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A Qualitative Study of Parental Needs in Supporting Home Literacy Environments and Child Literacy Interest

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A Qualitative Study of Parental Needs in Supporting Home Literacy Environments and Child Literacy Interest

A Project Presented to

The Graduate Faculty of

Minnesota State University Moorhead

By

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ABSTRACT

Literacy education begins long before students step foot in their first classroom. Much research has been done that highlights the importance of the home literacy environment and the development of literacy interest in children (Jeynes, 2018). Home literacy environment (HLE) refers to the variety of literacy materials and activities found within the home. Literacy interest, broadly put, is a child's desire to engage in literacy activities. The development and practice of these has shown to be correlated with students' later reading success in school. Considering this, the role of a parent in their child's success is influential. However, it seems that many parents are unaware of the power they hold in impacting how their child learns. The purpose of this study aims to understand parental perspective in this matter to gain an understanding of how schools can better support parents in their attempts to create rich HLE and develop literacy interest in their children. The study examined parents of children in grades K-2 who attended the cooperating elementary school. The parents were asked a series of questions in the form of a survey. Their responses were then analyzed for emerging patterns and themes among answers. This information gained from the study highlighted what next steps the school could then take to better support parents in their endeavors to support their children's literacy development at home.

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CHAPTER 1

INTRODUCTION

Introduction

It's long been understood by educators that parental support at home greatly influences the success students have in school (Jeynes, 2018). However, parents, or parental figures, may be less aware of the power they hold. As truly their child's first teacher, the value parental figures place on literacy and the types of experiences they produce for their children to engage with it is a great indicator of literacy interest and performance in school (Swain & Cara, 2019). With this knowledge, how can parents be better equipped to take on such an important role? How can their value be supported and what barriers do they face that stop their efforts to be actively involved in their child's literacy growth? The aim of this study is to better understand these challenges.

Brief Literature Review

In interest to this topic, a great deal of research has highlighted the significance of the parents' role in their child's literacy development. Some research states that student literacy success is determined by genetics and socioeconomic status (Altun et al., 2018; Bergen et al., 2016, Puglisi et al., 2017). However, those are indicators that are typically out of the parents control or influence. When looking from a lens of what parents can control, the themes of home literacy environment and literacy interest arise. Home literacy environment (HLE) is, generally put, the experiences a student has with literacy at home. This can include things like access to books, being read to, engaging in reading themselves, taking part in literacy and word activities, help with homework, going to the library, and seeing literacy skills modeled such as watching a parent read (Karaahmetoğlu & Turan, 2019; Sénéchal & LeFevre, 2002). Research has studied whether there is a correlation between the quality of the HLE a child experiences and the success they find in school (Boerma et al., 2017; Rose et al. 2018; Sénéchal & LeFevre, 2002;

Tichnor-Wagner et al., 2015). Another factor that research has focused on is literacy interest, or the interest a child has in wanting to engage in literacy activities (Carroll et al., 2019; Georgiou et al., 2021; Walgermo et al., 2018). Research has also sought to find if there is a correlation between the literacy interest students exhibit and their success in school. Some of what affects a student's literacy interest is greatly determined by the HLE. Because of this, the two factors can be considered simultaneously when looking at what could indicate a student's later success. Both HLE and literacy interest are factors that parents have an influence over and can actively work to affect. Based on the literature of this topic, research shows that parents have the power to make a difference in their child's reading achievement because HLE and literacy interest are indicators of students' reading success (Boerma et al., 2018; Goodall & Montgomery, 2014; Jeynes, 2018; Niklas & Schneider, 2014; Sénéchal & Young, 2008; Swain & Cara, 2019).

Statement of the Problem

In this study, the problem being examined is how to support parents' knowledge of their power. Specifically looking at the early elementary ages (K-2), this study will look into what parents already know about their role in their child's literacy development and what they are doing to support it. It will also look at what challenges they face when attempting to do so and how schools can better equip parents for success with helping their children at home.

Purpose of the Study

This study will look specifically at the data collected from parents of K-2nd grade students at the participating elementary school. The purpose of this study is to find out what understanding parents already have about HLE and literacy interest and what they need to be better supported in developing these at home. Understanding parent perceptions and experiences with these will allow teachers and staff to make educated decisions on what more can be done for both parents and the students at their school. The potential for what

opportunities could come from this information will benefit parents and students and create a stronger sense of community through the inclusion of parent voices and needs.

Research Question

What needs do parents have when attempting to create a rich HLE and support their child's literacy interest?

Definition of Variables

The following are the variables of study:

Variable A (Independent Variable). In order to understand parental knowledge of HLE and literacy interest, practices they already engage in, and what needs they have when attempting to support them, parents will complete a questionnaire. Parent responses will be a variable.

Variable B (Dependent Variable). The results of the questionnaire will determine the next steps in how school staff can better support parents.

Significance of the Study

This study is significant to the practitioners and participants because it will illuminate the literacy culture that students are experiencing in their homes. It is anticipated that responses to the questionnaire will show discrepancies in parental knowledge of HLE and literacy interest as well as differences in what is currently being practiced at home. Understanding what parents already do know and what they need more support in will give direction to the school on what next steps can be taken to help both parents and students. These next steps may include steps such as providing more access to books, opportunities for family literacy nights and family tutoring sessions, or simply providing information on how to support certain aspects of the curriculum or literacy skills being taught in the classroom (Niklas & Schneider, 2014; Sénéchal & Young, 2008; Swain & Cara, 2019).

Research Ethics

Permission and IRB Approval

In order to conduct this study, the researcher will seek MSUM's Institutional Review Board (IRB) approval to ensure the ethical conduct of research involving human subjects (American Psychological Association, 2019). Likewise, authorization to conduct this study will be sought from the school district where the research project will take place.

Informed Consent

Protection of human subjects participating in research will be assured. Participant minors will be informed of the purpose of the study via the Method of Assent (See Appendix A) that the researcher will provide to participants before the beginning of the study. Participants will be aware that this study is conducted as part of the researcher's Master Degree Program and that it will benefit his/her teaching practice. Informed consent means that the participants have been fully informed of the purpose and procedures of the study for which consent is sought and that they understand and agree, in writing, to participate in the study (American Psychological Association, 2019). Confidentiality will be protected through the use of pseudonyms (e.g., Parent 1) without the utilization of any identifying information. The choice to participate or withdraw at any time will be outlined both, verbally and in writing.

Limitations

A major limitation to this research is the honesty of parents when completing the questionnaire. Parents may not always answer honestly due to pressure to answer with what they feel is the most socially appropriate response or with what they desire to be true about their actions in supporting their child. Confidentiality will be expressed to parents prior to the questionnaire informing them that their answers will not be tied to their name, but rather to the grade that their child is in. This was done in an attempt to alleviate the pressure parents may feel when answering honestly.

A second limitation is that the study will only look at English speaking families. The participating school lacks the diversity to include this as part of the research. Further studies on similar topics may look closer at the effects that language barriers hold on parental understanding of HLE and literacy interest.

Conclusions

The aim of this study is to better understand what parents already know and what they do to support HLEs and literacy interest. This knowledge will give educators insight into what needs the local community has and how they can support those needs to better the literacy experiences their students have at home. In the next chapter, the literature behind the correlation of HLE and literacy interest and their role in children's development of literacy skills is discussed.

CHAPTER 2

LITERATURE REVIEW

Introduction

The relationship between both home literacy environment (HLE) and reading interest and their positive impact on students' reading skills has been well established in previous literature. While both are independent and different factors impacting reading skills, they share a common start in their initial development: in the home prior to school age years (Sénéchal & LeFevre, 2002; Hume et al., 2015). The parents' role in this initial development is significant. Additionally, the carried on at home practice of both these factors throughout the primary school years also shows benefits for reading success in students (Boerma et al., 2017; Haeften, 2021). Along with the considerable amount of literature on both HLE and reading interest, there is an equally considerable amount on how institutions can improve parental awareness of these factors (e.g. Boerma et al., 2018; Goodall & Montgomery, 2014; Jeynes, 2018; Niklas & Schneider, 2014; Sénéchal & Young, 2008; Swain & Cara, 2019). Yet, despite the great amount of literature on these topics, there is little that specifically looks at the parental point of view. It is known that HLE and reading interest play a role in the development of children's reading skills but what barriers do parents face when trying to create or support these factors? This study aims to identify the needs of parents when attempting to create a rich HLE and support their child's literacy interest.

Home Literacy Environment

Although an agreed upon definition is lacking, home literacy environment (HLE) is described as the environment that the parental figure provides for the child to improve reading skills (Karaahmetoğlu & Turan, 2019; Sénéchal & LeFevre, 2002). In Sénéchal & LeFevre's (2002) study, HLE is described as having both informal and formal experiences. Informal experiences are those in which parents engage in literacy activities that focus on the message

of the print. For example, this would include shared book reading with the parental figure and their child while discussing the story and its meaning. In their study and in the literature of others, this type of informal literacy activity has been linked to positively contributing to children's listening comprehension and oral language skills (Boerma et al., 2017; Rose et al. 2018; Sénéchal & LeFevre, 2002; Tichnor-Wagner et al., 2015). In contrast, formal experiences in the HLE include those in which parental figure focus is on the print and instruction (Sénéchal & LeFevre, 2002). An example of this may be a shared reading that focuses on the letters in words and their sounds in which direct instruction of reading skills is given. These types of formal literacy activities have been linked to positively contributing to children's emergent literacy skills including word decoding ability (Sénéchal & LeFevre, 2002).

Other aspects of the HLE include the number of books in the home (Georgiou et al., 2021) and access to libraries and/or the internet (Tichnor-Wagner et al., 2015). In Georgiou, Inoue, and Parrila's study (2021), it is discussed that access to print resources, the number of books available, encourages children's exploration of letters, words, and print. Additionally, their study highlighted that parents should strive to provide great access to print resources as it is positively related to emergent literacy skills. Along with access to books in the home, access to libraries and/or the internet has also shown a relation to students' improved reading skills. In Tichnor-Wagner, Garwood, Bratsch-Hines, and Vernon-Feagans' study (2015), the effect of rural locations on HLE and literacy skills was examined. It was observed that students in rural environments, where access to libraries and the internet was limited, had less exposure to print as the number of books in the home was significantly lower than those in non-rural settings. Because of this observation, the authors encourage schools to aid in bridging this gap by allocating funds to providing more access to print resources.

Literature has shown that HLE has positive contributions on children's reading scores. Some of this literature even ascertains that the HLE can be a predictor of later reading success (Sénéchal & LeFevre, 2002). However, this is not a unanimously agreed upon notion. In their

studies, Bergen et al. (2016), Puglisi et al. (2017) and Altun et al. (2018), discussed that the HLE as a predictor of later reading success is an inaccurate measure that is masked by genetics. Their work highlighted that parents with a genetic predisposition for poor reading will likely be less inclined to create rich HLEs. Their research showed that genetics, instead, are a greater factor in predicting later reading success. However, even with these contrary conclusions, each of these articles did still confirm that the HLE, when present and of quality, does increase student reading skills. Another factor that, when accounted for, is shown to be a greater predictor of later reading success is the child's literacy interest, or their desire to engage in literacy related activities (Carroll et al. 2019; Georgiou et al., 2021). Research supports that students who display a greater literacy interest at a young age are more likely to engage in and have positive literacy experiences, resulting in greater literacy skills when compared to peers without high literacy interest (Carroll et al., 2019). The work of Hume, Lonigan and McQueen (2015) shows that literacy interest plays an important role in the development of children's reading skills, but also that the child literacy interest is associated with the HLE. It is because of this relationship that both HLE and literacy interest are examined concertedly in the present study.

Literacy Interest

Similar to HLE, a specific definition of literacy interest is lacking. However, a generally accepted understanding of it includes children's intrinsic motivation to engage in literacy activities and reading (Carroll et al., 2019; Georgiou et al., 2021; Walgermo et al., 2018). In a study examining the impacts of HLE, social economic status (SES) and literacy interest, the work of Carroll, Holliman, Weir and Baroody (2019), showed that literacy interest proved to be the greatest predictor of emergent literacy skills. This conclusion considered the weight of the child's role in choosing their own experiences and that when they are more interested in literacy activities, they will engage on a deeper level. This deeper engagement, then, leads to greater

skill acquisition and reading abilities. Additionally, the work of Walgermo, Frijters, and Solheim (2018) showed that literacy interest also relates to other factors which result in reading skill. One such factor is self-concept, or the belief in one's own reading ability. The authors highlighted that students with a high level of literacy interest were likely to have strong self-concept which correlated to better reading skills.

When considering how to develop literacy interest in children, it is clear that the HLE plays a part in this. In their research of literacy interest, Hume, Lonigan, and McQueen (2015), surmised there is importance in regularly exposing children to literacy activities early in childhood to promote their literacy interest and potential future literacy skills. This exposure includes aspects of the HLE such as informal shared book reading, formal instruction of letter knowledge, phonological awareness or word recognition, and access to print resources (Hume et al., 2015). While literacy interest is a stronger predictor of future reading success in children than HLE is, research has observed that the two are correlated.

HLE and Literacy Interest Awareness

Knowledge of the correlation between HLE and reading interest has encouraged a great amount of research on how parental awareness and engagement of these can improve (e.g. Boerma et al., 2018; Goodall & Montgomery, 2014; Jeynes, 2018; Niklas & Schneider, 2014; Sénéchal & Young, 2008; Swain & Cara, 2019). Sénéchal and Young's (2008) meta-analytic study examined the family literacy interventions done in 16 studies. In this extensive literature review it was found that family literacy intervention (which includes improving the HLE and child reading interest) improves reading skills in children. Specifically their work showed that listening to children read contributed positively to reading skills and that tutoring while listening doubled the contribution but required parental training. In another study, Niklas and Schneider (2014) looked at the intensity and cost needed for family literacy interventions to find success. Their results clarified that even fairly simplistic interventions can make significant positive

contributions to reading success in students. Their study concluded that when parents were provided with information about HLE and about dialogic reading (when the reader interacts with the child, asks questions, and encourages further discussion about the text), the impact resulted in a more favorable learning environment. In Swain and Cara's (2019) study, they concluded that family literacy interventions that teach about HLE, reading interest and the specific school literacy program had multiple benefits for students' reading skills because of increased parental engagement. Their work showed that family literacy interventions filled parents' desires to be part of their child's education, gave parents confidence about their role in supporting their child, and created closer parent-child relationships (Swain & Cara, 2019). When reviewing the abundance of literature on strategies to improve HLE and reading interest, all have a common theme: Parental figures are an invaluable opportunity to increase student reading achievement.

Theoretical Framework

This study is rooted in the constructivist philosophical paradigm. This type of thinking is typically associated with qualitative research as the constructivist approach aims to "understand a phenomenon under study from the experiences or angles of the participants" (Adom et al., 2016). Constructivism follows the ideology "that people construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences" (Adom et al., 2016). The purpose of this study is to understand the perspective of a parent and the experiences that they have had with HLE and supporting their child's literacy interest. The study then aims to use these experiences to identify the needs parents have when working with these literacy practices in their home. Following the constructivist approach in this research allows for personal experiences to be studied and analyzed to find themes that will inform what next steps can be taken in offering HLE and literacy interest support.

Conclusion

In reviewing the literature on HLE and literacy interest, it is evident that they both have the potential to greatly impact children's success in reading. However, supporting them is a complex process and unique relationship between home and school. There is a significant amount of research that shows the efforts many schools have taken in this complicated endeavor (Goodall & Montgomery, 2014; Jeynes, 2018; Niklas & Schneider, 2014; Sénéchal & Young, 2008). Yet, one perspective that seems to need additional investigation is that of the parent. While much research focuses on what creates successful school interventions, there seems to be a lack of literature that focuses on what creates success for or hinders parents attempting to improve the HLE or support their child's literacy interest. Understanding the parental perspective and what barriers they face can help schools better focus their attempts to hold intervention and to provide needed resources. Deepening this understanding of parental needs and accurately supporting their efforts to create rich HLEs and literacy interest can lead to greater reading achievement among students. The purpose of this study is to further examine this important relation and gain clarity of the parental needs of the participating community. In the next chapter, the methodology to achieve this will be further discussed.

CHAPTER 3

METHODOLOGY

Introduction

As discussed in previous chapters, home literacy environment (HLE) and literacy interest are indicators of students' success as readers. Developing a rich HLE and supporting a child's literacy interest are ways that parents can have a significant influence on their child's reading skills. However, this role is not always understood by parents. Understanding parents' perceptions on HLE and literacy interest can lead to the knowledge of what needs parents have when they attempt to improve these factors for their children. It can be beneficial for schools to understand parental perceptions. There are many ways in which schools are able to support parents and encourage at home engagement of literacy related activities. Knowing specifically what needs parents of their students have will allow for tailored versions of support from the school.

The purpose of this study is to explore these such perceptions in order to find the needs parents have in developing a rich HLE and in supporting their child's literacy interest. This chapter outlines the methods used to address parental perceptions through a questionnaire survey. This chapter includes the research design, setting, participants and sampling procedures, and the data collection and analysis process, as well as addressing the limitations of this study.

Research Question

What needs do parents have when attempting to create a rich HLE and support their child's literacy interest?

Research Design

The research design utilized in this qualitative study is action research. This study is done in a survey form. This method is best suited for the study as it offers anonymity for parents to openly express their current resources, practices, and needs without a name being associated with their answers. This reduces the pressure participants may feel in answering honestly about how they support their child at home. The goal of this research is to identify needs the parental population of the cooperating school has in order to gain insight on the possible best next steps of support that can be offered by the school.

Setting

This study took place in a suburban school district in Northern Minnesota. The town in which the school district serves has a population of a little over 3,000 residents and is known for its contributions to railway systems. The town is a predominantly white community with 95% of its population identifying as White, 1.5% identifying as Asian, 1% as Native American, and less than 1% identifying as African American/Black, or Two or more races. The school of focus is one of two elementary schools in the district. This elementary school serves approximately 600 students K-5. Student ethnicity data reflects the school's population as 88.1% White, 8.3% Two or more races, 3% Hispanic/Latino, 0.5% Black or African American, and 0.3% American Indian. Data records also show that 25.85% of students K-5 qualified for free and reduced lunch.

Participants

The participants of this study were parents of students enrolled in the cooperating elementary school. Specifically, the targeted population was parents of students in grades K-2. Demographic data collected on participants included gender and familial relation to the child. Invitations to participate in the study were given to parents of any gender or familial structure, not limiting the demographics. This data was the only person specific data collected from participants. No further defining questions were asked in order to ensure anonymity.

The sampling for this research was from two classes in each grade, K-2, totaling a sample from six classes in the school. The class sizes from the sampling ranged from 17-21 students. Only one survey was emailed per student, resulting in the potential for the number of responses to match the total sum of each class size. The sampling within each grade level and class was voluntary response sampling. This method was most appropriate for having the highest opportunity of responses received from each grade. It was important to have representation from each grade in order to see variation in responses based on the grade of students.

Instrumentation

To ensure participant anonymity, a survey was chosen as the best suited method for this research. It allowed the participant to answer questions honestly without the researcher knowing who, from the sampling, gave the response. This decision was made in consideration to a major limitation to this study: social desirability. Social desirability is the participants propensity to answer less honestly with what they feel is the most socially appropriate or what is their most strongly desired answer. To combat this limitation, anonymous survey responses were utilized to alleviate some of this potential bias.

The survey created for this study includes 10 questions, mainly multiple choice, although some necessitated alternative methods. The questions highlight how parents and students engage in and understand HLE and literacy interest. The survey includes a Likert Scale rating on parental understandings in the role they play supporting their child's literacy development. Participants responded to a series of statements that showed how confident they are in supporting the HLE and engaging literacy interest. The aim of the research question was to find the needs of parents when attempting to support their children. With this consideration, the survey concludes with an open ended opportunity to express what these needs are. A complete list of the survey questions can be found in Appendix B, although it will be given digitally in an alternative format that corresponds to the Google Forms formatting. A link to the Google Forms Survey question is also included in Appendix B.

Data Collection

Data was collected by the digital means of Google Forms. Google Forms is a free online form creator offered as part of Google Workspaces. The only requirement for users was internet connection and an email address. Potential participants from the appointed sampling groups received an email invitation to complete the survey. If they were obliged to participate, their answers were recorded and sent directly back to the researcher. The participants' associated email that received the invitation, was not recorded in their response, maintaining participant's anonymity.

Data Analysis

The data for this qualitative study was collected through a series of survey questions responded to by parents of students attending the cooperating school in grades K-2. After reviewing the answered questions, the researcher analyzed the data to find trends and patterns. The researcher looked for common themes in the responses and background knowledge parents communicated about HLE and literacy interest. These themes were integral in allowing the researcher to determine strengths and weaknesses in the participants' understandings and needs when providing a rich HLE or supporting their student's literacy interest. These understandings and expressed needs inform the creation of potential next steps the cooperating school may take in better supporting parents' at-home literacy endeavors.

Research Question(s) and System Alignment

Table 1
Research Question(s) Alignment

Research Question	Variables	Design	Instrument	Sources & Sampling	Technique	Source
RQ1: What needs do parental figures have when attempting to create rich home literacy environments or support their child's literacy interest?	IV: Home Literacy Environmental Support DV: The results will determine the next steps in how the school can better support parents.	Cross-Sectional Research Survey	Digital Survey	17-21 completed surveys from parents of students in two K, 1st, and 2nd grade classes	Survey	NA

Procedures

The first first step in collecting data was to notify teachers of the sample classes. Then, the cooperating teachers received the consent form to send home with students. It was asked that teachers of each class made the first correspondence with parents (on their learning platforms, such as Seesaw or Remind) informing them of their class's status as a sample in the research study and to explain the sent home consent form. This correspondence was crafted with guidance from the researcher and included an explanation of the purpose of the study and its voluntary nature. Parents were given a week to sign and return the consent form if they wished to participate in the study. The consent form included participant emails in which the researcher was able to create a participant email list from. The researcher then sent out the email invitation to parents to complete the digital survey using Google Forms. The email included a two week deadline to complete the survey. A nudge email was sent on days 7 and 10 to encourage those who had not, to complete the survey. The response window was closed at midnight on day 14. Once all data was collected, the researcher was able to begin the process of analyzing it.

Ethical Considerations

Great consideration was given to participant anonymity in the data collection of this study. This was done to alleviate pressures felt by participants when asked to answer honestly about their own habits and understandings in aiding their child. To ensure this anonymity, the digital survey form was created in a way that did not record email address association. In addition, survey questions were crafted to also observe the participants' anonymity by not asking for personal or identifying information.

Participants in this study were made aware of the voluntary nature of this study and that no penalty would be held if they choose, at any time, not to participate. Participants were given the freedom to answer the survey questions on their own time. This was done with the intention of lessening additional stress or pressure felt by participants to finish in a timely manner. The only time constraint given was a two week deadline. The survey itself was designed to only take 5-10 minutes of the participants time.

Conclusion

In this chapter, the methodology of the research was reviewed and the intentions of this research were again expressed. The following chapter will review the collected data and the themes found in its results.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

Introduction

The purpose of this study was to examine how parents understand their role in supporting their student's academic success at home. According to research, there is a positive correlation between a parent's attempts to create a rich home literacy environment (HLE) and to support their child's literacy interest and that of successful reading development (Sénéchal & LeFevre, 2002). While there is an abundance of research to support this correlation, little of it considers the perspective of the parent and what hinders them as they attempt to support their student. This study aimed to shed light on the parental perspective by asking the research question: What needs do parents have when attempting to create a rich HLE and support their child's literacy interest? The purpose of asking this question was to gather the specific understandings and needs parents of students from the participating school have and to use this information to help guide potential best next steps the school could take to offer more support to their students' at-home literacy practices.

Data Collection

Data collection was conducted in this research by means of a digital survey. Participants responded with their consent to join the research and provided the researcher with their email address. They were then sent an invitation to complete a 10 question Google Forms questionnaire. The questionnaire consisted of mostly multiple choice questions with only some questions necessitating alternative methods of answering. The recorded data was completely anonymous to help alleviate the pressure of social desirability and its potential sway of parental honesty when responding to the questionnaire. The data was then analyzed by the researcher to identify themes in the responses and background knowledge parents expressed having about

HLE and literacy interest. The following sections of this chapter discuss the results and data analysis.

Results

RQ: What needs do parents have when attempting to create a rich HLE and support their child's literacy interest?

This research gathered responses to a digital survey from twenty-five participants with students in either grades K, 1st, or 2nd grade at the participating school. The data that was gathered explicated observed themes in parental understanding and areas of need for more support. Of the participants, seven had a student in kindergarten, seven had a student in 1st grade, and eleven had a student in 2nd grade. Twenty-four of the participants were mothers of their child and one participant was the father of their child. Figures 1 and 2 show this data represented visually in pie charts.

Figure 1

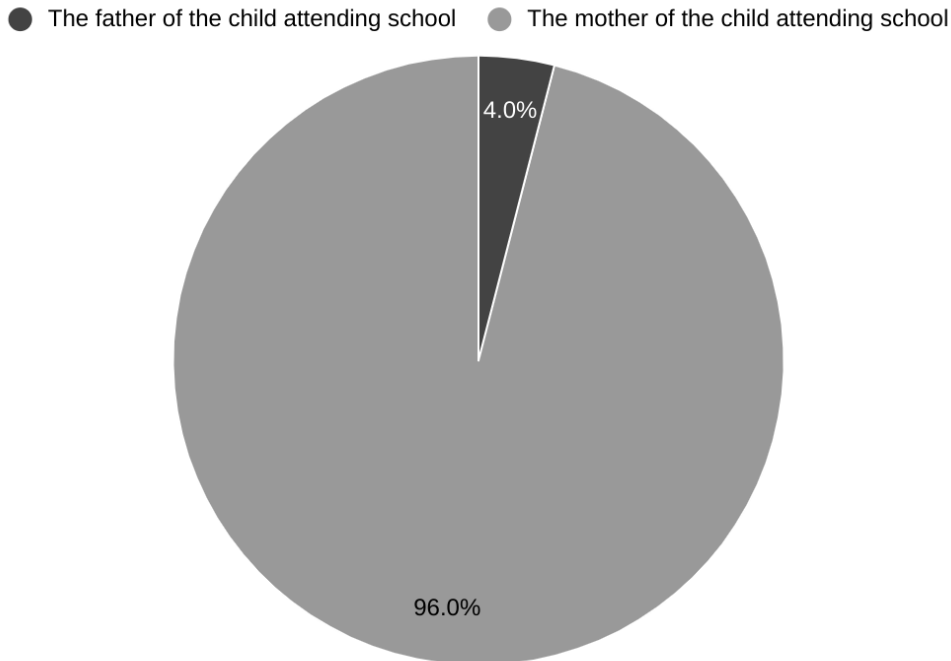*Question 1 Pie Chart of the Grade of Students Attending the Participating School*
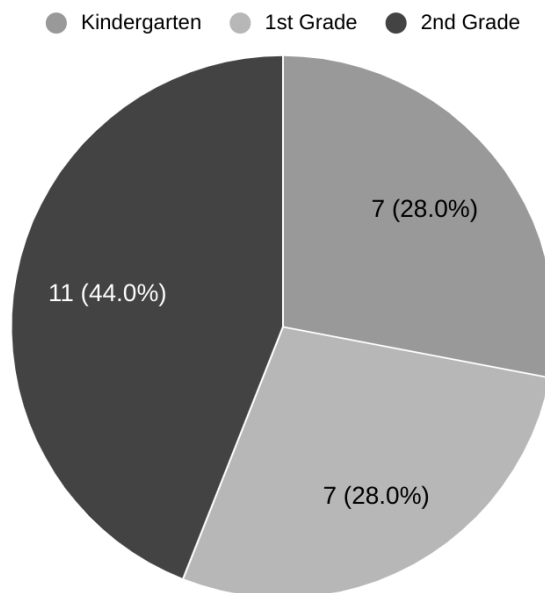
Figure 2

Question 2 Pie Chart of the Relationship of Participants to the Child Attending School

● The father of the child attending school   ● The mother of the child attending school

In the survey, questions 3, 4, and 5 were designed to identify what the child's HLE is like.

Question 3 asked participants to respond to how many nights per week they engage in various

activities associated with the HLE (see Appendix B). Question 3 reads, "Home Literacy

Environment (HLE) is the environment created by the engagement of literacy related activities

and resources that are found in the home. This includes many things such as reading to your

child, reading yourself, visiting the library, the number of books in the home, etc. What resources

or activities do you currently engage in with your child and how often do you do this?" (see

Appendix B). Participants could choose from either Do Not Engage, 1-2 Nights Per Week, 3-4

Nights Per Week, or Most Every Night of the Week. There were nine options of HLE related

activities for participants to respond to including reading to your child, listening to your child

read, encouraging your child to read independently without your supervision, teaching your child

to read (In example: Teaching about letter sounds, sounding out words, etc.), modeling reading

yourself (In example: Reading books yourself, magazines, newspapers, etc.), talking about the

books your child is reading, practicing sight words, practicing writing and spelling words, and

completing literacy activities with your child (In example: Worksheets, workbooks, literacy based

games, etc.). A rich HLE would include all of these activities and the greater frequency of them,

the greater the exposure students have to learning new and impactful reading skills

(Tichnor-Wagner et al., 2015). The results from participant responses were varied for the

different activities and inconsistent in different areas of the participants' HLEs. Figure 3

represents the data collected from participants in a bar graph documenting their responses.

From the data, it was found that 88% of participants read at least once per week with their child

but only 40% read most every night to them. 96% of participants listen to their child read at least

once per week but only 16% do so most every night of the week. 96% encourage their child to

read without their supervision at least once per week but only 32% do so most every night of the

week. 88% teach their child to read at least once per week but only 16% do so most every night

of the week. 96% of participants model reading books themselves at least once per week but

only 28% do so most every night. 96% of participants talk with their student about the books

they are reading at least once per week but only 24% do so most every night of the week. 83%

of participants practice sight words with their students at least once per week but only 8% do so

most every night of the week. 96% of participants practice writing or spelling words with their

student at least once per week but only 8% do so most every night of the week. 75% of

participants complete literacy activities with their student at least once per week but only 4% do

so most nights of the week. From this data, it is clear that participants have provided their

students with positive exposure to the many aspects of a rich HLE as all of the HLE related

activities were shown to have at least one night of engagement by the large majority of families.

However, the amount of time that participants engage in these activities with their children does

leave something to be desired. The results show inconsistent data of participants committing to

all of the related HLE activities regularly, or most nights of the week. This inconsistency raises questions for further research about what kind of impact improving the time spent engaged in literacy activities in the home could make.

Figure 3

*Question 3 Bar Graph of HLE Related Activities Responses*
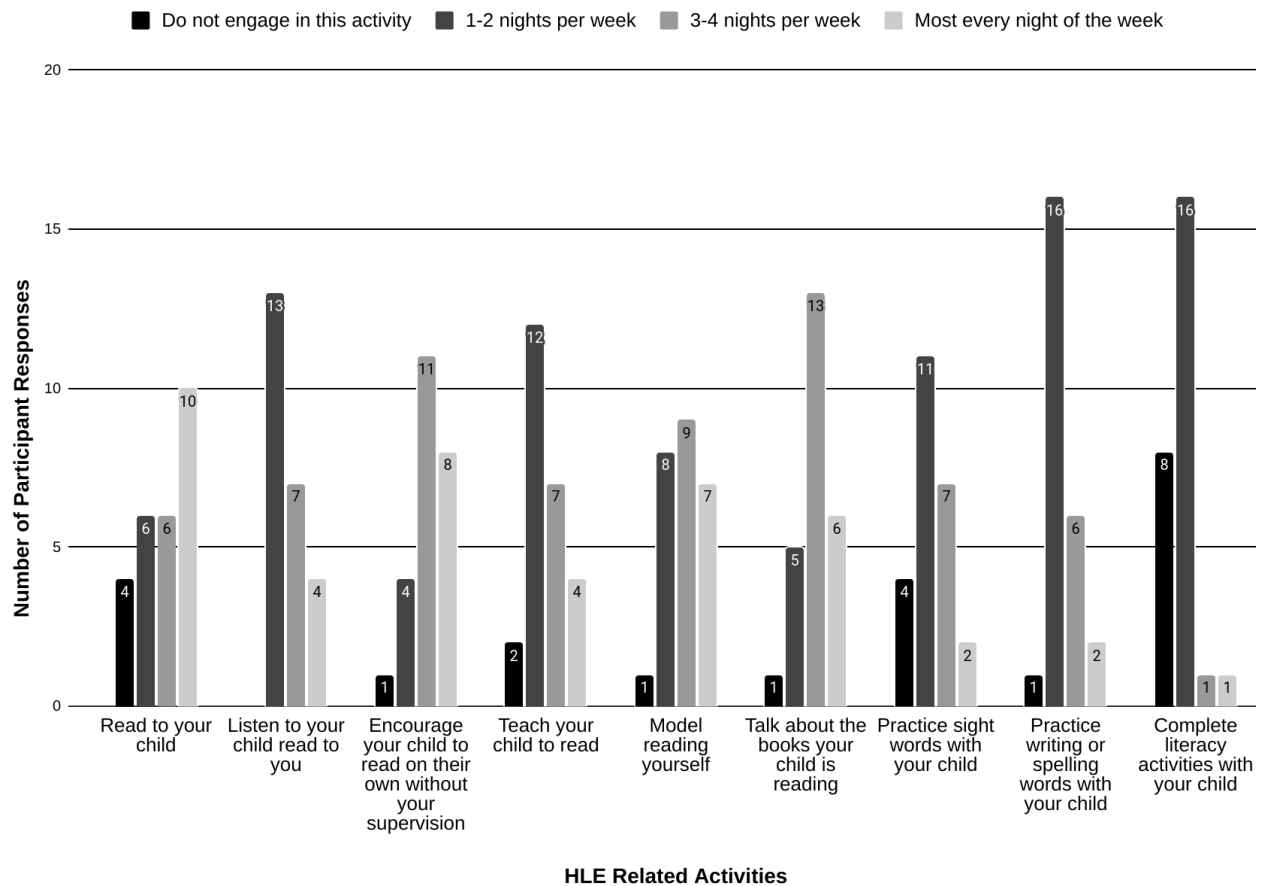
Questions 4 and 5 also asked illuminating questions about the richness of students'

HLE. In Question 4, participants responded to how many books they estimated were available

and appropriate for their child to read. Previous research has found correlations of increased

student reading success when the number of books in the home increases (Georgiou et al.,

2021, Tichnor-Wagner et al., 2015). All participants of this research project responded to

question 4 as having at least one book available and appropriate for their child to read in the

home. Breaking that down farther, 20% said they have between 1-25 books available, another

20% have 25-50 books available, 28% have 50-75 books available, and 32% said they have

over 75 books available for their student. These results predicate that 60% of students from the

sampling have access to the high number of over 50 books available and accessible to them.

Figure 4 represents this data visually with a pie chart.

Figure 4

*Question 4 Pie Chart Depicting the Number of Books in the Home*
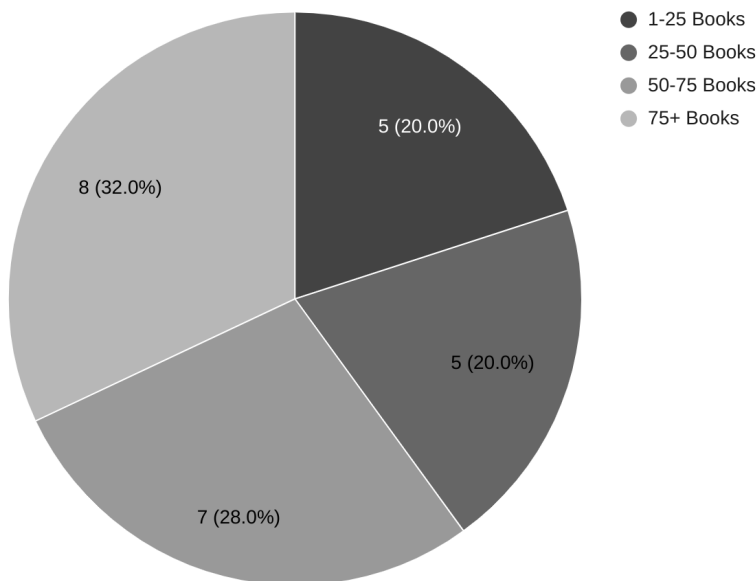
Note. No participants responded to having zero books in the home that are appropriate and
accessible for their children. This was left out of the chart to accurately represent the chosen
responses.

Question 5 asked participants to respond to another aspect of the HLE which includes visiting the public library (Tichnor-Wagner et al., 2015). Previous research has similarly established a correlation between the frequency of visits to a public library and habits that can lead to greater reading success (Tichnor-Wagner et al., 2015). However, of the participants in this research project, 52% said they do not visit the public library, 20% said once a month, and another 28% said they only visit once or few times a year. This data postulates that students may be missing an impactful opportunity for their reading growth. Figure 5 depicts this data in a pie chart to visualize these percentages.

Figure 5

Question 5 Pie Chart Depicting the Frequency of Visits to the Public Library
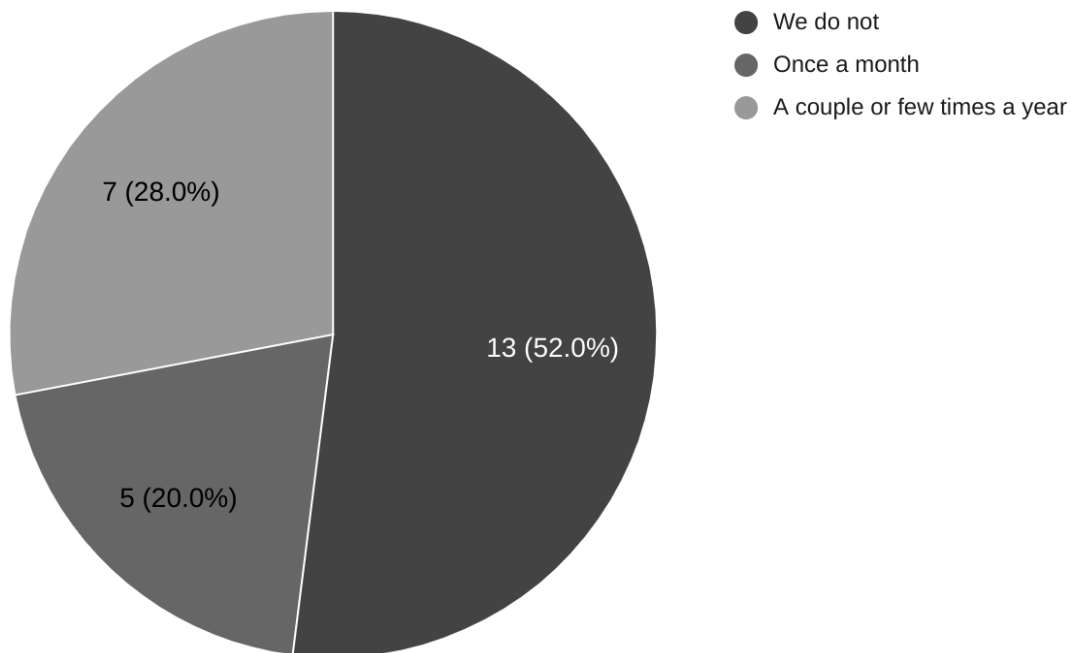
Note. No participants responded to visiting the library once a week or to visiting the library a couple or few times a month. These options were left off of the chart to accurately represent the chosen responses.

From the data collected in questions 3, 4, and 5, it is clear that most students have been provided with exposure to positive HLE. However, further research may consider the time given to engaging in the HLE provided.

In the survey, questions 6 and 7 were designed to gain an understanding of the literacy interest parents observe their child having. According to literature, literacy interest also can play a big role in determining a child's later reading success (Hume et al., 2015). Question 6 specifically asked parents to compare the amount of time their child spends doing typical at home activities including reading, writing, math practice, playing video games, watching TV or movies, talking with family, exercising, playing games/activities (not technology based) inside the house, and playing outside. Figure 6 compares the most common answers from parents in each category as it compares the mode of each response. This comparison shows that parents do observe their child participating in reading at home but it is a choice that is given less time than other activities. However, when considering the age of students, the time chosen for reading is consistent with the appropriate amount of time a kindergarten or first grade student typically has the attention span for. A second grade student, on the other hand, would be expected to have the ability to read for 20-30 minutes of time as they typically acquire more independence in their reading at this age. While all participants said their student does read, the time spent doing so is generally more appropriate for only the kindergarten and first grade parent responses.

Figure 6

Question 6 Bar Graph Comparing Nightly Time Spent on Typical at Home Activities
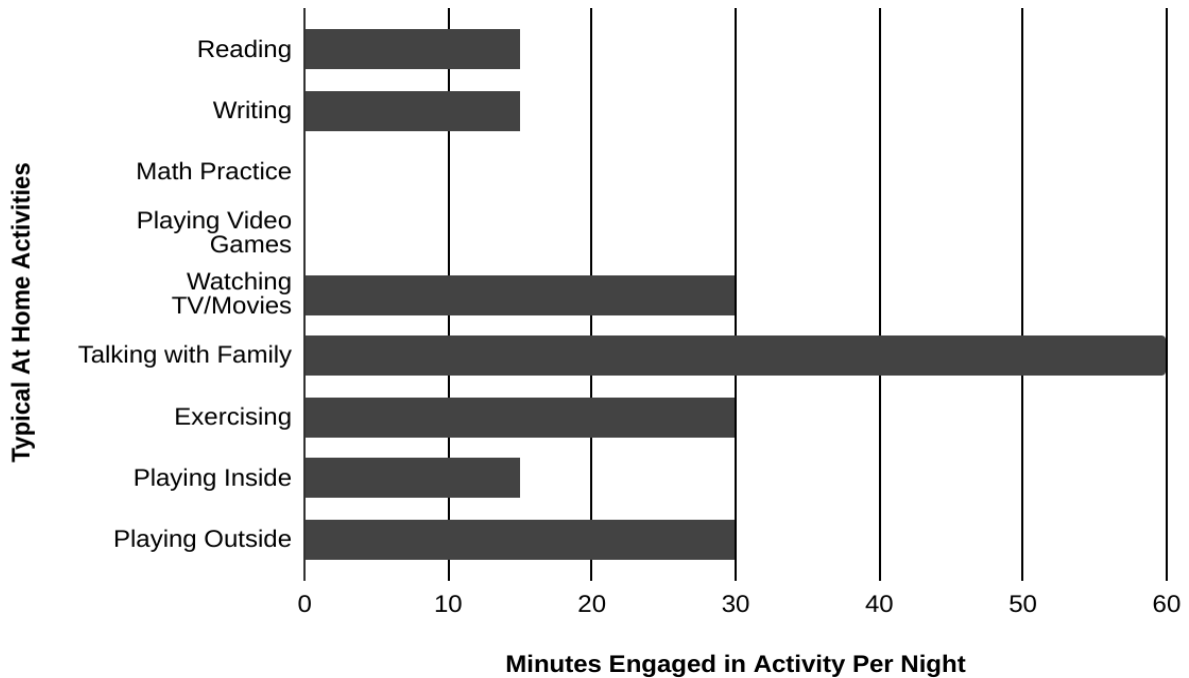
Question 7 of the survey specifically explains literacy interest to the participants and asks them to respond with how they have observed this in their child. Question 7 reads, "Literacy interest refers to the interest your child has in engaging in and participating in literacy based activities. Please answer the following questions to share your observations of your child's literacy interest. Does your child…" (see Appendix B). Participants were then asked to respond to six different activities that demonstrate literacy interest in children including, read, struggle to read, enjoy books (even if they are unable to read), enjoy listening to books read to them, talk about books, and pick out their own books. The resulting data illustrates that participants observed their children being able to mostly read and to have a strong literacy interest as most, at least sometimes, participate in all the activities described. Figure 7 represents the responses gathered for this question in a visual representation of the many responses describing strong literacy interest observed in the participants' children.

Figure 7

Question 7 Bar Graph Depicting Observed Literacy Interest in Children of Participants

Activities That Show Literacy Interest
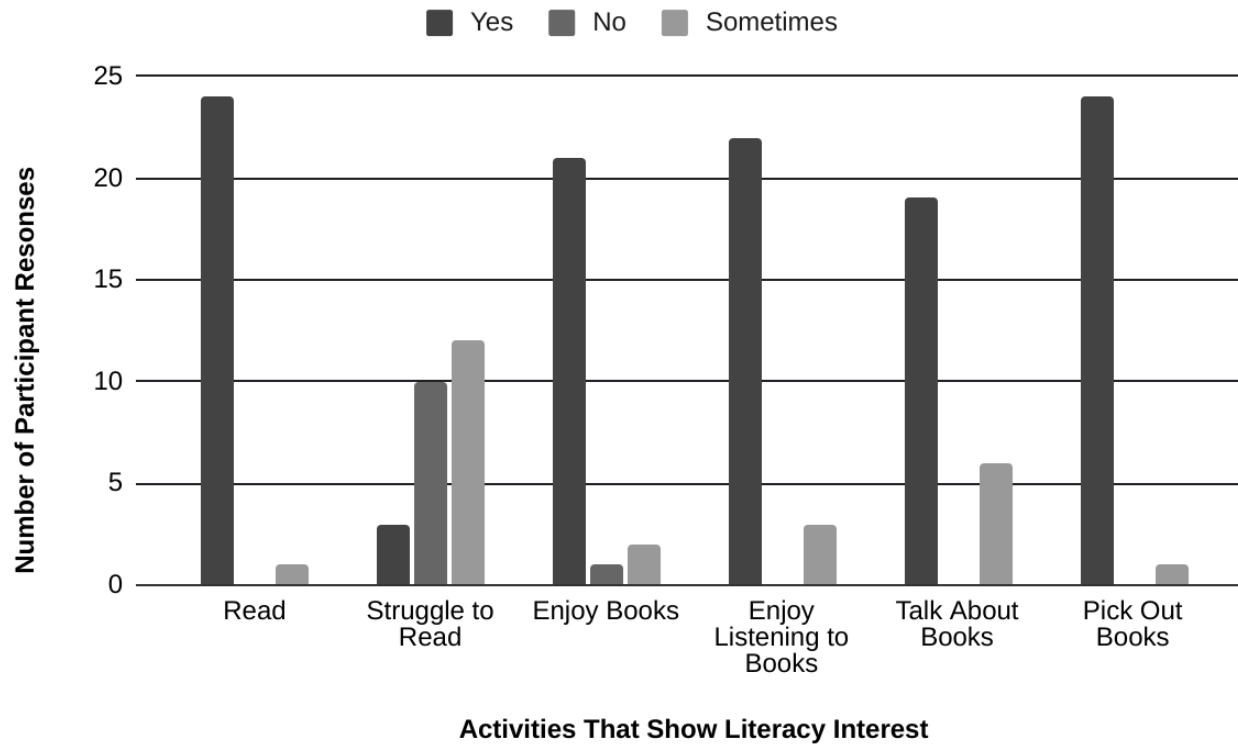
The data collected in questions 6 and 7 develop a second theme in this study that students do have strong literacy interests. Nearly all participants responded that their student positively enjoys and takes interest in the different aspects of reading (See Figure 7). While some participants responded that their students read more than 10-15 minutes per night, 100% of participants responded that their students do read, or listen to reading, on a nightly basis.

Questions 8, 9, and 10 of the survey were designed to gain a better understanding of parents' needs when considering how to better support their efforts to create rich HLE and encourage their child's literacy interest. Question 8 specifically asked parents to respond to a Likert Scale of how strongly they felt about varying statements about supporting their child's at home literacy endeavors. Participants responded to each statement as either strongly agree, mostly agree, not sure, mostly disagree, or strongly disagree (see Appendix B). Figure 8

represents the data that was collected from participants and reflects a general confidence from parents in supporting their child's literacy at home. The statement that reflected the least amount of confidence, or the highest responses of Not Sure or Mostly Disagree, was "I know how to support my child's comprehension skills" (see Figure 8). When considering the purpose of this research, to gain a better understanding of parental needs in supporting their children at home, this data identifies at least one area needing greater support.

Figure 8

Question 8 Likert Scale Responses to Parental Understandings About At Home Literacy
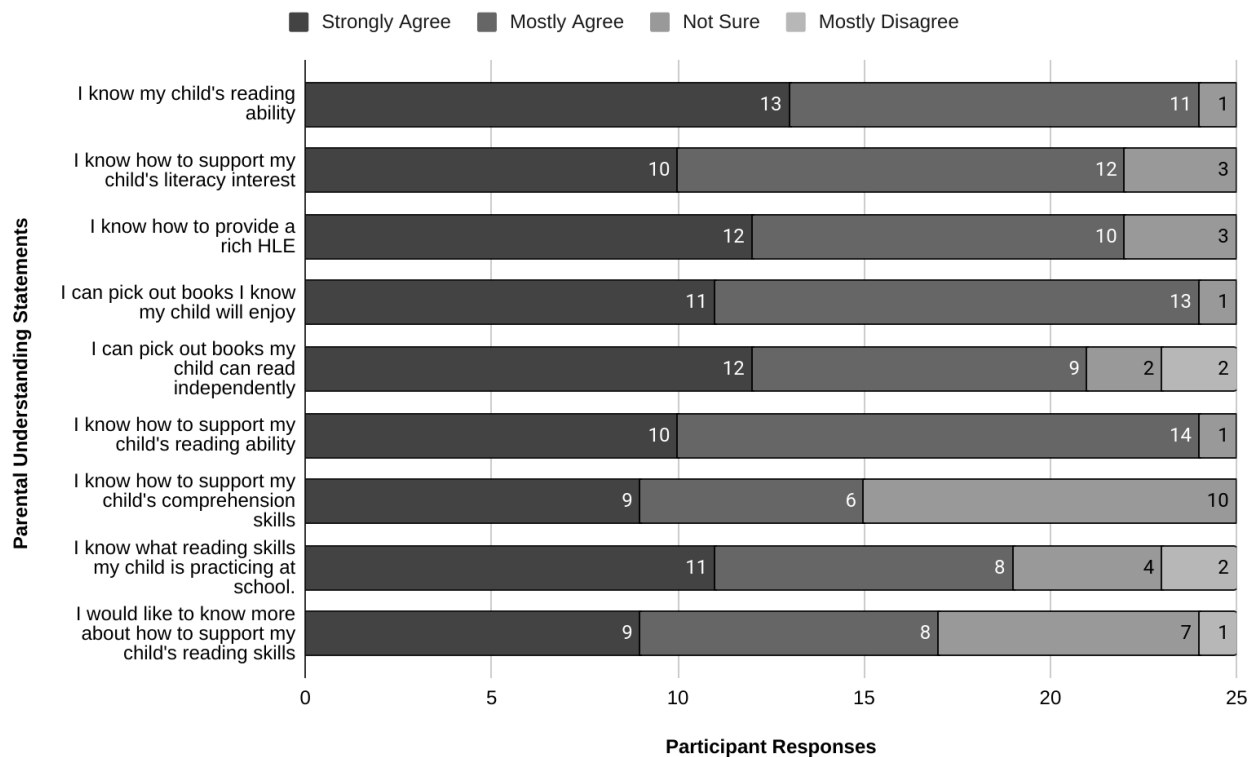
Note. No participants responded as strongly disagreeing with a statement. This option was removed from the figure to reflect only chosen responses.

Questions 9 and 10 of the survey served as an opportunity for participants to express what needs they identify as desiring greater support in with their at home literacy endeavors. Question 9 asked participants to choose from a list of support ideas which they felt would be beneficial to them and their child. Participants were allowed to choose as many ideas as they felt applicable. Figure 9 represents the results of participant responses. The ideas participants choose from included nightly book bags sent home with books from school, classroom reading incentives and competitions, schoolwide reading incentives, curriculum Newsletter from your child's teacher, literacy education nights for parents, literacy entertainment nights for students, parent tutoring or homework help conferences with a teacher, and more frequent Scholastic Book Order flyers sent home. From the data collected, the idea most chosen by participants was nightly book bags sent home with books from school. This data helps to identify the most desired ways the school can support parents at home.

Figure 9

Question 9 Bar Graph of Participant's Choices for Beneficial Support Ideas
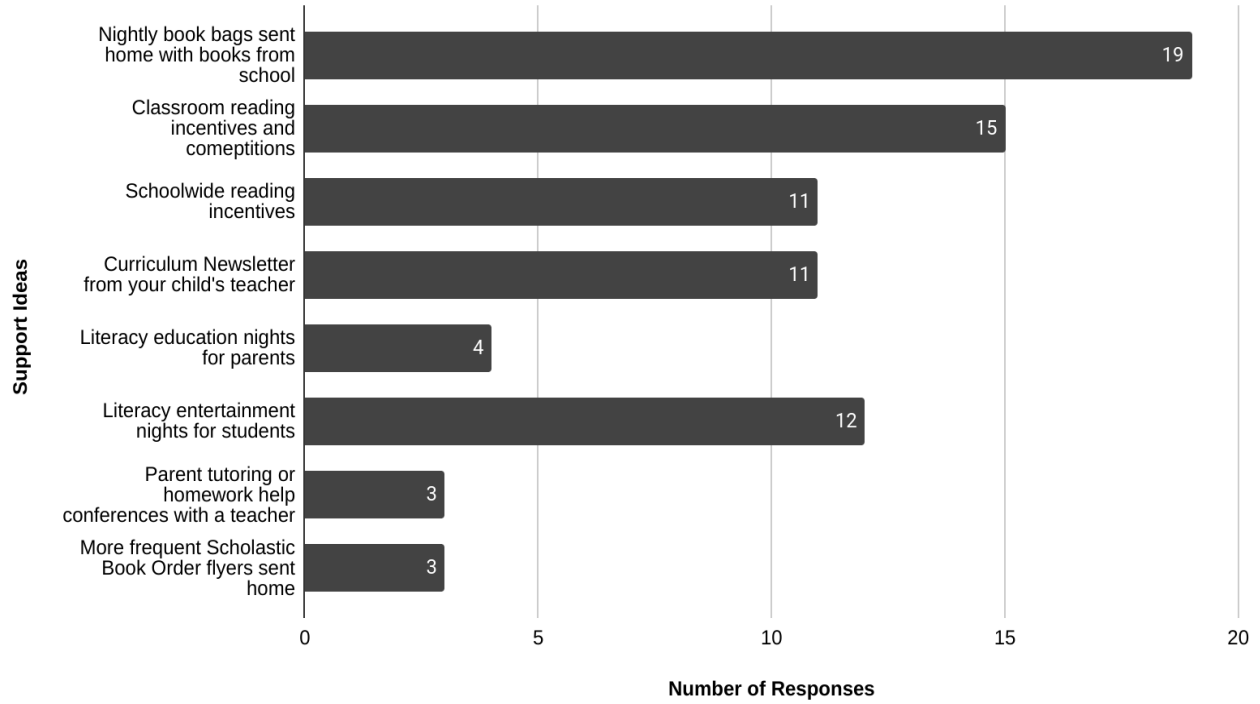
The final question on the survey was an optional open ended response to the question, "In what other ways do you feel you need more support, or information about, in order to support your child's reading skills at home?" (see Appendix B). Of the 25 participants, 14 provided further information. A full list of responses can be found in Appendix D. Themes from key words that surfaced in participant's responses included increased teacher to parent communication and communication about students reading or skill level. 5 of the 14 responses expressed interest in increased communication between the teacher and the parent. To quote, one participant stated they would like, "More frequent communication about how they're doing day-to-day, and some knowledge about what they're doing weekly" (see Appendix D). Another parent stated, "The more communication from the teacher the better! Currently I feel that the communication from the teacher is lacking. I feel that this is extremely important to engage more with my child and it also adds more conversation starters, which to me assists with the child knowing and being secure that I am with them through their education processes" (see Appendix D). Additionally, 4 of the 14 participants expressed interest in learning more about their child's reading or skill level. In example, one participant stated, "Clear communication on my child's specific reading level and how it correlates to other book leveling so we can easily purchase books that are appropriate and hep grow his reading skills" (see Appendix D). Another participant insinuated a similar desire but stating, "I feel the hardest part of being able to support my children in reading is understanding their skill level. Which books are an appropriate level for her? How do I know the level of the books we see? Should she be reading books a bit higher than her skill level to learn?" (see Appendix D). Based on these responses, further themes and understanding are developed about what needs parents of students at the cooperating school have.

Questions 8, 9, and 10 of the survey allowed participants to show their confidence in supporting their child's at home literacy and express needs that they have and would like greater support with. From the data collected, participants expressed the desire for more

support. From these questions, participants seem least confident in supporting their child's comprehension, they would appreciate nightly book bags sent home with students, and they would like more communication between the teacher and parent about their child's reading such as in discussing student reading levels or skills.

In the next section of the research, the results of the gathered data are analyzed further and the discovered themes are discussed.

Data Analysis.

Upon reviewing the data collected, three themes arose from participant responses to the questionnaire. The first theme is that participants do provide their children with a positive HLE experience. As stated previously in the literature review, elements of a rich HLE would include shared book reading, listening to the child read, print instruction, modeling reading, talking about books, the number of books in the home, and the frequency of visits to the library (Boerma et al., 2017; Georgiou et al., 2021; Rose et al. 2018; Sénéchal & LeFevre, 2002; Tichnor-Wagner et al., 2015). According to the data collected for this research, children read or are read to daily and have access to books that are appropriate for them to read or explore. Some children also participate in other literacy based activities such as talking about books, writing, practicing sight words, and some are taught how to read by their parents. It is clear that there are many positives to the literacy environments children see at home, however, there still is room to grow. While multiple elements of a rich HLE are established in the participants' homes, a consistency is lacking. This brings to question the depth of understanding participants hold on the power that the HLE has on student reading achievement. Continued research in this topic could further investigate what would bring consistency to participants' understanding of a rich HLE.

The second theme established from the data is that participants' children demonstrate clear literacy interest. Literacy interest, in general terms, is a child's desire to read and participate in reading related activities (Carroll et al. 2019; Georgiou et al., 2021). Participants

responded that their children do and enjoy reading, being read to, talking about books, and picking out books. The time children spend reading is appropriate for their developmental age (10-15 minutes) and many children even choose to surpass that time frame. Enjoyment and choice of literacy activities demonstrate that the children of participants in this research have developed a positive literacy interest.

The third theme displayed by the data is that there is an expressed desire for greater support as participants attempt to provide their children with rich HLEs and encourage their literacy interest. Of the participant responses three key areas of support were identified. These included greater support on how to assist in developing their child's comprehension, access to more books by being provided with nightly book bags sent home with books from school, and more frequent communication from the teacher about their child's reading skills.

The identification of these themes allows the understanding of the needs parents in the cooperating community have when supporting their children's at home literacy endeavors. This will, in turn, allow the participating school to make informed decisions on what next best steps can be taken to target supporting parents and to make an impact in students' at home literacy growth.

While the results of the research were all positive and provide beneficial information to the participating school, they were not entirely expected or desired. The data collected for this research included survey responses from 25 participants of parents with children in either Kindergarten, 1st or 2nd grade at the participating school. The option to participate in the survey was offered to a total of 119 families or to all the families of students in two classes from each surveyed grade. The resulting participation rate for the survey was a low percentage of 21%. This lack of participants offers a small sample size from the greater population and has the potential to lead to a screwed representation. Additionally, of the participants who responded to the survey, 24 said their student already does read and only 3 reported that their child struggles with reading (see Figure 7). This large majority of the sampling with students who already do

read leads to the assumption that the described students have already had positive experiences with reading at home. The intention of this research was to better understand parental needs when attempting to provide a rich HLE and support literacy interest in their students. Parents of students who have already had positive experiences may feel less like they are in need of greater support. This response is supported with the data collected as the majority of participant responses expressed great confidence in already being able to support their child's HLE and literacy interest (see Figure 8). This concludes that the sampling for the research may have a greater representation of parents whose children already experience positive at home literacy environments. Understanding the potential screw in the sampling, it should be said that the research instrument was not adequate in collecting a true representation of the participating school's parent population or their needs. Further research on this topic should consider this lack of participation and include measures that will increase those who want to be involved.

Conclusion

The purpose of this study was to gain a better understanding of the needs parents of children in the cooperating school have when attempting to provide their children with a rich HLE and support their literacy interest. After gathering data from an online questionnaire, three themes were realized that exposed these areas of needs. The themes were that participants do provide positive HLEs for their children but may not understand its potential entirely, their children do have literacy interest, and that there is an expressed need for greater comprehension building support, access to more books through nightly book bags, and clearer communication on their children's reading skills. The finding of these themes brings to light what next steps can be taken to better help support the parent community at the cooperating school. The next chapter will discuss these next steps and explain how these results will be shared with others in the community.

CHAPTER 5

IMPLICATIONS FOR PRACTICE

Introduction

In this research study, a need was determined when considering the inconsistency students have in their at home support for their literacy growth. After consideration, it was determined that the research would focus on voicing the parental perspective to better support at home help. The research question led to inquiry by working to discover what needs parents have when attempting to create a rich home literacy environment (HLE) and support their child's literacy interest. After analyzing the data collected from an online questionnaire, three themes were established including that parents do already have positive components of rich HLEs established, that their students do have literacy interest, and that there are needs for greater support. The needs that were specifically expressed included more support with comprehension building, more access to books through nightly book bags, and clearer communication about their child's reading skills.

Action Plan

The themes found through this research illuminate what best next steps can be taken to better support parents in the cooperating community. In creating an action plan for these next steps, they begin to happen at the classroom level but also incorporate some big picture steps as well.

At the classroom level, the next steps that can be taken to better support parents are both simple and in need of some planning. The simple steps are to first, create a parent education to develop more understanding on how to support their child's comprehension. This can be done by incorporating a written explanation, visuals, or an at home practice list. Many teachers at the participating school communicate with parents weekly through a classroom

Newsletter. Information about how parents can help build comprehension at home can be included in this type of communication. Additionally, many teachers also utilize digital platforms such as Seesaw to communicate with parents. A similar post on this platform can also help inform parents about how to support their child's comprehension. As a second simple step, teachers can easily find ways to meet the expressed need of clearer communication about what skill level their child is at with reading. At the participating school, teachers frequently conference with children about reading and assess where they are at to inform their own teaching. Adding a simple step of documenting the results of these such conferences on a note that can be sent home would easily assist in meeting parents' needs to be more informed about their child's reading. The final next step that can happen at the classroom level is to incorporate nightly book bags into the daily routine of the classroom. This step is less simple as it will take resources and established procedures with both students and parents. To accomplish this step, teachers will need to have a classroom library accessible to students. This may require prioritizing funding to support teachers in the building of their library. Ideally, students will need a way to transport the books to reduce the damages incurred to the books. This may require purchasing of protective book bags. Similarly, students and parents will need to be informed of the practices and routines of the nightly book bag. This will ensure that they are being taken care of, are being utilized, and that their purpose is understood. The first steps that can be taken to better support parents' needs happen at the classroom level. However, there are big picture steps that can also be taken when sharing this research with others.

Plan for Sharing

When sharing this study, it will be important that the administration understands what was found as it reflects how the parental community views the school. This study will be shared with the school's principals and curriculum director. When sharing the results of this study with administration, it will be requested that an audience is also had with the Kindergarten, 1st, and

2nd grade teachers. Sharing the results with these teachers will allow them to begin taking the next steps needed at the classroom level to better support the parents of their students. Finally, a big picture change that this study brings about is the expressed need for nightly book bags. Meeting this need will require the prioritizing of funding to support teachers with this task. This funding will be discussed when sharing with administration but will also be followed up by exploring other avenues to receive funding at the school. The participating school has a very successful Parents in Education (P.I.E.) program and a community REA3D (Academic, Arts, and Athletic Endowment) program which both have the potential to fund academic endeavors for the school. It will be requested that teachers in grades K, 1, and 2 receive financial support for building their classroom libraries and obtaining protective book bags for students to take books home in. Taking these next steps, both at the classroom level and in the bigger picture, has the potential to meet the needs of parents in the school's community and to increase the literacy growth of students through the support of their at-home learning. This research has been illuminating in the search to identify parental needs. It is with great hope that what was observed will bring about change at the participating school that will impact students' literacy growth and their literacy experiences happening at home.

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Appendix A: Permission and Informed Consent

Date
8708 Vinland St
Duluth, MN 55720

Dear Parent or Guardian,

My name is Leah Carlson and I am a first grade teacher here at Bay View Elementary. I am writing today to invite you to participate in a study to see what needs parents in our community have when supporting their child's acquisition of reading skills. Specifically, this study will look at the home literacy environment and developing literacy interest in children.

If you choose to participate, you will be asked to respond to an online questionnaire about at home literacy engagement as honestly as possible. Your answers provided in this questionnaire will help illuminate common understandings and practices that parents/guardians already have and areas that could become the focus of increased support from the school and our community.

The data collected in this study will be done confidentially, without names, and your personal responses will not be shared with your child's classroom teacher. The data will be generalized to apply for parental perceptions and needs based on grade level, not by individual students.

The purpose of this study is to identify needs in our community but is the result of an action research project required to complete my master's degree at Minnesota State University Moorhead. As part of this process, I must obtain signed informed consent that participants are aware of this fact. If you sign this form, you are giving me consent to use the information that I gather. All information that is used will be confidential, in the sense that, again, no names will be used. Please note, if you choose not to participate, there is absolutely no consequence for you or your student.

Please feel free to ask any questions you have regarding this study. You may contact me at 218-628-4949 ext. 2019 or by email at lcarlson2@proctor.k12.mn.us. You may also contact my instructor and Principal Investigator, Dr. Kristen Carlson at 218-477-2721, or by email at kristen.carlson@mnstate.edu. Any questions about your rights may be directed to Dr. Robert Nava, Chair of the MSUM Institutional Review Board, at 218-477-2134 or by email at irb@mnstate.edu.

You will be offered a copy of this form to keep. You are making a decision whether or not to participate. Your signature indicates that you have read the information provided above and have decided to participate in this study. You may also withdraw at any time without prejudice after signing this form should you choose to discontinue your participation.

_____   _____
Signature of Parent or Guardian   Date

_____
Name (Printed)

_____
Email in which the questionnaire may be sent to

Appendix B: Participant Survey

[Link](#) to Google Form

1. For this survey, participant responses will be categorized by grade. If you have multiple students attending school, please only respond for the habits/activities of one child in the listed grades. Please specify what grade the child is in:

- ☐ Kindergarten
- ☐ 1st grade
- ☐ 2nd grade

2. Are you, the person answering this survey:

- ☐ The father of a child attending school
- ☐ The mother of a child attending school
- ☐ The guardian of a child attending school
- ☐ Other:

3. Home Literacy Environment (HLE) is the environment created by the engagement of literacy related activities and resources that are found in the home. This includes many things such as reading to your child, reading yourself, visiting the library, the number of books in the home, etc. What resources or activities do you currently engage in with your child and how often do you do this?: (See Google Form for question formatting)

	Do not engage in t…	1-2 nights per week	3-4 nights per week	Most every night of…
Read to your child	☐	☐	☐	☐
Listen to your child …	☐	☐	☐	☐
Encourage your chi…	☐	☐	☐	☐
Teach your child to …	☐	☐	☐	☐
Model reading your…	☐	☐	☐	☐
Talk about the boo…	☐	☐	☐	☐
Practice sight word…	☐	☐	☐	☐
Practice writing or …	☐	☐	☐	☐
Complete literacy a…	☐	☐	☐	☐

4. How many books do you estimate having in the home that are available and appropriate for your child to look at or read?

☐ 0
☐ 1-25
☐ 25-50
☐ 50-75
☐ 75+

5. How often do you and your child visit the public library?

☐ We do not
☐ Once a week
☐ Once a month
☐ A couple or few times a month
☐ A couple or few times a year

6. How much time does your child engage in the following activities per night?: (See Google Form for question formatting)

	Typically does ...	10-15 minutes	30 minutes	1 hour	More than 1 hour
Reading	○	○	○	○	○
Writing	○	○	○	○	○
Math practice	○	○	○	○	○
Playing video g...	○	○	○	○	○
Watching TV or...	○	○	○	○	○
Talking with fa...	○	○	○	○	○
Exercising	○	○	○	○	○
Playing games/...	○	○	○	○	○
Playing games/...	○	○	○	○	○

7. Literacy interest refers to the interest your child has in engaging in and participating in literacy based activities. Please answer the following questions to share your observations of your child's literacy interest. Does your child… (See Google Form for question formatting)

	Yes	No	Sometimes
Read?	○	○	○
Struggle to read?	○	○	○
Enjoy books, whether the…	○	○	○
Enjoy listening to books r…	○	○	○
Talk about books with yo…	○	○	○
Pick out their own books?	○	○	○

8. How strongly do you, the survey taker, agree or disagree with the following statements? (See Google Form for question formatting)

	Strongly agree	Mostly agree	Not sure	Mostly disagree	Strongly disagr...
I know my child'...	○	○	○	○	○
I know how to s...	○	○	○	○	○
I know how to p...	○	○	○	○	○
I can pick out b...	○	○	○	○	○
I can pick out b...	○	○	○	○	○
I know how to s...	○	○	○	○	○
I know how to s...	○	○	○	○	○
I know what rea...	○	○	○	○	○
I would like to k...	○	○	○	○	○

9. Many schools, including the school your child attends, attempt to support parents with at home literacy endeavors and environments. From the following list, what are some ideas that you feel would benefit or support you as a parent when supporting your child's literacy at home? (Choose all that apply):

☐ Nightly Book Bags sent home with books from school
☐ Classroom reading incentives and competitions
☐ School wide reading incentives
☐ Curriculum Newsletters from your child's teacher
☐ Literacy education nights for parents
☐ Literacy entertainment nights for students
☐ Parent tutor sessions or homework help conferences with a teacher
☐ More frequent Scholastic Book Order Flyers

10. In what other ways do you feel you need more support or information about in order to support your child's reading skills at home? (Open ended response)

Appendix C: CITI Training Certificate

Completion Date 29-Aug-2021
Expiration Date 28-Aug-2024
Record ID 44518952

This is to certify that:

Leah Carlson

Has completed the following CITI Program course:

Not valid for renewal of certification through CME.

Social & Behavioral Research - Basic/Refresher
(Curriculum Group)
Social & Behavioral Research
(Course Learner Group)
1 - Basic Course
(Stage)

Under requirements set by:

Minnesota State University Moorhead

Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?wef9f2cc4-3614-41e6-b06f-274c3e22d8f2-44518952

Appendix D: Participant Written Responses

Participant Open Ended Responses to Question 10
10. In what other ways do you feel you need more support or information about in order to support your child's reading skills at home?
14 responses

1. We have a lot of books at the house that we like to read, my kindergartner cannot read a book by himself but we try to read every night, so I mostly read to him. He doesn't hesitate reading at all. Different books might interest him, we do try to order more books from scholastica as well. Classroom book competitions would be fun!
2. More frequent communication about how they're doing day-to-day, and some knowledge about what they're doing weekly.
3. Unsure
4. I think we are pretty spoiled on him loving to read.
5. Clear communication on my child's specific reading level and how it correlates to other book leveling so we can easily purchase books that are appropriate and hep grow his reading skills.
6. Our teacher sends home copies of the book they practice during small group each week, it's helpful as a parent to not have to remember to return them. I feel very supported from Bayview in supporting our kindergartener's reading. Teacher communication is great, and daily work sent home keeps us up to date on current sight words. I feel like reading incentives often work mostly for students who already come from families of readers and incentivized programs can take the joy out of the activity and turn it into another checklist item on already busy school nights,
7. I feel the hardest part of being able to support my children in reading is understanding their skill level. Which books are an appropriate level for her? How do I know the level of the books we see? Should she be reading books a bit higher than her skill level to learn?
8. N/A
9. None that I can think of
10. The more communication from the teacher the better! Currently I feel that the communication from the teacher is lacking. I feel that this is extremely important to engage more with my child and it also adds more conversation starters, which to me assists with the child knowing and being secure that I am with them through their education processes.
11. None. Thank you.
12. I always encourage my child to read books that are appropriate for his reading level. I want him to be interested in what he reads so that he enjoys it. I believe teachers know best what type of books/level would be best for each student. I think if I could get recommendations for what books he may like or should be reading would be beneficial.
13. I feel like we have really put an emphasis on reading in our home and our child enjoys looking at books and reading.
14. Coach child reading and Encourage all kinds of writing.