The Effect of Parental Involvement on Reading Success

of Kindergarten Students

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# Abstract

The purpose of this study was to determine whether the reading achievement of kindergarten students was affected by a parent involvement workshop intervention. This workshop taught parents strategies and best practices to use while reading at home with their children. Parents and caregivers who were not able to attend the workshop were given a handout outlining the key points. The sample consisted of 15 kindergarten students, some of whom have parents who speak little to no English. The study took place over three weeks. After attending the workshop or reviewing the materials prepared for it, parents or caregivers were asked to read nightly with their child and complete a response to their reading activity three nights a week. Using a pre-test and post-test design, students' reading accuracy, comprehension, and strategy use were assessed. *t*-tests for dependent samples indicated significant gains in the areas of accuracy and strategy use, suggesting that parent involvement may be associated with improvement in literacy achievement among kindergarten students. Recommendations for future research include conducting controlled studies designed to identify specific practices for parents to implement to improve students' reading achievement.

**CHAPTER I**

**INTRODUCTION**

**Overview**

Many children begin kindergarten lacking language and early literacy experiences needed for successful achievement in the school setting. These children are at-risk of facing significant challenges in reading achievement. They may not reach expected language and literacy outcomes and are likely to become struggling readers. Unfortunately, the challenges faced by these young students are evident even in their preschool experiences.  The gap in achievement in kindergarten between these at-risk children and their peers who have attained kindergarten readiness standards has been found to widen in subsequent years, even with the help of high quality preschool instruction (Greenwood, Carta, Goldstein, Kaminski, McConnell, & Atwater, 2014).

Research such as that reported by Crosby, Rasinski , Padak  and Yildirim (2015) indicates that parent involvement and the amount of time spent reading at home are major predictors of student success in reading, literacy development, and overall learning. Given the importance of support from home in helping children develop essential language and early literacy experiences, this study was designed to examine the effect of encouraging effective parent involvement and reading at home on children's early literacy development.

The researcher taught kindergarten in a public Title I school in which more than 86 percent of the students received free and reduced priced meals (FARMS), indicating that many of these students lived at or below the poverty line.  The student population was diverse in terms of racial composition and proficiency with the English language.  As cited above, there is an achievement gap in school performance that separates disadvantaged

children from their more affluent peers. However, there also is a school readiness gap between and among groups on the basis of race, gender, and English language proficiency (Cannon & Karoly, 2007).

After observing varying levels of kindergarten readiness among her students, the researcher was interested in learning more about how early literacy experiences in students' homes affect their literacy growth in kindergarten and in identifying effective practices for supporting her students' development of literacy-related skills. As part of the daily guided reading instruction in her kindergarten classroom, the researcher sent home books for parents to read to their children. However, these books often were not being read and, therefore, the skills taught through guided reading instruction were not being reinforced at home. The researcher began to question whether parents understood the expectations for students' learning and the importance of early exposure to quality reading and literacy strategies. The researcher also questioned whether parents had the required time or knowledge about how to support their child's reading effectively and in accord with current reading research.

## Statement of Problem

The purpose of this study was to determine the effect of providing instruction and structure for parent involvement with reading at home on early literacy achievement among kindergarten students.

## Hypothesis

The null hypothesis to be tested was that parent involvement would have no effect on early literacy achievement or student or parent attitudes about reading and supporting reading. The

following null hypotheses were tested after the workshop materials were shared with parents and the home intervention period.

*ho1: mean pre-intervention F&P accuracy score = mean post intervention F&P accuracy score*

*ho2: mean pre-intervention F&P comprehension score = mean post intervention F&P comprehension score*

*ho3: mean pre-intervention Strategy Use score = mean post intervention Strategy Use score*

*ho4: student feelings about reading before intervention= student feelings about reading after intervention*

*ho5: parent feelings about reading support ability before intervention = parent feelings about reading support ability after intervention*

**Operational Definitions**

***Early Literacy***: According to the National Dropout Prevention Center, "Early literacy refers to a child's efforts to understand both oral and written language, beginning at birth" (p. 10). Language is learned through "meaningful interactions" with other people and the environment (Stegelin, 2002).

***School Readiness***: School readiness is defined as how prepared a child is to succeed in school, cognitively, socially and emotionally.

***Parental Involvement***: Parent involvement is defined as "any of a variety of activities that allow parents to participate in the educational process at home or in school, such as information exchange, decision sharing, volunteer services for schools, home tutoring/teaching, and child/school advocacy" (Williams, Chavkin & Southwest Educational Development Lab, 1984, p. 12).

***Reading Achievement***: Reading achievement is defined as proficient reading in regards to accuracy, comprehension, and the use of reading strategies.

*Accuracy:* Student accuracy is defined as the percentage of words read correctly in a text. It is determined dividing the number of words read correctly by the total number of words in the text. This score is then used to determine if the level of text is the reader's independent reading level, if he or she earns a score between 95 percent and 100%, instructional reading level, if he or she earns a score between 90 percent and 95 percent score or his or her frustration reading level, if he or she earns a score below 90 percent. A comprehension score is also taken into consideration when determining a readers' reading level (Fountas and Pinnell, 2016).

*Comprehension:* Students' comprehension is the students' understanding of what they read with regard to understandings within, beyond, and about the text. For purposes of this study, comprehension scores were determined by rating the students' answers to the comprehension questions from zero through seven with excellent being a score of six through seven, satisfactory being a score of five, limited being a score of four, and unsatisfactory being a score of zero through three. The assessor used prompts from the Fountas and Pinnell Benchmark Assessment to guide questioning within the text and beyond and about the text.

***Reading Strategies***: Reading strategies are methods that students are encouraged to use during reading to help decode, read, and understand unknown words found in the text. These strategies are used during guided reading instruction in the classroom.

# CHAPTER II

## REVIEW OF THE LITERATURE

### Introduction

This literature review investigates the effect of parent involvement on early literacy achievement. The benefits, challenges, and strategies related to parent involvement in their children's education are examined. Section one presents definitions of early literacy. School readiness is defined in section two and section three address parental involvement and its relationship to academic success. Section four presents school and parental strategies to promote literacy while section five addresses the promotion of effective parental involvement.

### Early Literacy

According to the National Dropout Prevention Center (2002), early literacy refers to a child's efforts to understand both oral and written language, beginning at birth (p. 10). Language is learned through "meaningful interactions" with other people and the environment (Stegelin, 2002). Views of how early literacy is developed are changing as a result of recent research which reveals that what happens during a child's first five formative years, determines how prepared the child will be to succeed when he or she begins school. In prior years, emphasis was placed on having elementary teachers teach and develop students' reading and writing skills. Currently, researchers such as Steiner (2014) offer evidence of the importance of the effect of parents, child-care teachers, and directors as well as preschool and kindergarten teachers have on early literacy development and a child's ability to read and obtain academic success (Steiner). Consequently, efforts to promote literacy are being directed to early childhood settings as well as elementary school settings.

**Benefits of Quality Early Literacy Instruction**

Success in current society is heavily dependent on strong reading skills (Greenwood, et al., 2014). Chard and Kameenu (as cited in Greenwood et al., 2014) stated that, "Children who display poor reading skills in first grade have more than a 90% chance of continuing poor reading skills" (p.247). The roots of early literacy development extend into early childhood language development and pre-literacy experiences. Greenwood et al. cited Harwood, Miller, and Irizarry (1995) as noting, "Language and early literacy are the symbolic systems children use to learn to understand and operate in their physical, social, and conceptual worlds" (p.247). Without these basic skills, future reading achievement is jeopardized. Therefore, schools and families must work collaboratively to support development of early literacy skills to promote students' future competence in reading.

**Importance of Mastering Early Literacy Skills**

Many children begin kindergarten lacking the language and early literacy experiences identified as necessary for early school success. These children are at-risk of facing significant challenges in reading achievement, not reaching expected language and literacy outcomes, and likely may become struggling readers. Unfortunately, these children face challenges as soon as they begin preschool. The gap between the literacy readiness of these children and the literacy readiness of their peers widens even with improved preschool instructional quality (Greenwood et al., 2014).

**Methods to Support Early Literacy Development**

As previously stated, current research supports the conclusion that early literacy development is not solely dependent on experiences students have in the elementary school

setting. Later school success is influenced by children's experiences from birth to age five.

Parents must provide a home environment that is literacy-rich. Additionally, parents must be

involved actively in their child's literacy experiences when they enter school. Other factors that

support early literacy development include parental modeling of reading behaviors and the child-

care experiences parents make available for their children. Early literacy experiences often create

positive attitudes about reading which lead to more success for young readers. Young children

should have access to various types of books and resource materials to encourage language

exploration. These materials should be age-appropriate and easily accessible (Greenwood et al.,

2014). In reflecting on the development of early literacy skills of Head Start students, researchers

observed that children who are not exposed to text prior to coming to school are at a

disadvantage. Further, they noted that as children become more aware of and sensitive to print in

books, their concepts of print are enhanced. (Diamond, Gerde, & Powell, 2008). Language-based

experiences also are imperative for early literacy development.  These experiences should

include listening, reading, writing, and spelling (Greenwood et al. 2014).  Young children need

adult modeling of correct sounds for words and language, positive reinforcement for their efforts,

and immersion in high quality books and literature with context and meaning.

## School Readiness

School readiness is a controversial concept among various groups of educators who view

the issue of readiness from different perspectives. "Many people refer to readiness for school as

the child's skills when he or she enters kindergarten" (Pianta & Educational Research Service,

2002, p. 2). However, the authors explain that this is only part of the process. When considering

school readiness, one must consider that children's skills are developed over time and in various

contexts. The perception that school readiness solely involves the academic skills a child exhibits when he or she enters school must be altered. An individual child's academic performance is not the only factor in determining school readiness. It is imperative to assess and accurately address children's physical, social/emotional, and cognitive readiness and their language and self-help skills (Sahin, Sak & Tuncer, 2013). Additionally, it is important to direct attention to actions that support homes, child care settings, and classrooms in efforts that contribute to children's competencies (Pianta & Educational Research Service 2002).

**How to Achieve School Readiness**

According to the findings of Sahin et al., 2013, "preschool and first grade teachers emphasized that the most effective institution in the readiness process was family" (p. 1711). Currently across the United States, pre-kindergarten attendance is not mandatory.  Most public schools with a Title I designation offer full or half-day pre-kindergarten programs. Families who do not live in an attendance zone of a Title I school must pay for pre-kindergarten or pre-school. In addition to not being universally free or accessible, there are many different types of programs and unfortunately, not all offer the same benefits that state or county mandated pre-kindergarten programs encompass. Mandated pre-kindergarten programs are comprised of a comprehensive curriculum taught by a certified staff that supports early learning and school readiness and provides experiences that foster children's academic, social, emotional and physical development. With regard to accessibility, "The Maryland State Department of Education requires that the Pre-K program be made available first to students who meet first priority criteria: disadvantaged economic status, homelessness and foster care. If space allows, other applicants who demonstrate a lack of school readiness may be considered" (Howard County Public School System, 2017) The Educational Consultancy and Research Center also

emphasized the importance of parents establishing a cooperative relationship. The Center advised that parents should have information about preschool and primary education, help children build positive attitudes toward education, and reward them for their successes (Sahin et al. 2013). In order to initiate a smooth transition from pre-kindergarten to kindergarten and school readiness, effective cooperation between parents and schools is essential.

The aim of education in the 21st century is to prepare children for lifelong learning rather than focusing exclusively on preparation for high stakes assessments. To achieve this aim, the importance of preschool and primary education cannot be ignored. Enhancing and promoting growth in all developmental areas, fostering parent collaboration with preschool educators, and promoting consistency among preschool programs are all essential in helping children obtain school readiness (Sahin et al., 2013).

## Parental Involvement and Academic Success

Parent involvement has been defined as "any of a variety of activities that allow parents to participate in the educational process at home or in school, such as information exchange, decision sharing, volunteer services for schools, home tutoring/teaching, and child/school advocacy" (Williams, Chavkin & Southwest Educational Development Lab, 1984, p. 12). Parent involvement and the amount of time spent reading at home were found to be the most accurate predictors of student success in reading, literacy development, and overall learning (Crosby et al, 2015). Research findings suggest that there is a positive effect on students' literacy development resulting from parent involvement.

Six concrete types of family involvement behaviors comprise what is referred to as The Epstein Model, including "positive home conditions, communication, involvement at school,

home learning activities, shared decision making within the school, and community partnerships" (Epstein et al. (2009) as cited in Bower & Griffin, 2011). Additional support for parental involvement is offered by Hill and Craft's (2003) assertion, also cited in Cannon & Karoly, 2007, p.77)  that, "increased parent involvement leads to early social competence, which ultimately leads to academic success further bolsters the argument that parents play a critical role in influencing early experiences that impact children's future achievement."

**Parental Involvement in the Classroom**

Parental involvement has been widely supported to be an effective strategy in increasing academic growth. According to Henderson and Mapp (2002) and *OECD* (2012), "Parents' involvement in their children's education matters. Research on the topic suggests that students whose parents take an active role in their school activities are more likely to attend school regularly, achieve higher grades and test scores, and continue their education beyond high school" (as cited in Mirazchiyski, Klemencic  & International Association for the Evaluation of Education, 2014, p. 2). School-based parental involvement can take many forms such as volunteering at school, communicating with teachers, assisting with homework, and attending school events such as performances or parent-teacher conferences. Creating a welcoming environment for parents and the community is imperative. Providing such an environment includes establishing effective school-to-home and home-to-school communication and making student success the top priority. Effective home-school communication can be established through strategies such as creating take-home folders, offering phone calls, and participating in home-school communication websites such as Classroom DoJo.  Communicating with families in their first language also is crucial in establishing strong parent-teacher relationships. Providing families with information related to child development and creating supportive learning

environments also can be beneficial. Strengthening families' knowledge and skills to support their children can help to extend learning opportunities at home. Most parents are unaware of the high academic expectations to which students currently are held. Providing training or workshops for parents on how to improve and support their child's academic growth proves to be an effective measure (Williams et al., 1984).   Teachers are encouraged provide meaningful volunteer opportunities such as working one-one with students or volunteering as a reading buddy. Asking parents to serve as guest readers in the classroom also is an effective involvement strategy for modeling reading skills and enjoyment of reading. These types of meaningful opportunities can provide parents with ideas and strategies to use at home with their own child. Implementing these classroom parental involvement strategies in addition to the others provided in this section, promotes literacy skills and consequent academic growth.

**Parental Involvement at Home**

The traditional model of parent involvement is based upon the assumption that parents need to do more school-like activities at home. This model asserts that parents must read to their children, help their children with their homework, buy educational materials to use at home, and teach children their ABCs (Daniel-White, 2002). While these practices still are generally considered effective, consideration also should be given to families' varying socio-economic statuses, non-native English speakers, and increasing grade-level expectations when assigning tasks at home.  Educators can provide workshops and trainings to help parents support their child's learning.  Parental involvement is crucial in fostering a positive view of learning. These interactions include engagement, meaningful conversations, and appropriate parental guidance or scaffolding. Parents should engage in communication with their child's teacher and school. This includes checking take home folders daily and responding to its contents. Parents also should be

engaged and take an interest in what their child is learning. Assisting children with their with homework is an effective way for them to become aware of what their child is learning in the classroom and what he or she finds difficult, easy, distasteful, or enjoyable (Epstein et al. (2009) as cited in Bower, & Griffin, 2011).

Meaningful conversations are an important component of parent involvement at home. Teachers can create opportunities for meaningful conversations at home by creating homework assignments that are based around family interactions and discussions.  Greenwood et al., 2014) ) determined, "…the amount of talk and the guidance style that parents use with their children have also been related to later language and cognitive development" (as cited by Dodici, Draper, & Peterson 2003).  This interaction builds a child's sense of the importance of learning and stimulates their interest in learning. Appropriate parental guidance also is important to building self-sufficiency in children, which leads to self-sufficiency in adulthood. It is important for teachers to make supporting parental involvement at home a priority. For example, sending home leveled books or flash cards to practice high-frequency words can provide parents with the resources necessary to read with their child at home and work with their child regularly. Teachers also can provide opportunities for parents to visit the classroom, making them more aware of what is happening throughout the school day. Building a strong parent-teacher relationship is imperative in fostering positive parental involvement at home (Williams et.al, 1984).

## Parental Involvement to Support Literacy Development

The evidence surrounding the positive relationship between parent involvement and literacy development is well established (Senechal & LeFevre, 2002). However, many children

come to school with diverse literacy experiences and family literacy practices that differ from school-based literacy practices. For example, storybook reading, along with the discussion of these books, prepares young children for school-based literacy learning. Storybook reading practices of families from low socio-economic backgrounds or those who are non-native English speakers often differ from school-based literacy practices (Steiner, 2014). Sénéchal and LeFevre (2002) suggest that children are exposed to two types of literacy experiences at home; informal and formal literacy activities. Informal literacy activities are those in which the primary goal is the message contained in the print, not the print itself. For example, while a parent is reading a bedtime story aloud to his or her child, the parent may expand on the meaning of the story and/or the child may ask questions about unfamiliar words.  However, formal literacy activities are those in which the parent and child focus on the print itself. For example, while a parent is reading an alphabet book to his or her child, the focus of this reading is on the print in the book as well as talking about the letters and discussing the individual sounds of each letter.

The influence of storybook exposure on children's early acquisition of language and literacy has been well documented (Senechal & LeFevre, 2002). Storybook reading exposure facilitates growth in vocabulary, listening comprehension, and phonological awareness. Strong oral language skills also are important stepping stones for emergent literacy. While students may enter kindergarten with conversational oral language skills, lacking ability or experience in reading and talking about books can hinder their reading development. As discussed in the previous section, teachers must be aware of varying socioeconomic levels of their students, second language learners and increasing grade-level expectations that can affect a parent's knowledge and ability to help their child. With regard to literacy, educators should provide

workshops and trainings to teach and support parents' appropriate and effective literacy practices.

## Promoting Effective Parental Involvement

Rasinski, Padak, and Fawcett (2009) identified several principles of successful parent involvement initiatives in reading (as cited by Crosby et al.,2015). They advise that parents should be instructed to use methods that are based on proven and effective practices. Positive connections between home and school can help increase children's academic ability. For instance, parents who read with their kids have children who do better academically. "Ronald Ferguson's 'research-based tips for high achievement parenting' suggest that parents promote reading at home, discuss reading materials with their children in ways that encourage children to enjoy learning, and seek opportunities at home to discuss and apply what children are learning in school, among other activities" (as cited by Usher & Kober, 2012, p. 2). Further, they emphasize that teachers should collaborate with parents to develop a consistent program or instructional routine that does not vary widely over time. These practices allow parents to develop a sense of ownership and mastery of the routine. Researchers advise that such activities or practices should be quick and easy to implement, taking between ten-15 minutes per day (Crosby et al., 2015). Parent involvement efforts must be established on the premise that parents are as equally important to their children's academic success as educators (Williams et al., 1984). The time parents spend working with their child should be meaningful and training and support should be provided for parents. Teachers have an important role in helping parents learn effective methods to implement with their children, as parents often lack instructional expertise. Finally, the

activity or routine should be engaging for the parents and the child. Parents are more likely to persist in implementing the task if it is enjoyable (Crosby et al. 2015).

## Summary

There is an apparent correlation between parent involvement and early literacy. With a thorough understanding of this relationship, schools can implement meaningful partnerships with families, keeping in mind the primary goal of student success. Parents hold a crucial role in providing their child with the necessary skills to obtain school readiness and literacy. Connections between school readiness and later reading achievement are supported by research such as that cited above. As previously stated, research by Chard and Kameenu examined in the *Journal of Early Intervention* states that "Children who display poor reading skills in first grade have more than a 90% chance of continuing poor reading skills" (as cited in Greenwood et al., 2014). Parents, teachers and students collectively benefit from working collaboratively. While barriers to parental involvement may occur, schools can help minimize these impediments by supporting parents through offering workshops and trainings describing and demonstrating effective parental involvement practices. The benefits of supporting parental involvement in early literacy are not limited to strengthening students' emergent reading skills. Productive and meaningful parental involvement greatly influences a child's future success in today's society, which is heavily dependent on strong reading skills.

# CHAPTER III

## METHODS

This research study was designed to identify how parents' involvement in reading instruction by reading and completing "response to reading" activities with students at home affected their early literacy. Home involvement was encouraged by offering parents a workshop and materials to help them build and implement strategies and practices to facilitate productive reading at home. Students were provided books to read at home with parents three times a week in accordance with the methods taught at the parent workshop session. The study compared students' reading scores with regard to accuracy, comprehension, and the use of reading strategies and students' and parents' feelings about reading before and after the intervention.

### Design

This study was conducted using a one-group pre-test/post-test design. The independent variable for this study was the provision of a parent workshop and information on supporting literacy skill development and materials with which to conduct reading practice at home. The dependent variables were scores on the reading assessment reflecting accuracy, comprehension, and the use of reading strategies after the intervention. This study did not involve a control group. All parents were offered the opportunity to attend the parent workshop related to supporting literacy skill development. Those who did not attend were provided related materials to review.

Reading support at home also was monitored through the review of individual reading logs. Resource materials that included reading strategies, question word cards, and sample questions were provided for parents and students in each student's homework journal. The homework journal also provided space for parents and students to respond to the readings they completed.

Students also participated in daily teacher-led guided lessons that introduced and reinforced skills and strategies to support reading and literacy development.

## Participants

This study took place at a public, Title I elementary school in Anne Arundel County, Maryland. Parents and guardians of 22 students who were part of a kindergarten class were invited to participate in the research intervention. Of the 22 students in the kindergarten class, one student was omitted from the study. This student was reading well above grade level and was an outlier to the study. This student and his parents participated in the study but his data were not recorded. Of the remaining 21 students, parents of only two actually attended the workshop but 13 others reviewed the materials at home and completed the exercises assigned. The data gathered represented the students whose parents attended the workshop or reviewed the materials at home. Of those 15 students, seven, or 47 percent were male and eight, or 53 percent were female. With regard to racial composition, eight (53 percent) were African American, six (40 percent) were Hispanic and one child (six percent) identified as Caucasian. In terms of socio-economic status, 87 percent received free or reduced lunches. With regard to specialized services, six of the 15 students, or 40 percent, received English Language Acquisition (ELA) services and two, or ten percent, received Speech Language Therapist services as part of an Individualized Education Plan (IEP).

## Instruments

The instruments used for this action research study included Fountas and Pinnell books and reading assessments and pre-and post-intervention surveys for parents and students about their reading performance and habits. The intervention included a PowerPoint, a supplemental pamphlet that summarized information provided at the parent workshop (see Appendix B), and

students' homework journals. Each homework journal, included an individual student reading log, a list of reading strategies reviewed at the workshop, question word cards and examples of effective questions parents could use or emulate to discuss readings with their children. A copy of the Homework Journal materials is located in Appendix G. The expectation conveyed to parents and students was for reading to be completed nightly and a "response to reading" to be completed a minimum of three nights per week throughout the study. Responses to reading could be oral, drawn, or written.

Students' reading skills were assessed before and after the intervention using the Fountas and Pinnell ( F&P)reading assessment. These tests were parallel and yielded three scores, one for accuracy, one for comprehension and one for the use of reading strategies. The accuracy score was determined by conducting a miscue analysis. The comprehension score was determined by rating the student answers to the comprehension questions from zero through seven with excellent being a score of six through seven, satisfactory being a score of five, limited being a score of four and unsatisfactory being a score of zero through three. Students' reading success also was assessed during F & P testing based on the use of reading strategies before and after the intervention. Strategy use was scored using a rubric produced by the researcher that was derived from the Anne Arundel County Public School Reading Strategies, which are used during guided reading instruction in the classroom (see Appendix B). The pre-intervention and post-intervention scores of all three areas were compared to determine whether significant changes occurred on any of these aspects of reading after the provision of the workshop and home support.

**Surveys**

The parent surveys were designed by the researcher to identify how often parents read with

their child, what activities they did to check understanding, and what strategies they used to help

their child read unknown words. Parent attitudes towards reading also were assessed before and

after the workshop and intervention as part of the survey. This survey also attempted to identify

common interferences with reading nightly with their children and asked parents to identify how

schools can help them improve the reading success of their children at home. This survey

contained items rated on Likert scales as well as open-ended, short response questions. A copy of

the Parent Pre-Intervention Survey is located in Appendix C and a copy of the Parent Post-

Intervention Survey is located in Appendix E.

The student surveys were designed by the researcher to identify how often her students read

to and with their parents, what activities they did to check understanding, and what strategies

they used to read unknown words. Child attitudes towards reading also were assessed before and

after the workshop and intervention as part of the survey. This survey also assessed the child's

perspective of parent attitudes towards reading. This survey contained items rated on Likert

scales as well as open-ended, short response questions. A copy of the Student Pre-Intervention

Survey is located in Appendix D and a copy of the Student Post-Intervention Survey is located in

Appendix F.

<div align="center">**Procedure**</div>

Parents were invited to attend a parent workshop focusing on strategies and best practices to

use while reading at home with their child. Parents who were not able or opted not to attend the

workshop were provided with a pamphlet, in their first language, highlighting the information

covered during the workshop (see Appendices B and I).

A brief letter was sent to parents inviting them to the workshop and asking them to consider

participating in the intervention (see Appendix A). As noted above, attendance was low but 13

families, in addition to the two who attended, indicated they reviewed the materials at home.

The content of the workshop was based on the researcher's review of literature about early literacy and home support and on results of the initial parent and student surveys that she had sent home. A copy of that survey is located in Appendix C. At the workshop, parents were shown the various reading strategies used in the classroom to help students read unknown words. Parents also were given examples of questioning strategies and comprehension questions they could ask their child before, during and after reading. A variety of online resources were provided to parents at the presentation and in the handout.

Initially, parents were asked to complete the pre-intervention survey (see Appendix C). This survey was designed to assess parents' perceptions related to their child's reading ability and performance, how they support their child's reading at home, and their child's reading habits including activities and strategies used together with parents and independently.

All students were assessed prior to the intervention using the F & P reading assessment. Each student earned a score for accuracy, comprehension, and the use of reading strategies.

At the beginning of each week of the study, students were given three books on their independent reading level to take home and read during the week. Students were asked to read to or with their parents five nights a week and to "respond to the reading" at least three times a week with a parent or adult. At the end of the three weeks, students' reading accuracy, comprehension, and use of reading strategies were re-assessed using the F & P reading assessment.

Finally, post intervention surveys were sent to students and parents to assess changes in reading behaviors and attitudes as a result of the parent workshop. Results were analyzed to identify changes in reading skills or feelings about reading and parents' ability to support reading

at home. Copies of the parent and student post-intervention surveys are located in Appendices

E and F respectively.

**CHAPTER IV**

**RESULTS**

The purpose of this study was to determine whether the reading achievement of kindergarten students was affected by a parent involvement workshop and reading at home intervention. The workshop taught parents strategies and best practices to use while reading at home with their children.

The three initial null hypotheses tested whether students' mean reading accuracy, comprehension, and strategy use after the workshop and reading at home intervention differed significantly from their pre-intervention scores.  In all, 21 children's caregivers were invited to participate in the workshop, either live or by reviewing the materials on their own.  Attendance at the workshop was low, with only two caregivers actually attending. Those two plus another 13 caregivers indicated they reviewed the materials before the intervention was implemented for a total of 15 who were included in the study.  Six sets of parents neither attended the workshop nor reviewed the materials.  This was determined as parents were given a form attached to the reading workshop materials and asked to return the form indicating if they had reviewed the materials.  As the researcher was interested in the effect of the workshop/intervention, only the 15 students whose parents at least reviewed the materials were included in the analyses, although all 21 children were asked to read at home.

**Changes in Reading Scores**

Paired samples *t*-tests were run to compare the students' pre-and post-intervention Fountas and Pinnell Accuracy and Comprehension Scores and the frequency with which they used the reading strategies which they were taught. Descriptive statistics and results of the *t*-tests for these three pre- and post-intervention reading scores follow in Tables 1 and 2, respectively.  The *t*-tests

indicate that the mean differences for the Accuracy scores and the Strategy Use were statistically significant ($p < .000$ and $.001$ respectively), so null hypotheses 1 and 3 were rejected. The mean Comprehension score actually was lower on the post-intervention assessment whereas the other scores increased over the intervention. However, the mean difference in post- and pre-intervention Comprehension scores of -.1333 was not large enough to meet the criteria for statistical significance ($p < .737$), so null hypothesis 2 was retained.

**Table 1**

**Descriptive Statistics of Reading Scores**

| Scores | | Mean | N | s.d. | SEM |
|---|---|---|---|---|---|
| **Accuracy** | Post | 94.07 | 15 | 4.87 | 1.25 |
| | Pre | 88.13 | 15 | 6.05 | 1.56 |
| **Comprehension** | Post | 5.33 | 15 | 1.44 | .37 |
| | Pre | 5.46 | 15 | 1.20 | .34 |
| **Strategy Use** | Post | 3.60 | 15 | 1.68 | .43 |
| | Pre | 2.67 | 15 | 1.68 | .43 |

**Table 2**

**Results of Paired Samples *t* tests comparing Pre- and Post-Intervention Reading Scores**

| Gains in Reading Scores | Paired Differences | | | | | *t* | df | Sig. (2-tailed) |
|---|---|---|---|---|---|---|---|---|
| | Mean | s.d. | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | Lower | Upper | | | |
| Accuracy | 5.933 | 3.24 | .836 | 4.14 | 7.27 | 7.093 | 14 | .000 |
| Comprehension | -.133 | 1.51 | .389 | -.97 | .70 | -.343 | 14 | .737 |
| Strategies Used | .933 | .88 | .228 | .44 | 1.42 | 4.090 | 14 | .001 |

**Parent Feelings about Reading and Supporting Reading**

Hypotheses 4 and 5 were intended to test whether students' and parents' habits and feelings about reading together changed after the workshop and intervention and home reading assignments.  This was assessed via surveys administered before and after the workshop; however, survey return rates were neither robust nor consistent.  Of the 15 students whose parents reviewed the workshop materials in person or on their own, 11 completed a pre-intervention survey and only seven completed the post intervention survey. Only six of the 15 students included in the analyses completed both the pre- and post-intervention surveys.  Three students' parents did not complete either survey and the remaining six students' parents completed only one survey.  Due to many incomplete surveys and implementation of Homework exercises (see below), comparisons of pre- and post-survey responses in order to test hypotheses 4 and 5 were determined likely to yield invalid conclusions and thus were not tested with *t*-tests. Instead, descriptive statistics were computed regarding those replies that were obtained from the 15 students' parents and students before and after they participated in the intervention. These data were intended to supplement the researcher's interpretation of how the intervention was received, its effect on reading habits and scores and to aid in considering implications of this

study for future research.  Survey results obtained are summarized in Tables 3 to 6 below.  Some

of the students' post surveys had incomplete items as they did not complete the survey once they

indicated on item 1 that they did not read at home during the three-week intervention.

**Table 3**

**Descriptive Statistics for Parents' Pre-and Post-Intervention Survey Items with Ratings**

| Parent Survey Items | | Mean | N | Range | s.d |
|---|---|---|---|---|---|
| 1. Do you read to or with your child? Yes (1)  or No (0) | Pre | .91 | 11 | 0-1 | .30 |
| 1. Did you read to/or with your child in the past three weeks? Yes (1) or No (0) | Post | 1.00 | 7 | 1-1 | .00 |
| | Difference (Post-Pre) | .09 | | | |
| 2. If so, how many nights a week do you read to or with your child? 1 2 3 4 5 6 7 | Pre | 4.18 | 11 | 0-7 | 1.83 |
| 2. How many nights a week did you read with your child? 1 2 3 4 5 6 7 | Post | 4.67 | 6 | 3-6 | 1.03 |
| | Difference | .49 | | | |
| 3. On average, how many minutes per night do you read with your child on nights you read? | Pre | 21.82 | 11 | 10-30 | 8.74 |
| 3. On average, how many minutes per night did you read with your child? | Post | 15.57 | 7 | 4-30 | 9.07 |
| | Difference | -6.25 | | | |
| 5. Does your child read to you?                      Never (0) Sometimes (1) Often (2) | Pre | 1.91 | 11 | 1-2 | .30 |
| 5. Did your child read **to** you?                      Never (0) Sometimes (1) Often (2) | Post | 1.83 | 6 | 1-2 | .41 |
| | Difference | -.08 | | | |
| 6. When reading together, what percent of the time does your child read to you? | Pre | 61.5 | 10 | 5-100 | 37.49 |
| 6. When reading together, what percent of the time did your child read to you? | Post | 62.14 | 7 | 5-95 | 36.50 |
| | Difference | .64 | | | |

| | | | | | |
|---|---|---|---|---|---|
| 7. Do you ask your child questions after reading?<br>Never (0)  Sometimes (1)  Often (2) | Pre | 1.55 | 11 | 1-2 | .52 |
| 7. Did you ask your child questions after reading?<br>Yes (1) or No (0) | Post | 1.00 | 6 | 1-1 | .00 |
| | Difference | -.55 | | | |
| 8.  Do you check out books from the library? Yes or No<br>a. If yes, how many times a month? | Pre | 1.27 | 11 | 0-9 | 2.69 |
| 8.  Did you check out books from the library? Yes or No<br>a. If yes, how many times? | Post | .43 | 7 | 0-2 | .79 |
| | Difference | -.84 | | | |
| 9. On a scale of 1 – 10 with 10 being the most positive, do you enjoy reading with your child? | Pre | 9.91 | 11 | 9-10 | .30 |
| 9. On a scale of 1 – 10 with 10 being the most positive, did you enjoy reading with your child? | Post | 9.67 | 6 | 8-10 | .82 |
| | Difference | -.24 | | | |
| 10. On a scale of 1 – 10 with 10 being the most positive, does your child enjoy reading with you? | Pre | 9.73 | 11 | 8-10 | .65 |
| 10. On a scale of 1 – 10 with 10 being the most positive, did your child enjoy reading with you? | Post | 9.14 | 7 | 7-10 | 1.22 |
| | Difference | -.59 | | | |
| 12. Are there activities you do or do not do with your child that you think would help him or her read better? | Pre | .40 | | 0-1 | .52 |
| 12.  Are there activities you did not do with your child that you think would help him or her read better? | Post | .25 | | 0-1 | .50 |
| | Difference | -.15 | | | |

**Table 4**

**Descriptive Statistics for Students' Pre- and Post-Intervention Survey Items with Ratings**

| Student Survey Item | | Parent Pre-Intervention Reply | | | |
|---|---|---|---|---|---|
| | | Mean | N | Range | s.d |
| 1. Do you read at home?<br><br>Yes (1) or No (0) | Pre | 1.00 | 15 | 1-1 | .00 |
| 1. Did you read at home over the last three weeks?<br><br>Yes (1) or No (0) | Post | .86 | 14 | 0-1 | .36 |
| | Difference | -.14 | | | |
| 2. If so, how many nights a week do you read?<br><br>1 2 3 4 5 6 7 | Pre | 4.80 | 15 | 1-7 | 2.65 |
| 2. If so, how many nights a week did you read?<br>1 2 3 4 5 6 7 | Post | 4.67 | 12 | 1-7 | 2.77 |
| | Difference | -.13 | | | |
| 3. On average, how many minutes per night do you read? | Pre | 14.53 | 15 | 1-60 | 15.86 |
| 3. On average, how many minutes per night did you read? | Post | 12.59 | 12 | 5-30 | 9.14 |
| | Difference | -1.94 | | | |
| 5. Do you read to your parents or an adult?<br><br>Never (0)  Sometimes (1)  Often (2) | Pre | 1.60 | 15 | 0-2 | .63 |
| 5. Did you read to your parents or an adult?<br><br>Never (0)  Sometimes (1)  Often (2) | Post | 1.33 | 15 | 0-2 | .90 |
| | Difference | -.27 | | | |
| 6. Do your parents or an adult read to you?<br><br>Never (0)  Sometimes (1)  Often (2) | Pre | 1.00 | 15 | 0-2 | .76 |
| 6. Did your parents or an adult read **to** you?<br>Never (0)  Sometimes (1)  Often (2) | Post | 1.25 | 12 | 0-2 | .87 |
| | Difference | .25 | | | |
| 7. Do your parents ask you questions after reading?<br>Never (0)  Sometimes (1)        Often (2) | Pre | 1.07 | 15 | 0-2 | .88 |

| Question | | Mean | N | Range | SD |
|---|---|---|---|---|---|
| 7. Did your parents ask you questions after reading? <br><br> Never (0)  Sometimes (1)       Often (2) | Post | 1.50 | 12 | 0-2 | .80 |
| | Difference | .43 | | | |
| 8. Do you check out books from the library? Yes or No <br><br> a. If yes, how many times per month? | Pre | 1.53 | 15 | 0-5 | 1.68 |
| 8. Did you check out books from the library? Yes or No <br><br> a. If yes, how many times? | Post | 3.08 | 12 | 0-10 | 3.58 |
| | Difference | 1.55 | | | |
| 9. On a scale of 1 – 10 with 10 being the most positive, do you enjoy reading to an adult? | Pre | 9.27 | 15 | 4-10 | 1.94 |
| 9. On a scale of 1 – 10 with 10 being the most positive, did you enjoy reading to an adult? | Post | 7.58 | 12 | 1-10 | 3.73 |
| | Difference | -1.69 | | | |
| 10. On a scale of 1 – 10 with 10 being the most positive, does your parent or adult enjoy being read to? | Pre | 9.73 | 15 | 6-10 | 1.03 |
| 10. On a scale of 1 – 10 with 10 being the most positive, did your parent or adult enjoy being read to? | Post | 10 | 12 | 10-10 | .00 |
| | Difference | .27 | | | |
| 12. Do you use reading strategies to help you read words you do not know while reading at home? <br><br> Yes (1)  or No (0) | Pre | .73 | 15 | 0-1 | .46 |
| 12. Did you use reading strategies to help you read words you did not know while reading at home? <br><br> Yes (1)  or No (0) | Post | .67 | 15 | 0-1 | .49 |
| | Difference | -.06 | | | |
| 13. Do you see your parents reading books at home? <br><br> Never  (0)  Sometimes (1)       Often (1) | Pre | 1.20 | 15 | 0-2 | .77 |
| 13. Did you see your parents reading books at home over the last three weeks? <br><br> Never  (0)  Sometimes (1)       Often (1) | Post | .93 | 15 | 0-2 | .96 |
| | Difference | -.27 | | | |

**Table 5**

**Summary of Pre- and Post-Intervention Home Reading Habits reported by Parents and Students**

| Open-Ended/Short Answer Survey Items | Tally of replies | | | | |
|---|---|---|---|---|---|
| PARENT 4. What type of books do/did you read at home with your child? | | | | | |
| Item 4. Replies | Fiction | Nonfiction | Sports | Comics | Other |
| **Pre** | 7 | 4 | 2 | 3 | Children, Bible, Pre-K |
| **Post** | 4 | 5 | 1 | 1 | 1 |
| STUDENT 4. What type of books do/did you read at home? | | | | | |
| | Fiction | Nonfiction | Sports | Comics | Other |
| **Pre** | 2 | 9 | 4 | 5 | 0 |
| **Post** | 2 | 8 | 1 | 1 | 0 |
| PARENT 10a. How can you tell [your child enjoys/enjoyed reading with you]? | | | | | |
| 10a. Replies | She always looks for books to read. | It's part of bonding time. | Doesn't want to stop reading | Wants to read more than one book | Talks about the book and asks questions |
| **Pre** | 1 | 2 | 1 | 1 | 1 |
| **Post** | 2 | 0 | 2 | 2 | 3 |
| STUDENT 10a. How can you tell [your parent or adult enjoy/enjoyed being read to]? | | | | | |
| 10a. Replies | Says "Good Job!" and is proud of me and that they love me | They are happy! | Likes Books | Asks questions | They want me to learn |
| **Pre** | 2 | 5 | 3 | 2 | 2 |
| **Post** | 1 | 7 | 1 | 0 | 3 |
| PARENT 11. Please explain what type of activities you do/did with your child at home to encourage | | | | | |

| learning. | | | | | |
|---|---|---|---|---|---|
| 11. Replies | Learning Games | Singing | Cooking | Technology | BINGO |
| **Pre** | 4 | 1 | 2 | 4 | 0 |
| **Post** | 2 | 0 | 1 | 0 | 2 |

STUDENT 11. Please explain what type of activities you do/did at home with your parents or an adult that help you learn.

| 11. Replies | Games | Reading | Technology | Sound the Words Out | Writing |
|---|---|---|---|---|---|
| **Pre** | 3 | 5 | 4 | 2 | 3 |
| **Post** | 2 | 7 | 2 | 2 | 0 |

PARENT 12a. If yes, list **two** of these activities? [activities that you do/did not do with your child that you think would help him or her read better]

| 12. Replies | Writing | Hands on | Reading to other kids | Reading in English | Blends/ Comprehens ion |
|---|---|---|---|---|---|
| **Pre** | 1 | 1 | 1 | 1 | 0 |
| **Post** | 0 | 0 | 0 | 0 | 1 |

PARENT 12b. What interferes/interfered with doing these activities?

| 12 b. Replies | Work | Time | Language | In Need of Guidance | Other |
|---|---|---|---|---|---|
| **Pre** | 2 | 2 | 1 | 1 | Learn to write |
| **Post** | 1 | 1 | 0 | 0 | 0 |

STUDENT12a. What strategies do/did you use [strategies to help you read words you do not know while reading at home]?

| 12a. Replies | Sound it out | Get your mouth ready for the first sound | Look at the picture | Skip the word | Other |
|---|---|---|---|---|---|
| **Pre** | 7 | 1 | 1 | 0 | 2 |
| **Post** | 6 | 3 | 1 | 1 | 0 |

PARENT13. Please list additional questions below.

| No responses |
|---|

**Homework Journal Data**

Finally, parents were asked to record the reading homework activities completed with their students in Homework Journals which they were provided. Below are the means and ranges for the Homework data collected from those who responded of the 15 parents who reviewed the workshop presentation materials.

**Table 6**

**Tally of Homework Journal Activities**

|  | Number Times Read | Number of Days Completed Response to Reading | Total Minutes Read | Number Oral Responses | Number Drawn Responses | Number Written Responses |
|---|---|---|---|---|---|---|
| Mean per week | 1.78 | 1.67 | 29.31 | 1.4 | 3.2 | 2.47 |
| Range | 0-5 | 0-5 | 0-200 | 0-5 | 0-5 | 0-5 |

A description of the findings and interpretations which aligns them with observation and the literature follow in Chapter V.

**CHAPTER V**

**DISCUSSION**

The purpose of this study was to determine whether reading scores of kindergarten students would differ significantly after parents attended a parent workshop about reading at home or reviewed provided resources and materials from the workshop and implemented reading at home practices recommended at the workshop and related materials. The results of the study supported the hypotheses that reading scores would differ after parent involvement in at home reading interventions in terms of accuracy and use of strategies. Specifically, results revealed statistically significant gains in the participants' mean Fountas and Pinnell (F & P) reading assessment accuracy and strategy use scores. The mean F & P comprehension scores, however, decreased (insignificantly) by .133. Therefore, null hypotheses 1 and 3 were rejected and null hypothesis 2 was retained.

Responses to surveys completed before and after the workshop and at home interventions indicated that there was an increase and improvement as expected in students' general feelings about reading. However, parents' feelings about reading support appeared to decrease after the intervention, which was counter to the researcher's hypotheses. The hypotheses could not be formally tested due to inconsistent survey completion.

The parents and caregivers who attended the parent workshop indicated they felt positively about the contents and presentation. Overall, parents reported that they enjoyed receiving information on various online resources and reading strategies. Parents also reported that they found the workshop handout easy to use and beneficial.

**Implications of Results**

The findings of the study indicate that reading accuracy and strategy use scores increased

after the intervention. Based on these results and the researcher's observations, the students

appeared to use more strategies while reading which lead to a higher rate of accuracy. Students

also reported an increase in parents' reading to the child and asking questions after reading.

Students also reported an increase in parent enjoyment of their child reading to them. Based on

these findings, it appears that the intervention served as a factor in developing parent

understanding of ways to help their child read at home. However, the survey results suggest little

to negative change as a result of the intervention in regards to the length of time spent reading,

the frequency of questioning after reading, the frequency of library visits, the level of enjoyment

reading with the child, and the child reading with the parent or caregiver. The results of the

Homework Journal data indicate that the mean number of times read per week was 1.78 which

was considerably less than the recommended five times per week. Also, the mean number of

days that parents recorded completing a "response to reading" was reportedly 1.67 which is also

less than the recommended three times per week. Parents also reported reading a mean of 29.31

minutes per week before the intervention that was unexpectedly lower than the average of 15.57

minutes per week reported on the parent post-intervention survey. According to the Homework

Journal data, the majority of the reported "responses to readings" were drawn responses with a

mean of 3.2 for the duration of the study, while the mean number of oral responses was 1.4 and

the mean number of written responses was reported as 2.47. This may be due to the fact that

drawn responses may be completed relatively independently compared to oral or written

responses.  It is also important to note that there appeared to be much inconsistency throughout

the parent reported data, particularly in regards to the completion of the reading log. Many

parents completed a reading log for less than half of the study. This affected the mean results of

number of days read, number of "response to readings" completed, the total number of minutes

read and the number of response to readings.  Based on these results, it appears that using a reading log that is more user friendly might promote more accurate data collection from parents, especially parents similar to those in this sample who may have limited English or writing skills. Providing parents with examples of various ways to respond to reading would remain beneficial but providing parents fewer options for "responses to reading" may yield a higher level of participation.

## Theoretical Consequences

This results of and observations made during this study generally support the accepted theories on parental involvement and its effect on reading success.  These suggest that more parental involvement with reading is associated with higher reading achievement. Current research should address further understanding about what particular kinds of parent involvement are most beneficial and what level of school support that requires. As high-poverty schools tend to have lower reading achievement and less parental involvement, improving both and understanding how they are related is of great importance. The findings from this study can be used to support schools, administrators, and classroom teachers as they strive to improve home-school collaboration and increase student achievement. Providing practical, enjoyable, and relevant activities and educating parents about how and why to implement them seems to be a key to improving home supports for reading and perhaps other content areas as well.

It is also important to highlight the contention that higher levels of early literacy instruction prepare students for reading instruction in kindergarten. This instruction forms the basis of learning in many areas.

## Threats to Validity

Several factors posed threats to the validity of this study. These threats to validity include

participants' understanding of and candor in completing the surveys, poor completion rates for the parent surveys, low attendance at the workshop, the brief duration of the intervention, and the language spoken by parents.

A total of 21 students in the class participated in the study. Of the 15 students whose parents reviewed the workshop materials in person or on their own, 11 completed a pre intervention survey and only seven completed the post intervention survey. Only six of the 15 students included in the analyses completed both the pre- and post-intervention surveys. Three students' parents did not complete either survey and the remaining six students' parents completed only one survey. Minimal return rates of the parent pre-and post-intervention surveys made data interpretation challenging. It is also not clear if all of the parents or students were completely candid when answering the questions on the surveys. Additionally, some items were not answered without an explanation provided, which resulted in incomplete information. When completing the pre-surveys, parents may have exaggerated the frequency and amount of time spent reading and visiting the library in response to perceived expectations. These threats to validity could have resulted in inaccurate data that likely compromised the validity of the responses and conclusions drawn from them regarding the effects of the parent involvement on reading and attitudes about reading/homework.

The nature of the surveys also posed a threat to validity. When completing the surveys, some students and parents were unfamiliar with how to use a Likert scale rating system. Some students struggled to understand the concept of elapsed time that may have skewed the survey answers.

Low attendance at the workshop also likely affected the benefit parents may have received from the workshop. Following initiation of the study, the researcher presented its content at two other parent information meetings as well as at a staff development meeting. At one of these

parent information meetings, attendance was much higher as a result of more direct communication with parents and providing take home resources such as read aloud books, leveled books, and whisper phones. The latter presentation also expanded on ways to make parent-child reading experiences more "hands-on," which was based on a suggestion from a workshop survey obtained in this study. In response to that suggestion, the revised presentation included ideas for board games and other interactive activities to enhance reading achievement. Parents also were given a game board to take home and a copy of high frequency words to facilitate "hands on" learning at home. The availability of free take home materials appeared to attract more workshop attendees.

This study's brief duration of just three weeks also likely affected its potential to yield significant results. Although the students' post-intervention results reflected growth in accuracy and the use of reading strategies, a longer duration would be beneficial to determine if those changes were spurious or if a longer time to practice home support may have resulted in changes in comprehension and attitudes as well as accuracy and strategy use.

The time at which the workshop was held as well as the length of notice given for parents to attend also may have affected the validity of the study. Offering more regular meetings and support may enable more parents to attend, understand, and practice the recommended interventions more effectively and may have been valuable in determining a broader range of reading skills to address and helping parents target specific skills for improvement.

Assigning a specific amount of time during which students were expected to read each night also may have altered the results. Students were asked to read nightly, five nights a week, and respond to reading three nights but not assigned particular lengths of time to read. Longer at-home reading sessions and/or a longer intervention period may have yielded different results and

affected feelings about the intervention.

Of the 21 students invited to participate in the study, it is important to note that ten of the parents did not speak fluent English. Although this may have affected the results, steps were taken to minimize the influence language differences on the study, although the assessments all were conducted in English. These steps included translating the pre-and post-surveys so that all parents who could read were able to participate. Both the Spanish-speaking and English-speaking families were given the same assignment and asked to read in their native language. Families were provided the opportunity to read the books sent home weekly or to read books they had at home. Families received the option to complete the responses to reading in their native languages. All materials presented at the workshop were provided for families in both English and Spanish, including comprehension questions, online resources, and reading strategies.

### Connections to Previous Studies and Existing Literature

The connection between parent involvement and reading success is an issue that has been highly debated and researched. Most researchers suggest that parent involvement and students' success in reading are related.  The results of this study relate closely to those of Steiner (2014) and Crosby et al., (2015).

Steiner's 2014 case study investigated the effect of parent involvement on reading success. In this study, two first grade classrooms were studied to determine the effect of parent workshops on success in reading. These parent workshops focused on two literacy events: storybook reading, because this early literacy practice correlates highly with early literacy achievement, and conversations surrounding storybooks. The methods and results of Steiner's study support the findings of this study. Although Steiner's study was longer in duration, many of the same key

points were addressed in the current researcher's parent workshop intervention.

Crosby et al., (2015) conducted a study that addressed the effect of a school-based parental involvement program on early literacy. While the at-home parental involvement activities were different from those in the current study, the simplicity and time efficiency of both programs yielded interventions that parents could implement easily and enjoy with their children and were associated with increases in reading achievement.

## Implications for Future Research

The findings of the study support the concept that parent involvement may enhance the reading success of students. As this study was completed without a control group, the researcher was unable to determine with certainty if the changes in students' reading skills or feelings were caused by the intervention. Future studies might replicate the well-received aspects of this research with larger and more varied samples of students. The use of a true experimental design using random assignment of participants to experimental and control groups would enable more definitive conclusions to be reached regarding whether and which aspects of the actual intervention are most effective.

Another implication for future research with English Language Learners is the need to control for the effect of who reads (the parent or child) by assigning books in the parents' native language for them to share with children. This research design would presume that the children speak that language. Providing books in both English and the student's native language would provide both parents and students with opportunities to share either language. Providing time with adults who can listen and correct as needed when a child reads in English also might help English Language Learners (ELLs) benefit from reading aloud in English.  This type of support and assistance may improve students' performance on tests given in English.

Future researchers should give careful consideration to the construction and use of surveys selected or created to collect data.  In retrospect, data for this study may have been gathered more effectively through shorter and more straightforward survey questions than were used, particularly given the age, reading skills, and language status of the participants. The low return rate may have been affected by the length and specificity of the surveys. It is possible that the surveys may have seemed overwhelming to respondents.

## Conclusions

This study was conducted to determine the effect of parent involvement on kindergarten students' reading achievement. The results of the current study support the findings of Steiner's study (2014), as the findings of both studies suggest that increased effective parent involvement is associated with increased levels of reading achievement in the areas of accuracy and reading strategy use. Further research is recommended to continue to identify effective parental involvement strategies that relate to reading success and are effective for children with varied characteristics and language backgrounds. Results from this research may support efforts of schools and families to improve home-school collaboration and ultimately, student achievement in reading and the many areas dependent on reading success.

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**Invitation to Workshop**

Dear Parents,

First, I'd like to thank those of you who completed and returned the parent survey I sent about parent involvement and reading at home! I appreciate your time and honesty. Using the information I gained from the survey, I was able to design a Parent Reading Workshop that will address your questions and concerns as well as provide you with useful strategies and practices to use at home while reading with your child. I would like to invite you to join me on **February 15, 2017 from 4:30-5:30** to learn more about how to make reading meaningful at home. Reading is an important part of your child's development and the reinforcement of skills at home can help to further his or her growth! If you are able to attend, please return the bottom portion of the page. This workshop is open to all family members and caregivers! Please include the number of adults attending. Thank you again and as always, please feel free to call or message me with any questions or concerns.

Thank you,

Mrs. Good

-------------------------------------------------------------------------------------------------

Student's Name_____

Parent's Name_____

_____ Yes, I would like to attend the Parent Reading Workshop (an interpreter will be present)

_____ Number of adults attending

_____ No, I will not be able to attend the Parent Reading Workshop

**Letter to Parents**

Dear Parents,                                                                                            February 9, 2017

      I am interested in determining how parent involvement and reading at home can impact children's reading. As part of a graduate course in which I am enrolled, I would like to conduct a simple study to test an intervention I believe may be helpful to students. In order to help me do this, I am asking that you fill out the survey attached to this letter as honestly as possible and **return it to me by February 14, 2017. I will be sending home an invitation to attend a Parent Reading Workshop on Wednesday, February 15ᵗʰ from 4:30-5:30. I hope you are all able to attend and learn more about how to help your child read at home!**

      Over the next three weeks, I will be sending home 3 books on your child's reading level each week. Please read each night (the book pouch books or books you have at home) and complete a Response to Reading (oral, drawn or written) **at least 3 nights a week**, or more if you would like! ☺ I ask that you record your reading and/or response to reading by the completing the reading log in your child's homework journal **daily**. Please include the date, your initials, reading completed in minutes and check off if you worked with your child to respond to reading orally, through a drawing or through writing. New books will come home on Tuesdays and I ask that you send in your child's book pouch each day so they are able to use the books to independently read at school.

      When reading with your child, you can read the book first to your child so they can hear how the story is supposed to sound (read fluently) or you can allow your child to read the book out loud to you. You should assist them when they come to a word they do not know by using the reading strategies sheet found in your child's homework journal as a reminder. After your child finishes reading the book, ask questions pertaining to what they just read. I also included a "question word" sheet in your child's journal to use as a reference after reading. If the story is fiction, some examples of questions are: Who are the characters in the story? Where does the story take place? What was the problem in the story? How was the problem solved? You could also ask you child to retell the story from beginning to end. If the text read was non-fiction, you might ask your child to identify the main idea and details of the story or the text features in the book. Questions and extension activities may also be provided in the back of the book. Use these suggestions to guide your discussion with your child. **Conversation about readings play a large role in the development of comprehension.** After three weeks, I will be sending home another survey to find out how you felt about the impact of this project on your child's reading. Thank you in advance for your support.

<div align="center">Sincerely, Mrs. Good</div>

Parents,

Each week, 3 new books will be sent home for you to read to and with your child. Please initial and place a check mark in the box indicating how you helped your child with reading. Thank you for your cooperation and involvement!

Mrs. Good

| Week/ Semana | Date/ Fecha | Reading completed (minutes)/ Completado la Lectura | Parent Initials/ Initiales de los Padres | Response to Reading (2 times per week)/ Respuesta a la lectura (2 veces por la semana) | | |
|---|---|---|---|---|---|---|
| | | | | Oral/ Hablado | Drawn/ Dibujado | Written/ Escrito |
| **Week #1** | 2/20/17 | | | | | |
| | 2/21/17 | | | | | |
| | 2/22/17 | | | | | |
| | 2/23/17 | | | | | |
| | 2/24/17 | | | | | |
| **Week # 2** | 2/27/17 | | | | | |
| | 2/28/17 | | | | | |
| | 3/1/17 | | | | | |
| | 3/2/17 | | | | | |
| | 3/3/17 | | | | | |
| **Week #3** | 3/6/17 | | | | | |
| | 3/7/17 | | | | | |
| | 3/8/17 | | | | | |
| | 3/9/17 | | | | | |
| | 3/10/17 | | | | | |

# APPENDIX B

## Workshop Summary

Parents and caregivers were given the opportunity to attend a workshop focusing on strategies and best practices to use while reading at home with their child. The workshop began by highlighting how parents can use social media to create a culture of reading at home. The workshop explained and provided examples of reading strategies and how to use them while reading at home with a child. The difference between a child's independent reading level and instructional reading level was also discussed followed by examples of leveled texts and their characteristics. The workshop provided parents with step-by-step directions on how to access online resources that could be used to determine a text level of books found at the library or at home using the Scholastic Book Wizard. Parents were also shown through step-by-step directions how to access TumbleBooks, which is an online resource available to access eBooks. Response to reading (oral, drawn or written) was discussed and parents were provided with examples and what these practices should look like and sounds like. Question words and comprehension were discussed highlighting the notion that comprehension focuses on the reader digging deeper and making connections. Making connections deepens our understanding and helps us to bring meaning to the text. The workshop showed the differences between fiction and non-fiction and examples of each. Attendees were given a copy of the Workshop Highlights Handout (see Appendix I). Parents and caregivers who were not able to attend had the handout sent home.

**List of Reading Strategies**
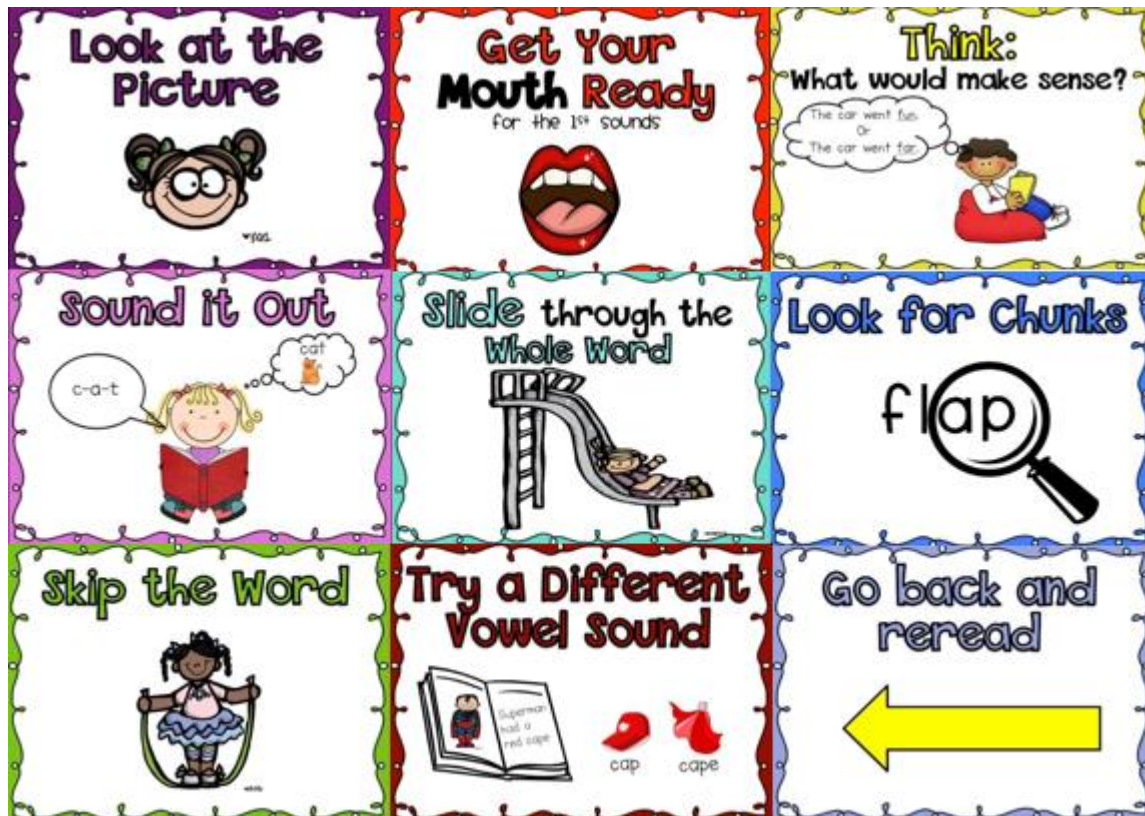


      To assess Reading Strategies Used, an observational checklist was completed by the researcher while administering the F & P assessment. The researcher also used the students' miscue analysis to determine use of strategies. For example, a student read the word horse instead of house then self-corrected after looking at the picture. It is evident that the student looked at the first sound of the unknown word ("Get your Mouth Ready for the 1st sounds" strategy) and looked at the picture ("Look at the Picture" strategy) but did not use the strategy, "Sound it Out" or "Slide Through the Whole Word" because initially they read the unknown word incorrectly.

**Question Word Handout**



**Response to Reading Handout**

**Pre-Intervention Parent Survey**

**Please complete this survey. Be honest in your responses. This survey will be used to gauge parent involvement. Please return this completed survey by February 14, 2017.**

1. Do you read to or with your child? Yes or No
2. If so, how many nights a week do you read to or with your child? 1   2   3   4   5   6   7
3. On average, how many minutes per night do you read with your child on nights you read?_____
4. What type of books do you read at home with your child? Circle all that apply.
Fiction      Nonfiction      Sports           Comics        Another type of book: _____
5. Does your child read to you?   Never    Sometimes          Often
6. When reading together, what percent of the time does your child read to you? _____

7. Do you ask your child questions after reading?   Never    Sometimes       Often
8.  Do you check out books from the library? Yes or No
        a. If yes, how many times a month?_____
9. On a scale of 1 – 10 with 10 being the most positive, do you enjoy reading with your child?
1       2       3       4       5       6       7       8       9       10
10. On a scale of 1 – 10 with 10 being the most positive, does your child enjoy reading with you?
1       2       3       4       5       6       7       8       9       10
a. How can you tell? _____
11. Please explain what type of activities you do with your child at home to encourage learning. Why do you choose these activities?
_____
_
_____
_
12. Are there activities you do not do with your child that you think would help him or her read better?                Yes or No
a. If yes, list two of these activities?
_____
_____
b. What interferes with doing these activities?
Work      Time            Language       In Need of Guidance   Other _____

**Pre-Intervention Student Survey**

**Please complete this survey. Be honest in your responses. This survey will be used to gauge attitude towards reading.**

1. Do you read at home? Yes or No

2. If so, how many nights a week do you read? 1   2   3   4   5   6   7

3. On average, how many minutes per night do you read?_____

4. What type of books do you read at home? Circle all that apply.

Fiction    Nonfiction   Sports Comics        Another type of book: _____

5. Do you read to your parents or an adult? Never    Sometimes        Often

6. Do your parents or an adult read to you? Never    Sometimes        Often

7. Do your parents ask you questions after reading? Never    Sometimes        Often

8. Do you check out books from the library? Yes or No

        a. If yes, how many times per month?_____

9. On a scale of 1 – 10 with 10 being the most positive, do you enjoy reading to an adult?

1 2 3 4 5 6 7 8 9 10

10. On a scale of 1 – 10 with 10 being the most positive, does your parent or adult enjoy being read to?

1 2 3 4 5 6 7 8 9 10

a. How could you tell? _____

_____

11. Please explain what type of activities you do at home with your parents or an adult that help you learn.

_____

_____

12. Do you use reading strategies to help you read words you do not know while reading at home?

        a. What strategies do you use?_____

13. Do you see your parents reading books at home? Never    Sometimes        Often

**Post-Intervention Parent Survey**

**Please complete this survey. Be honest in your responses. This survey will be used to gauge parent involvement.**

1. Did you read to/or with your child in the past three weeks? Yes or No

2. How many nights a week did you read with your child? 1 2 3 4 5 6 7

3. On average, how many minutes per night did you read with your child? _____

4. What type of books did you read at home? Circle all that apply.

Fiction          Nonfiction     Sports          Comics          Another type of book: _____

5. Did your child read to you? Never Sometimes Often

6. When reading together, what percent of the time did your child read to you? _____

7. Did you ask your child questions after reading? Yes or No

8.  Did you check out books from the library? Yes or No

a. If yes, how many times?_____

9. On a scale of 1 – 10 with 10 being the most positive, did you enjoy reading with your child?

1  2  3  4  5  6  7  8  9  10

10. On a scale of 1 – 10 with 10 being the most positive, did your child enjoy reading with you?

1  2  3  4  5  6  7  8  9  10

a. How could you tell? _____

11. Please explain what type of activities you did with your child at home to encourage learning. Why did you choose those activities?

_____

12. Are there activities you did not do with your child that you think would help him or her read better?    Yes or No

a. If yes, list two of these activities?

_____

b. What interfered with doing these activities?

Work      Time     Language        In Need of Guidance   Other _____

13. Please list additional questions below.

_____

**Post-Intervention Student Survey**

**Please complete this survey. Be honest in your responses. This survey will be used to gauge student attitude towards reading.**

1. Did you read at home over the last three weeks? Yes or No

2. If so, how many nights a week did you read? 1   2   3   4   5   6   7

3. On average, how many minutes per night did you read?_____

4. What type of books did you read at home? Circle all that apply.

Fiction    Nonfiction   Sports Comics        Another type of book: _____

5. Did you read to your parents or an adult? Never   Sometimes      Often

6. Did your parents or an adult read to you? Never   Sometimes      Often

7. Did your parents ask you questions after reading? Never   Sometimes      Often

8. Did you check out books from the library? Yes or No

        a. If yes, how many times?_____

9. On a scale of 1 – 10 with 10 being the most positive, did you enjoy reading to an adult?

1  2  3  4  5  6  7  8  9  10

10. On a scale of 1 – 10 with 10 being the most positive, did your parent or adult enjoy being read to?

1  2  3  4  5  6  7  8  9  10

a. How could you tell?

_____

_____

11. Please explain what type of activities you did at home with your parents or an adult that helped you learn.

_____

_____

12. Did you use reading strategies to help you read words you did not know while reading at home?

        a. What strategies did you use?_____

13. Did you see your parents reading books at home over the last three weeks?

Never   Sometimes      Often

**List of Reading Strategies**
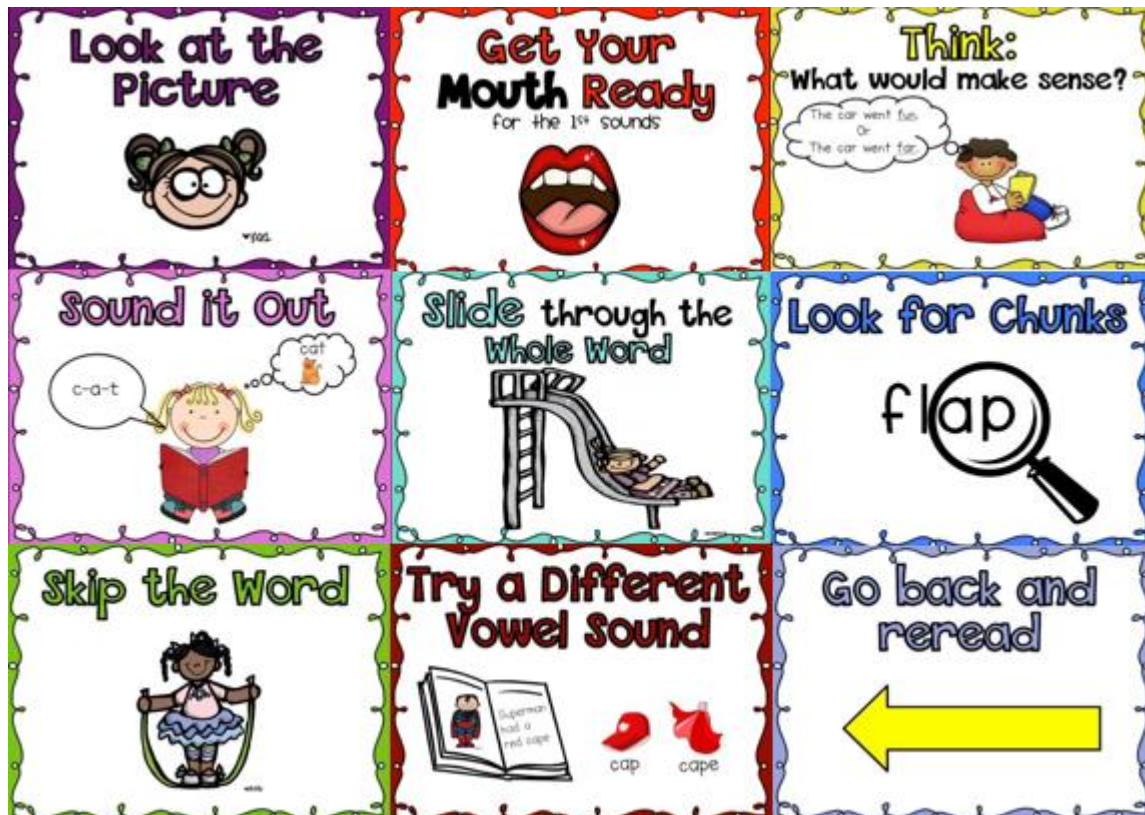
# Question Word Handout
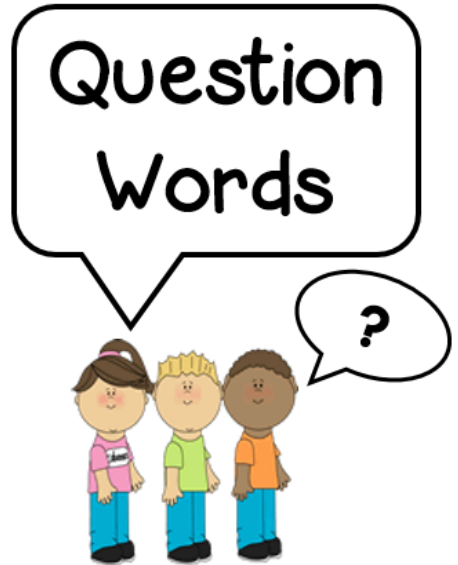
**Response to Reading Handout**

***Please read each night with your child. Complete a Response to Reading at least 3 times per week.

## 1. Read

Have your child **read the book** aloud.    Use **Reading Strategies** while reading.

The Three Little Pigs
*Ladybird Picture Books*

Look at the Picture | Get Your Mouth Ready | Think "What would make sense?"
Sound It Out | Slide through the whole word | Look For Chunks
Skip the Word | Try a Different Vowel Sound | Go back and reread

## 2. Response to Reading

### Oral

Parent: "What was your favorite part of the story?"

Child: "I liked when the wolf 'huffed and puffed' and tried to blow the pigs' houses down"

Parent: "Why do you think the wolf couldn't blow the last pig's house down?"

Child: "It was too strong!"

### Drawn

Child draws in journal:

house          1 little pig

### Written

Child writes in journal:

It was cool that the pigs built their own houses. I would build my house out of Legos!

## 3. Complete Reading Log

| Week/ Semana | Date/ Fecha | Reading completed (minutes)/ Completado la Lectura | Parent Initials/ Initiales de los Padres | Response to Reading (3 times per week)/ Respuesta a la lectura (3 veces por la semana) | | |
|---|---|---|---|---|---|---|
| | | | | Oral/ Hablado | Drawn/ Dibujado | Written/ Escrito |
| Week #1 | 2/20/17 | 20 | aHH | ✔ | ✔ | |
| | 2/21/17 | 15 | aHH | | | |
| | 2/22/17 | 20 | aHH | ✔ | | ✔ |
| | 2/23/17 | 25 | aHH | ✔ | ✔ | ✔ |
| | 2/24/17 | 10 | aHH | | | |

## 1. Leer

Pídale a su hijo que **lea el libro** en voz alta. Use **estrategias de lectura** mientras lee.

## 2. Respuesta a la lectura

### Hablado

Padre: "¿Cuál fue tu parte favorita de la historia?"

Niño: "Me gustaba cuando el lobo 'huffed y soplado' y trató de volar las casas de los cerdos abajo"

Padre: "¿Por qué crees que el lobo no podría volar la última casa de cerdos?"

Niño: "¡Lra demasiado fuerte!"

### Dibujado

El niño dibuja en el diario:

house        1 little pig

### Escrito

El niño escribe en el diario:

<u>Era genial que los cerdos construyeran sus propias casas. ¡Construiria mi casa fuera de Legos!</u>

## 3. Complete Reading Log /Registro completo de lectura

| Week/ Semana | Date/ Fecha | Reading completed (minutes)/ Completado la Lectura | Parent Initials/ Initiales de los Padres | Response to Reading (3 times per week)/ Respuesta a la lectura (3 veces por la semana) | | |
| --- | --- | --- | --- | --- | --- | --- |
| | | | | Oral/ Hablado | Drawn/ Dibujado | Written/ Escrito |
| Week #1 | 2/20/17 | 20 | aHH | ✔ | ✔ | |
| | 2/2 V 17 | 15 | aHH | | | |
| | 2/22/17 | 20 | aHH | ✔ | | ✔ |
| | 2/23/17 | 25 | aHH | ✔ | ✔ | ✔ |
| | 2/24/17 | 10 | aHH | | | |

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## Sample Reading Log

| Week | Date | Reading completed (minutes) | Parent Initials | Response to Reading (3 times per week)/ | | |
|---|---|---|---|---|---|---|
| | | | | Oral | Drawn | Written |
| Week #1 | 2/20/17 | | | | | |
| | 2/21/17 | | | | | |
| | 2/22/17 | | | | | |
| | 2/23/17 | | | | | |
| | 2/24/17 | | | | | |
| Week # 2 | 2/27/17 | | | | | |
| | 2/28/17 | | | | | |
| | 3/1/17 | | | | | |
| | 3/2/17 | | | | | |
| | 3/3/17 | | | | | |
| Week #3 | 3/6/17 | | | | | |
| | 3/7/17 | | | | | |
| | 3/8/17 | | | | | |
| | 3/9/17 | | | | | |
| | 3/10/17 | | | | | |

| Semana | Fecha | Completado la Lectura ( minutos) | Initiales de los Padres | Respuesta a la lectura (3 veces por la semana) | | |
|---|---|---|---|---|---|---|
| | | | | Hablado | Dibujado | Escrito |
| Semana #1 | 2/20/17 | | | | | |
| | 2/21/17 | | | | | |
| | 2/22/17 | | | | | |
| | 2/23/17 | | | | | |
| | 2/24/17 | | | | | |
| Semana #2 | 2/27/17 | | | | | |
| | 2/28/17 | | | | | |
| | 3/1/17 | | | | | |
| | 3/2/17 | | | | | |
| | 3/3/17 | | | | | |
| Semana #3 | 3/6/17 | | | | | |
| | 3/7/17 | | | | | |
| | 3/8/17 | | | | | |
| | 3/9/17 | | | | | |
| | 3/10/17 | | | | | |

Reading at Home

February 16, 2016

Dear Parents,

I have attached a handout highlighting the key points that were presented yesterday

evening at our Reading at Home Workshop. Please feel free to get in touch with me if you have

any questions! Happy reading!

Sincerely,

Mrs. Good

Lectura en Casa

16 de Febrero del 2016

Estimados Padres,

He adjuntado un folleto que destaca los puntos clave que fueron presentados ayer por la

noche en nuestro taller de Reading at Home. Por favor siéntase libre de estar contacto conmigo si

usted tiene cualquier pregunta! Feliz Lectura!

Atentamente,

Mrs. Good

**Review of Handout Acknowledgement**

**February 17, 2017**

**I reviewed the "Reading at Home" handout that was sent home.**

**Student Name**_____

**Parent Signature** _____

**17 de febrero de 2017**

**Revisé el folleto "Reading at Home" que fue enviado a casa.**

**Nombre del estudiante**_____

**Firma de los padres** _____
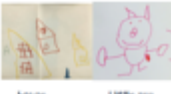
# READING AT HOME WORKSHOP

| Reading Levels | |
|---|---|
| Independent vs. Instructional | |
| **Independent** | **Instructional** |
| Student is able to read and understand text on own. | Student needs some support and assistance while reading and understanding the text. |

## Reading Strategies

# What is a R E S P O N S E  T O  R E A D I N G?

| Response to Reading | What does it **look** like? | What does it **sound** like? | Example | |
|---|---|---|---|---|
| **Oral** | –Parent and child talk about the book<br><br>–This can be done on the couch, in bed, at the dinner table or anywhere! | –Parent asks child questions to promote a conversation about the text<br><br>+Comprehension Question Cheat Sheet<br><br>–Parent and child have a conversation about the text | **Oral**<br><br>Parent: "What was your favorite part of the story?"<br><br>Child: "I liked when the wolf 'huffed and puffed' and tried to blow the pigs' houses down"<br><br>Parent: "Why do you think the wolf couldn't blow the last pig's house down?"<br><br>Child: "It was too strong" | **Hablado**<br><br>Padre: "¿Cuál fue tu parte favorita de la historia?"<br><br>Niño: "Me gustaba cuando el lobo 'huffed y sopludó' y trató de volar las casas de los cerdos abajo!"<br><br>Padre: "¿Por qué crees que el lobo no podría volar la última casa de cerdos?"<br><br>Niño: "¡era demasiado fuerte!" |
| **Drawn** | –Child draws response to text in homework journal<br><br>–Child labels pictures | – Child adds details into drawing<br><br>–Child sounds out words while labeling drawing<br><br>–Child describes and explains drawing to parent | **Drawn**<br><br>Child draws in journal:<br><br>house      I little pig | **Dibujado**<br><br>El niño dibuja en el diario:<br><br>house      I little pig |
| **Written** | –Child writes response to text in homework journal<br><br>–Child sounds out unknown words while writing | –Child talks about what they want to write<br><br>–Child sounds out words while writing<br><br>–Child reads written response aloud to parent | **Written**<br><br>Child writes in journal:<br><br>It was cool that the pigs built their own houses. I would build my house out of Legos! | **Escrito**<br><br>El niño escribe en el diario:<br><br>Era genial que los cerdos construyeran sus propias casas. ¡Construiría mi casa fuera de Legos! |

# FICTION VS. NON-FICTION

| Fiction | Non-Fiction |
|---|---|
|  |  |
|  |  |
| **Purpose: To Entertain**<br>1. Read to enjoy<br>2. Read in order<br>   • Beginning<br>   • Middle<br>   • End<br>3. Story Elements<br>   • Characters<br>   • Setting<br>   • Events<br>   • Plot/problems<br>   • Solution | **Purpose: To Learn**<br>1. Read for information<br>2. Read in any order<br>3. Text Features<br>   • Table of Contents<br>   • Index<br>   • Keywords (**bolded**, *italicized*, <mark>highlighted</mark>)<br>   • Glossary<br>   • Photographs<br>   • Captions<br>   • Diagrams<br>   • Labels<br>   • Maps, Charts & Graphs |
|  |  |

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| Comprehension Question Cheat Sheet ||
| --- | --- |
| Fiction | Non-Fiction |
| Pick one character from the story. Who does he/she remind you of in your life? Why? | What was the most interesting fact from the text? |
| What is your favorite part of the story? Why? | Is there a question you had while reading that is still unanswered? If so, what is it? |
| What question(s) would you ask the main character if you could? | If you could give the text a new title, what would it be? Why? |
| Why do you think the author chose this title for the story? | What did you already know about the topic before reading? How did it help you better understand the text? |
| Would you like to live where the story takes place? Why or why not? | What was the author's main purpose for writing the text? What makes you think that? |
| If you could re-write the end of the story, how would it end differently? | Did you learn something new from reading the text? If so, what was it? |
| How is this story like another story you've read? How is it different? | How did the author organize the information to help you understand it? Can you give examples? |
| If you could invite the main character over to your house, what would you do together? | What were some of the important concepts and words the author wanted you to learn by reading this text? |

# ONLINE RESOURCES

## How to Access TumbleBooks

| 1. Go to http://www.aacpl.net/ | 2. Click the **Kids** tab → **Just for Kids!** Tab → **TumbleBooks** | 3. Enter your **AACPL card ID** |
| --- | --- | --- |
|  |  |  |

## Where to find leveled books?

Use **Scholastic Book Wizard** to Level Books from the Library or Home!

Go to:
https://www.scholastic.com/teachers/bookwizard/

Or
Download the Mobile App for On the Go Book Info



Use Book Wizard Mobile to scan a book's barcode, instantly find the book's reading level and save for future use!

## OTHER WEBSITES

Starfall.com

ABCya.com

Storylineonline.net

PBSkids.org

## Creating a Culture of Reading

Snap a picture and share!

Use hashtags:

#MPESreads #cultureofreading #MPESawesome #readwithme

Mrs. Good- @MrsGoodMPES

Mrs. Massa- @Chelsea_Massa

Mrs. Foudy- @MrsFoudyMPES
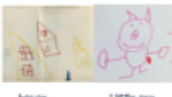
Mrs. Rhodes- @Mrs.RhodesMPES

# TALLER DE LECTURA EN CASA

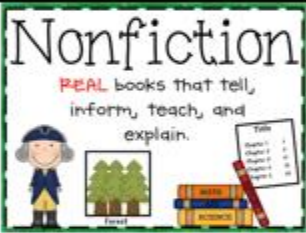| Niveles de Lectura | |
|---|---|
| Independiente vs. Instructivo | |
| **Independiente** | **Instructivo** |
| El estudiante puede leer el texto por su propia cuenta. | El estudiante necesita un poco de apoyo y asistencia cuando está leyendo. |

## Reading Strategies

| | | |
|---|---|---|
| Look at the Picture | Get Your Mouth Ready for the 1st sounds | Think: What would make sense? |
| Sound It Out | Slide through the Whole Word | Look for Chunks |
| Skip the Word | Try a Different Vowel Sound | Go back and reread |

## Que es una R E S P U E S T A   A   L A   L E C T U R A?

| Respuesta a la Lectura | Como se **ve**? | Como **suena**? | Ejemplo | |
|---|---|---|---|---|
| **Hablado** | –Padres y niños hablan sobre el libro<br><br>–Esto se puede hacer en el sofá, en la mesa de la cena o en cualquier lugar! | –Padres hacen preguntas al niño para promover una conversación sobre el texto<br>+Pregunta de Comprensión Question Cheat Sheet<br><br>–Padres y el niño tienen una conversación sobre el texto | **Oral**<br><br>Parent: "What was your favorite part of the story?"<br><br>Child: "I liked when the wolf huffed and puffed and tried to blow the pigs' houses down"<br><br>Parent: "Why do you think the wolf couldn't blow the last pig's house down?"<br><br>Child: "It was too strong" | **Hablado**<br><br>Padre: "¿Cuál fue tu parte favorita de la historia?"<br><br>Niño: "Me gustaba cuando el lobo huffed y sopladr y trató de volar las casas de los cerdos abajo"<br><br>Padre: "¿Por qué crees que el lobo no pudo volar la última casa de cerdos?"<br><br>Niño: "¡era demasiado fuerte!" |
| **Dibujado** | –El niño dibuja la respuesta al texto en el diario de tareas.<br><br>–El niño etiqueta las imágenes | – El niño añade detalles al dibujo<br><br>–El niño emite sonidos mientras marca el dibujo<br><br>–El dibujo describe y explica el dibujo a los padres | **Drawn**<br><br>Child draws in journal:<br><br>house    I little pig | **Dibujado**<br><br>El niño dibuja en el diario:<br><br>house    I little pig |
| **Escrito** | –El niño escribe la respuesta al texto en el diario de tareas<br><br>–El niño escribe la respuesta al texto en el diario de tareas<br>– El niño emite palabras desconocidas al escribir | –El niño habla de lo que quiere escribir<br><br>–El niño emite sonidos mientras escribe<br><br>–El niño lee la respuesta escrita en voz alta a su padre | **Written**<br><br>Child writes in journal:<br><br>It was cool that the pigs built their own houses. I would build my house out of Legos! | **Escrito**<br><br>El niño escribe en el diario:<br><br>Era genial que los cerdos construyeran sus propias casas. ¡Construiría mi casa fuera de Legos! |

# FICCIÓN VS. NO-FICCIÓN

| Ficción | No-Ficción |
|---|---|
|  Historias que han inventados personajes y eventos. |  Libros Reales que dicen, informan, enseñan, y explican. |
|  |  |
| **Propósito: Para Entretener**<br>1. Lea para disfrutar<br>2. Lea en orden<br>   • Principio<br>   • Medio<br>   • Final<br>3. Elementos de la Historia<br>   • Personajes<br>   • Lugar<br>   • Eventos<br>   • Trama/problemas<br>   • Solución | **Propósito: Para Aprender**<br>1. Lea para información<br>2. Lea en cualquier orden<br>3. Características del Texto<br>   • Tabla de Contenidos<br>   • Índice<br>   • Palabras clave(**en negrita,** *cursiva,* destacadas)<br>   • Glosario<br>   • Fotografías<br>   • Subtítulos<br>   • Diagramas<br>   • Etiquetas<br>   • Mapas, Dibujos & Gráficos |
|  |  |

| Pregunta de Comprensión Cheat Sheet | |
|---|---|
| **Ficción** | **No-Ficción** |
| Escoge un personaje de la historia. A quien le recuerda en su vida? Por qué? | Cuál es el hecho más interesante del texto? |
| Cuál es su parte favorita de la historia? Por qué? | Hay alguna preguntas que tuviste mientras leías que todavía no tengas respuesta? Si es así, Cuál es? |
| Si pudieras, que pregunta(s) le harías al personajes principal? | Si pudieras dar al texto un nuevo titulo, cuál sería? Por qué? |
| Por qué crees que el autor escogió este titulo para la historia? | Que sabias sobre el tema antes de leer? Como le ayudo a entender mejor el texto? |
| Le gustaría vivir en el lugar donde es la historia? Por qué y por qué no? | Cual fue el propósito principal del autor para escribir el texto? Que le hace pensar así? |
| Si pudieras volver a escribir el final de la historia, como terminaría de manera diferente? | Aprendiste algo nuevo leyendo el texto? Si es así, que fue? |
| Es esta historia igual a otra que hayas leído? Cuál es la diferencia? | Como organizo el autor la información para ayudarle a entenderla? Puede dar ejemplos? |
| Si pudieras invitar al personaje principal a venir a tu casa, que harian juntos? | Cuales fueron algunos conceptos y palabras importantes que el autor queria que aprendieras al leer este texto? |
|  |  |

# RECURSOS EN LINEA

## Como Acceder a TumbleBooks

| 1. Ir a http://www.aacpl.net/ | 2. Click en **Kids** tab → **Just for Kids!** Tab → **TumbleBooks** | 3. Entre su **AACPL card ID** |
|---|---|---|
|  |  |  |

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Ir a:
https://www.scholastic.com/teachers/bookwizard/

O

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