice what they have learned. The role of the teacher in a whole language classroom is that of a facilitator. The teacher is there to help, offer encouragement, and guide the students in their learning (Harste & Burke, 1980).

A whole language classroom is set up in such a way that parents are able to work in the classroom. The student, rather than the teacher, is the center of the learning that goes on in the classroom. Many of the activities that the children are engaged in can be monitored by a parent. The parents are willing to help.

According to Solomon (1991) parents can make a difference in the quality of their child's education if the districts and the schools enable them to become involved in a variety of ways. The parents of the children in the classroom have a wealth of knowledge that can be shared with the children if the teacher decides to use parent volunteers in the classroom.

In this project, I propose to develop an in-service for parents on the whole language philosophy and teaching so that they can be effectively involved in their
children's education. Once the parents are educated about whole language teaching, the teacher and the parents can work together as partners in their children's education.

This in-service is intended to inform parents on the whole language philosophy and strategies used in reading fluency, reading comprehension, and beginning writing so that they can implement them when they are working with their own child at home or when working in their child's classroom. The in-service is also intended to dispel many of the myths about whole language about which parents are concerned. When the parents realize that learning to read is developmental, just as other milestones their child has accomplished were developmental, and that children learn to read and write by reading and writing, we will be able to work with one another toward a common goal.

The goal of this project is to reach the parents of children in kindergarten through second grade so that they will be informed about the whole language philosophy and taught reading strategies that can be used with their own children. This project will enable all people who work with beginning readers information that can be used in assisting young readers.

The role of parent involvement changes as society and schools change. There is an emerging alliance between schools and home. The parents want and need the schools' support and the schools need the support of the parents to effectively educate children. In our society we cannot assume that parents will be the only people involved in their children's education. Many parents work outside the home and older siblings, grandparents, and daycare providers are assuming the parent's
role in assisting in the education of children. It is important that all people who are involved with a child's education have the opportunity to gain new knowledge thus enabling them to work closely with the school in educating children.

Through this in-service, parents and others will be better able to assist in this critical education of young children.
"Parents and families must invest in the growth of students' facility with the language arts by being willing to read to them, support and model the need for reading and writing, provide access to books and ideas" (Language Arts Framework, 1987, p. 37). The role of parents in their child's education and specifically in the area of whole language will be discussed in the following pages.

**Parent Involvement**

Parent involvement in the education of their children is not a new concept. Parents, grandparents, and others who work with children have always been involved in the education of children. The role of parent involvement has changed as society and the schools have changed. Currently, there is an emerging alliance between schools and home. The parents want and need the school's support and the schools need the support of the parents and others who work with children, to effectively educate children.

Research on parent involvement shows that parent involvement is vital to the child's education. According to Solomon (1991), parents can make a difference in the quality of their child's education if the districts and schools enable them to become involved in a variety of ways. Many researchers have found that parent involvement in their child's education yields positive results. The children achieve higher goals with the support of their parents and family.

There are many levels of parent involvement. According to Berger (1991), the most basic form of parent involvement is the parents' commitment to the necessity of schooling for their children and an understanding of the influence that this has on
the child's own commitment to participating positively in school. Parent involvement ranges from this very basic form of involvement to the parents being active participants, volunteers, and decision makers in their child's education. The schools are being called upon to work together to give children the support they need throughout their school years.

Epstein, (1987) states that there are five types of parent involvement. The types of parent involvement are:

1. Schools helping parents become better parents.
2. Schools communicating with parents.
3. Parents volunteering at school.
4. Parents participating in learning activities at home.
5. Parents assuming leadership roles in school.

Greenwood and Hickman (1991) refer to the types of parent involvement as; parent as audience; parent as volunteer; parent as teacher of own child; parent as learner; and parent as decision maker.

The parent as audience refers to the traditional way of involving parents through activities such as parent teacher conferences, open houses, the parents attendance at school programs, and notes that the child brings home from school.

The parent as a volunteer refers to the parent working in the school or the classroom. This type of parent involvement requires the teacher to become directly involved with the parent. Becker and Epstein (1982) point out that the teacher's role is changed when the teacher acts as a manager of parent involvement. When the parent is working in the classroom the teacher must determine the activities that the parent is capable of handling. Parents have a wealth of knowledge that can be shared with the children in the classroom if the teacher decides to use this form of
parent involvement. When parents are used for only the basic activities such as
cleaning, clerical work, and doing the bulletin boards, the parents' presence in the
classroom may be wasted time.

The parent as a teacher of their own child refers to the role the parent plays in
helping their own child at home. The activities the parent uses are developed by the
teacher, monitored by the teacher, and graded by the teacher. Although this type of
parent involvement takes much time to develop into a system, Becker and Epstein
(1982) declare that "of all the types of parent involvement, supervision of learning
activities at home may be the most educationally significant" (p. 111). Parents of
all children can be involved in the learning that goes on at home. "The most
frequently assigned activities for involving parents at home can be grouped into five
categories:

1. Techniques that involve reading and books;
2. Techniques that encourage parent and child discussion;
3. Techniques that specify certain informal activities that will stimulate a
child's learning;
4. Contracts between teacher and parents specifying a particular role for the
parents in connection with their child's school lessons or activities;
5. Techniques that develop parents' tutoring, helping, teaching, or evaluation
skills (Becker & Epstein, 1982, p. 90).

The parent as a learner refers to activities that focus on workshops that relate to
parenting, child development, or English as a second language. The parent
becomes involved in these classes through communication and/or encouragement
from the teacher. The teacher is not necessarily directly involved in these activities.
This form of parent involvement requires an effort on the teacher's part to become partners with the parents of their students.

The parent as a decision maker refers to the parents' role in the governing of the school's PTA, school site council, or a parent advisory council. This may not appear to be the job of the teacher, but the teacher needs to inform parents of the importance of home-school collaboration. Parents need to know that their input is crucial to the success of parent involvement programs. "Many parents can be skeptical that parent organizations can make a difference in school" (Greenwood & Hickman, 1991, p. 285).

These five types of parent involvement were the basis for the California State Department's development and expansion of the parent involvement initiative. The State Department added an additional type of parent involvement. The sixth type of parent involvement links the family and the schools to the community. This type of parent involvement links the schools to form a partnership with the local businesses in the area. School and community partnerships are a way of strengthening the schools with the community thus improving student learning.
Solomon (1991) lists guidelines that should be used when implementing a program of parent involvement at all grade levels and in a variety of ways. These guidelines are:

1. Help parents develop parenting skills and foster conditions at home that support learning.
2. Provide parents with the knowledge of techniques designed to assist children in learning at home.
3. Provide access to and coordinate community and support services for children and families.
4. Promote clear two way communication between the school and the family as to the school program and the children's progress.
5. Involve parents, after appropriate training, in instructional and support roles at school.
6. Support parents as decision makers and develop their leadership in governance, advisory, and advocacy roles (Solomon, 1991, p. 361).

Many schools have begun to implement programs that involve parents in their children's education. One of the programs is called Parents as Educational Partners. This program was developed from the five types of parent involvement Epstein identified. The strongest component of the program is its central coordinator. The coordinator is in constant contact with the classroom teacher, students, and parents. The program operates on the premise "that all parents, no matter their socio-economic status, want their children to succeed" (Kennedy, 1991, p. 25).

The State Department initiative on parent involvement has been found to be more than a new policy. The initiative will need the continued support from the state. "The department has set up a five year plan of action that outlined the steps it could
take to enable school districts to develop local policies and plans" (Solomon, 1991, p. 361).

Any new policy takes a few years to implement. It takes time to develop a program that all districts can implement that involves all parents productively. A new program needs the support of all who will be involved. The schools, parents, and the students must work together to stay committed to the program. Many parents work outside the home and workshops need to be scheduled on the evenings so that the parents can attend. The programs can also be videotaped for those parents who find it difficult to attend school programs.

Although it is agreed that parent involvement is vital to a child's education, we must realize that not all parents are willing to get involved. "Many parents are so overwhelmed with the task of simply making a living that they are unable to spend a significant amount of time monitoring a child's school progress" (Piltch, 1991, p. 58).

In a study by Chavkin and Williams (1990) on the attitudes and practices of working parents toward their child's education, it was found that parents are interested in being involved with the schools. Many of the parents are in the traditional role of parent involvement. Many parents expressed that they would be more involved if programs were offered during times that did not conflict with their work schedule.

The schools need to adjust the programs to meet the needs of the working parent. The schools also need to reach the children of parents that have no interest in their child's education. There is a need for an in-school program to help children who
may be in an "at-risk" environment. The belief is that time saved on parent
contacts, suspension, and home calls can be spent helping the child at school. The
school psychologist and guidance counselor work to help the child. They set up a
program of support and set the guidelines the child is to follow. The role of the
parent is not an issue; the support comes from the school.

The research on parent involvement consistently states that parent involvement
has a positive influence on a child's education. The role of the parent in a child's
education is also changing. The traditional role of parent involvement, parents
attending back to school night and parent conferences is not enough. The parents
and the schools want to be involved with each other. There is a need for the parents
to stay in tune with what is happening in the schools. The curriculum is changing
and the parents need to be informed of the changes so that they may help their child
at home. Teachers need to be taught how to effectively use parents in the
classroom. Many teachers are not comfortable using parents in the classroom
because they have not had any training in their teacher education courses on how to
use parents in the classroom. Teachers are on their own when it comes to using
parents in the classroom. There are no set guidelines for them to follow. The
traditional role of parent involvement is a must; the district says that teachers will
meet with the parents for conferences and back to school night. To begin a
program for parent involvement, the teachers and administrators themselves must
be in-serviced to learn how to implement such a program. It is especially important
in schools where whole language is being implemented.
Utilizing parents as co-educators in the classroom signals changes for both parents and teachers. The combined wealth of knowledge that can be brought into a classroom makes it an exciting and challenging prospect for all of us who are involved with the children that are our nation's future.

An Overview of Whole Language

One aspect of parent involvement is in curriculum support. This is particularly true in whole language classrooms. The whole language method of reading instruction varies greatly from the method of reading instruction that was used in the schools when parents learned to read. The new method of reading instruction is as foreign to today's parents as the new math was to the previous generation of parents.

Whole language is not a program as much as it is a way of thinking. There are no set guidelines that a whole language teacher follows. There is material available that can be useful to a whole language teacher. Whole language is a philosophy that whole language teachers believe in. The teacher in a whole language classroom works with children in a caring and cooperative environment. The children are encouraged to take risks in developing their reading and writing. The materials that are used in a whole language classroom are chosen according to the needs of the children rather than to meet an objective that has been set for them. The whole language teacher builds on the knowledge that children have already gained before entering school. "The reading beginner is not a language beginner, so the base of the whole language curriculum is the language development, oral and written, that children bring to school" (Goodman et al., 1987, p. 249).
All children bring some language knowledge to school with them. All children have some knowledge of literacy. They have begun to make sense of the environmental print. They have begun to experiment with writing but all of the children are different in the experiences they have, the language they speak, and the amount of exposure they have had to books.

"Just as the children's parents assumed that each squalling, mewling infant would become independent and rejoiced at each approximation towards independence, so the whole language teacher assumes that each child will become literate and celebrates each approximation" (Rich, 1985, p. 719).

Whole language teachers believe that the child is the center of the learning environment in the classroom. The basic tenet of a whole language classroom is that children are motivated to learn and want to be able to make sense out of their world. The environment in a whole language classroom is set up so that the children are free to move about and interact with one another. The classrooms are child centered and comprehension centered. The teacher may decide upon a broad topic to be studied and the teacher and the children decide how they are going to go about studying the topic. Whole language teachers empower the students to become literate and to learn. According to Smith (1981):

...The decision to be made is whether responsibility for teaching children to read and write should rest with people or programs, with teachers or technology. This is not a matter of selecting among alternate methods of teaching children the same things... The issue concerns who is to be in control in the classrooms (teachers and children) or the people elsewhere who develop programs. Different answers will have different consequences (p. 634).
Whole language teachers have made the decision that they will take charge of the learning that takes place in their classrooms. This does not mean that there is not any rhyme or reason for the activities that do take place in their classrooms. Whole language teachers follow the language arts framework but it is open ended and allows negotiation by the children. The framework is necessary to enable children to make informed decisions on available topics of study. A whole language classroom balances control and freedom in how a topic is going to be studied.

All whole language classrooms are not exactly alike. Teachers bring their own style and personality into their classroom. There are commonalties that will be found in all whole language classrooms. Goodman (1986) summarizes these commonalties in the following five points:

1. Whole language learning builds around whole learners learning whole language in whole situations.
2. Whole language learning assumes respect for language, for the learner, and for the teacher.
3. The focus is on meaning and not on language itself, in authentic speech and literacy events.
4. Learners are encouraged to take risks and invited to use language, in all its varieties, for their own purposes.
5. In a whole language classroom, all varied functions of oral and written language are appropriate and encouraged. (p. 40)

A child's progress in a whole language classroom is evaluated through authentic assessment. The teacher and the children are involved in the evaluation process.

The students, along with the teacher, keep portfolios of writing samples, journal entries, and a log of the books that they have read.
Another form of evaluation in a whole language program is self-evaluation. The children learn to evaluate their performance based on what they know about language and how successful they have been in implementing what they know.

Evaluation has its place in all programs. The teacher knows what areas need to be modified by how well students are progressing in their language abilities. Students learn how to build on past mistakes.

Parent Involvement in a Whole Language Classroom

"Because of the whole language emphasis on the meaningfulness and functionality of reading and its goal of making lifelong readers, a strong home connection is a natural, necessary element" (Fredericks & Rasinski, 1990, p. 692).

Research states that parent involvement has a positive effect on a child's education. With this in mind, it seems reasonable that parents would want to be involved in their child's language development. To make this possible it is important to inform parents of the whole language philosophy.

Once parents are aware that their child is going to learn to read by reading and to write by writing, they will be more receptive to getting involved in the program. Goodman (1987) suggests that teachers hold meetings for parents to inform them of the whole language philosophy and that parents be invited into the classrooms to watch what is going on. Parents will be able to see first hand the learning that is taking place. Once parents have a feel for the whole language classroom they will be more supportive of the program. A whole language program has endless opportunities for parents to become involved. Parent involvement can be from the traditional role of parents working with their children at home to parent involvement
in the decision making that takes place at the school. Regardless of the level of parent involvement, the parents must be trained in whole language strategies that are used in a whole language classroom.

The following strategies are basic strategies that are used in whole language classrooms with beginning readers in kindergarten through second grade.

**Journal Writing**

Journal writing is an effective tool to use in the reading and writing development of early literacy in a nonthreatening way. Journals are a way of communicating thoughts and feelings without worrying about the mechanics of written language. The students are encouraged to use invented spelling during journal writing. All students can be successful in journal writing and journal writing becomes a meaningful form of communication (Rubenstein, 1989).

Researchers have found that children who are encouraged to experiment with writing and drawing on their own are interested in writing and capable of generating written text without the aide of an adult (Harste, Burke, & Woodward, 1984).

Journals are also used by the teacher in assessing a student's progress. The journals are a visual means of showing parents how their child has progressed during the school year.

**Assisted Reading**

Assisted reading is a strategy that is used to develop reading fluency, self-confidence and a sense of story. Beginning readers and troubled readers need assistance in connecting spoken and written words. When a more able reader and
less proficient reader work together, the less proficient reader can enjoy the reading experience in a nontargeting environment. The more able reader reads most of the text with the less proficient reader following along or joining in when they can read a word or phrase. As the less proficient reader gains confidence and is able to read more of the text, the more proficient reader encourages the beginning reader to take on more reading.

**Buddy Reading**

Buddy reading is a strategy that is used to develop confidence and comprehension during oral reading. This strategy is used with students that have difficulty using self-correction strategies during oral reading.

Students are paired so that they can work together in a supportive manner. The pairs of students can be more able readers paired with less proficient readers or a pair of readers that are about equal in their ability.

The students choose a text of their choice and read together, asking questions when the text they have read does not make sense. The students ask each other questions such as: "Does that make sense?" or "Let us reread this." This strategy brings the focus back to the meaning of the text and comprehension.

**Book Tapes**

Book tapes provide children the opportunity to listen to literature in its entirety. The student's reading fluency improves as a result of hearing and seeing the words simultaneously. Taped readings give the student the support they need to gain confidence in their reading ability.
Students who have difficulty expressing complete thoughts, or retelling the events in a story benefit from this strategy. This strategy also helps beginning readers who need to listen to complete stories and the various styles of language that are found in literature. This strategy is also helpful to limited English students. Taped readings give them the opportunity to see and hear the words in English at the same time.

Taped readings can either be for a single student or a small group of students. The students listen to the recording of the story while following along in their own copy of the text. The student is encouraged to follow the text exactly as it is read on the tape while becoming aware of the various story elements.

The strategies that have been discussed in the previous pages are basic strategies that are used with beginning readers. It is essential that parents are informed about these strategies so that they can be implemented at home when working with their own child or when they come into a whole language classroom to assist other children.

Parent involvement can make a difference in the education of all children. It is essential that educators develop guidelines and in-services for parents so that parents and educators can work together toward a common goal.
GOALS AND LIMITATIONS OF THE PROJECT

The goal of this project is to reach the parents, and those people that are assisting in the education of children in kindergarten through second grade so that they will be informed about the whole language philosophy and taught reading strategies that can be used with their own child or beginning readers that they are involved with.

This project will enable all people who work with beginning readers information that can be used in assisting young readers. It is important that all people who are involved with a child's education have the opportunity to gain new knowledge that will enable them to work closely with the school in educating children.

The information the parents and others who are involved with educating children receive may be used while working with children at home or at school; regardless of the level of parent involvement.

The limitations of the project are that the information may not reach all people who are involved with young readers, and that people who work with children may not be interested in gaining more knowledge about the whole language philosophy.

The parent in-service is arranged so that the parents learn about the whole language philosophy and strategies that they can use when working with young readers. They have the opportunity to practice these strategies in a non-threatening environment before working with children. The parents also have time to ask questions and voice their concerns about the whole language program.

The parents and other helpers who are interested in working with the schools in educating children will be the only people who will become involved with and gain from this project.
An extension of this project will be a handbook which outlines the same information that parents and others receive in the parent in-services. The limitation of the handbook is that parents will not have the opportunity to receive immediate answers to any questions that they may have.

The information in the in-service and the handbook is not meant to persuade parents to change their beliefs, it is meant to inform them of another theoretical orientation of reading instruction. Parents and others receiving the in-service and the handbook will have more information to draw from when they are working with young readers.
References


APPENDICES
Appendix A
Preparing for Parent In-Service

The goal of this parent in-service is to reach the parents, grandparents, day-care providers, older siblings, and other individuals who work with beginning readers in kindergarten through second grade. By providing this in-service, parents and others will be informed of the whole language philosophy and taught reading strategies that can be used with their own child. The topics that are covered in the whole language in-service will be discussed in the following pages.

The whole language in-services are a continuous cycle of in-services. The in-services are given throughout the school year, targeting different groups of parents and others, and the different tracks. The following is the schedule that is used at the year round school where I teach.

September: First and second grade parents that are on track.
November: First and second grade parents that are on track.
March: An evening in-service for kindergarten, first, and second grade parents on all tracks. The parents of children that are off track receive the letter regarding the in-service the last week their child is on track. This in-service reaches all of the parents who work and cannot attend a daytime in-service.
May: Kindergarten parents on all tracks.
The following appendices contain the information needed to begin whole language parent in-services. The first appendix contains the actual information used in the whole language in-service. The last appendix contains information that parents will use when working with their child at home.
PROPOSAL
Developed by Rosanna Weir

Concept: To provide information of the proposed parent training in-service to administrators and PTA board.

Materials:
Copy of the proposal on the following page.

Procedure:
1. Use the provided proposal to write your own proposal to meet the needs of your particular school site.
2. Meet with the administration to discuss the proposal.
PROPOSAL

Parents and Teachers working together to help young students read!

Target: 1st and 2nd graders and mid-year kindergartners

Needed:

1. Teachers who are willing to train parents in supportive, whole language-based strategies.

   Training time possibilities:
   a. Release time
   b. Kindergarten teacher's non-teaching time
   c. Extra duty time

2. Parents who are willing to:

   A. Attend several hours of training
   B. Volunteer to work in a class, possibly not their own child's, one specific day a week for a predetermined time period.

   Time periods:
   a. 1 month
   b. 1 track session (@ 2 months)

   C. Parents will function best if siblings do not attend training sessions and volunteer time periods

3. Materials:

   A. Knowledge is the main material needed.
   B. Read Aloud Handbook by Jim Trelease for checkout from school library.
   C. Paper and xerox copies to make handouts about strategies.
Training materials (B and C) to be provided by:

a. District
b. School Site
c. Teachers working cooperatively

Teaching strategies for parent volunteers:

   
   This allows parent to provide model of fluent reading while student reads words he knows but does not have to stop for unknown words.

2. **Partner reading** - parent and child alternate turns reading either a sentence, paragraph, or page as appropriate.

3. **Tape record books** for students listening at listening posts or at home - helps "bathe children in language."

4. **Wordless books** - parent and child talk about what is happening in the pictures. Can make up a story and may at some time write down the story, student dictating to parent who writes or parent helping student to write.

5. **High-level questioning** - Parent encourages child's focus on meaning by asking "Why; What do you think; What happened as a result of . . ."
LETTER TO COLLEAGUES
Developed by Rosanna Weir

Concept: To gain feedback from kindergarten through second grade teachers on who would like to be involved in the parent in-service and the area that they feel comfortable working in.

Materials:
Copy of the letter to colleagues found on the following page.

Procedure:
1. Place a copy of the letter in the mailbox of the staff.
2. Chart the responses for future reference.

The letter provides the information that is needed to implement the in-service. Those teachers that would not feel comfortable training parents in the whole language philosophy can be involved in secretarial duties such as; running copies of the letters home to the parents, making copies of the in-service pages, providing a list of the parents who are going to attend the in-service so that name tags can be made. Other teachers may want to be involved by watching another teacher's class while they are conducting a parent training during school contract hours.

The secretarial duties may also be given to a parent that does not feel comfortable working in a classroom with children.
Colleagues,

I'm attending the PTA Board meeting this week to propose a **Parent Training Session**. The idea is to train parents to help us in the classroom with reading strategies, especially for our beginning readers that for one reason or another are not able to get assistance at home.

The principal suggested we first focus on 1st and 2nd graders and mid-year kindergartners. Several of the 1st grade teachers have committed themselves to the training in order to get this off the ground. I would appreciate your input.

I plan to focus on a few basic strategies such as Assisted Reading where the parent model fluent reading while the student joins in where possible, Partner or Buddy Reading where the parent and student take turns reading, and Wordless Books where the students can risk using their experiences to tell a story. I would also like to give parents the chance to make tapes of books for use at listening centers or to allow individuals to take home overnight.

The principal suggested training sessions in September/October; January/February; and April/May. We are going to have the training during the day, within contract hours. We may need to make arrangements to watch one another’s classes for an hour or so for training days.

Please let me know how you would like to be involved in this project:

- [ ] I would like to use trained parents in my classroom.
- [ ] I would like to be a part of the training.
- [ ] I am willing to watch another teacher’s class during training sessions.

Thanks;
**PARENT LETTER**

Developed by: Jennifer Warren and Rosanna Weir

*Concept:* The letter to the parents is an invitation to attend the in-service and a means of recording who is attending the in-service so that the trainers are prepared for the correct number of participants.

**Materials:**
Example parent letter to prepare your own parent letter.

**Procedure:**

1. Discuss with the administrators of your school site a date that is available to conduct an in-service.
2. Use the example schedule of the in-services to decide which classes will be involved in the in-service.
3. Provide copies of the letter to those teachers that will be involved.
4. Send the letter home a week or two before the in-service so that parents can make arrangements to attend.
5. Send returned slips to the person that is the designated secretary so that preparations for the in-service can begin.
Dear Parents;

As partners in your child's education, we are excited to inform you of an opportunity for you to help get a beginning reader off to a great start. This involves a training session at school during the day for about 2 hours.

The first training session will be on MONDAY, Nov. 8th. It will be in the school library from 1:00 to 3:00 P.M.

After the training, you may sign up to assist first and second graders develop their reading abilities. The time commitment is for an hour or less one day a week every week of your specific track session. We ask that young siblings not accompany you so the readers may have your full attention.

Please complete the following section and return it to school by Friday, November 15th.

Sincerely,

First and Second Grade Teachers

____ I plan to attend this session and help at school
____ I plan to attend to learn how to help my own child
____ I am unable to attend the training. I would love to make tape recordings of stories for use at school.
____ I am unable to attend this training. I could attend at another date:

   The best days for me to attend are ____________________.
   The best times for me to attend are ____________________.

____ I would prefer an evening training session.

Child's Name_________________ Parent's Name_________________

(Please Print)

Child's Teacher_________________ Child's Track____ Phone # _____________
Dear Parents:

It is once again time for another Whole Language RAP parent training session! RAP stands for Reading and Parents. The training is intended to inform you, as parents, about the whole language philosophy and strategies used in reading fluency, reading comprehension, and beginning writing. This will help you as you work with your child at home. These workshops are designed for parents with children in kindergarten, first, and second grades, regardless of the child's reading ability.

Numerous parents have requested an evening training session. This session will be on WEDNESDAY, FEBRUARY 12th, 1992. It will be in room 11 from 6:30pm to 8:30pm.

Our purpose is to answer your questions and demonstrate techniques used in our classrooms. This will help you encourage your child at home. For those parents whose schedules allow, you may also sign up to assist our young readers in the classroom. You will want to consider a time commitment of an hour or less one day a week every week of your specific track session. We ask that young siblings not accompany you so the readers may have your full attention. Please complete the following section and return it to school by Friday, February 7th.

Sincerely,
First and Second Grade Teachers

I PLAN TO ATTEND this special evening session.

I am interested in the program, but UNABLE to attend this session.
The best days for me to attend are: ________________________.
The best times for me to attend are: ________________________.

I am unable to assist in the classroom. I would enjoy making tape recordings, with the materials you provide, for use by school students.

Child's Name ________________________ Parent's Name - Please Print ________________________
Child's Teacher ________________________ Child's Track ______ Phone number ______

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Appendix B

Whole Language Parent In-service

TRAINING AGENDA

1. Welcome and thanks for your interest
   Introduction of trainers

2. Define READING
   Interview one another using the Burke Interview
   Discuss with one another what reading involves, what do good readers do successfully. Trainer lists the group responses on the chart paper

3. Trainer gives an overview of the theoretical orientations of reading; decoding, skills, whole language.

4. Parents attempt to choose which name tag is theirs.
   Experience reading a story in non-English.
   Discuss how they figured out which name tag was theirs
   How did they figure out the story?
   Compare the strategies the parents used with the way a kindergartner feels the first time they are asked to go find their name tag.
   Compare beginning reading to beginning language
   Read two exercises to help understand the importance of schema (background information) when reading. Relate this to how important pictures are in children's literature.

5. Break time and refreshments
6. Overview of the strategies useful for beginning readers:
   
   *Journal writing -- Assisted reading -- Buddy reading -- Booktapes*

7. Practice using the strategies with children
   
   Use a videotape demonstrating the strategies for the evening session

8. Discussion - Questions - Comments
   
   Give parents time to talk about any questions or concerns they encountered when working with students.

9. *Redefine READING*
   
   Ask parents if they want to change the definition of reading by adding or deleting anything that was said at the beginning of the inservice.

10. Evaluation: Use the evaluation form to get feedback from the parents regarding the inservice.

11. Complete information forms listing when volunteer is available.
THE BURKE INTERVIEW
Developed by Carolyn Burke

It is important to begin the in-service by thanking the parents for taking time out of their busy schedules to attend the whole language in-service. Introduce yourself to the parents and give a short discussion of your background. Explain to the parents why there is a need for a whole language in-service.

Concept: The Burke interview is used to gain insights into a reader's beliefs about the reading process. Responses to this series of open-ended questions reveal how a reader copes with difficult reading material.

Materials:

- Copies of the Burke Interview form
- Chart paper and markers

Procedure:

1. First, tell the parents that this paper is not going to be turned in since it is for their reference only.
2. Have the parents write brief answers to the questions on the interview form.
3. Give the parents time to discuss the Burke Interview between one another.

4. After the parents have had a chance to talk with each other, ask for volunteers to give their responses to the questions. Record the responses on the chart paper.

5. From the responses on the chart paper, have the group give a definition of reading. Record the definition on the chart paper.
1. When you are reading and you come to something you don't know, what do you do?

Do you ever do anything else?

2. Who is the best reader that you know?

3. What makes her/him a good reader?

4. Do you think that (s)he ever comes to something (s)he doesn't know when she's/he's reading?

5. YES - When (s)he does come to something (s)he doesn't know, what do you think (s)he does about it?

NO - SUPPOSE that (s)he does come to something that (s)he doesn't know, what do you think (s)he does about it?

PRETEND

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6. If you knew that someone was having difficulty reading, how would you help them?

7. What would your teacher do to help that person?

8. How did you learn to read? What did they do to help you learn?

9. What would you like to do better as a reader?

10. Do you think that you are a good reader?  
    YES  OKAY  NO

    What makes you think so?

ADDITIONAL NOTES:

Carolyn Burke, Indiana University
OVERVIEW:

THE THEORETICAL ORIENTATIONS OF READING

Developed by Jerome Harste and Carolyn Burke

Concept: The overview of the theoretical orientations of reading instruction introduces the parents to the various methods of reading instruction that have been taught in school.

Materials:

Overhead of the diagrams of the three theoretical orientations of reading
Copies of the theoretical orientations of reading to clarify the relationship between the three theories of reading.

Procedure:

1. The trainer places the overhead of the diagrams of the three theoretical orientations of reading on the overhead. Parents have these diagrams so that they can visualize each reading theory.

2. The trainer uses the typed pages which discuss each theoretical orientation to explain to parents the different theories, the similarities and differences between the theories.
There are three theoretical orientations of reading instruction. They are:

DECODING

SKILLS

WHOLE LANGUAGE
In *decoding*, reading is taught from the smallest unit, letters and sounds, to the whole. The letters of the alphabet are taught along with the sounds representing the letters. The teacher then teaches the rules of phonics. The student learns the rules of phonics so that when she comes to an unknown word she can sound out the word. The student is taught that when she reads, she will sound out the words. The student then applies what she already knows to what is on the page, thus the student comprehends what she has read. The student uses flashcards, workbooks, drills, and vocabulary words to practice reading. Tests are given to test the student's knowledge. The student is monitored and graded according to test results.

The role of the teacher in decoding is one of presenting direct instruction.

Most parents are familiar with the decoding theoretical orientation of reading instruction because they were exposed to a phonics program in either reading or spelling in school. Phonics programs seem to work once adults have already begun to read because adults can make phonics work. According to Smith (1985) phonics works if the reader already knows what a word is likely to be in the first place. A reader is not likely to consider all the different ways a word may be pronounced if the reader already is familiar with the word.
In the *skills theoretical orientation* of teaching reading there are some similarities to the decoding theoretical orientation. The student is still taught to read through a hierarchy of isolated skills. This method of reading instruction teaches language from parts to a whole. Each part is dependent upon the other. The student needs to perform on a test to move to the next level. The student must use the skills he has been taught in order to read and comprehend what she has read. The role of the teacher in this method of reading instruction is one of direct instruction.

Most parents know about skills instruction because reading has been taught through word recognition for many years. The main emphasis is on getting the students to develop a sight word vocabulary and to teach them to decode unknown words. The skills program uses a basal reader that has a controlled vocabulary. The controlled vocabulary is then carefully and systematically introduced in each basal reader (Goodman, 1987).

The *skills method of reading instruction* was being used in the schools until the State of California adopted the literature based curriculum.

A literature based language arts program "exposes all children, including those whose primary language is not English to significant literary words" (Language Arts Framework, 1987, p. 3). The literature based language arts program teaches language skills and integrates listening, speaking, reading, and writing in meaningful contexts.
The goal of the English language arts curriculum is to prepare all students to function as literate, effective citizens who are ready for the challenges of the real world. A literature based curriculum is consistent with a whole language philosophy.

The whole language theoretical orientation is based on the fact that language is a natural process of communication. The student learns to read by combining all three cueing systems of language, the graphophonemic- sound/symbol relationship, syntactic-grammar, and semantic-meaning, in order to obtain meaning from the print. The students are taught strategies that they can use to predict, confirm, and integrate knowledge to gain meaning from what they read. The teacher teaches the functions and forms of language through reading, writing, listening, and speaking. There are no comprehension questions to be answered at the end of each story. Each student is encouraged to respond to a story based on her own knowledge of the story content. The students read, write, listen, and talk about many types of literature. The students have choices as to what they read. The student is evaluated according to her progress over a period of time. There are no tests to determine the level at which the student is working. The student is not grouped according to her ability. Students work in multi-level groups, independently, with a friend, or through whole class activities to practice what they have learned.
The role of the teacher in a whole language classroom is that of a facilitator. The teacher is there to help, offer encouragement, and guide the students in their learning.

A whole language classroom is set up in such a way that parents are able to work in the classroom. The student, rather than the teacher, is the center of the learning that goes on in the classroom. Many of the activities that the children are engaged in can be monitored by a parent.
NON-ENGLISH READING EXPERIENCE
Developed by Jennifer Warren and Rosanna Weir

Concept: To experience the difficulty beginning readers encounter when they are asked to find their name tag or desk when they enter school.

Materials:
- Computer with a font that is used to change English into the font print
- Paper to print out the name tags and story
- Construction paper to mount the name tags
- Nursery rhyme to print in the same font as the name tags
  (ie: Mary Had a Little Lamb)
- Overhead of the nursery rhyme printed in the font

Procedure for preparing for the activity:
1. Choose a computer font to print English into non-English
   (ie: Times and Cairo Macintosh fonts)
2. Assemble a list of those parents attending the in-service
3. On the computer print the parents names in English, then change the names into non-English using the font
4. On the computer, type the nursery rhyme in English, then change the nursery rhyme into non-English using the same font the name tags were printed in.
Procedure for the Activity:

1. Before the in-service begins, tape the name tags up on the front chalkboard.

2. Tell the audience that you are going to give them the opportunity to be beginning readers again. Explain that each of them has a name tag up on the front board, and that you would like them to come up and choose their tag. Discuss with the parents some of the strategies that they can use to decide which name tag is theirs. They can look at the number of letters, or after one person has found their tag, they can use information about the letters to find their name.

3. After the parents have chosen their name tag, tell them that the information that they have gained from the name tags (the characters that stand for each letter of the alphabet) will be helpful in reading.

4. Place the nursery rhyme that is printed in non-English on the overhead. Give the parents a few minutes to work together in figuring out how to read the nursery rhyme.

5. Discuss the strategies that they used to figure out the non-English story. The parents will tell you they used background information of the English alphabet read the story.

6. Compare these strategies to the strategies that a beginning reader uses when asked to read a name tag or a book. The strategies that a beginning reader uses are their knowledge of the alphabet, the pictures in the literature they are exposed to, and background knowledge form experiences.
7. Compare beginning reading to beginning language. The parents can recall how their child began to speak. Explain that beginning reading is developmental just as beginning speaking is developmental. Explain that all children develop at different rates, and that children in school are in the same class but that they are at different levels of development.

8. Explain to the parents that their role in beginning reading is the same as it was when their child began to speak. Parents praise the achievements and lovingly encourage the child in other areas. The self esteem of the child is the most important factor. The child will sense the parents' frustration. Once the child feels like a failure, the parents have an even harder job of working with a beginning reader.
Mary had a little lamb,
Its fleece was white as snow,
And everywhere that Mary went, the lamb was sure to go.
It followed her to school one day,
which was against the rules,
the children laughed,
to see a lamb at school.
### English and Non-standard Alphabets

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*Times and Cairo Macintosh fonts*
READING EXERCISE - SCHEMA
Developed by J. Bransford, N. McCarrell, R. Anderson,
R. Reynolds, D. Schallert, and E. Goetz

Concept: To help parents understand how reading activates a schema that you
have about a subject so that you can predict, confirm, and integrate what
is to be read.

Materials:
Copies of the reading exercises

Procedure:
1. Have the parents silently read the passage to themselves
2. Have the parents discuss the passage with each other
3. Discuss the responses
4. Relate the use of schema to beginning readers and the importance of varied
   experiences for children to develop schema.
Exercise I

1) Read the following passage:

The procedure is actually quite simple. First you arrange things into different groups. Of course one pile may be sufficient depending on how much there is to do. If you have to go somewhere else due to lack of facilities that is the next step, otherwise you are pretty well set. It is important not to overdo things. That is, it is better to do too few things at once than too many. In the short run this may not seem important but complications can easily arise. A mistake can be expensive as well. At first the whole procedure will seem complicated. Soon however, it will become just another facet of life. It is difficult to foresee any end to the necessity for this task in the immediate future, but then one never can tell. After the procedure is completed one arranges the materials into different groups again. Then they can be put into their appropriate places. Eventually they will be used once more and the whole cycle will then have to be repeated. However, this is part of life. *

2) What do you think this passage is about?

3) Give this passage a title:

4) Why? What parts of the passage help you make this decision? Underline these parts of the passage.

5) Does this relate to anything you have ever done or heard about? What?

Exercise II

1) Read the following passage:

Rocky slowly got up from the mat, planning his escape. He hesitated a moment and thought. Things were not going well. What bothered him most was being held, especially since the charge against him had been weak. He considered his present situation. The lock that held him was strong but he thought he could break it. He knew, however, that his timing would have to be perfect. Rocky was aware that it was because of his early roughness that he had been penalized so severely - much too severely from his point of view. The situation was becoming frustrating; the pressure had been grinding on him for too long. He was being ridden unmercifully. Rocky was getting angry now. He felt he was ready to make his move. He knew that his success or failure would depend on what he did in the next few seconds.*

2) What do you think this passage is about?

3) Give this passage a title:

4) Why? What parts of the passage help you make this decision? Underline these parts of the passage.

5) Does this relate to anything you have ever done or heard about? What?

Overview of the strategies useful to beginning readers

JOURNALS

Concept: Journal writing is an effective tool to use in the reading and writing development of beginning readers in a non-threatening way.

Materials:
- Bring in examples of children's journals
- Xerox page from a child's journal

Procedure:
1. Read the child's journal to the parents
2. Tell the parents that developmental spelling is encouraged in beginning writing.
3. Discuss the fact that children have more to say than the words that they can spell correctly. We want to know what they are thinking, and their use of developmental spellings lets us know what they are thinking.
4. Explain to the parents that each time the children write in their journals they are using phonics to spell the words they are writing.
5. Tell the parents that each journal is a visual means of recording the child's progress over a year's time.
ASSISTED READING or PAIRED READING

Developed by F. P. Greene

Concept: To develop reading fluency and self-confidence and a sense of story.

Beginning readers and troubled readers need assistance in connecting spoken and written words.

Materials:

Copy of the assisted reading overview.

Procedure:

1. Read the assisted reading page with the parents.

2. Model the technique for the parents with another trainer.

3. Take time to discuss and answer questions from the parents.
ASSISTED READING

WHY: Beginning readers and less proficient readers need to be immersed in reading. These students need assistance in finding relationships between the spoken and written word. Paired with a more able reader, the less proficient reader can experience the reading act in a positive, non-threatening way. Assisted reading develops fluency, self-confidence, and a sense of story.

WHO: Benefits beginning readers and less proficient readers who are reluctant to take risks. Also benefits students whose miscues are syntactically inappropriate.

HOW: A more able reader is paired with a less proficient reader. At first, the more able reader will read most or all of the text with the less proficient reader perhaps simply following along, or supplying a word or phrase whenever he can.

A whole text should be used. A copy should also be supplied for each reader. Another alternative is for both readers to use a single large text. As confidence and reading proficiency develop, the beginning reader is encouraged to take more responsibility in the reading act.
Some suggestions for the more able reader are:

Ask the child to read aloud with you;
Keep the story line going, don’t dwell on hesitating for supply of a word or phrase;
Invite children to join in with a word or phrase whenever they feel they can;
Be excited about the story, an reflect that excitement in the way you read and respond;
Invite the children to ask questions about words or part of words;
Encourage PREDICTING whenever possible, pointing out context, picture;
Read books over and over at the child’s request.
BUDDY READING

Concept: Buddy reading builds confidence and comprehension during oral reading. Students who have difficulty reading orally benefit from this strategy. Buddy Reading consists of two students, who are compatible in reading ability, reading a text of their choice together. The students discuss the passages that do not make sense with one another. The teacher encourages them to ask questions which encourages comprehension such as: "Does that make sense?" or "Let's re-read this".

Materials:

Copy of the Buddy Reading page

Procedure:

1. Read the Buddy Reading page with the parents.
2. Model the technique for the parents with another trainer.
3. Take time to answer questions the parents may have about the strategy.
BUDDY READING

WHY: Promotes confidence and comprehension during oral reading in a non-threatening situation.

WHO: Benefits students who misuse self-correction strategies during oral reading.

HOW: Pair students so that they work together effectively. The pairs could be of compatible reading ability or a pair where one is a more fluent reader than the other.

Have each child take turns reading a text of their choice, encouraging them to discuss with their partner passages that do not make sense.

The teacher should tell them to ask each other questions or statements which encourages comprehension such as: “Does that make sense?” or “How is this related to that?” or “Let’s reread this.” or “I don’t understand what we read.”

Students should be motivated to discuss the text MEANING at the end of the reading.

BOOK TAPES

Concept: Book tapes provide children with the opportunity to listen to literature in its entirety. The student's reading fluency improves as a result of hearing and seeing the words simultaneously. Book tapes give the students support that they need to gain confidence in their reading. Parents who would like to be involved but are not able to come to school can make book tapes at home and send them to school.

Materials:
- Copy of the book tape page
- Blank tapes
- Assorted children's literature books
- Tape recorder
- Device to signal turning the page

Procedure:
1. Read the book tape page with parents.
2. Discuss the procedure for making book tapes at home.
3. Set up a meeting with parents who are willing to make book tapes to give out the necessary supplies.
BOOK TAPES

WHY: Listening is an integral part of reading and writing. Book tapes provide children with the opportunity to extend their background knowledge and hear language in a meaningful and complete context.

WHO: Benefits students who have difficulty expressing complete thoughts in either oral or written form; and recalling character, events, plot, and theme from a given story.

Useful for students who have poor quality retelling. Also helps beginning readers who need to hear complete stories and the styles of language found in literature. Benefits students who hear other languages at home.

HOW: Teacher provides student or a small group with a story tape of interest to them, along with a printed copy of the story. Student listens to story tape and follows along in text.

Student is encouraged to follow text exactly as read on the tape while becoming aware of the various story elements.

PRACTICE THE STRATEGIES

Concept: To give the parents the opportunity to work with children using the assisted reading and buddy reading strategies. The parents are working with children in the presence of a trainer so that questions may be addressed as needed.

Materials:

A child for each of the parents attending the in-service to work with.

Each child needs a book of their choice to read.

Procedure:

1. Each parent is grouped with a child.
2. The parent and child sit together to read using the assisted reading strategy.
3. The parent and child sit together to read using the buddy reading strategy.
4. Time for trainers to address any questions or concerns raised by parents

(Note: If this is a night training, a video of one of the trainers demonstrating the two strategies can be used instead of actually reading with children.)
EVALUATION
Developed by Jennifer Warren
(adaptation of Dr. Kathy O'Brien's evaluation form)

Concept: To get feedback from the parents on the strengths and weaknesses of the in-service, so that changes may be made if necessary. Also, to find out any changes that the parents may make in working with their child as a result of the in-service.

Materials:
Copies of the evaluation page.

Procedure:
1. Ask the parents to fill out an evaluation so that the trainers have feedback on how to improve the in-service.
WHOLE LANGUAGE R.A.P

PARENT TRAINING IN-SERVICE EVALUATION

TRAINERS:

The most interesting thing about this training in-service was:

One change I would hope to make in working with my child as a result of this in-service is:
VOLUNTEER SIGN-UP SHEET
Developed by Jennifer Warren

Concept: The parents have a sheet to fill in the times that they are available to work in the classroom so that each teacher can make arrangements for parent volunteers.

Materials:
Copy of the sign-up sheet with the teachers names listed.

Procedure:
1. Have the parents fill out the sheet with the times they are available to work.
2. Mark which teacher the parents would like to work with.
SIGN UP SHEET FOR WHOLE LANGUAGE R.A.P. PARENT VOLUNTEERS

DUMAN  WARREN  SWARTS  GRASER  SAUNDERS  WARD  HUBEN

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* PLEASE MARK YOUR FIRST CHOICE #1 and SECOND CHOICE #2

I am willing to commit to working the above days for one track session in my assigned class. The hours I will work will be arranged with the teacher that I am working with. Realizing that the students and teachers are relying on me, I will make every effort to attend every week and arrive promptly. I understand that I can be most helpful by not bringing younger siblings. If I am unable to attend I will call the school ASAP.

SIGNATURE OF PARENT VOLUNTEER
Appendix C

Literature for Parent Use at Home

"A literate home environment does not teach children how to read; rather it provides children with the opportunities to enjoy reading and discover the many ways it can be used to enrich the experiences in their lives" (Rasinski & Fredericks, 1991, p. 439).

The following are some suggestions on how parents can work with their children in developing early literacy:

1. *Read aloud* to the child.
2. *Find a time* and place for reading.
3. *Expose the child* to a variety of reading materials.
4. *Children need* to see their parents read.
5. *Parents and children need* to share with each other what they have read.
6. *Encourage reading* by connecting it with family experiences.
7. *Encourage children* to write.

On the following pages, bibliographies of suggested children's literature are provided. The books are wordless picture books and predictable books that are excellent for developing language and are recommended for beginning readers. The wordless picture books provide the opportunity for discussion and the child is given the chance to develop her own story. The predictable books provide rhyme, repetition, and familiar sentence structure. Reading predictable books helps young readers develop fluency, self-confidence, as well as strengthen reading strategies.
BIBLIOGRAPHY

WORDLESS PICTURE BOOKS

BIBLIOGRAPHY

PREDICTABLE BOOKS


