

Summer 2003

## **Effective Strategies for Emergent Readers: Practical Ideas for Everyday Reading with Your Child**

Kristin Claire Williams

Follow this and additional works at: [https://digitalcommons.cwu.edu/graduate\\_projects](https://digitalcommons.cwu.edu/graduate_projects)



Part of the [Curriculum and Instruction Commons](#), [Early Childhood Education Commons](#), and the [Language and Literacy Education Commons](#)

---

ABSTRACT

EFFECTIVE STRATEGIES FOR EMERGENT READERS:  
PRACTICAL IDEAS FOR EVERYDAY READING WITH YOUR CHILD

by

Kristin Claire Williams

July 2003

Three workshops, supported by research in the areas of parent-school involvement, family literacy, the development of the reading process, and reading strategies, were developed. Each workshop provides families with specific reading activities and strategies to use at home. The intent of this author is to provide valid research to demonstrate that learning to read involves the semantic, syntactic, and grapho-phonetic cueing systems.

## TABLE OF CONTENTS

Chapter 1	Background of the Project	
	Introduction . . . . .	1
	Purpose of the Project . . . . .	3
	Significance of the Project . . . . .	3
	Limitations of the Project . . . . .	4
	Definition of Terms . . . . .	4
Chapter 2	Review of Related Literature	
	Introduction . . . . .	6
	The Importance of Parental Involvement . . . . .	6
	Family Literacy and the Impact on Reading Achievement . . . . .	9
	The Development of the Reading Process . . . . .	12
	Beginning Reading Strategies . . . . .	17
	Summary . . . . .	21
Chapter 3	Procedures of the Project	
	Introduction . . . . .	22
	Development of the Project . . . . .	22
	Procedures . . . . .	22
Chapter 4	The Project . . . . .	25
Chapter 5	Summary, Conclusions, and Recommendations	
	Summary, Conclusions . . . . .	64
	Recommendations . . . . .	66
	References . . . . .	68

# Chapter One

## Background of the Project

### *Introduction*

Parents play a vital role in the education of their children. Parents can start patterns early on in a child's educational career to help influence their child's feelings and perceptions toward school (Ballantine, 1999). There is a positive relationship between parent involvement and student achievement in school. Therefore, regardless of ethnicity, family composition, and socioeconomic status [SES], teachers and schools must make the effort to involve all parents in their child's education (Feuerstein, 2000).

As important as a child's education is, many parents are uninvolved in the school setting. "Yet, for six or more hours a day, our children are left in the care of school and we often avoid involvement in the schooling process" (Ballantine, 1999, p. 170). Teachers continue to try to involve parents in the education of their child. However, there are many variables which parents must overcome to actively participate in the education process.

- (a) the amount of time that students speak with their parents about school
- (b) the amount of time that parents volunteer at school
- (c) the expectations that parents have for their children
- (d) the amount of time that parents involve themselves in the PTO, and
- (e) the degree to which parents involve themselves in grade-placement decisions for their children. (Feuerstein, 2000, p. 37)

Despite these factors, researchers and educators have found that there are many practical means for relaying the importance of parental involvement to parents. Children

benefit academically and socially from time spent reading with their parents. In recent years, educators have looked for new and unique ways to communicate the need for home literacy to parents. Vukelich (1984) has found 12 innovative means of relaying this message to parents: booklets and handbooks with ideas and strategies, brochures or pamphlets with literacy activities, activity sheets for home use, progress letters, notes, and conferences on student reading achievement, media messages, reading and shopping lists to create in the home environment, courses and workshops for teachers and parents, calendars of activities for parents to use at home, an open door policy in the classroom, bumper stickers with literacy messages, home learning kits for families, and reading advisory councils in school districts and buildings. Educators who use such tools not only show parents that they believe in their child, but they also help make the parents feel more comfortable, knowledgeable, and more apt to participate in their child's education.

By developing workshops for parents, educators can work with families to provide more literacy activities within the home setting. However, as DeBruin-Parecki, Paris, and Siedenburg (1997) found:

To achieve some form of success, programs need to enable increased access and participation by reducing physical barriers such as transportation and child care, by negotiating emotional barriers such as fear of school and low self-esteem, and by recognizing, incorporating, and respecting cultural and familial differences. (p. 603)

Once these factors have been addressed and overcome, then literacy learning can occur. "Early introduction to books and participation in literature or literacy-related interactions with parents are seen as most important in preparing children for instruction

in reading and writing at school" (Leseman & de Jong, 1998, p. 294). Therefore, it is the intent of this author, to make reading at home an integral part of daily life for all participating families.

#### *Purpose of the Project*

The purpose of this project is to give parents of emergent readers practical strategies they can use at home for daily family reading. Through the presentation of three workshops, information will be relayed to parents and family members of first grade readers. These workshops were designed to provide information, support, ideas, and resources to help encourage and reinforce home literacy events and activities.

#### *Significance of the Project*

The author of this project is a first grade teacher in the West Valley School District in Yakima, Washington. As a first grade teacher, she sees the importance of a strong family literacy program, and has been approached by parents of first graders seeking advice on the topic of beginning reading. The author has also seen many families that lack a family literacy program. Therefore, the author believes it is important to supply parents and families with the information, support, ideas, and resources so that every family can actively participate in the reading process. One way to relay these resources is through the use of parent workshops. It is the goal of this author to increase the amount of time parents spend reading with their children, as well as increase parent's knowledge of helpful reading strategies such as:

- ◆ giving children uninterrupted time to read daily
- ◆ teaching readability levels
- ◆ rereading favorite books

- ◆ becoming aware of the importance of predictable books
- ◆ reading aloud to children

As Ballantine (1999) stated, "Parents are critical to children's successes during the school years" (p. 170).

---

### *Limitations of the Project*

The limitations of this project are as follows:

- ◆ The workshops presented in this project have not yet been implemented with parents.
- ◆ The project's effectiveness on family literacy and emergent reading is not determined.
- ◆ The project does not address families with illiterate adults.
- ◆ The author of this project is only able to present the workshops in English.
- ◆ Families must make the choice to actively participate in the workshops and follow through on implementation within the home setting.

### *Definition of Terms*

In order for the reader to better understand this project, the following terms are defined:

*Emergent/Early Reader.* These terms will be used interchangeably to refer to any student or child that is just beginning to read simple stories and text (International Reading Association, [IRA], 1998).

*Family/Home Literacy.* These terms will be used interchangeably to refer to literacy or language learning events within the home setting (Leseman & de Jong, 1998).

*Graphophonic.* "letter-sound relationships: what looks right visually and sounds right phonetically" (Routman, 1994, p. 147).

*Language Experience Approach [LEA].* "The traditional LEA format involves student-created dictated stories in response to a stimulus" (Smith, 2001, p. 156).

*Parent Involvement.* Words and actions that convey a clear message about the importance placed on schooling (Ballantine, 1999).

*Predictable Materials.* "Patterned books contain repetitive structures that enable readers to predict the next word or line or episode" (Bridge, Winograd, and Haley, 1983, p. 884).

*Readability.* "Structural measures of text difficulty: word difficulty (estimated the frequency of use or word length) and sentence complexity (most often measured by sentence length)" (Allington, 2001, p. 47).

*Semantic.* Meaning; what makes sense (Routman, 1994).

*Socioeconomic Status [SES].* This term refers to the economic income level of particular groups of people (Bus & IJzendoorn, 1995).

*Syntactic.* "structure and grammar: what sounds right grammatically" (Routman, 1994, p. 147).



## Chapter Two

### Review of Literature

#### *Introduction*

The review of related literature will address four areas: the importance of parental involvement, family literacy and its impact on reading achievement, the development of the reading process, and beginning reading strategies. The importance of children becoming independent readers is occurring at an earlier age. Therefore, educators and parents must work together to promote the importance and enjoyment of reading. The purpose of this paper is to provide current research in the area of reading development and parental involvement and in turn to offer strategies and ideas for parents of emergent readers.

#### *The Importance of Parental Involvement*

There are many factors that directly impact a child's ability to learn to read. Researchers often focus on ethnicity, socioeconomic status, and family composition (Feuerstein, 2000). However, regardless of any of these factors, research has shown many positive outcomes, if parents show that they value and take an interest in their child's education and attempt to make education an important aspect in the home atmosphere as well. Shaver and Walls (1998) found that "although achievement gains for lower income children are less substantial in comparison, such achievement gains were positively influenced by level of parent involvement" (p. 95). Socioeconomic status has consistently been related to school success. However, there are some factors that can be made available to most families regardless of socioeconomic status. "Trips to the library, learning-based television programs, learning packets provided to families by schools, and

a quiet study area are linked with higher school achievement" (p. 91). Lower income parents are also often more hesitant to become involved within the school setting. Come and Fredericks (1995) found "Many parents of at-risk children who have had bad school experiences themselves often feel intimidated by the school environment" (p. 568). It is therefore vital for educators to involve parents as much as possible in a non-threatening, non-authoritative way.

Once parents realize the importance of family involvement in the schooling process, schools and teachers can provide a variety of resources. Ballantine (1999) lists nine suggestions for parents to become actively involved in their child's education:

- ◆ Communicate with school professionals
- ◆ Get involved by volunteering
- ◆ Visit the school
- ◆ Discuss the importance of school
- ◆ Help children develop priorities
- ◆ Provide after-school supervision
- ◆ Establish TV guidelines
- ◆ Read to children
- ◆ Support extracurricular activities (pp. 170-171).

Many parents are unsure and hesitant to contact their child's teacher, volunteer, or visit the school. Teachers must strive to make parents feel welcome and valued as a part of their child's education. Feuerstein (2000) found that initial contact on the part of the school or teacher was often necessary to make the parent feel more at ease within the

school setting. Once initial contact is made, teachers and parents can then work together to determine the amount of time and/or resources a parent is able to provide.

Parents can do many things within the home environment to show students the importance of their schooling. By talking about and discussing school, students feel that their school day is of importance and value. Furthermore, setting priorities for homework, providing after-school supervision, and establishing TV guidelines also convey the mentality that school comes first. When children learn good habits and routines such as budgeting time for homework, and setting priorities after school, they in turn are developing lifelong habits and attitudes themselves. Parents can also read to their children on a daily basis to promote a love for literacy. Children learn the fun and value in reading, if this is a part of a daily routine. Finally, parents who support extracurricular activities for their child show that they support life-long learning outside the school setting as well (Ballantine, 2000).

Demos (1987) found many opportunities for schools and teachers to make the effort to involve parents. Special programs such as family literacy clubs or workshops allow parents to get the answers to questions they may have about their child's education or beginning reading. "All too frequently, parents do not have the information available to them to help their child" (p. 35). By sending home activity sheets, calendars, and progress notes, teachers can better communicate with families about school events and the importance of learning within the home setting.

Educators must make the effort to involve all parents within the school setting regardless of socioeconomic status. As Cairney and Munsie (1995) stated:

Teachers and principals may need to question the assumption that low-income parents do not care about their children's education. It is likely that most parents are willing to help with their children's education but may have few ideas about how to provide this help. (p. 393)

By providing all families with ideas, resources, and activities, more parents are likely to feel welcomed and part of their child's schooling and in turn are more likely to make the effort to become involved. As Faires, Nichols, and Rickelman (2000) found "When parents are given the skills and opportunities to help their children academically, they can become active and resourceful" (p. 210).

#### *Family Literacy and the Impact on Reading Achievement*

"Educators know that parental involvement in the reading process begins long before the child arrives at school and should continue throughout the school years" (Vukelich, 1984, p. 472). Many researchers have looked at the effects of family literacy on reading achievement. One such study, Vukelich (1984) examined professional literature from 1973 to 1983 and determined the ten most frequent suggestions to parents.

- ◆ Read to your child
- ◆ Be a good literate model
- ◆ Provide books, magazines, etc. for the child to read
- ◆ Build a reading atmosphere at home (place, time, library area)
- ◆ Talk and listen to your child
- ◆ Exemplify a positive attitude toward reading, including praising your child for reading

- ◆ Provide experiences for children that are reading related, e.g., library trips, or that can be used to stimulate interest in reading
- ◆ Read environmental signs; capture reading opportunities in the environment
- ◆ Provide contact with paper and pencils
- ◆ Be aware of your child's interests
- ◆ Point out similarity and differences in objects in the environment. (p. 243)

What can factors such as these promote? Vukelich (1984) found that parents and children who participate in family literacy events similar to the list above, have emergent literacy skills which are good predictors of later reading success. Senechal and LeFevre (2002) researched children's early literacy skills in relation to parental involvement. The researchers found that "children's exposure to books at home played an important role in the development of the reading process" (p. 457). Furthermore, the researchers found that children who had good early literacy skills at the beginning of kindergarten were more likely to have good literacy skills in grade one and that these children were more likely to be decoding words by the end of grade one. Senechal and LeFevre (2002) stated:

Teachers can recommend that parents read to their children before and after their children begin to acquire decoding skills, because early progress in the development of receptive language is predictive over the long term for the acquisition of reading vocabulary and comprehension. (p. 458)

Similar findings were produced by Leseman and de Jong (1998). In their study, indigenous Dutch, and second-generation immigrants from Surinam and Turkey

participated. The researchers found that despite the difference in the participants' ethnic and sociohistorical perspectives, three main findings were true of all three subgroups.

- ◆ Vocabulary at age 7 is most strongly determined by age 4 vocabulary
- ◆ Word decoding at age 7 is also most strongly determined by early vocabulary
- ◆ Reading comprehension at age 7 as well is strongly determined by vocabulary at age 4. (p. 311)

Leslie and Allen (1999) developed a Literacy Project to focus on the reading behaviors and achievements of children in grades one through four. The researchers measured the reading growth of the students in relation to parental involvement. Children of parents who attended family literacy-related events, and returned reading forms made more progress in their reading than children whose parents did not.

Neuman, Caperelli, and Kee (1998) studied family literacy programs to establish key features of successful programs. The researchers found five key features that parents deemed helpful toward meeting family needs and goals.

- ◆ Family literacy is not something that can be "done" to people
- ◆ Family literacy is not changing people but about offering choices and opportunities to families
- ◆ Parents come with rich histories and experiences that should be honored and used in program development
- ◆ Family literacy programs have both direct and indirect benefits
- ◆ Family literacy learning is a matter of "small wins". (pp. 250-251)

Family literacy programs should address the needs of the targeted audience. By offering ideas and choices to families, participants are more likely to be open to try new

strategies. Valuing family and parent experiences and offering a time for family members to share their thoughts and ideas promotes a greater level of trust. Family literacy programs should result in the direct benefits of literacy learning in families. However, indirect benefits such as parenting ideas and discussions often also occur. By providing ideas and specific strategies for families to use, family literacy programs offer many small wins that lead to even larger, great successes (Neuman et al., 1998).

When more teachers and schools begin to realize the importance of family literacy and family literacy programs, more students will become successful readers earlier on in life. Morrow and Paratore (1993) stated:

It is clear that if we do not attend to the home when we discuss literacy development, whatever strategies we carry out in school will never be completely successful. It is time for issues in family literacy to get front-page treatment. They should be viewed by schools and other community agencies as the most important element in literacy development. (p. 194)

Teachers and schools must put more emphasis on the home aspect of their literacy programs. Children who come from homes with strong literacy programs are more likely to be successful readers at school. As Enz and Searfoss (1996) stated "Just as parents are the child's first teacher, the home is the first learning environment" (p. 576). Teachers can support parents by helping them realize that both formal and informal literacy events in the home setting can greatly impact a child's literacy learning.

### *The Development of the Reading Process*

In recent years, educators and researchers have begun to realize that one of the key factors in reading development and success is early literacy experiences. As Fitton

and Gredler (1996) found "Even before formal education begins, the types of reading experiences children encounter enhance their reading skill development during elementary school years" (p. 325). The reading process begins at home long before preschool or kindergarten. If parents wait for the school to do all of the literacy teaching, it may be too late. As Bus and IJzendoorn (1995) stated "Our results support the idea that "reading" instruction to young children is not analogous to instruction for older children" (p. 1012). Parents must be made aware of the importance of and the types of strategies to use at each stage in the development of the reading process.

Children need to be exposed to literacy activities prior to their first experience in a formal school setting. As the International Reading Association (1998) stated, "Failing to give children literacy experiences until they are school-age can severely limit the reading and writing levels they ultimately attain" (p.197). From birth, children are thought to already be aware of language. As the International Reading Association (1998) stated, "Even in the first few months of life, children begin to experiment with language" (p.198). Infants imitate sounds and coo when spoken to. In the toddler to preschool years, children begin to explore and become aware of written and oral language. A child's earliest forms of reading are often termed emergent or experimental. Children continue to develop, first as early readers, then as transitional, and finally as independent readers (International Reading Association [IRA], 1998).

Experimental readers begin to "develop basic concepts of print and begin to engage in and experiment with reading" (IRA, 1998, p. 200). Children in this stage of development often enjoy hearing books read. Parents and teachers of experimental readers can provide many opportunities for children to explore print in meaningful



settings and talk about their reading experiences. Kamii and Manning (2002) concluded from their study of kindergarten, experimental readers that, "It is also important to encourage beginning readers to write because, while writing, children analyze their own speech, thereby becoming better able to differentiate phonemes" (p. 45).

The IRA (1998) states, as early readers, "children begin to read simple stories and can write about a topic that is meaningful to them" (p. 200). Parents and educators can encourage reading development at this stage by reading and discussing a variety of genres with children, demonstrate and model reading strategies, and encourage children to read to them (IRA, 1998).

Following early reading, students next become transitional readers. "Children begin to read more fluently and write various text forms using simple and more complex sentences" (IRA, 1998, p. 201). It is important at this stage for parents and teachers to build students' confidence levels and encourage risk-taking. Building a love for reading is also important so that students will start to read during their leisure time. By giving students independent reading time daily, teachers can help to foster this love for literacy.

Finally, readers become independent and productive. "Children continue to extend and refine their reading and writing to suit varying purposes and audiences" (IRA, 1998, p. 201). During this stage, teachers should provide the opportunity for reading daily, teach children to examine text and form personal opinions, expand the use of the writing conventions and emphasize correct spelling in final products. Most importantly, teachers should create an environment that engages all children with literacy (IRA).

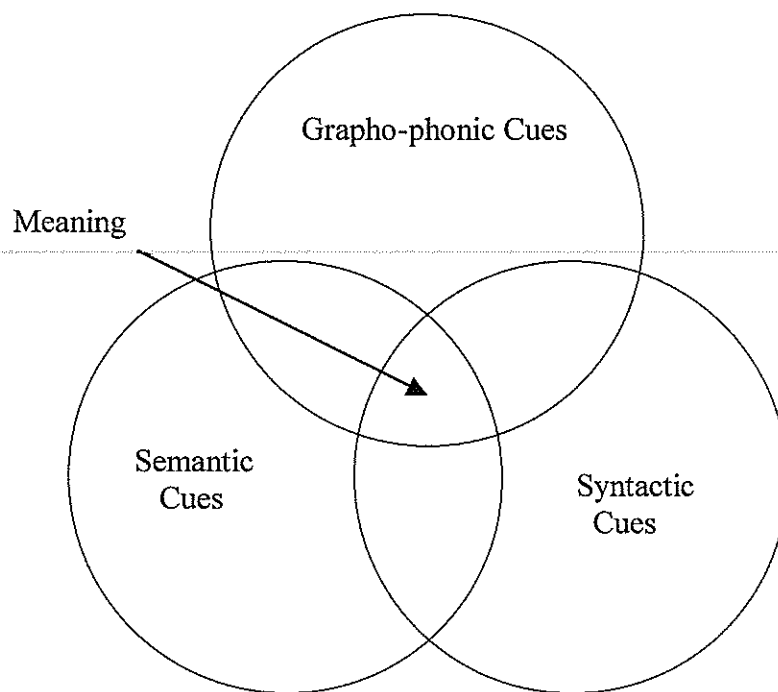
Children at this stage of development need a variety of reading tasks and assignments to keep them engaged in many forms of literacy.

The development of reading is similar to language development. Children learn through a variety of interactions including: speaking, listening, writing, and reading.

Educators and parents must look at the child's current language and literacy levels and continue to introduce experiences and activities to further aide in each child's development. As the IRA (1998) points out, there are five phases of children's development of early reading.

Along with the phases, there are also three cueing sytems that play a role in the development of the reading process (Routman, 1994). The first, the semantic cueing system involves the use of context and what makes sense. A reader must be able to understand the meaning of the print and message from the author or text. Secondly, the syntactic cueing system involves the reader's use of grammar. A reader must be able to tell if the text makes sense grammatically and whether what he or she has read sounds right. Finally, the grapho-phonic system involves letter-sound relationships and the use of phonics to decode text. However, educators and parents often put too much weight on only the grapho-phonic cueing system. "While phonics is integral to the reading process, it is subordinate to semantics and syntax. Part of the reason many children have difficulty learning to read is that we have overattended to one cueing system, and most often it has been the grapho-phonics" (Routman, 1994, pp. 147-148). All three cueing systems must be used in unison to teach the whole child as a reader.

The reading process can be viewed diagrammatically:



Any one area cannot exist in isolation from the others if comprehension is to be maximized (Routman, 1994, p. 147).

No matter what stage of reading development a child is in, educators have begun to realize that teaching only from a phonics based approach or simply providing literature for students is not enough. Today, educators and parents need to be aware of the whole child as a reader. As Routman (1994) stated:

The question is no longer *if* phonics should be taught but rather *how* phonics should be taught meaningfully. Successful readers view reading as an interactive, meaning-getting process, and grapho-phonics is one of those necessary cueing systems they utilize. Proficient readers function with an interdependence between the three cueing systems: semantics, syntax, and grapho-phonics. (p.147)

In their study, Manning, Manning and Kamii, (1988) found similar findings. "We have seen a movement toward greater code-emphasis approaches in beginning reading . . . Yet the direct teaching of phonics skills, which often resulted in "mastery," did not necessarily lead to children's ability to read a text" (p. 4). Manning et al. (1988) also found that the participant's early reading and writing efforts prior to direct phonics instruction in kindergarten were lost once phonics instruction occurred. "[The subject] also began to be preoccupied with the newly acquired phonics information rather than focusing on getting meaning from [the] reading" (p. 6). Parents must be informed of the other strategies to use with young readers and the importance of all three cueing systems, rather than simply relying on phonics or decoding word by word.

### *Beginning Reading Strategies*

There are countless activities and strategies for parents and educators to use with beginning readers. Some of these include: giving a child uninterrupted time to read daily, teaching the three finger method for readability, rereading favorite books, reading predictable books and materials, and reading aloud to children.

One of the simplest things a parent or educator can do is give a child time to read daily. As Allington (2001) stated, "Everyone has heard the proverb: Practice makes

perfect. In learning to read it is true that reading practice-just reading-is a powerful contributor to the development of accurate, fluent, high-comprehension reading" (p.24). There have been countless studies to try to find the exact amount of time children need to read to become successful readers. However, the answer is different depending on the age and developmental level of the reader. When looking at beginning readers, teachers and parents should focus more on the setting and structure of the reading time. Most importantly, they must allow for large blocks of time throughout the school week for students to read. "Our schools demand lots of low-level, short reading activities . . . But in the world outside of school people read at least whole chapters and whole articles at one sitting" (Allington, 2001, p.41).

Henderson (2000) investigated a variety of motivational strategies such as reading contests, providing reading materials for home use, signing reading contracts, and home visits to help promote daily reading. The researcher found that no matter which contest or program was offered "the most important element in improving reading is extensive practice. Students need to read regularly in order to become proficient" (p. 48).

Another item for parents and educators to be aware of is the readability level of books a particular reader might come into contact with. As Allington (2001) stated, "The evidence available has convinced me that lots of easy reading is absolutely critical to reading development and to the development of positive stances toward reading" (p. 44). A beginning reader especially, needs to become confident in his or her abilities as an independent reader. One strategy that a parent or educator can teach a child is the three finger rule. Simply, teach the child to read a page or two of a book and put up a finger

every time they can not read a word. If the child holds up three fingers then the book is probably too hard and they should pick a different book to read (Allington, 2001).

Parents and educators also want their young children and students to become fluent readers. One strategy to aid in this quest is through the use of repeated readings. As Allington (2001) stated, "repeated reading is more effective than listening to stories repeatedly, than practicing rapid word recognition of passage words on word lists or flashcards" (p. 73). Simply rereading familiar, favorite texts over time will help the beginning reader to read with more expression, phrasing, and intonation over time.

Smith (2001) studied multiple storybook experiences and their effects on reading. Traditional storybooks, CD-ROM storybooks, as well as Language Experience Approach [LEA] were used to measure interaction with print. Smith (2001) found that the participant in her study benefited from all three types of materials used for repeated readings.

According to Bridge, Winograd, and Haley (1983) stories that are predictable in nature, allow beginning readers to rely more on context clues than word by word reading.

Teachers who learn to use patterned books as resources for reading and writing activities will help beginning readers acquire sight vocabulary, use context clues, and develop positive feelings about reading aloud, as they provide multiple opportunities for children to acquire intuitively many concepts about written language conventions. (p. 890)

Bridge, et al. (1983) designed a study in which one first grade group was taught reading from a basal reader. The other experimental group was taught reading from six popular children's books that were repetitive in nature. At the conclusion of the study, the

researchers found that the children who were taught from the repetitive books, used strategies such as skipping the word and reading to the end of the sentence and relied more heavily on context clues. In comparison, the students who were taught from a basal reader "still relied solely on graphophonic information, indicating a lack of awareness of the semantic and syntactic cues available in context" (Bridge, et al., 1983, p. 890). In addition, stories that are repetitive often focus on common cultural patterns or sequences such as the days of the week, the months of the year, seasons, and numbers. Therefore, while a child is learning to read through the use of context clues, he or she is also learning about basic information that is commonly agreed upon within his or her society (Bridge, et al., 1983).

Finally, reading aloud to young children can have a dramatic impact on their reading success. As Routman (1994) stated:

Reading aloud is seen as the single most influential factor in young children's success in learning to read. Additionally, reading aloud improves listening skills, builds vocabulary, aids reading comprehension, and has a positive impact on students' attitudes toward reading. It is the easiest component to incorporate into any language program at any grade level. (p. 32)

Although reading aloud to children is crucial and relatively simple, that message has not been conveyed to families by teachers and schools. Demos (1987) found that "One of the most important things a parent can do with their child is READ TO THEM" (p. 36).

Reading aloud to children can positively affect their development of language, promote more of an interest in books and reading, help prepare them for learning and academics, and positively change their attitude which leads to success in learning to read. Faires, et

al. (2000) also found reading aloud to be a positive, significant factor that resulted in success in reading. Reading aloud was found to improve children's:

- ◆ "Receptive and expressive vocabulary
- ◆ Literal and inferential comprehensive skills
- ◆ Sentence length
- ◆ Letter and symbol recognition
- ◆ Basic conceptual development, extension, and expansion
- ◆ General interest in books" (p. 198).

Teachers must encourage families of beginning readers to read aloud to their children on a daily basis as one of their main reading strategies.

### *Summary*

Research indicates the significant role that parents play in their child's education. There appears to be a connection between student achievement and parents who are involved in the school setting and with their child's education. Furthermore, parents who carry their involvement into the home environment further aid in their child's successes in school. Family literacy is one aspect of this. "Early introduction to books and participation in literature or literacy-related interactions with parents are seen as most important in preparing children for instruction in reading and writing at school" (Leseman and de Jong, 1998, p. 294). The reading process is quite complex. Reading strategies such as providing children time to read daily, teaching the three finger method for readability, rereading favorite books, reading predictable books and materials, and reading aloud to children can be accomplished by any parent.



## Chapter Three

### Procedures of the Project

#### *Introduction*

The ability to decode and comprehend text is a life-long skill. In today's society reading is used in virtually every occupation. This project aims to help parents and families of beginning readers learn strategies, ideas, and activities to use for home literacy interactions.

#### *Development of the Project*

The purpose of this project was to develop three workshops for parents of emergent readers. As a first grade teacher, the author has seen the variety of reading levels of students entering the classroom. Often times, there seems to be a link between reading ability, vocabulary, and home literacy. Throughout this author's teaching career, she has tried to answer parent questions on the topic of reading at home. The author has also tried to provide as much information as possible by discussing reading at parent nights such as Open House, sending notes and letters home, sending lists of strategies or suggestions for nightly reading, and discussing reading levels at parent/teacher conferences. However, this author still felt that this was not enough. Therefore, the author chose to create three workshops to address a variety of specific items such as how to choose quality books and what is considered normal for beginning readers.

#### *Procedures*

Research was done on parent-school involvement, family literacy, the development of the reading process, and reading strategies. This collection and gathering of research began in the summer of 2002. As part of the research, the researcher

attempted to network and discuss the topic of emergent readers and home literacy with as many colleagues as possible.

In addition, ERIC searches and the review of educationally-related teacher books were examined for references and journal articles. Relevant articles were then located and collected through the use of the Research Library Periodicals Database. All research was carefully read, reread, and digested to formulate this project.

As a result of the reviewed literature, the author created three parent education workshops. The workshops are intended to inform and educate parents on the importance of and effective strategies for working with beginning readers. Parents will be provided with background information as to the development of the reading process and looking at the child as a whole reader. As part of the workshops, parents will be able to ask relevant questions of the presenter and network with other parents. Each workshop will meet the following criteria:

- ◆ Workshops will provide families with information on the importance of home literacy.
- ◆ Each workshop will provide specific strategies to help promote family literacy.
- ◆ Developmentally appropriate practices will be modeled and recommended to families.
- ◆ Participating families will be provided with examples of quality children's literature and will be allowed to check out specific books for home use.
- ◆ Workshops will be inviting and enjoyable for all participants.
- ◆ Opportunities for family feedback and discussion to guide future workshops will be included.

The workshops presented in this project are the initial steps in informing parents of the important role they play in their child's education. In the future, the workshops will be modified as needed to best meet the needs of the families and community that they serve.

---

## Chapter Four

### The Project

#### *Introduction*

The following chapter contains the workshops entitled, "Effective Strategies For Emergent Readers: Practical Ideas For Everyday Reading With Your Child". As Miedel and Reynolds (2000) stated "Implementing parent involvement activities during the early childhood years can provide a strong foundation for family-school relations" (p. 398). This chapter is made up of three workshops that encourage families to participate in the reading process at home. The three workshops have been scheduled for the months of October, January, and May of the 2003-2004 school year.

Each of the three workshops will address specific topics as well as provide home activities for participants to apply prior to the next workshop. Families will be expected to try the at-home activities and share their opinions and results with the rest of the group at the following workshop.

The content addressed at each workshop is based upon research done on four key areas: the importance of parental involvement, family literacy and the impact on reading achievement, the development of the reading process, and beginning reading strategies. There are countless activities and strategies for parents and educators to use with beginning readers. Some of these include: giving a child uninterrupted time to read daily, teaching the three finger method for readability, rereading favorite books, reading predictable books and materials, and reading aloud to children.

One of the simplest things a parent or educator can do is give a child time to read daily. As Allington (2001) stated, "Everyone has heard the proverb: Practice makes

perfect. In learning to read it is true that reading practice-just reading-is a powerful contributor to the development of accurate, fluent, high-comprehension reading" (p.24). There have been countless studies to try to find the exact amount of time children need to read to become successful readers. However, the answer is different depending on the age and developmental level of the reader. When looking at beginning readers, teachers and parents should focus more on the setting and structure of the reading time. Most importantly, they must allow for large blocks of time throughout the school week for students to read. "Our schools demand lots of low-level, short reading activities . . . But in the world outside of school people read at least whole chapters and whole articles at one sitting" (Allington, 2001, p.41).

Another item for parents and educators to be aware of is the readability level of books a particular reader might come into contact with. As Allington (2001) stated, "The evidence available has convinced me that lots of easy reading is absolutely critical to reading development and to the development of positive stances toward reading" (p. 44). A beginning reader especially, needs to become confident in his or her abilities as an independent reader. One strategy that a parent or educator can teach a child is the three finger rule. Simply, teach the child to read a page or two of a book and put up a finger every time they can not read a word. If the child holds up three fingers then the book is probably too hard and they should pick a different book to read (Allington, 2001).

Parents and educators also want their young children and students to become fluent readers. One strategy to aid in this quest is through the use of repeated readings. As Allington (2001) stated, "repeated reading is more effective than listening to stories repeatedly, than practicing rapid word recognition of passage words on word lists or

flashcards" (p. 73). Simply rereading familiar, favorite texts over time will help the beginning reader to read with more expression, phrasing, and intonation over time. Smith (2001) studied multiple storybook experiences and their effects on reading. In the present study, traditional storybooks, CD-ROM storybooks, as well as Language Experience Approach [LEA] were used to measure interaction with print. Smith (2001) found that the participant in her study benefited from all three types of materials used for repeated readings.

According to Bridge, Winograd, and Haley (1983) stories that are predictable in nature, allow beginning readers to rely more on context clues than word by word reading.

Teachers who learn to use patterned books as resources for reading and writing activities will help beginning readers acquire sight vocabulary, use context clues, and develop positive feelings about reading aloud, as they provide multiple opportunities for children to acquire intuitively many concepts about written language conventions. (p. 890)

In addition, stories that are repetitive often focus on common cultural patterns or sequences such as the days of the week, the months of the year, seasons, and numbers. Therefore, while a child is learning to read through the use of context clues, he or she is also learning about basic information that is commonly agreed upon within his or her society (Bridge, et al., 1983).

Finally, reading aloud to young children can have a dramatic impact on their reading success. As Routman (1994) stated:

Reading aloud is seen as the single most influential factor in young children's success in learning to read. Additionally, reading aloud improves listening skills,

builds vocabulary, aids reading comprehension, and has a positive impact on students' attitudes toward reading. It is the easiest component to incorporate into any language program at any grade level. (p. 32)

This chapter is organized by workshop. Prior to the first workshop, a letter inviting all first grade parents to participate in the workshops will be handed out at Open House, as well as sent home from the school. In addition, families served by the Title I Reading Program will be specifically asked to participate through a phone call home from the school. All of the itineraries, hand-outs, and overhead masters are included in sequential order for each workshop. An evaluation is included to be used at the conclusion of the third workshop to help guide and improve future workshop presentations.

Although the intent of the workshops is to serve the same families and build upon each workshop, families may join the workshops mid-year if needed. The presenter will also be flexible as to the time of day the workshops are given to best meet the needs of the targeted families.

By involving all families in the workshops, more families will become aware of the great importance of home literacy activities and more students will have the opportunity to become successful readers. As Morrow and Paratore (1993) stated "Schools need to view family literacy as part of the curriculum" (p. 194).

EFFECTIVE STRATEGIES FOR EMERGENT READERS:  
PRACTICAL IDEAS FOR EVERYDAY READING WITH YOUR CHILD

by

Kristin Claire Williams

West Valley School District



## The Project

## Table of Contents

Letter to Families .....	31
Checklist for Presenter .....	33
<hr/>	
Workshop I	
Workshop Outline .....	34
Overhead Masters .....	36
Handouts .....	40
Workshop II	
Workshop Outline .....	45
Overhead Masters .....	47
Handouts .....	51
Workshop III	
Workshop Outline .....	55
Overhead Masters .....	57
Handouts .....	59
Evaluation of Workshops .....	63

Dear Parents and Guardians,

You are invited and encouraged to attend a series of three workshops offered to the families of first graders entitled "Effective Strategies For Emergent Readers: Practical Ideas For Everyday Reading With Your Child". The workshops will be held three times throughout this school year on October 6th, January 12th, and May 10th. At each of the workshops we will share tips on how to help your beginning reader succeed, discuss what is or isn't working at home, and learn new reading strategies and ideas.

Our first workshop has been scheduled for Monday, October 6, 2003 at 7:00 p.m. in room 109 of Cottonwood Elementary School. If you are unable to attend, please feel free to send a grandma, aunt, uncle or other adult in your place.

Learning to read plays such a vital role in all aspects of our lives. Please take this opportunity to help your child learn and grow through the reading process and find out how much fun reading can be! So that I can better prepare for the workshops, please fill out the attached sheet and return it to school with your child. Thank you and I look forward to seeing each of you at our upcoming workshops!

Sincerely,

Mrs. Williams

Cottonwood Elementary School

**First Grade Reading Workshops**

Our family is excited about joining the upcoming reading workshops.

Listed below are the names of the participating adults.

Unfortunately we are unable to participate at this time. However, we would like any handouts, materials, or ideas the school could provide.

---

Child's Name

---

Participating Adult Family Member Name(s)

### Checklist for Presenter

The following items need to be taken into consideration when planning for the following workshops. Many of the items may be adjusted to meet the needs of the current audience and location.

---

**Food-**What type of refreshments will be served and who will pay for them?

**Time-**What time of day will most families be able to attend?

**Place-**What room or location has the space and equipment needed to effectively deliver the workshop?

**Childcare-**Is childcare needed for families and if so, who will be responsible to watch the children?

**Materials-**The following materials will be needed to effectively deliver each workshop:

All overheads and handouts copied and ready in sequence of delivery

Table or podium for presenter's materials

Overhead projector

Tables and chairs for all participating family member

Table with children's books from workshop book list

## Workshop I Outline

### **Welcome (10 minutes)**

Introduction of teacher and family members

### **Read and Discuss Story: (10 minutes)**

*Leo the Late Bloomer* by Robert Kraus

Discuss the fact that all children will learn to read at their own rate, when they are ready.

### **Overview and Purpose of Workshop I (10 minutes)**

#### **What is "normal" for beginning readers**

**(The following questions will be discussed with the aid of overheads:)**

Why does my child always want to read the same books?

What do I do if my child seems to just be memorizing the story?

Why does my child tend to like predictable, repetitive books?

What do I do when my child makes a mistake while reading?

### **Snacks and Beverages Served (10 minutes)**

### **Pass out and Discuss Handouts (15 minutes)**

**(The following handouts will be provided for each family to take home for home use:)**

#### Ways to Help Your Child with Reading at Home

Discuss with parents the importance of setting the atmosphere for reading.

Children should have a quiet, comfortable place to read. Model the use of parent prompts when children "get stuck" reading. Discuss the importance of not just

giving their child the word and how to respond to errors positively and constructively.

### Bookmark

Read and discuss the comprehension strategies from the bookmark. Encourage parents to try one strategy, practice it until they feel comfortable using that particular strategy, then move on and work on another.

### Observation Log

Presenter will demonstrate filling in the observation log using *Leo the Late Bloomer*. Encourage parents to write any observations or questions they may have while reading with their child. Encourage parents to contact the presenter with questions or bring them to the next workshop.

### Book List

Discuss the importance of reading quality children's literature that is repetitive in nature. Encourage parents to look for these books and/or authors at the library or bookstore.

### **Wrap-Up/Questions (10 minutes)**

#### **Read Poem:**

*It Makes a Difference*-author unknown

Reiterate to parents that 15-20 minutes of quality reading time at home can make a difference in their child's success as a reader and lifelong learner.

***Why does my child always want to read the same book?***

Children like feeling secure. Rereading the same book over and over again helps your child feel confident and secure while increasing their fluency, or natural expression while reading. Although you may be tired of a particular story, it is good to let your child continue to choose to read it. Try taking turns with your child on who gets to pick out the books you read together. It is the repetition of hearing words repeatedly that helps children learn new words and begin to read them independently.

***What do I do if my child seems to just be memorizing the story?***

Beginning readers often memorize a favorite story and say they can read the book. Praise your child when he or she does this. Don't point out mistakes or say they can't really read. When your child is ready, he or she will want to read word for word with the print in the book. In the meantime, when you are reading to your child, point to the words with your finger as you are reading so that your child can see the left to right, top to bottom movement along each page.

***Why does my child tend to like predictable, repetitive books?***

Books that have a predictable story line or are repetitive are often a child's favorite. Children like the secure feeling of knowing what to expect and enjoy the sing-song rhythmic pattern. Encourage your child to join in when he or she knows or hears a familiar part of the story. This will help draw your child's attention to the print and story line.



*What do I do when my child makes a mistake while reading?*

Most importantly, always praise your child for their effort. Learning to read is not an easy task. Keep your "responding to errors in reading" sheet close by until you feel comfortable with some strategies or suggestions for your child. Remember...READING SHOULD BE FUN AND ENJOYABLE!

(see handout: "Ways to Help Your Child With Reading at Home")

For example: A child is reading *The Very Hungry Caterpillar* by Eric Carle for the first time. At the beginning of the story the child stops when they reach the word "moon". First, wait and see what strategies your child attempts on his or her own. Ask your child, "What would make sense here, let's look at the picture clues. Oh, I see an egg laying under the moon. Hmm, what sound does moon start with, would moon make sense?"

The important thing for you to remember is that your child will need some guidance, but he or she also needs to learn strategies to use independently.

Help only when needed and let your child lead you through the book!

*It Makes A Difference*

*-Author Unknown*

## Ways to Help Your Child With Reading at Home

### Setting the Atmosphere

- ✓ Help your child find a quiet, comfortable place to read.
- ✓ Have your child see you as a reading model.
- ✓ Read aloud to your child. Reread favorites.
- ✓ Read with your child.
- ✓ Discuss stories you read together.
- ✓ Recognize the value of silent reading.
- ✓ Keep reading time enjoyable and relaxed.

### Responding to Errors in Reading

In order to promote independent readers who monitor and correct themselves as they read, the following prompts are recommended:

- ✓ Give your child a wait time of 5 to 10 seconds or longer. See what he or she attempts to do on his or her own.
- ✓ Ask: "What would make sense there?"
- ✓ "What do you think that word could be?"
- ✓ "Go back to the beginning of the sentence and try that again."
- ✓ "Skip over it and read to the end of the sentence (or paragraph). Now what do you think it says?"
- ✓ "Put in a word that makes sense there."
- ✓ "You read that word before on another page, can you remember it?"
- ✓ "Look at how the word begins, what would make sense with that sound?"
- ✓ "What are the other sounds in the word?"
- ✓ "Do you see any parts or chunks of the word you do know?"
- ✓ Lastly, tell your child the word-don't let them get overly frustrated on a single word. This may be a good time to make sure they understand what that word means.

**Comprehension Strategies****Predict**

What might happen next?

**Question Yourself**

Is this making sense?

Do I understand?

Were my predictions correct?

**Use Information**

Use information from the  
story.

Think about what I already  
know.

**Reread and Read On When  
Confused****Make Mental Pictures****Summarize As I Read**

Can I retell this story?

**Evaluate**

What do I think or feel about  
what I read?

# Observation Log

<u>Book Title/Date</u>	<u>Strategies Attempted</u>	<u>Observations/Notes</u> <u>Questions</u>

**Beginning Reading Book List:**

*Moonbear's Books* by Frank Asch

*It Could Have Been Worse* by A.H. Benjamin & Tim Warnes

*The Important Book* by Margaret Wise Brown.

*From Head to Toe* by Eric Carle

*The Very Hungry Caterpillar* by Eric Carle

*The Very Quiet Cricket* by Eric Carle

*One Red Rooster* by Kathleen Sullivan Carroll

*Clap Your Hands* by Lorinda Bryan Cauley

*Fortunately* by Remy Charlip

*Five Little Monkeys Jumping on the Bed* by Eileen Christelow

*That's Good! That's Bad!* by Margery Cuyler

*I Know an Old Lady Who Swallowed a Pie* by Alison Jackson

*Two Feet* by David Kennett

*Over in the Meadow* by John Langstaff

*Who Took the Cookies from the Cookie Jar?* by Bonnie Lass & Philemon Sturges

*It's Mine!* By Leo Lionni

*Brown Bear, Brown Bear, What Do You See?* by Bill Martin

*Chicka, Chicka Boom, Boom* by Bill Martin

*Polar Bear, Polar Bear, What Do You Hear?* by Bill Martin

*The Very Hungry Caterpillar* by Bill Martin

*If You Give A Pig A Pancake* by Laura Numeroff

*If You Give A Moose A Muffin* by Laura Numeroff

*If You Give A Mouse A Cookie* by Laura Numeroff

*If You Take A Mouse To School* by Laura Numeroff

*Green Eggs and Ham* by Dr. Seuss

*Hop On Pop* by Dr. Seuss

---

*The Foot Book* by Dr. Seuss

*One Fish, Two Fish, Red Fish, Blue Fish* by Dr. Seuss

*It Looked Like Spilt Milk* by Charles G. Shaw

*Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst

## Workshop II Outline

### **Welcome (10 minutes)**

Introduce teacher and family members

Review previous workshop items addressed

### **Read/Share Parent Reading Notes/Observations (10 minutes)**

### **Snacks and Beverages Served**

### **Read and Discuss Story: (10 minutes)**

*When Will I Read?* By Miriam Cohen

### **Overview and Purpose of Workshop II (10 minutes)**

**(The following topics will be discussed with the aid of overheads:)**

More strategies to use at home: three finger rule, rereading, retelling

There's more to reading than sounding it out-Cueing Systems

The importance of reading aloud

### **Pass out and Discuss Handouts (15 minutes)**

**(The following handouts will be provided for each family to take home for home use:)**

#### Help Your Child Become a Reader

Read over the handout. Discuss the importance of setting the example for family literacy and its effect later in life. Children who are readers grow up to be adult readers.



### Reading Strategies

Model the three finger method with the book *When Will I Read?* Discuss the importance of children reading books that are easy enough to maintain their confidence but pushing beyond simply patterned, repetitious books at this point in their learning.

### Observation Log

Encourage parents to write any observations or questions they may have while reading with their child. Encourage parents to contact the presenter with questions or bring them to the next workshop.

### Series Book List

Encourage parents to look for these authors/series at the library or bookstore.

### **Wrap-Up/Questions (5 minutes)**

#### **Read Poem:**

*Books* by Helen H. Moore

***Reading Strategies That Work:***

- ◆ Daily Reading
- ◆ The Three Finger Method
- ◆ Rereading Favorite Books
- ◆ Rereading Predictable Books
- ◆ Reading Aloud

**Reading Aloud**

Many parents do not read aloud to their children as often once the child can read on his or her own. Don't make this mistake! Research has shown "Reading aloud is seen as the single most influential factor in young children's success in learning to read" (Routman, 1994, p.32).

**Reading aloud:**

- ✓ Improves vocabulary
- ✓ Aids in comprehension
- ✓ Promotes an interest in books and reading
- ✓ Is easy and enjoyable for parents and children

### *The Cueing Systems:*

Often times, we simply tell children to sound out a word if they are stuck while reading. However, there are three systems to think about:

- 1) **Semantics**-Children need to be able to use context clues such as pictures to help them make sure that what they are reading makes sense.  
Semantics involves the meaning of the words in the story.
- 2) **Syntax**-Children need to have an understanding of correct grammar and sentence structure. A child must be able to tell if the text makes sense grammatically and whether he or she has read sounds correctly.
- 3) **Graphophonics**-Children need to have an understanding of the letter-sound relationship and be able to sound words out.

Think about the story *Little Red Riding Hood*

- 1) **Semantics**-Children should be able to look at the pictures in the story and use context and picture clues to help them understand the story and decode the text. If a child does not know the meaning of the word *hood*, or does not have a *grandma* in his or her life, the story may not make sense to the child. An important part of understanding the meaning of words is being able to use picture clues and personal experiences.
- 2) **Syntax**-The sentences need to sound right to the child. Children are more likely to read unknown, challenging words correctly when they fit with the grammar or structure of the sentence. Many young children may not be able to read a word on a flashcard that they can read in the context of a story when the sentence structure and grammar is there for additional clues. When reading, a child might say "Little Red Riding Hood walk in the woods." When using the syntactic cueing system the child should self-correct and reread "Little Red Riding Hood walked in the woods."
- 3) **Graphophonics**-Children must be able to break unknown words apart into sounds. Even though they know the meaning of the word *wolf*, many children may not have read the word *wolf* before. Without the semantic and syntactic cueing systems the child might read it as w-o-l-f pronouncing the short "o" sound and the story would not make sense.

*Books*

---

*-Helen H. Moore*

## Help Your Child Become A Reader

- Read aloud to your child as often as possible. Remember that children of all ages love to hear books read aloud. Keep reading to your child even after he/she learns to read.
- Talk about what you read. Language and thinking skills develop when children talk.
- Have your child read aloud to you. Keep it fun and enjoyable.
- Get a library card for your child and yourself. Make visiting the library a special event on a regular basis.
- Make sure your child owns some quality books. Encourage relatives to give books as gifts.
- Let your child see you reading a variety of materials: newspapers, magazines, books, forms, brochures, recipes, etc. Parents are the most important role models.
- Provide opportunities to write. Allow your child to make grocery lists, write thank-you notes, write notes to friends and relatives, and even keep a journal.
- Become involved in your child's school. If you show an interest, your child will know the home-school connection is an important one.
- Subscribe to a children's magazine such as *Highlights*, *Zoobooks*, or *Ranger Rick*. (These are also available for checkout at the local library.)

## **The Three Finger Method**

Once children are beginning to read on their own, they need to know how to pick out appropriate books for themselves at home, at school, or at the library. The following book selection strategy is called The Three Finger Method.

---

Your child should do the following:

1. Find a book he or she wants to try to read independently
2. Open the book to any page
3. Read aloud that page
4. For each word he/she doesn't know, raise one finger
5. At the end of the page, see how many fingers are raised
6. If there are three or less fingers raised, the book is a good choice
7. If there are more than three fingers raised, the book is too difficult to read alone right now. (This might be a good book for an adult to read aloud!)

## Observation Log

<u>Book Title/Date</u>	<u>Strategies Attempted</u>	<u>Observations/Notes</u> <u>Questions</u>



**Children's Series Books:**

The Berenstain Bears by Stan and Jan Berenstain

Franklin by Paulette Bourgeois

Clifford by Norman Bridwell

Arthur by Marc Brown

Henry and Mudge by Cynthia Rylant

**Beginning Chapter Book Series:**

Cam Jansen by David Adler

Horrible Harry by Suzy Kline

Frog and Toad by Arnold Lobel

Magic Tree House by Mary Pope Osborne

Junie B. Jones by Barbara Park

## Workshop III Outline

### **Welcome (10 minutes)**

Introduce teacher and family members

Review previous workshop items addressed

---

### **Read/Share Parent Reading Notes/Observations (10 minutes)**

#### **Snacks and Beverages Served**

#### **Read and Discuss Story: (10 minutes)**

*Look! I Can Read!* By Susan Hood

#### **Overview and Purpose of Workshop III (10 minutes)**

**(The following topics will be discussed with the aid of overheads:)**

More strategies to use at home: summer activities and ideas

The importance of fluency

Comprehension is key

The importance of reading every day over the summer

#### **Pass out and Discuss Handouts (15 minutes)**

**(The following handouts will be provided for each family to take home for home use:)**

##### Summer Activity Calendar

Encourage families to continue reading and literacy activities over the summer.

15-20 minutes of reading daily over the summer will better prepare their child for the following school year. Don't let all of their hard work go to waste!

### Home Reading Guide

Discuss fluency and reading with expression. Demonstrate reading *Look! I Can Read!* with the use of the rubric. Encourage parents to have their child continue to practice reading a book until they score a three or four.

---

### Observation Log

Encourage parents to write any observations or questions they may have while reading with their child. Encourage parents to contact the presenter with questions or bring them to the next workshop.

### Library Information

Encourage families to participate in the summer reading program.

### **Wrap-Up/Questions (5 minutes)**

#### **Read Poem:**

*Sculptors*-author unknown

### **The Importance of Fluency**

Your child is reading fluently when their reading sounds natural and smooth. At this point, you should hear expression in your child's voice while reading. To help your child read more fluently, try having them echo you.

- 1) You read a line or sentence with expression, then your child tries to read it in the same tone of voice.
- 2) Keep reading to your child on a daily basis even though he or she can now read on their own.

### **Comprehension is the Key to Reading Success**

Your child may be able to sound out words and read books. However, don't forget about COMPREHENSION. Your child should be able to talk about and retell a story. If not, focus on asking your child more questions throughout the story. Model this by talking about your thoughts and feelings about the characters, events, and problems in the story.

### **The Importance of Daily Summer Reading**

Don't let all of your hard work go to waste this summer!

- ◆ Keep reading for at least 20 minutes each day
- ◆ Your child will be more prepared for school in the fall
- ◆ Children who read regularly grow up to be adult readers who enjoy reading

*Sculptors*

*-Author Unknown*

## Summer Activity Calendar

Below are learning activities to share with your child.

1. Take your child to the library and pick out some books together.
2. Write a poem about summer together.
3. Think of something you would use at the beach that begins with each letter in  
SUMMER.
4. Write the word August. Think of some words using the letters found in August.  
(Ex. rag)
5. Talk about your plans for the 4th of July and write about them.
6. Plan an imaginary dream vacation together.
7. Let your child help you write the grocery list for the week.
8. Make a poster for the 4th of July.
9. Write about the funniest thing that has happened to you this year.
10. Make a birthday card for a friend or relative.
11. Participate in your local library's storytelling hour and summer reading program.
12. Plan an evening meal together. Make a menu for the meal.
13. Draw and decorate a calendar for August. Write important events on it together.
14. Keep a daily journal.
15. Help your child look up a friend or relative's phone number in the phone book.
16. Write notes to family members and friends.
17. Ask your child to complete this: The summer sun brings...
18. Have a quiet reading time everyday.
19. Ask your child to find a favorite book and reread it together.
20. Have your child write about their hopes for the upcoming school year.

## Home Reading Guide

Use this guide when listening to your child read aloud. If your child scores a one or two, they need more practice reading that particular book.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<p><b>Needed a lot of help:</b></p> <ul style="list-style-type: none"> <li>• Many mistakes</li> <li>• Sounds out each word</li> <li>• Could not retell</li> </ul> <p><b>Let's work on this some more</b></p>	<p><b>Needed some help:</b></p> <ul style="list-style-type: none"> <li>• Several mistakes</li> <li>• Could retell some parts</li> <li>• Used a monotone voice</li> </ul> <p><b>With more practice you'll have it soon!</b></p>	<p><b>Read well:</b></p> <ul style="list-style-type: none"> <li>• A few mistakes</li> <li>• Could easily retell</li> <li>• Some expression in voice</li> </ul> <p><b>Solid reading, what we're looking for: Good Work!</b></p>	<p><b>Read extremely well:</b></p> <ul style="list-style-type: none"> <li>• No mistakes</li> <li>• Could retell easily</li> <li>• Used a lot of expression</li> </ul> <p><b>Superior, WOW!</b></p>

### Remember:

- Keep reading fun and enjoyable.
- If your child is getting frustrated, stop for now.
- You may need to read the book to your child first so he/she can hear the story read fluently.

## Observation Log

<u>Book Title/Date</u>	<u>Strategies Attempted</u>	<u>Observations/Notes</u> <u>Questions</u>



**Local Library Information**  
**Summer Reading Programs 2003**

Summitview Library  
 5709 Summitview Ave.  
 Yakima, WA 98908  
 966-7070

Yakima Valley Regional Library  
 102 N. 3<sup>rd</sup> Street  
 Yakima, WA 98901  
 452-8541

Mon., Fri., & Sat. 9-6  
 Tues.-Thurs. 9-8  
 Sun. 12-4

Mon.-Thurs. 9-9  
 Fri. & Sat. 9-6

*Read Around the Clock*

- ◆ Register and get your personal reading log at the local library. Mark your log each day you read 20 minutes or more.
- ◆ There will be a variety of prizes!

**Story Times:**

Summitview Library  
 Grade School Programs  
 Thursdays, July 3-August 7  
 2:15-3:00 p.m.

Yakima Library  
 Grade School Programs  
 Tuesdays, June 25-July 29  
 2:00-3:00 p.m.

- ◆ Allan Hirsch, storyteller, singer, and puppeteer will be performing this summer:

Summitview Library  
 Tuesday, June 24  
 7:00-7:45 p.m.

Yakima Library  
 Tuesday, June 24  
 2:00-3:00 p.m.

### Reading Workshop Questionnaire

Thank you for taking the time to participate in our reading workshops this year. In an effort to make future workshops even better, I am asking for your help. Please take a few minutes to answer the following questions. The questionnaire is confidential so you do not need to write your name. If you would like to add any additional comments please do so on the back of this sheet. Thank you and have fun reading together as a family!

Please circle the number that most closely matches your opinion:

1	3	5
No	Some/Maybe	Yes/Definitely

1. Did you feel welcome and comfortable at the workshop sessions?  
1                      3                      5
  
2. Did you feel the ideas, activities, and handouts were useful outside of the workshop sessions?  
1                      3                      5
  
3. Did you feel you had enough practice or knowledge to implement the activities or strategies at home?  
1                      3                      5
  
4. Did the workshops help increase the time your family spends reading at home?  
1                      3                      5
  
5. Did you and your child enjoy the book choices and activity ideas?  
1                      3                      5
  
6. Overall, did you enjoy attending the workshop sessions?  
1                      3                      5
  
7. Would you participate in future workshops or recommend them to other families?  
1                      3                      5

Thank you for participating and feel free to write additional comments on the back.

## Chapter Five

### Summary, Conclusions, and Recommendations

#### *Summary*

The purpose of the project, "Effective Practices for Emergent Readers: Practical Ideas for Everyday Reading with Your Child" was to develop three workshops. The workshops were targeted at first grade parents to increase quality reading time in the home. The workshops were developed after the review of research on parental involvement, family literacy, the development of the reading process, and beginning reading strategies.

Involving parents in their child's education may be the first hurdle for teachers to overcome. Parents must feel welcomed and comfortable in the school setting. In addition, schools must make the effort to make reading part of the home life as well. Family literacy is a strong predictor of developing lifelong readers. The development of the reading process begins during infancy as babies imitate language and sounds. It is important that schools make families aware that literacy activities must start long before children first enter the formal school setting. By helping parents learn reading strategies to use at home, more children will likely become successful, lifelong readers who have experienced the fun and joy of a good book.

#### *Conclusions*

Parents are a child's first teacher and want to see their child succeed. However, many parents are unsure of exactly how to help their beginning reader learn to read. Teachers and schools need to address these needs and help families start family literacy

practices that will help each child succeed at home and at school. The conclusions reached as a result of developing this project were:

- ◆ Children of parents who show an interest in their child's education are more likely to learn to read more easily.
- ◆ Many parents are hesitant to contact their child's teacher or school.
- ◆ Parents who set guidelines on homework and T.V. viewing demonstrate the value of education to their children.
- ◆ Children are more likely to enjoy reading and make it a lifelong habit if it is part of their daily lives and routines.
- ◆ Families who participate in a wide variety of literature activities have children who experience success in learning to read.
- ◆ The reading process does not begin upon entering school, rather it begins at home starting with language in infancy.
- ◆ Reading involves the use of the semantic, syntactic, and graphophonic cueing systems. Without any one of the three, the whole child cannot become a successful reader.
- ◆ There are many quality beginning reading strategies that aid in the development of the reading process.
- ◆ Giving children uninterrupted reading time daily aids in the reading development.
- ◆ Determining the readability of books enables readers to find books that are appropriate for their reading level.

- ◆ Rereading favorite books helps to increase fluency and is enjoyable for young children.
- ◆ Reading aloud to children is seen as the single, most powerful tool in helping a child learn to read.

---

### *Recommendations*

As a result of developing this project, the following recommendations are suggested:

Teachers at all levels must make the effort to involve parents in their child's education. These workshops, intended to include more families, should be offered at various times of day to best meet the needs of the participating community. When appropriate, free childcare should also be offered. This may be accomplished by contacting the local high school and finding senior students who are interested in volunteering as part of a senior graduation project. It may also be necessary to have all handouts, overheads and workshops translated into Spanish to meet the needs of Spanish speaking families.

The information from the three workshops should also be sent home to any families who are unable to attend. Handouts can be copied and newsletters should be created to address the topic of each workshop. It is also recommended that the workshops be videotaped so that parents who are unable to attend may check them out.

As the workshops are delivered, more quality children's books should be added to the lists as well as any current local reading programs or incentive information.

The presenter should carefully read all of the evaluations to help improve future workshops. When needed, items should be adjusted, deleted, or added to better address

the needs of the targeted audience. The presenter should also continue to confer with and seek the assistance of other professionals with knowledge on emergent readers. The presenter should also track future reading scores and assessments to see if the workshops impact reading scores at school.

---

## References

- Allington, R.L. (2001). *What really matters for struggling readers: designing research-based programs*. New York: Addison-Wesley Educational Publishers Inc.
- Ballantine, J.H. (1999). Getting involved in our children's education. *Childhood Education*, 75(3), 170-171.
- Bridge, C.A., Winograd, P.N., & Haley, D. (1983). Using predictable materials vs. preprimers to teach beginning sight words. *The Reading Teacher*, 36(9), 884-891.
- Bus, A.G., & IJzendoorn, M.H. (1995). Mothers reading to their 3-year-olds: the role of mother-child attachment security in becoming literate. *Reading Research Quarterly*, 30(4), 998-1015.
- Cairney, T.H. & Munsie, L. (1995). Parent participation in literacy learning. *The Reading Teacher*, 48(5), 392-403.
- Come, B. & Fredericks, A.D. (1995). Family literacy in urban schools: Meeting the needs of at-risk children. *The Reading Teacher*, 48(7), 566-570.
- DeBruin-Parecki, A., Paris, S.G., & Siedenbug, J. (1997). Family literacy: Examining practice and issues of effectiveness. *Journal of Adolescent & Adult Literacy*, 40(8), 596-605.
- Demos, E.S. (1987). Parents: An untapped resource. *Reading Horizons*, 28, 34-38.
- Enz, B.J., & Searfoss, L.W. (1996). Expanding our views of family literacy. *The Reading Teacher*, 49(7), 576-579.
- Faires, J., Nichols, W.D., & Rickelman, R.J. (2000). Effects of parental involvement in developing competent readers in first grade. *Reading Psychology*, 21, 195-215.

- Feuerstein, A. (2000). School characteristics and parent involvement: Influences on participation in children's schools. *The Journal of Educational Research*, 94(1), 29-39.
- Fitton, L. & Gredler, G. (1996). Parental involvement in reading remediation with young children. *Psychology in the Schools*, 33(4), 325-332.
- Henderson, B. (2000). Home reading: The key to proficiency. *Principal*, 80(1), 46-48.
- International Reading Association & The National Association for the Education of Young Children. (1998). Learning to read and write: Developmentally appropriate practices for young children. *The Reading Teacher*, 52(2), 193-211.
- Kamii, C., & Manning, M. (2002). Phonemic awareness and beginning reading and writing. *Journal of Research in Childhood Education*. 17(1), 38-46.
- Leseman, P., & de Jong, P. (1998). Home literacy: Opportunity, instruction, cooperation and socialemotional quality predicting early reading achievement. *Reading Research Quarterly*, 33(3), 294-320.
- Leslie, L., & Allen, L. (1999). Factors that predict success in an early literacy intervention project. *Reading Research Quarterly*, 34(4), 404-427.
- Manning, M., Manning, G., & Kamii, C. (1988). Early phonics instruction: Its effect on literacy development. *Young Children*, 44(1), 4-8.
- Miedel, W.T., & Reynolds, A.J. (1999). Parent involvement in early interventions for disadvantaged children: Does it matter? *Journal of School Psychology*, 37(4), 379-402.
- Morrow, L.M. & Paratore, J. (1993). Family literacy: Perspective and practices. *The Reading Teacher*, 47(3), 194-200.



- Neuman, S.B., Caperelli, B.J., & Kee, C. (1998). Literacy learning, a family matter. *The Reading Teacher*, 52(3), 244-252.
- Routman, R. (1994). *Invitations*. Changing as teachers and learners k-12. Portsmouth, NH: Heineman Educational Books, Inc.
- 
- Senechal, M., & LeFevre, J. (2002). Parental involvement in the development of children's reading skill: A five-year longitudinal study. *Child Development*, 73(2), 445-460.
- Shaver, A.V., & Walls, R.T. (1998). Effect of title 1 parent involvement on student reading and mathematics achievement. *Journal of Research and Development in Education*, 31(2), 90-97.
- Smith, C. R. (2001). An exploration of multiple storybook literacy. *Reading Research Quarterly*, 36(2), 152-183.
- Vukelich, C. (1984). Parents' role in the reading process: A review of practical suggestions and ways to communicate with parents. *The Reading Teacher*, 37(6), 472-477.