Parent involvement in family literacy

Eloise Nobis Johnson

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PARENT INVOLVEMENT IN FAMILY LITERACY

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

In Partial Fulfillment
of the Requirements for the Degree
Masters of Arts
in
Education: Reading / Language Arts Option

by
Eloise Nobis Johnson

June 1998
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ABSTRACT

Parent involvement in education is not something that is new. Parents have been involved in the education of their children throughout history. Yet, is there a significant difference between parents that are actively involved and parents that are passively involved in the development of their children to read and write. In this paper parent involvement is explored through a variety of ways starting with Roman times and working up to the present. The literature reviews suggested four levels of parent involvement which include monitoring, informing, participation and empowerment in the decision making process of the school. First, parent partnership programs are reviewed which address the literacy development of children. Then, intergenerational programs which address literacy improvements among adults first, which in turn, increases the literacy development among their children are reviewed. Next, studies which deal with the use of literacy in everyday life among families is examined. Lastly, what the future holds regarding parental involvement in family literacy is discussed. The research indicated that the Wealth theoretical model of family literacy was the most beneficial since it takes into account the transference of adult literacy skills to young children. As a result, a series of Family Literacy workshops was developed to appraise parents of the importance of reading with their children.
DEDICATION

To my husband, Fred, who without his help and support the project would never have been completed. To my daughter, Ashley, who gave me the time and space to read all the books and journals which helped to formulate the ideas presented in this project. Lastly, to my son, David, who let his father become mommy and daddy to him during many hours of studying and re-writing of papers.
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Introduction:

A local television station in Los Angeles, KNBC, periodically airs a segment, *Beat the Odds*. The particular person who is singled out, lives in the Los Angeles area. The person has in some way overcome substantial obstacles to make a success of his/her life against overwhelming odds. Some of these odds include socio-economic, health, living conditions, and even parents. The people who are highlighted, according to the reports, are very highly motivated. They have a strong intrinsic desire to do well.

In the elementary schools, children's motivational standards vary. Factors which contribute to the motivation or desire to do well have to do with the children's background, influences of health, social-economics, parent's educational attainment, extended family members, and caring teachers. In my opinion, when parents and teachers work together, the children benefit from the co-operative effort. The co-operation between teachers and parents places our children as a priority in our lives. Our children are the next generation of leaders. Providing them with the tools necessary for their successful development, enables our children to develop to be the best that they can be.

The Federal Government and the State of California have published documents which address the issues of educational reform. *Here They Come Ready or Not, Teaching Reading, National Educational Goals, and Goals 2000: Educate America Act* are several which address the issue of children coming to school being ready to learn. Parental involvement is one factor that can predict how well children will do in school. Parents are teachers and the home environment is the classroom for infants, toddlers, and most preschoolers. This is where learning and literacy begins (Raybom, 1992).
Purpose:

The purpose of this project is to determine if there will be a significant difference between parents that are actively involved and parents that are passively involved in the motivation of their children to read and write regardless of the family’s socio-economic background or home language. Current research was examined on effective ways to encourage parents to become involved in the literacy development of their children, ways to encourage the development of reading quality children’s literature to young children and the benefits the children receive from this practice, and types of parent involvement programs that are already in existence across this country which promote literacy.

Theoretical Foundations:

It is not the socio-economic status or cultural background of families that predicts the student’s mental and scholastic development (Purcell-Gates, 1996). The wealth model of family literacy stresses that all families have literacy strengths. The value and richness of each family’s culture plays an important role in the interactions that take place within the family. Family members who engage in looking at issues which affect their own literacy development and the attitudes which they hold, increase the awareness of their own literacy skills. As the literacy development of adults improves, the literacy development of their children also improves. It is the parent’s ability to be involved with their children, creating learning environments within their homes, that makes the difference in the student’s attitude and ability to read and write. The degree to which parents of lower socio-economic status or culturally diverse backgrounds are involved in literacy for themselves does play a role in how much the
children will be involved in literacy. Parents, who take the time to point out words on cereal boxes, street signs, names of fast food places, signs of store names, names on food wrappers and packages, names in magazines and store advertisements etc. to their children, before their children reach formal school age, come to school more prepared because they have had previous exposure to printed language. This does not make them smarter. It just shows more exposure and experiences to print at an early age. The more exposure children have to different types of printed materials understanding how the materials are used in everyday life situations, the more children come to the understanding of what the uses of print are for and its meaning. Smith (1985) states, “Children must learn to distinguish written words from each other. They must learn that one arrangement of printed marks stand for the word”(p.16).

Children come to school with a personal world of knowledge and relate what they know to the books that are read to them and later what they read for themselves. “Without knowledge in our heads, our schemas, we could not make use of the information provided by other kinds of context: grammatical, semantic, situational” (Weaver,1994). What parents do or do not do in the home will make the difference on how well prepared the children are in learning to read and write. “The comprehension process involves organizing, building, and reorganizing information by forming schemata driven by children’s desire to make sense of experiences”(Ruddell & Ruddell, 1994, p.93).

Children who enter school with lower test scores on emerging literacy measures are those who spend more time watching TV according to Hildebrand and Bader (1993).
They also noted that there was little communication between the parents and children concerning the programs that were watched. Children do not acquire language by just watching TV. Language is acquired by using it. Feedback must be given to children so that they can understand it. The development of language is essential to learning. The development of language requires social interaction. Social interaction is necessary for intellectual development. “According to Vygotsky (1981), the development of higher order mental functions such as conceptualization begins in social interaction which in turn is internalized psychologically” (National Association for the Education of Young Children, 1991, p.47). Children, who experience going to the mountains to feel, taste, and play in the snow; go to the beach to hear the waves, smell and taste the salt water; see, hear, and observe animals at a farm or zoo; etc. bring these experiences with them to the reading and writing process. Children who have grown up in an environment that is rich in language, where adults talk with and explain things, where books are read to children on a consistent basis, where adults interact with and provide a model for the children, in general have a much better chance at success in reading and writing than those who do not. “Homes that are filled with books, magazines, newspapers, and all kinds of writing implements” help children discover the reasons for learning to read and write (Rayborn, 1992, p.57). In order for children to internalize what they are learning, they have to be actively involved in the learning process. Dewey noted that children learn through experiences and the experiences must be meaningful. “This implies that schools must foster purposeful activity by building on the common interest of children, such as communication, inquiry, construction, and artistic expression” (Pulliam, Van
Second language learners need more language development to help facilitate the transition they are going through from one language to the next. Stephen Krashen states "language acquisition is a subconscious process that leads to functional command of the rules of language, but not necessarily to comprehensible input provided by adults and others, from which the child can abstract the pattern and rules of the language" (Weaver, 1994, p.65). Children who have not been exposed to hearing or using a variety of language expressions and terminology will have greater difficulty understanding language they hear in books. They do not know if the language written in some books sounds right. They do not know if something that is read, has been read correctly according to syntactical rules. In the process of verbalizing a sentence that they want to write, their grammatical schemas do not always kick in to state the sentence in a structured way. Smith (1985) stated, "When children read they learn about language" (p.57).

Our society has done so much to help people with different entitlement programs but we have done little to give those in need the skills that will help them to succeed in day to day life by teaching them how to help themselves. We, the educational community, must seek a partnership with the parents of our students to ensure that we will have an educated populace in the future. Comer and Haynes (1991) found that parental participation in their children's education was essential for effective teaching and learning. They also suggested that changes in parent attitudes and behavior might also be related to the student's attitude toward school and the student's readiness and
motivation to learn. The atmosphere on a school campus should not be threatening to parents when they come to drop off or pick up their child. Parents who feel welcomed and not intimidated will hopefully see their value to the field of education (Comer & Haynes, 1991). Parents can become involved by participating in school events, helping in the classroom and for special programs, and by participating in parent groups.

Increasing school-home communications with the parents such as: good news telegrams, phone calls, school open houses, or activity days can also increase parent involvement.

Many of the parents at my school site seem to be apathic. The school has tried to get parents involved by offering workshops on a variety of subjects that encourage and give support to family literacy, family math, and parenting skills. These meetings have been poorly attended in the past. The one class that has been attended by a large number of parent’s has been the English as a Second Language (ESL) session that meets two days a week. My school site also has an attendance counselor and a community outreach worker that make house calls to parents when teachers have a concern about a student.

We seem to be trying to get parents involved but not much is happening.

The office staff at my school site, seems to convey a message to the parents, that they are intruding into their domain as they walk into the office area. Many times the office staff does not acknowledge that a parent is even present and goes on with their clerical duties.

The administration of the school is not always present when award assemblies take place. In the past, several of the teachers have taken over the leadership role during these functions. Preforming Arts programs are presently held only during the morning
hours when working parents can not attend. During Back-to-School or Open House
events either the principal or the assistant principal is on vacation or has some other
reason for not being at the event. The hours of these special events do not always
accommodate the life styles of commuting parents. These events usually begin about
the same time some parents are sitting down for dinner, or right in the middle of soccer
practice and end about the same time some parents are just arriving home. Its not just
the administration’s fault. Many of the teachers want to get home while it is still
daylight. They think about themselves first instead of the the community which they
serve.

This year about half of the parents who have children in my classroom attended
parent-teachers conferences when they were scheduled in late September. Second and
third notices were sent home with the children, but the outcome did not change.
Homework, from the children of these families, has been inconsistent throughout the
school year. Yet, it is amazing, how many of the children and their parents show up for
afterschool sporting events, practices and games. The priorities for academic
achievement have been mixed up with athletic achievement. Where is the leadership
role of these parents for their children’s school success? What do researchers have to
say about parental involvement in the schools? How do schools encourage parents to
participate in their children learning experiences? How do schools improve their
relationship with the families of the children they serve? Research that examines this
curriculum area will be reviewed.
CHAPTER TWO
Introduction:

Schools have been blamed for most of the evils of society. Children are dropping out of school, test scores have dropped, gang membership is on the rise, crime rates are going up and literacy rates are declining among adults. Many parents do not come to parent-teacher conferences. Many parents do not come to Student Intervention Team (SIT) meetings or Student Study Team (SST) meetings. At my school site, the Parent Teacher Association (PTA) is no longer active. There seems to be a general feeling of apathy toward the schools. Parents withdraw children from school, move every two months, do no send them regularly, or enroll them several months late. In reviewing the literature, the largest single factor of children’s success in learning how to read and write has been parental support involvement in the education of their children. Therefore, the contents of this report deals with the literature that has been written from 1989 through 1998 on the history of parental involvement in education, the empowerment of parents, types of parental involvement programs, methods of literacy improvements, and benefits for future generations.

History of Parental Involvement in Education:

Parents from prehistoric times were involved with their children’s education. It may not have been formal education, but trades and survival skills were modeled and demonstrated so that life as it was known could be sustained. Plato and Aristotle’s writings documented the influences that parents and other adults had on the lives of their children (Berger, 1991). The children were society’s hope for the future.

In Roman times, the mothers were the first educators of their children. Fathers
modeled and demonstrated their trades to their sons as they became old enough to help. The family was involved in the informal education of their children.

In the Middle Ages, the churches took over the formal education of the children. The children who were older than seven were looked upon as little adults. They were expected to conduct themselves accordingly without the privilege of being an adult.

By the seventeenth century, John Comenius and John Locke began to have different ideas about the relationships children have with their parents. Comenius developed his ideas of schools in grade order from the mother's knee to the university level. He “stressed the importance of infant education and its ability to shape young lives” (Berger, 1991, p.210). He believed universal education could improve civilization through the discovery and dissemination of practical information (Pulliam & Van Patten, 1994). John Locke believed education was an inalienable right of each person. He believed that the mind was empty at birth (blank-tablet / Tabula Rosa). The mind was then filled with ideas as the world was experienced. John Locke, as cited by Berger (1991), discussed parenting issues when he wrote, “You must do nothing before him, which you would not have him imitate” (p.211).

The current emphasis on parent involvement stems from Pestalozzi, Rousseau, and Froebel. They believed that the nature of the child was good and the mother plays a significant role as the child’s first teacher. Froebel started early childhood education for three to eight year-olds in Germany. They became known as kindergartens. The first kindergarten school in the United States was established in 1856 by Mrs. Carl Schurz (Berger, 1991). The program included a parent involvement component.
By the 1900's the Congress of Parents and Teachers (PTA) had been established. In the 1920's there were twenty-six major parent education programs in the United States. The main purpose of the early parent education programs that had been established were to share child-rearing practices and disburse health information about tuberculosis and nutrition.

Social and economic conditions affected families and children during the 1930's due to the depression. Child care services were established in the 1940's, which enabled mothers who wanted to work outside the home, during World War II and an opportunity to do so. In 1957, Dr. Benjamin Spock wrote the book, *The Common Sense Book of Baby and Child Care*, which gave parents tips and help in raising their babies to be healthy and happy.

The 1960's had a great impact on the education of American children. There was a renewed emphasis placed on academics due to Sputnik and the space race with the Russians. Children's success in schools was found to be directly related to the living conditions of their families. The Civil Rights Act of 1965 helped to address the injustices of minority, immigrant, economically disadvantaged and handicapped students by giving them a chance at the same educational standards as the middle-class child (Pulliam & Van Patten, 1994).

Head Start, a Federally funded program, which encourages parent participation and provides services for health and social services, was established in 1965. The component of parental involvement was and still is the major factor for the success rate of this program. Parents are able to participate by volunteering in the classroom,
attending parenting classes, and serving on policy councils or committees (Machi, 1998).

Other Federally funded programs began in the late 1960's and early 1970's. Title I / Chapter I, Title VII Bilingual, Home Start, Follow Through, Parent and Child Centers, and Parent-Child Development Centers all require parental participation on governing boards.

Numerous magazine and newspaper articles were published during the 1970's and 1980's which dealt with parental participation and the leadership roles parents could have in their children's schools. Some of the articles also contained information on how parents could help their children at home.

New technology, developed in the 1990's, placed more emphasis on highly trained and educated employees that were not able to obtain work with just a high school diploma. In order for this generation of children to become productive individuals, competing in highly technical job markets, it will be necessary to have the involvement of parents, the community, and schools working together in a co-operative manner (Berger, 1991). Children's educational attainment and success in literacy must be a priority for every individual who is involved in raising children. Our children are our nation's future and their success can be insured with a team effort of a home-school partnership. Research which deals with how parents can become involved with schools will be discussed next.

**Empowerment of Parents:**

Numerous studies have been conducted on the most effective types of parental involvement that will have a positive impact on student achievement. Many of the
researchers have made extensive lists of how parents and schools can work in cooperation with each other. The literature mentions ways in which parents can participate in their children’s education with suggestions that range from passive to aggressive behaviors. Rasinski and Fredericks (1989) made reference to Petit’s (1980) levels of parental involvement which includes monitoring, informing, and participation. Rasinski and Fredericks refined and added an additional level - empowerment. They split these four levels of parental involvement into two strands. The first was related to the school and the second was related to the home.

Of these four levels of parental involvement monitoring is considered to be the lowest level. Monitoring is defined as “being aware of the school situation” (Rasinski & Fredericks, 1989, p.180). Parents and teachers act as monitors when student’s work is checked, or there are informal chats between parents and teachers about something which might affect their children’s performance. Monitoring also consists of parents filling out survey and questionnaires for the school or writing and sending notes between home and school or school and home. Monitoring can be a difficult level because it can lead to mistrust and suspicion between parents and the teachers if the expectations and communications are not understood and perceived as benefitting the student.

The second level of parental involvement deals with informing parents about school orientation, school procedures, and academic progress students are making. Activities such as attending school orientation meetings, knowing classroom policies and expectations which relate to student progress, understanding grade level expectancies, reading newsletters, working with classroom calendars of events, attending Parent-
Teacher conferences, or discussing the students progress over the phone are included at this level. Teachers and school officials expect at least this level of parent involvement.

The third level of parental involvement is participation by the parents at home and at school. Parents can donate time in the classroom as volunteers. Volunteers can help out in numerous ways such as preparing displays, filing papers, helping with clerical duties, teaching a lesson on some area of expertise, listening to children read, helping with journal writing in the early grades, checking assignments, and possibly applying for a paid para professional position (Greenwood & Hickman, 1991).

Parents are not only encouraged to participate in the classroom, but are also encouraged to participate at home. Communications continue to be extremely important. Mutual trust and respect between parents and teachers encourage positive communications and concern for the student. Parents who work can not always participate in classroom volunteering can be empowered to help their children at home. Parents can read stories to their children, help with homework, conduct home tutoring, and become a teacher for special activities and projects.

The highest level of involvement (empowerment) involves parents becoming participants in the decision making process of the school. It is when parents have a voice in their children education by becoming part of parent advisory councils, PTA boards, consolidate school plan advisory panel etc., that they help to conceptualize, plan, and implement programs which make parents and schools equal partners for their children educational growth (Rasinski, 1989; Epstein & Dauber, 1991). “When people become empowered they take on a strong personnel commitment to the successful
operation of something: when people feel empowered they are more likely to work to
overcome problems and less likely to drop out when obstacles are encountered”
(Rasinski & Fredericks, 1989, p.181-182). The improvement of parent-school
relationship through the use of parent involvement models will be examined in the next
section.

Types of Parental Involvement Programs:

Teachers and parents in collaboration with school personnel can work together to
create educational classes, workshops, or videos designed for parents to become enabled
as co-learners with their children in learning how to demonstrate or model early reading
and writing skills for their children. One model for parent education was developed in
1968 by Ira J. Gordon. It was later funded through the Federal government and called
Follow Through. It was originally a social action program similar to Head Start:

It is a hands-up approach in that it emphasizes assisting parents in being
teachers of their children... the results not only... enhance children’s
academic performance but also [assist] in the improvement of parents’ abilities
to develop skills that results in a more positive home-school relationships as well
as enhanced personal-life endeavors. (Binford & Newell, 1991, p.233)

The Follow Through program, with its commitment to parental involvement
results in parents becoming advocates for the school system and for their own children.
Parents become decision makers in Policy Advisory Committees. They volunteer in
classrooms and go on home visitations to other parents’ homes to promote the home-
school contact. Home learning activities are designed and sent home according to
Olmsted (1991) "to promote positive interactions and conversations among family members" (p. 227). Desirable teaching behaviors (DTB's) were developed through the parent education activities of the Follow Through program. The (DTB's) included asking questions that have more than one correct answer, helping children practice asking questions to obtain information, and encourage children to back up answers with facts and evidence” (p. 227). These activities were intended to help the parents focus on the process rather than having the children always give the correct answers.

*The School Development Program*, also known as the “Comer” approach, was developed in 1968, by James Comer of Yale University, emphasized mutual respect between educators and parents:

The meaningful involvement of parents in activities that are educational both for their children and for themselves, group processes that give parents increased confidence and facilitate the expansion of social networks, and increased access to those structures of power and influence that shape the learning experience of their children. (*Cochran & Dean, 1991, p. 265*)

The parents are encouraged to organize and participate in activities and events outside of the classroom and volunteer in the classroom. They are encouraged to become an integral part of parent groups such as school planning and management teams that carry out the:

- development and implementation of a comprehensive school plan that focuses on both the school climate and academic program, staff development based on the plan, and assessment and modification of the school program as
indicated. Such a mechanism facilitates communication, establishes a sense of direction and gives all involved a sense of program ownership and purpose. In doing so parents become advocates, program supporters and decision makers that provide an important link between the home, school, and community (Comer & Haynes, 1991, p.272).

Parents who become involved in the home-school relationship can also become involved in the literacy development of their children. In turn, parents can improve their own literacy development through the process of reading. The next section will deal with literacy programs that improve the literacy development of families.

Methods of Literacy Improvements:

Methods for family literacy improvements fall into three categories. Home-school partnership programs teach parents how to help their children with literacy. Intergenerational literacy programs encourage parents and children to be co-learners.

The examination of the research that explores the uses of literacy that occur naturally within a family setting, is the third method for improvement (Morrow, 1995).

Home-School Partnership Programs:

The home-school partnership programs tend to act as trainers for parents, children or both in literacy development. Book and Beyond is a program that aims to increase recreational reading by decreasing television watching as a way to increase the reading abilities of family members and school personnel. The explicit purpose of the program is to increase the adult literacy practices which in turn increases the literacy practices of the other family members (Morrow, Paratore, Gaber, Harrison & Tracey, 1993). Another
program, *Bookmates* is designed for intercity preschoolers to provide instruction for the parents in how, what, and why to read to children (Morrow et al. found). A third program, *Talking to Literacy Learners* is designed to show parents how to communicate with their children during reading and writing sessions (Morrow et al. found). A very large program, which began in 1987, is the *Partnership for Family Reading*. The purpose of the program is to help parents learn strategies that will help them read and discuss books with their children. Partnership for Family Reading is set up into workshop sessions with the explicit purpose of increasing adult literacy practices of family members which in turn increases the literacy development of their children.

Many other literacy programs have patterned themselves after the format of the Family Reading program (Handel, 1992). *Parallel Literacy*, as the name suggests, matches school experiences with home opportunities. Home-school interactions are conducted over the course of a year through dialogue journals. Parents have an opportunity to share concerns, beliefs, insights about their children's literacy development. The teacher also has an opportunity to "individually share issues regarding reading and writing development, ... beliefs about literacy learning and ways to support that learning" (Shockley, 1994, p.501). The roles of the parent - teacher begin to blend. Parents take an active part as co-teachers in their children's literacy development. The journal encourages families to connect together with books, each other and with literacy experiences (Shockley, 1994).

*Intergenerational Literacy:*

Intergenerational literacy programs look at parents and children as co-learners.
Intergenerational programs have the parents and other adult members of the family attending classes several days a week to improve their own literacy skills and the literacy skills of their children. Even though several of the programs are intended for parents of diverse ethnicities and languages the primary goal is still the same - English literacy and the interactions parents have with their children in literacy development. The classes follow a systematic procedure which include journal entries of literacy events, sharing of journal entries, literacy strategies for working with their children, and the discussion and reading of current event articles which leads to better understanding of cultural differences (Paratore, 1995). Four programs which deal with low literacy levels of family members or language minority families will be examined.

The first program is The Kenan Trust Family Literacy Project. It is designed for parents of preschoolers in Kentucky and North Carolina. The program’s goals focus on the family and include: “the skills and education level of undereducated parents and other caregivers; the developmental skills of their young children; the parenting and coping skills of adults; and the quality of parent-child interactions in support of children’s learning.” (Potts & Paull, 1995, p. 170).

While the adults are learning about a variety of academic subjects or receive employment training, the preschoolers are in another classroom learning about things that are at their developmental level. The parents apply what they are learning in class, to their children, when they work in the preschool or are at home (Morrow, Paratore, Gaber, Harrison, & Tracey, 1993).

The second program is The English Family Literacy Project which focuses on
curriculum that empowers the participants to "direct their own learning and use it for their own purposes" (Auerbach, 1995, p.24). The programs participants, mostly immigrant and refugee families, explore their families literacy practices and cultural attitudes about reading and writing. Strategies for working with their children at home in the areas of reading and writing are practiced. Parenting issues, political issues, social issues, and school advocacy issues are also explored as a way to empower the parents to improve their literacy thereby helping to improve their children's literacy (Auerbach, 1995; Paratore, 1995).

The third program, Project FLAME, is a family literacy program designed for Latino families in Chicago, Illinois. Many of the participants are not fluent in speaking English so English as a Second Language (ESL) instruction is offered to the parents. The project gives support to the home environment where literacy interactions take place in the context of family literacy. There is no direct teaching of the children in this program, the parents take on the teacher's role. The program seeks to support the development of literacy among the parents by providing literacy materials for the home. As the literacy skills for the parents increase they feel more confident in helping their children in their literacy learning. Parents as Teachers is a component of the FLAME project. The teaching sessions are designed around topics that have input from the parents. Some of the sessions discuss book sharing, library visits, creating literacy centers for the home, children's writing, book selection, parent-teacher get-togethers, and math games and activities (Shanahan, Mulhern, & Rodriguez-Brown, 1995).

The last program is the Even Start Family Literacy program which is the largest
federally funded program in the United States. It originally began in 1989 as a demonstration program for family literacy projects. By 1994, the number of Even Start projects had grown to 474. The projects must be integrated into other programs so that services are not duplicated but expanded. Even Start programs share three major goals: “to help parents become full partners in the education of their children; to assist children in reaching their full potential as learners; and to provide literacy instruction for parents” (Morrow, et al., p. 198). The Even Start program was renewed in 1994 for an additional five years under the “Improving America’s Schools Act of 1994” (McKee & Rhett, 1995, p. 158). The program has been strengthened by adding several new goals:

Specifying that projects must include active recruitment and preparation of families; giving priority to projects serving families in areas with high concentration of poverty; requiring that a high percentage of families served include children who reside in Title I attendance areas; requiring that projects consider, at a minimum, individual levels of adult literacy [or English language proficiency] and poverty in recruiting families most in need. (McKee & Rhett, 1995, p. 165)

Naturally Occurring Literacy:

The research that has been conducted in the area of naturally occurring literacy usage among families can be divided up into several categories. They include: socio-economic; children’s development about concepts of literacy; family use of literacy as part of their social life; and shared readings by parents and children. The themes of the categories intertwine and mesh together to the extent that they are hard to separate.
Several studies will be combined together in order to condense the material.

There appeared to be overwhelming evidence, which indicated that the socio-economic status did not determine how well children would do with learning to read and write. There seemed to be a lack of early literacy experiences which contributed to the lack of understanding about print. Direct correlation was found between the degree to which children learned about written language and how much they used written language in their daily lives. Creating an environment in which emergent literacy concepts were explored in the children’s daily lives was the key for success (Hildebrand & Bader, 1993; Smith & Dixon, 1995; Purcell-Gates, L’Allier & Smith, 1995; Purcell-Gates, 1996).

Another group of studies indicated, that parents did not understand how to help their children’s literacy development. There are several reasons for the lack of understanding. Lack of communications between the teachers and parents was cited as one reason for lack of progress. Not understanding the schools expectations for parents to read daily to their children was a second reason. The lack of input from the parents in respect to the social, cultural, and experiences in relating to the schools was other reason. Parents expressed their concern about the difficulty of the reading material, which was sent home. They were frustrated in their lack of ability to work with their children. Effective parent-teacher communications were not developed and presented in such a way as to make them easily understood. Reading events in families were structured differently, “depending on the abilities, interests, and needs of children as well as the beliefs, practices and plans of parents/guardians” (Lazar & Weisberg, 1996) p.237).
Solutions given included: parent-teacher interactions either in person, through parent dialog journals, and family portfolios. The three methods allowed teachers and parents to inquire and respond to issues which needed clarification. The use of the journal, also allowed students to see reading and writing used for authentic purposes (McNaughton, Parr, Timperley, & Robinson, 1992); Edwards, (1995); Hoffman, (1995); Lazarn & Weisberg, (1996).

Several studies dealt with the direct influences the parents had on their children's development of reading and writing. The mother's emotional support had a direct correlation to the academic achievement of their preschoolers (Tiedemann & Faber, 1992). Learning problems, after a child had finished the first grade, could be determined on the basis of prior experiences. Early intervention programs could work.

Parents use language with their children for a variety of purposes. The purposes include: language development, correction of mistakes, and discussions of complex matters. A father's role in the development of literacy is equally important. Fathers, have a tendency to use higher level of vocabulary when speaking to their children. This had a direct correlation to the early reading skills of children (Davidson & Snow, 1995). The latest research conducted by the United States Department of Education, (Viadero, 1997) indicated that children whose fathers were actively involved in their educational development, do better in school than those, whose fathers show little or no interest. The fathers do not have to be living with their children for the involvement to be effective. "By targeting fathers, schools may be able to make greater gains in parental involvement than by targeting mothers or parents in general" (Viadero, 1997, p. 7 ).
Benefits for Future Generations:

In attempting to summarize the articles on parental involvement, there appears to be overwhelming evidence in favor of creating literacy programs that build on the strengths of family literacy patterns that are already in existence. Open communications between the school and home on a consistent basis helps to create an atmosphere of mutual respect for each other. Parents who are comfortable in the school setting are more apt to volunteer or engage in programs which lead to academic growth for their children.

Personal contact between teachers and parents is vital in engaging parental support (Decker, 1997). Whenever possible, cultural and language barriers should be eliminated by making arrangements with translators of primary languages to assist in parent-teacher conferences and other communications being sent home. Gutloff (1997) sites Comer “When parents are involved in the crucial decisions that affect how their children learn, students thrive academically, mentally, and socially” (p.5). Parents are the determining factor which predicts how well their children will do in school. According to Family Involvement Partnership for Learning (1998), families who are involved in their children’s education “get better grades and test scores, graduate from high school at higher rates, are more likely to go on to higher education, [and] are better behaved and have more positive attitudes” (p.3).

Family literacy models encourage parents to be actively involved in their children’s education to the extent that they donate time in their children’s classrooms or school governing committees. Several years ago the state of California passed AB 2590,
The Family School Partnership Act which became effective January 1, 1995. The legislation:

Permits an employee who is a parent or guardian of a child to take off 40 hours per school year for the purpose of participating in school activities, subject to specified conditions including a limitation of eight hours in any calendar month of the school year (Education Week on the Web, 1998, p.5).

The research failed to reject the hypothesis. The article review confirmed the notion that the motivation of children to read and write is influenced by the parent’s involvement in their children’s educational development. The benefits of re-establishing and building a parental involvement program, allows parents to monitor how well their children are doing on a daily basis. It informs the parents about school programs and students academic progress. Opportunities to assist in the classroom or on projects at home are provided as a volunteer. Helping to improve the quality of the school, comes when the parents are empowered to make their voice heard by participating on school advisory councils etc. Parent-partnership programs provide for collaboration between the home and school to promote family interactions and conversations. Intergenerational programs not only promote adult literacy, but also establish better attendance and positive attitudes among the students. Parental involvement promotes confidence, motivation, effort, responsibility, initiative, perserverance, caring, teamwork, common sense, and problem-solving skills for the children. It does not take money to be involved in literacy development, just time, and that is worth the investment for the future of our children.
Recommendations for further research include: the effectiveness of School Attendance Review Boards on promoting student attendance and thereby increasing literacy rates among truant children; the effects teen-age mothers have on the cycle of intergenerational literacy; and the degree of involvement to which parents, whose children attend Alternative or Charter schools, have on the motivation of their children in promoting literacy.
CHAPTER THREE
Introduction:

Research in the area of Parental Involvement has defined involvement in terms of the ways the involvement takes place. Rasinski and Fredericks (1989) stated four ways parents could become involved in the schools. They mentioned monitoring, informing, participation, and empowerment. Within each of these four categories an underlining theme is woven. Parents, who show an interest in their children’s academic progress, give to their children encouragement, motivation, and support. There is a direct correlation between the progress a student makes with reading and writing, and the communications which take place between the teachers and the parents (Weinberger, 1996).

Many parents are reluctant to commit themselves to becoming involved in their children’s schools due to job obligations, skills, or lack of self confidence in their own ability. A teacher’s commitment to her students is to encourage the parents to read to their children. “It also involves sensitivity to parent reading levels, learning styles, and cultural backgrounds” (Halsall & Green, 1995, p. 27).

Family literacy is intergenerational. Intergenerational literacy has the highest potential for overcoming low literacy rates among adults. Parents who have confidence in their own ability to read and write effectively can instill the love of books to their children. Parents who are not confident in their ability to read can improve their reading ability by reading. Young children are not critical of the reading behaviors of their parents. They just enjoy having books read to them.

Setting the tone for the whole school year can be done before the school year has
started. Letters, welcoming the parents and their children to a series of family literacy sessions can provide the parents with the feeling that their children are important not only to the school but also to the teacher. Parents, who sense the feeling that they are welcomed and are encouraged to participate with the learning experiences of their children, will do so only when they have the confidence and trust that what they will be doing will be for the benefit of their children.

Goals:

The goals of the Family Literacy sessions are to provide the participants with an enjoyable experience that would bring the family members together in a close and meaningful relationship centered around books and reading.

Objectives:

The purpose of the family literacy sessions is to inform the parents about the value of reading to their child(ren) daily, to remind the parents that they do not give up their role as their child(ren)’s first teacher when their child(ren) start formal education, to build the literacy development of children from four to six years old, to introduce the parents to reading strategies that might not only help their child(ren)’s emergent reading, but possibly their own reading as well, and to provide parents with a list of quality children’s books that can be read for enjoyment and for teaching emergent reading strategies.

The benefit’s children receive when their parents read to them include:

1. The development of listening skills.

2. An increase in the child(ren)’s speaking vocabulary.
3. The development of concepts, understanding new words - vocabulary.

4. An increase in the understanding of written language.

5. The development and extension of the child(ren)'s attention span.


7. An increased ability to comprehend stories - understand meaning.

8. Understand that books have a beginning, middle, and end.

9. Increase the understanding of story patterns (the problem, attempts to solve the problem, consequences, and the final resolution).

10. How to relate stories to personal experiences.

11. Increase the knowledge of new information.

12. Increase the ability to predict outcomes.

(Handel, 1992; Halsall & Green, 1995; Taverne & Sheridan, 1995; Barrentine, 1996).

Parents, who understand the reasons for reading to their child(ren), the language that can be developed, and concepts that can be built as a result of reading, are less likely to stay uninvolved with their child(ren)'s literacy development.

**Procedures:**

The teacher / leader sets the tone for the literacy sessions. Parents anxieties can be put at ease when the leader shares personal experiences with the group. A relaxed atmosphere can be established by asking parents to share positive memories, from their childhood, concerning reading or storytelling experiences (Handel, 1992). Parents might choose to share their favorite children's book, or tell about the person who read stories to
them as a child.

Modeling strategies through the use of a literary selection provides parents with a guide line on how to share a story with their children. To make certain the parents understand the reading strategy that is being demonstrated, only one strategy should be introduced at each family literacy session. Possible strategies which could be demonstrated include:

1. Relating reading to personal experiences.
2. Making predictions
3. Generating questions
4. Learning new information.
5. Taking a picture walk through the book before and again after reading it.
6. Using structure to make sense of the story
7. Promoting conversations that lead to discoveries about the book.

(Handel, 1992; Barrentine, 1996).

The participants will need time to practice the strategies that are demonstrated by the leader. The participants can role-play with a partner pretending that one is the child and the other the parent. After reading through the selected book at least one time the role-play can be reversed. The leader monitors the conversations and role-playing techniques that are being carried out by the parents. A question and answer period is vital to clear up any misconceptions or lack of understanding that might have occurred during the practice portion of the session. The leader also encourages personal perspectives concerning the story. “Quality children’s literature, while simple in plot and
language, deals with sophisticated ideas” (Handel, 1992, p.120). Connecting the books to personal experiences allows the books to become relevant to each participant (Barrentine, 1996).

Encouraging parents to take books home to read to their children can be done by having parents check out books from the school library, the classroom library, the teacher’s personal library, or the public library. This helps to foster and encourage the parents to practice the reading strategy that was introduced at the literacy session, with books that they may not be familiar with. The additional practice is intended to internalize the reading strategy and give additional reading enjoyment to the children.

Assessment:

Before the literacy session is completed, all participants will be given a chance to express their opinions and concerns about the session. The information is vital to the planning of future sessions since the literacy needs of the parents is the major focus for intergenerational literacy workshops. Items which could be included in the “exit cards” range in detail from fact to opinion. Suggestions for “exit card” questions could include: Something I learned . . . , Something I enjoyed . . . , Something I would change . . . , Something I’m not quite sure of . . . , Concerns I have . . . , Additional topics I would like to see discussed include . . . , and Additional comments. The information gathered from the “exit card” helps the leader evaluate the usefulness of the program. The information also helps self-evaluate, plan, and adjust the program to make it your own.
Limitations:

This family literacy project can be used with parents from different cultural backgrounds and literacy experiences. In its present state, however, it is limited to English-speaking parents since the handouts have not been translated into other primary languages. The program is also designed for use with parents of primary grade children. Reading to and with middle and upper elementary grade children is also very valuable. The practice is highly recommended and encouraged especially with the use of chapter books. Do not be discouraged if only a few parents are interested in the program initially. As parents become excited about the sessions, they will encourage their friends and neighbors to become involved.

This project is a guide and subject to change so that it will fit into your own personal style. Please feel free to adapt and adjust the structure of this program in a way that it will be beneficial for you.
APPENDIX A

FAMILY LITERACY PROJECT
AGENDA FOR EMPOWERING PARENTS IN FAMILY LITERACY

PURPOSE:
* To provide parents with an understanding of the value of reading to their child/ren.
* To define the parents role in encouraging reading at home.
* To establish respect for parents as their child/rens first teachers.
* To introduce parents to one reading strategy per session.

BEFORE THE MEETING:
* Send out flyers announcing the schedule event.
* Call parents who sign up to remind them of the meeting.
* Make arrangements for child care.

AS PARENTS ARRIVE:
* Have children’s books arranged on tables for parents to look at.
* Have a sign-in sheet and name tags for the parents to wear.
* Have hand-outs placed on tables for parents to pick up.
* Have refreshments (cookies, fruit, nuts, punch, etc.) on tables for parents to serve themselves.
INTRODUCTION:
* Leader introduces herself and gives personal background. Leader introduces other staff participants and gives their background. Leader introduces the parents to the purpose of the program.

GROUP ACTIVITY:
* Parents are asked to recall and share positive memories from their childhood of storytelling or reading. Group survey is filled out concerning experiences. (Can be done by leader if there is a time constraint.)

LITERATURE SELECTION:
* Sharing good children's literature can be enjoyable at any age.

* Stories can be shared anywhere.

* The most important single factor in teaching children to read is having someone read to them.

* Parents and other adult members of the family are literacy learners and literacy resources.

* Generic reading strategies are important to the development of reading at any age.
PRESENTATION OF A CHILDREN’S BOOK:

*Leader states the title of the book along with the author and a brief description and type of book.

(Folktale, Family story, Informational book, Fantasy, or Fable)

DEMONSTRATION OF A READING STRATEGY:

* One reading strategy is demonstrated per family literacy session.

1. Relating reading to personal experiences.
3. Generating questions.
4. Learning new information.
5. Taking a picture walk through the book.
6. Using structure to make sense of a story.
7. Promoting conversations that lead to discoveries about the book.

* Reading is a developmental process that takes time and lots of encouragement from adults.

PRACTICE IN PAIRS:

*Parents practice the reading strategy presented at the session with each other so that the strategy will
be familiar when they read the story at home to their children.

GROUP DISCUSSION:

* Participants share predictions and general reactions to the story.
* Leader focuses the discussion on personal connections by asking whether the story reminds them of any familiar people or situations.

BOOK CHECK OUT:

* Invite the parents to check out books from the school library, the public library, or from the classroom library. A simple sign up sheet can be used for the classroom library.

CLOSING:

* Give parents an opportunity to ask any questions which they might have. Provide time to discuss any handouts that you may want the parents to take home with them. Provide parents with an “exit card” which provides them with an opportunity to make comments about the session, ask questions, or make suggestions about future sessions.
<table>
<thead>
<tr>
<th>HANDOUTS:</th>
<th>PURPOSE OF HANDOUT:</th>
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<tr>
<td><strong>1. Parent Reading Survey</strong> -</td>
<td>An activity to break the ice and get to know the parents.</td>
</tr>
<tr>
<td><strong>2. Kindergarten Literacy Survey</strong> -</td>
<td>Provides information about the use of literacy in the homes of the students.</td>
</tr>
<tr>
<td><strong>3. Sharing a Story</strong> -</td>
<td>Things to do when beginning a read aloud program</td>
</tr>
<tr>
<td><strong>4. Reading Aloud</strong> -</td>
<td>Children learn to read by reading and being read to.</td>
</tr>
<tr>
<td><strong>5 Stages of Writing Development</strong> -</td>
<td>Reading and writing development go hand in hand. A guide to help inform parents about their childrens progress.</td>
</tr>
<tr>
<td><strong>6. Helpful Hints</strong> - <strong>How To Help When Children Read.</strong></td>
<td>Step by step directions for introducing an easy reading book to your child(ren) so that they will have success in reading the book by themselves.</td>
</tr>
<tr>
<td><strong>7. Helpful Hints</strong> - <strong>What To Look For When Children Read</strong></td>
<td>Guidelines which are designed to help the parents help their children when the children are reading to their parents. This in turn helps the children solve the tricky parts on their own</td>
</tr>
<tr>
<td><strong>8. Reading Stages</strong> -</td>
<td>Description of developmental stages of reading. Includes: emergent, early and fluent.</td>
</tr>
</tbody>
</table>
9. Activities To Do During And

After You Have Read The Book - A list of activities that helps to extend a child’s understanding about books. Choose one or two items to work with depending on the child/rens attention span and age.

10. Exit Card - A program evaluation which will help in the planning of future literacy sessions.

11. Reading Response Journal - A form which can be duplicated on to large manilla envelopes. Children can carry reading materials back and forth from home to school in the envelopes. Comments, questions, and observations can be noted in the space provided.
APPENDIX B

HANDOUTS FOR PARENTS
# Parent Reading Survey

<table>
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<tr>
<th>I love to read.</th>
<th>My mother read stories to me</th>
<th>I am currently reading a book for pleasure.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have access to a computer.</td>
<td>I know how reading is taught in the schools.</td>
<td>My father read stories to me.</td>
</tr>
<tr>
<td>I have a public library card.</td>
<td>I have a collection of books at my house.</td>
<td>I had a favorite children’s book.</td>
</tr>
<tr>
<td>My grandmother read stories to me.</td>
<td>I know how writing is taught in schools.</td>
<td>My grandfather read stories to me.</td>
</tr>
<tr>
<td>I am an only child.</td>
<td>I read to my children nightly.</td>
<td>I don’t like chocolate.</td>
</tr>
</tbody>
</table>

**Directions:**
Option one: Enlarge this form onto butcher paper. Have parents write their name next to one item that describes them. This can be done before the session begins.
Option two: Duplicate this form and have the parents ask other parents to sign their paper. Only one person’s name can be placed in each box. First parent to complete their paper is the winner. Provide a door prize such as a children’s book for the winner.

Adapted from Early Intervention for School Success (National Association for the Education of Young Children, 1991)
Kindergarten - Literacy Survey

Does your child enjoy listening to books?

What is your child’s favorite book?

Does your child have any alphabet books?

If so, how many?

Does your child know any Nursery Rhymes?

What is your child’s favorite Nursery Rhyme?

Does your child have a library card?

How often does your child go to the library?

Does your child have access to a computer?

Does your child have access to paper, pencils, and crayons?

How many hours of TV does your child watch each day?

How often does someone read to your child?

Does your child ask for help in reading signs or labels?

Does your child enjoy reading?

Does your child have any alphabet cards or playing cards?

Can your child write his/her first name?

Can your child write his/her last name?

Child’s Name

Parent’s Name
Sharing a Story with your Child!


2. Choose a location that is away from everyday activities. (A place where you can create your own little world.)

3. Set aside a regular time each day for reading - before or after dinner or before bedtime. Make sure your child is not tired. This should be a quiet, relaxed, and uninterrupted time of the day. The more pleasant the experience the more often your child will want you to repeat the experience.

4. Sit next to your child. This helps to hold their attention.

5. Tell your child the name of the book and something about the story.

6. Talk about the book - Cover and last page.

7. Look at all the pictures. Ask your child: What is happening in the story?

8. Relate the book to your child’s experiences.

9. Read the book together.

   Make predictions about the book.

   1. What will _______ do?

   2. What do you think will happen next?

10. Watch your child’s reactions to the story. Answer your child’s questions about the book or any part of it. Let your child discover new information that might stretch his/her mind. Explain new words or terms that your child might not know.

11. Reread other favorite books.
Reading Aloud Helps Children

The most important single factor in learning to read is having someone read to the person who is wanting to learn to read. Children who love books will want to learn to read books for themselves.

Benefits from reading to your children:

1. Children increase their speaking vocabulary.
2. Children increase their understanding of written language.
3. Children develop an ability to increase their attention span.
4. Children increase their ability to comprehend stories.
5. Children learn how a book works, (where a story starts and how to turn the pages).
6. Children learn that a story contains meaning.
7. Children learn that a story has a beginning, middle, and end.
8. Children increase their understanding of story patterns (the problem, attempts to solve the problem, consequences, and final resolution).
9. Children learn how to relate stories to personal experiences.
10. Children increase their knowledge of new information.
11. Children increase their ability to predict outcomes.

Adapted from Handel, 1992; Halsall & Green, 1995; Taverne & Sheridan, 1995; Barrentine, 1996.
Stages of a Child's Writing Development

Stage 1 - Scribble Stage
(Child starts writing at any point on the page)

Stage 2 - Scribble
(Child writes in a left to right progression)

Stage 3 - Symbol Stage
(Symbols look like letters)

Stage 4 - Letter Writing
(Left to right and progressively downward)

Stage 5 - Letter Strings
(Groups of letters with spaces in between to resemble words)

Stage 6 - Copies Environmental Print

Stage 7 - Picture Labeling
(Uses a letter to represent a beginning sound)

Stage 8 - Initial Consonants
(Uses the first letter of a word to represent a word)

Stage 9 - Initial and Final consonants
(Uses the beginning and endings letters to represent a word)

Stage 10 - Medial Sounds
(Writes words with the beginning, medial, and ending sounds)
(Vowel maybe incorrect but is in the correct position)

Stage 11 - Phrase writing

Stage 12 - Whole sentence writing

Stage 13 - Correct Spelling

Adapted from Early Intervention For School Success (1991).
Helpful Hints
How To Help When Children Read

*Give your children your undivided attention.

*Be enthusiastic about their attempts to make sense of print.

*Be patient while your children are trying to work out the text. Avoid the temptation to tell them what the tricky word is. **Allow your children the time to try out the strategies that they are learning.**

*When your children read something that is different from the printed text, but has the same meaning or does not change the meaning, leave it alone.

*When your children become frustrated with a tricky word remind them of the reading strategies that can help them solve the word.

1. **Start again and think what would sound right and make sense.**

2. **Read on to the end of the sentence.**

3. **Start again and get your mouth ready for the initial letter sound as a cue.**

* When your children lose the meaning of what they are reading ask, **"Does that make sense?"** This will focus them back to the meaning.

*Tell the tricky word if your children are still not able to think of it.

*It is not necessary for your children to read every book to you. You might want to have them read their favorite part instead.

*Whenever your children correct an error praise them! **"Good! Now it makes sense."**

Adapted from Reading recovery: A guideline for teachers in training (Marie Clay, 1993).
Helpful Hints

What To Look For When Children Read

Introduce the book to your child(ren) by:

1. Telling the title of the book to your child(ren). Let your child(ren) look at
   the pictures on the cover.

2. Asking your child(ren) to predict what the story is going to be about.

3. Asking your child(ren) what words they think might be in the book

4. Previewing the book your child(ren) brought home to read.

5. Giving a short summary of the story without giving away the plot or story
   structure.

6. Discussing other stories that have been listened to or read that have a similar theme.

7. Looking at each picture in the book together. Parents, please use new words or
   language patterns that appear in the book in a deliberate way so that the words are
   modeled for the child(ren) before they encounter them in print.

8. Talking about words or concepts that might be new to your child(ren).

9. Encouraging your child(ren) to read the story to you out loud. * See reading
   strategies if this is difficult.

10. Encouraging your child(ren) to share their feelings and reactions to the story that
    was read. Ask them “Why?” questions.

11. Encouraging your child(ren) to read the same story at least three times, especially if
    the book is between 8 to 16 pages. Each time your child(ren) read the same story, they
    will have fewer errors or mistakes and they will read more like people talk.
Reading Stages

Reading is a developmental process and therefore not all children will progress at the same speed. The following list contains developmental stages; that can be used as a guideline to help you understand how your children are progressing. Children will pass through all the stages on their journey to becoming fluent readers. There will be times when your children will be in several stages at the same time. This is normal. Observing your children’s reading behaviors will give you additional insights into how your children are developing in this area.

Emergent Reader

An emergent reader is one who:

* enjoys listening to stories
* frequently asks to hear stories read
* requests favorite books be read over and over again
* retells favorite books
* holds a book right side up
* locates the front of the book and knows which way the pages are turned
* locates the print on the page and is able to tell the difference between the
words and pictures

* recognizes letters from their own name or other familiar words

* recognizes a few words

* reads print in the environment and remembers common signs and symbols

**Early Readers**

An early reader is one who:

* reads word by word

* often uses finger pointing to check for one to one matching

* begins to use letter/sound relationships to check their reading

* pauses when something is unfamiliar or comes to a tricky part

* repeats words or phrases when reading to check for accuracy or at tricky parts

* self corrects after realizing a mistake has been made

* recognizes some words immediately

* builds a vocabulary of sight words

* shows excitement and enjoyment in being able to read independently
Fluent Reader

A fluent reader is one who:

* reads with phrases like spoken language

* understands what was read

* recognizes many words by sight

* self corrects to make sense of what was read

* slows down to word by word reading, finger pointing or pauses at tricky parts

* reads increasingly more difficult materials correctly

* reads silently

Adapted from Rialto Unified School District’s Language Arts Standards
Activities to Do During And After You Have Read the Book!

1. What do you think about .... ?  (Open ended question)

2. How do you feel about .... ?  (Open ended question)

3. What do you think will happen next?

4. Draw a picture about your favorite part of the book.

5. Write a different ending to the story.

6. Invite the child to describe a similar event from his life that took place in the story.

7. Encourage the child to retell the story in his own words. Be sure the retelling has a
   beginning, middle and end to the story.

8. Identify rhyming words as you point them out in the story. (cat, hat, sat, mat)

9. Dramatize your voice as you reread the story. Take turns reading different parts or
   character voices.

10. Point out words that begin with the same phonetic sound (blue berries - bear).

11. Listen for word clues as you reread part of a sentence to see if your child can predict
    what will come next. (The cat in the ____________).

12. Find words that start with your child’s name. Make a list of these words so that your
    child can compare how their name looks in relation to the words that begin like their
    name.

13. Count all of the letters that appear on one page that are in your child’s name.
    (i.e. David: # of D’s _____; # of a’s _______; # of v’s ________; # of i’s______)

14. Clap words (i.e. child’s name) to draw attention to the rhythmic patterns in words.
Program Evaluation

Literacy topic for this session______________________________________

Something I learned______________________________________________

Something I enjoyed______________________________________________

Something I would change_________________________________________

Something I’m not quite sure of _____________________________________

Concerns I have___________________________________________________

Additional topics I would like to see discussed_________________________

_________________________________________________________________

Additional comments______________________________________________
Reading Homework Response Journal

Directions:
1. Read a story.
2. Record the book information.
3. Parents sign the reading log.
4. Comments are optional.

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Parent Signature</th>
<th>Comments</th>
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This form can be duplicated on manila folders and used to carry books from school to home and back.
Appendix References:


APPENDIX C

BIBLIOGRAPHY
Bibliography:


