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Parental Involvement in Reading

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THESIS ABSTRACT

Some children succeed in school while other children struggle. One important skill in succeeding in school is reading. Some children come to school with early literacy skills and a few already know how to read. Other children cannot seem to grasp early literacy skills and struggle when it comes to reading. The purpose of this study is to find out if a correlation exists between a first grader's reading level and the amount of time parents are involved with their child in literacy activities at home. Data will be collected from a first grade classroom. Children will be assessed at the beginning of first grade and at the end of the eight week study to find out their fluency reading level using Houghton Mifflin fluency assessments. Parents will record the amount of time they spend reading and discussing literature with their child.

The results of this study will show whether a correlation exists between a child's reading level and the amount of time parents and children spend together in literature at home. If a correlation exists, this study could be used to encourage parents to spend more time with literature in the home to improve a child's fluency level. It will also encourage teachers to encourage parents to become more involved at home.

Keywords: Parental Involvement, Reading, Fluency, First Grade, Literacy
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Parental Involvement

Chapter One

Introduction

Background

Learning to read is an ongoing process. Contrary to popular belief, it does not suddenly begin in kindergarten or first grade. From the earliest years, everything that adults do to support children's literacy counts. Adult-child interaction at home and exposure to printed materials can provide young children with the opportunity to better their reading skills. Research dictates that home environments in which children read regularly, have access to reading materials, and are encouraged to interact during reading are considered fundamental in developing reading skills. Therefore, the major question of this study is the effect of parental involvement in one first grader's fluency in reading.

Academic success can be achieved if a positive relationship is developed between a child's home and school to reinforce literacy activities. Parental involvement is vital as parents are the first influences in a child's life. Unfortunately, barriers exist that hinder parents from becoming involved in their child's school life. Some may assume that lower socio-economic status parents are indifferent to their children's education. However, they are just as concerned as parents who are higher on the economic ladder. Schools and teachers in particular, should make an effort to involve parents so barriers that stand in the way of student success can be addressed together using strategies such as offering parents numerous opportunities to participate in the activities of the school community. Flexible times support the
variety of parents’ schedule and support their becoming involved with the school. In order to foster a sense of community and develop that needed relationship between home and school, the school should make parents feel welcome. For example, activities that can involve the entire family focus on literacy. Family literacy should include all members of the family so that reading based activities can take place on a daily basis in the home between parents and their children. Parents’ behavior and attitudes towards literacy can be imparted to their children and serve to reinforce what is taught in school. These behaviors not only lead to improved literacy, but increased overall academic success.

Olmascheid (1999) emphasizes that one critical factor in developing reading skills and fluency is the involvement of parents. Harris & Hodge (as cited in Rasinski, 1994) define fluency as “the ability to read smoothly, easily, and readily with freedom from word recognition problems and dealing with words with quickness” (p.158).

Without the development of reading fluency as part of the process of reading instruction, teachers may end up with a classroom full of students who read roughly and slowly, laboring through text, many times, unaware of the importance of making meaning. As a result, students may not completely garner the important information from text. If students are to become good readers, they must possess and practice the qualities of good readers. One important quality of a good reader is that oral reading is smooth and fairly accurate. There are other qualities of a good reader, but for the purpose of this study, fluency will be the quality that will be featured. Students not
only need to read accurately, but also fluently in order to understand texts. When readers cannot read fluently, they may understand parts of a passage or story, but complete understanding of the text, author’s purpose, and inferences is bound to be compromised. Armbruster, Lehr, & Osborn (2003) found that fluency is important because it provides a bridge between word recognition and comprehension. Because fluent readers are automatic when they read, that is they do not have to concentrate on decoding the words they can focus their attention on the meaning.

According to the National PTA in the National Standards for Parent/Family Involvement Programs, over 30 years of research has proven beyond dispute the positive connection between student successes and parental involvements. Cullinan (as cited in Nathan, 1991) reminds us that children need adults who share their literacy heritage to lead them into literacy. What better adult for the job than the one closest to the child, the parent? This study will attempt to inform the public of the benefits of having parents involved in their child’s reading at home and the importance of fluency practice.

Statement of the Problem

In the past five years of teaching this researcher has noted a severe lack of fluency with first graders. The children come in to first grade many times lacking basic reading skills such as one to one letter sound correspondence, knowledge of parts of books and their functions. Limited parental involvement at-home greatly affects these students’ progress in reading. Lack of fluency is an especially significant problem for first graders because it hinders their ability to efficiently
proceed through and process the meaning of text. According to the Houghton Mifflin Language Arts program (2006) first graders are expected to leave that grade reading at least 65 words per minute. If students do not have sufficient practice with fluency, they will leave first grade reading below grade level and thus enter second grade behind their peers. When a child enters second grade reading below grade level, in most instances, he or she will probably continue to read below level throughout their schooling. Lack of parental support may contribute significantly to that issue. Moats (2001) found that students who read slowly often fail to complete work, lose interest in school, and seldom read for pleasure. When reading failure begins early, it takes root quickly, and possibly affects students for life. According to Dowhower (1991), “Nonfluent reading leads to less reading. Lack of exposure and practice then leads to a continual failure to develop automatic word recognition. As a result, practice continues to be avoided or is merely tolerated without real cognitive involvement, and the downward spiral continues” (p.177). Stanovich noted (as cited in Dowhower, 1991) that “since reading unlocks knowledge, develops vocabulary, and facilitates other cognitive skills, these other skills and process are developmentally delayed. The child who is slow to develop fluency is thus twice disadvantaged” (p.177).

Many times children do all their reading practice at school and do not practice at home. Other activities take priority for children in their homes. For example, there may be far too many interesting things going on at home that occupy the children’s time they could be using to read. Some parents do not place much emphasis on practicing reading at home with their children. We can not be sure why this happens.
It could be that the parents feel it is a task that is to be completed at school or some parents may even feel incapable of helping their children with reading. Parental support at home is a major concern that needs attention as an important and necessary component to support the academic success of all children. A lack of fluency affects all of a child’s academic subjects and consequently his or her academic achievement. A child has to do some kind of reading in all subjects. Without efficient and fluent reading a child is going to struggle in all areas.

*Significance of Study*

The significance of this study is not only to help parents appreciate that they do have important skills to share with their children, but to empower them with additional skills to enhance their understanding of literacy development. This kind of support will provide parents with the confidence and support necessary for them to contribute to their children’s literacy development. Through this study this researcher as a classroom teacher hopes to inform others that a joint home-school family relationship with parents is imperative. It is critical that parents understand how important their roles are in their children’s literacy growth. It is crucial for families with whom teachers interact to understand (a) that their children’s literacy development can be fostered, (b) that this development must be valued in all homes, and (c) that it should be viewed as a shared responsibility between home and school.

This study will hopefully help us as educators and parents to see the benefits of supporting our first grade students’ literacy at home and confirm the significance of meaningful reading activities that can strengthen first graders reading fluency.
The results of this study will help educators understand that we can not afford to lose the one major supportive element in children’s academic success. That major supportive element, parental participation in literacy activities, will reinforce our daily teaching. That reinforcing element is our children’s parents.

Conclusion

In this chapter the reader has reviewed the critical role of parental participation in reading success for all children, specifically first graders, for this study. The purpose of this chapter has been to inform others of the essential dilemma that educators consistently experience when parental support for reading fluency is not a component of the reading program in first grade.

The following chapter will provide a review and implications for this study of what is currently known about parental involvement in reading fluency development of first graders.

Definition of Terms

Fluency. For the purpose of this paper, fluency will be defined as the ability to read with accuracy, expression/phrasing, appropriate rate and comprehension. This definition will include reading aloud expressively and with understanding.

Parental involvement. For the purpose of this paper the term "parent involvement" will be defined as follows. It includes several different forms of participation in a child’s education. Parents become more involved in helping their children improve their schoolwork—providing encouragement, arranging for appropriate study time and space, modeling desired behavior (such as reading for
pleasure), monitoring homework, and actively tutoring their children at home in reading, and attending school based functions such as Literacy Night, Writing Celebrations etc.
Chapter Two
Review of Literature

Introduction

What are the effects of parental involvement on first graders reading fluency?

The purpose of this thesis is to inform others of the importance of fluency practice with first grade students. It is meant to enlighten parents of their imperative role in building fluency with their children as readers. This chapter will give an overview of what is already known about fluency and parental involvement.

Fluency

Ambruster, Osborn, & Lehr (2003) emphasize the importance of reading fluency. They state that fluent readers can make associations among the ideas in the text, between the text and with the background knowledge that they possess. In other words, fluent readers recognize words and comprehend at the same time. Less fluent readers however must focus their attention on figuring out the words, leaving them little awareness for understanding the text. Kuhn (2004) notes that students are able to become fluent readers only as they understand the connection between the text and spoken language. With fluency comes a reader’s understanding. One way fluency develops is that readers listen to and read along with skilled and expressive reading models. Learners who have not yet achieved fluency either read in a word-by-word manner or by grouping words in ways that do not parallel spoken language (Dowhower, 1991). Chall (as cited in Kuhn, 2004) believes it is often the case that less fluent readers’ reading is monotonous as well. These qualities reflect their
inability to transfer prosodic elements such as pitch, intonation, and expression as guided by syntax and context that occur naturally in speech and are mapped on to written text. “Fluent readers, on the other hand, make appropriate use of phrasing, pitch, and emphasis in their reading” (p.339). It is obvious that students who are struggling to decode words lose the overall meaning of the text. Hudson, Lane, & Pullen (2005) inform us that “A fluent reader can maintain this performance for long periods of time, can retain the skill after long periods of no practice, and can generalize across text. A fluent reader is also not easily distracted and reads in an effortless, flowing manner” (p.702). The inference then is that fluency is indeed importance because it enables readers to concentrate on text while they are reading in spite of distractions.

Hudson, Lane, & Pullen (2005) found that “Reading fluency is gaining new recognition as an essential element of every reading program, especially for students who struggle in reading. Reading fluency is one of the defining characteristics of good readers and a lack of fluency is a common characteristic of poor readers” (p.702). It has been shown exactly that way in my classroom. Those students who lack fluency in their reading have the characteristic of being a poor reader. They lack the reading skills, such as decoding, phonemic awareness, and intonation to be successful readers. Rasinski, Padak, Linek, & Sturtevant (2001) state that “Reading fluency has long been considered a critical factor in general reading development and achievement. Yet surprisingly, it has not been as widely studied as other reading processes and factors such as comprehension, vocabulary, and metacognition”
The more research that is done on fluency will allow the readers to see the importance of beginning fluency practice as early as possible. The majority of the research that has been done is in favor of fluency. This thesis can add onto the research that has been done that is in favor of fluency practice.

It is important that the concept of fluency be examined through a variety of lenses. Allington found (as cited in Rasinski, 1989) found that “Achieving fluency is recognized as an important aspect of proficient reading, but it remains a neglected goal of reading instruction” (p.257). Kuhn and Stahl (2000) concluded that fluency instruction improves children’s reading achievement at the transitional stage of reading development, but Kuhn and Stahl add that they have observed little fluency instruction in the schools. They advocate the integration of fluency instruction in classrooms so that readers can “… move from labored decoding to the construction of meaning” (p.27). This lack of practice in reading fluency most likely contributes to some students’ struggles to master both fluid reading and comprehension. Not having fluency the reader has no access to what the author has really intended in their text. An incorrect reading can lead to misinterpretation of the text. Teachers, including this researcher have found that this then leads to students becoming unmotivated to read. When opening a text is like opening a doorway to frustration and anxiety, students avoid the task of reading and try to flee from it using any means available to them. First graders should want desperately to read and enjoy books, a time to focus on the development of lifelong readers.
In a more recent article a change in thinking concerning fluency is evident. According to Allington (1983) fluency was once considered the "neglected goal" of reading, but no longer is. According to Stahl (2004) fluency is one of the five goals of reading stressed in the Reading First program incorporated into the No Child Left Behind Act of 2001. This legislation is the blueprint for elementary education in the United States for the next several years. Because fluency is a major part of this legislation, it will receive major public attention.

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Not only is fluency a critical element in the development of good readers. Dowhower (1991) said "If children are to become fluent readers, they need to read a lot" (p.179). Cullinan, (as cited in Dowhower, 1991) noted that children need adults who share their literary heritage and lead them into literacy. Story has great power in human lives. Moreover, real stories help create an interest in books that leads to more reordering and greater exposure to reading materials. Greater exposure to reading and repetitive reading of texts affords readers opportunities to practice their skills with familiar stories. According to Livingston and Wirt (as cited in Darling, 2005) children with richer home literacy environments demonstrate higher level of reading skills and knowledge when they enter kindergarten than do children with less literacy-rich environments. Children who are read with learn what it means to read and how the reading process works. According to Rush (1999), the most significant contributions in a child’s early literacy development are the amount of book sharing and number of related books activities with which a child has had experience. Rush
also found a correlation between the amount of caregiver involvement in shared activities with a child to the age at which a child could successfully name and recognize letter. Parental involvement in early literacy development is a necessary key in successfully learning to read, the goal of this thesis and all schooling.

Parents impact a child’s success in school. According to PTA Issues (1997), “Children who have parents that participate in their schooling have better attendance, have more positive relationships toward school, and achieve at higher levels” (p.16). Rasinski and Fredericks (1989) stated “parents are increasingly viewed as a vital ingredient in the successful literacy development of their children. Moreover, teachers and school administrators are increasingly willing to involve parents in reading and to sustain that involvement” (p.180). Therefore, it is logical to involve parents in the reading development of their children to insure that fluency is developed; sustained and lifelong readers are created.

In their research, Rasinski and Fawcett(1996) found that recent research and practice demonstrates that when parents are involved their children’s learning improves and parents and teachers have a greater understanding for each other’s work. Darling (2005) noted that “evidence suggests that when teachers and parents partner to support children’s reading and academic achievement, at-risk children exhibit demonstratable gain” (p.476).

Blunkett (2000) states that exposing children to literature and helping them develop early literacy are all a matter of priorities. The basic building block to a child’s success in school is strong family support. Three family characteristics that
promote student success are (1) a structured and supportive family life with warmth and caring; (2) modeling of high expectations for behavior, and (3) active participation as a family system. This thesis will hopefully allow parents to see the importance of family participation. Parents have such a large role in a child's success in school. They have the power to pass on the importance of reading to their children.

Conclusion

Research reveals a very large amount data on the importance of fluency. Researchers of reading fluency agree that it is one of the main ingredients of becoming a successful reader. The research on parental involvement makes it known that it is a major key to a child's success in reading. In chapter three, the methodology of this study will be described.
Chapter Three
Methodology

Introduction

This paper examines the effects of parent of involvement on a child’s fluency in reading. In this chapter the methodology of this study will be described.

Design

The methodology used in this study is the quasi-experimental design. The quasi-experimental design is according to Fraenkel and Wallen (2006), “A type of experimental design in which the researcher does not use random assignment of subjects to groups” (G-7).

Setting

District. The study takes place in a large urban school district in southern California. The district contains 64% Hispanic/Latinos, 27% white, 3% African Americans, 2% Asians, 2% Filipinos, 1% American Indian/Alaska Native, and 1% Pacific Islander.

School. The project took place at an elementary school in a mid-size diverse city. The school educates around 671 students. Of the 671 students 628 of them are Hispanic or Latino, 19 White, 10 Filipino, 4 Asian, and 19 African American. 628 of these students are identified on the CBEDS as socioeconomically disadvantaged. The California Basic Educational Data System (CBEDS) is an annual data collection administered in October. The purpose of CBEDS is to collect information on student
and staff demographics. Of these students, 558 students are English Learners and 70 are students with disabilities.

*Classroom.* The classroom chosen for this study is a first grade classroom. It is an English mainstream classroom and a Structured English Immersion (SEI). The classroom is very well organized with lots of books and working materials accessible to the children. Student work is posted in abundance on all classroom walls. The climate of the classroom is one where the environment of learning and teamwork has been developed.

*Participants*

All of the children who participated in the study were first graders between the ages of six and eight. There were a total of 17 students: 2 mainstreamed children and 15 SEI students. Nine of the students were male and eight of the students female.

*Materials*

The data on fluency for each subject was collected through the Houghton Mifflin Sacramento County Office of Education Reading Assessment (2006). The Houghton Mifflin (SCOE) Reading Assessment assesses a child's fluency. Each child was assessed with an unfamiliar reading passage that was to be read in one minute. The child's miscues and correct word reading were recorded on a separate form with the same reading passage. This form is included in the Houghton Mifflin (SCOE) Reading Assessment booklet. Each word the child read correctly within that minute was added to arrive at a total number of words read. Then calculations were done to identify how many words the child read per minute. The numbers of words
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read incorrectly were then subtracted from the total words read per minute. The resulting score was the child's fluency score.

Procedure and Timeline

*Week one.* The research was discussed with parents at a parent workshop in January. Parents were given a consent form to read and sign if they agreed to have their child participate in the research project. The research project was explained verbally and in writing. Questions were also answered during this time and throughout the project. The calendar for the month of February and March were explained and sent home at the end of February. Parents filled out the amount of time they spent with their child on literacy experiences. Literacy experiences were explained to mean the time spent reading to each other or the time spent doing reading activities.

*Week two.* Data was also collected on the amount of time each child spent at home engaged in literature. A calendar was sent home during the month of the study for parents to record how much time they spent each day with their child engaged in literature activities. Parents could read to their child or their child could read to them or do other reading related activities each day of the calendar. Parents marked what they did with their child and the total number of minutes of reading for the month were counted and recorded for each child.

*Week three.* The reading calendar was kept in the students' homework folders and reviewed weekly throughout the eight weeks of the study. Each week the minutes were counted and recorded for each child.
Week eight. The data was collected for the calendars that the students turned in.

Analysis of Data

Each child was individually assessed to determine his/her fluency level attained by the beginning and end of first grade according to the Houghton Mifflin SCOE Reading Assessment. Each child was individually assessed six times during the year and their fluency reading levels were recorded.

Limitations

One of the limitations of the study was the context of the implementation. The implementation of the reading activities may have been delivered in different ways by each parent. This inconsistency may have advantaged one student and advantaged over another. The limitation of location may have also affected the results of this study. The home environment of each student is very different. One student may have had the quiet, undisturbed study time while other students may not have experienced the same learning conditions.

Conclusion

This study explores effects of parent involvement in the development of a child’s fluency. This study will show that when parents spend quality time with their children on enriching reading activities students’ fluency scores will increase. The following chapter will provide the results of this research.
Chapter Four

Results

Introduction

This chapter will explain the results of the data analysis and review the research hypothesis of this study.

Data Analysis

The beginning of the year and the end of the year reading levels of first grade and the amount of time spent at home involving their child in literacy was analyzed using the Pearson r Correlation Coefficient. When the Pearson r Correlation Coefficient was run on the results of this study a bar graph was developed. The results showed a highly significant correlation.

The graph shows the 17 student's beginning of the year fluency scores. The graph then shows the end of the year fluency scores. Last, it shows how many minutes they spend reading within the eight weeks of the study. You are able to see that the
students that spent more time reading throughout the eight weeks had higher fluency scores at the end of the year. This is only to prove that reading daily with or to your child will cause positive changes to their reading skills. The students that read daily were more successful in reading in their first grade class. They seemed to be more confident in the classroom, and excited to pick up a book. With daily reading practice the children that began very low in their fluency level at the beginning of the year improved greatly. The child’s reading results were tremendously positive. I noticed that as I was hearing the students read I heard a lot more students using expression and they were reading less monotonously. Another benefit that I saw was an improvement in the scores in their comprehension scores in their language arts test.

*Research hypothesis*

The null hypothesis that stated there would be no statistically significant correlation between the amount of time spent on literacy at home and the level of reading fluency for first grade was rejected.

A review of literature shows that early literacy development is directly affected by home experiences. Studies have also shown the increased parental involvement increases the likelihood of success in academic areas of school. Therefore, the research hypothesis for this study is that a child’s first grade fluency level will increase with the amount of time parents spend on early literacy experiences. As a result of this study, the research hypothesis appears to have a positive correlation based on the work and the results of the study.
Conclusion

This chapter gave an overview of the results of this study. The research hypothesis was found to be significantly correlated and the null hypothesis was rejected.
Chapter Five

Introduction

This chapter will discuss the conclusions and recommendations for reading fluency based on the data gathered and the review of literature done for this study.

Summary

Reading readiness starts early in a child’s life. Parent’s involvement with literature during the early childhood and primary school years’ aide a child’s reading achievement. Children need time and support while learning about books and learning to read. Parental involvement in literature includes shared reading experiences and literature discussions. Parents should read to or listen to their children read as often as possible, preferably everyday. Parents should not only share reading experiences with their children but should also discuss the piece of literature throughout the shared reading experience. Children’s reading progress as shown through this study and the review of literature is significantly correlated to the amount of time parents spend engaging in literature with their children. The more time parents spend engaged in literature with their children the better prepared these children will be to succeed at reading.

This study has really opened my eyes to parent involvement. Many times we as educators really do not put much emphasis in the enormous role our students’ parents have in the reading success of our children. Parents also may have it in their frame of mind that their children are educated at school and not at home. Parents need to be encouraged to continue academic routines at home and to spend time daily
and be involved in literature daily with their children. They need to put aside all of the day’s distractions and spend that quality reading time with their child. The results from this study show that when that time is taken from their day very positive things can happen with a child’s reading skills. The students who are reading at home will succeed better in school and continue to only get better in all areas academically.

As the study was being conducted you could see the emotional change taking place in the students’ reading attitudes. You could see how excited the students were every time they saw improvements in their reading scores. They couldn’t wait to share the improvements they had made with their parents. Once students knew that they could do the reading they wanted to read constantly. One parent commented that their child was reading so well in English they were even beginning to read in Spanish as well. She was so amazed at how much he had improved and at how enthusiastic he was about reading. The parent said that everywhere they went their son was reading.

The parents were pleased at the results of the study. They realized that being a part of their children’s daily reading activities helped encourage their students to want to read. The students wanted to perform and please their parents so they tried a lot harder. The students knew that their parents were completely supporting them and they wanted to do their part. I would have the students come in before school started in the morning and talk about the books they had read to their parents. Some students were even teaching their parents how to read.
Some of the parents that didn’t speak English still had their children read to them in English and the parents listened and asked the children questions in Spanish. Other parents had their children read in English and Spanish. Both students, that is, those who read in English only and those who read in Spanish and English showed tremendous growth in fluency.

The growth in fluency helped the students read in math. Thus scores in mathematics increased. When it came to reading word problems students were reading and understanding them. Being a fluent reader not only helps in Language Arts, but in all other content areas such as Science, Social Studies, and definitely Math.

Teachers, can also help students improve in reading fluency. They can send home packets of various, helpful literacy activities. Some literacy activities that are especially helpful include high frequency word cards, typed up stories that have been covered in class during the week. Teachers can also send home repeated reading passages that have the week’s spelling words, and high frequency words. I did notice that with sending home an assortment of reading materials the parents and child were never left with the excuse of not having anything to read. Teachers need to insure that students have an abundance of interesting reading materials to use to improve their reading habits. Some students did comment that they did not have any books at home. Therefore, sending home reading materials is extremely important.

A calendar can also be sent home as done in this study to verify that reading is being done. I noticed that when the reading calendar was sent home with the students
parents felt more accountable to read with their child and fill in the amount of minutes read daily. Accountability does work. Having parents sign their children’s reading passages on a daily basis, after the student read to the parent, to verify that the reading had been done was very helpful.

There should be many opportunities for students to practice fluency in the classroom on a daily basis. Fluency practice includes the use of any type of reading. For example, reading directions as a class supports fluency as does, reading with a partner, reading as a class, or echo reading. A tool that proves to be very successful are fluency passages related to the vocabulary words of the week, themes of the stories read, and the high frequency words for the week. Repeated readings of these passages throughout the week will familiarize children with all of the week’s concepts and provide them opportunities to revisit concepts covered in class. These passages can be typed up by the teacher and read daily with the whole class and later sent home as part of children’s daily reading time.

Teachers can also train their parents in how to read to their children daily. A great time to do this is at Back to School Night, at parent conferences, and school-wide parent nights. Let parents know of how important reading daily reading is for their first grader. Daily reading will help a child become the best reader they can be. Parents can be taught the most successful exercises to do with their children. Parents need to know that asking questions during reading is a great way to get their child thinking about the book. Playing word games with books will help their child think about the words and their patterns. Repeated readings will help a child become
familiar with a book and feel more successful in reading it and gain a better understanding of it. If parents are taught these successful tips, there will be positive results. The parents of my students would agree that they want to know what will help their children be flourishing students. Informed parents can make themselves better partners with teachers.

One vital role in reading success is to celebrate every little success just as much as the huge accomplishments your students have made. Invite parents at Open House Night to celebrate all of their experiences and accomplishments in helping their children become fluent readers. Make it special. Have children will take time to thank their parents for their support and share with them their favorite book with their parents. Parents can also celebrate their children’s hard work and present them with something special. Everyone who takes part in a child’s reading success deserves to be rewarded.

Throughout the research of this study I came to the conclusion that parent involvement in reading development should be further studied to find key elements for parents to focus on to help their individual children succeed at reading. These studies can help further describe what a parent can be doing on a daily basis to better their child’s reading ability. What is going to help their child the most in the area of reading?

Some of the more important questions that this study raised include; do all parents have access to a variety of books to share with their children? If a child’s
parents do not speak English, does it also help if the child’s parents read to them in their native language? If a child is learning disabled to the same results apply?

Parents and teachers should be given access to the information of this study. We can only do our very best work for children if we work together as partners.
References


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