

Connecting Reading and Research: Preparing Parents to Support their Children's Learning

Margaret Grumm
Elisabeth L. Grinder, Ph.D.

Institute for the Study of Adult Literacy
Pennsylvania State University

COABE, 2007



Research tell us:

“Children most at risk for reading difficulties in the primary grades are those who begin school with less verbal skill, less phonological awareness, less letter knowledge, and less familiarity with the basic purposes and mechanisms for reading” (Starting Out Right, 1999).



Tidbits from Research

- Children's development is stimulated through strong and positive interactions with their parents
- A strong correlation exists between children's academic achievement and the amount of time spent doing shared activities with parents
- Training parents with specific strategies about how to teach children to read produced the best reading acquisition results



Tidbits from Research

- Parental use of frequent, sophisticated words when playing with children is important for later literacy skills.
- Book reading has been documented as the most frequent activity in which mothers label objects and action.
- Parent interactive strategies, particularly quality of language and shared book reading, show strong correlations with children's language development.



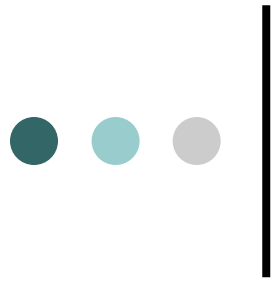
Strategies for Teaching Parents

- Apply principles of responsive interaction when interacting with parents: listen, respond, balance turns
- Focus on the child and the child's development first, changing parent behavior second
- Teach by using concrete, positive examples; provide supporting materials to illustrate examples



Strategies for Coaching Parents

- Teach to parent: behavior and communication, praise, omit negative feedback, ask for clarification
- Coach and give specific feedback to support parent during practice with child
- Invite formal and informal feedback from parents at frequent intervals



The following is the
presentation for parents.....



Literacy Development

- Children's early experiences with language are the basis for later reading success.
- The more children know about language and literacy before they arrive at school the better prepared they are to begin reading.
- Language ability in young children is related to school success, behavior, and relationships.



Literacy Development

- Language is the basis for literacy development
 - **Literacy development begins at birth**
- Language development occurs along a continuum
- High-quality language and literacy experiences are important for young children



What is Scientifically-Based Reading Research (SBRR)?

- Scientifically-Based Reading Research refers to reading elements that have been tested and prove effective in teaching children to read.
- A strong relationship exists between the activities we do with children and their reading achievement
- SBRR consists of five elements. These five elements are important for preschool children to learn to read



The five elements of Scientifically-Based Reading Research

- Phonemic awareness
- Vocabulary
- Print Awareness (including phonics and alphabetic principles)
- Reading comprehension
- Fluency



How can parents use this information to develop reading success in their children?

- Explore books together – as early as 6 weeks!
- Talk constantly with (and to) your child
- Provide simple, appropriate toys and books
- Learn about letters together
- Tell stories together



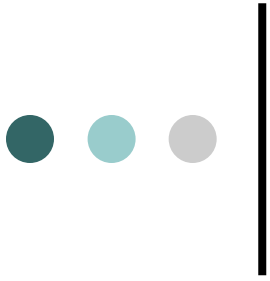
Before our next meeting

- Write down one conversation that you have had with your child.
- Use the language milestones checklist to determine where your child falls in their language development (children may fall within a wide age range of abilities).



Connect what we do to research

End of Session #1



Sounds Like



The five elements of Scientifically Based Reading Research

- Phonemic awareness
- Vocabulary
- Print Awareness (including phonics)
- Reading comprehension
- Fluency



Phonemic Awareness

Defined: The ability to notice, think about, and work with individual sounds (phonemes) in spoken language, not written words

What does this mean for literacy development?
Children who are better at this skill are better at reading, writing, and comprehension.



Phonemic Awareness

(continued)

What can I do as a parent? Children can be made aware of sounds in many different ways, activities that include singing songs, playing rhyming games, reading nursery rhymes, reciting poems, and talking with children are all ways to strengthen children's phonemic awareness.



Ideas to do with parents to encourage Phonemic Awareness

- Read *The Itsy Bitsy Spider* and discuss how the book teaches sounds
- Have your child pretend he/she is part of the sound train....
- Play listening games with your child



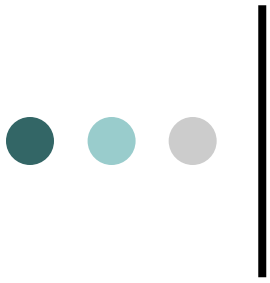
Before our next meeting

- Document a time during the week when you feel you have encouraged phonemic awareness skills.
 - Write a short account of the activity to share with the group at our next meeting.
- Look back at the conversation you wrote down that you had with your child (end of session #1). What could you have done to extend phonemic awareness.....?



**Children need
the opportunity
to play with
sounds.**

End of Session #2



Words,
Words,
Words!



The five elements of Scientifically-Based Reading Research

- Phonemic awareness
- Vocabulary
- Print Awareness (including phonics)
- Reading comprehension
- Fluency



Vocabulary

Defined: The words individuals need to know to be able to communicate.

- ❖ The amount and kind of language a child hears
- ❖ How people respond to and talk with the child
- ❖ Vocabulary knowledge is the primary language skill for literacy.

What does this mean for literacy development?

A child with a larger vocabulary is more likely to be a successful reader.



Vocabulary

What can I do as a parent?

Talk daily with children about their experiences (turn off the TV or radio), introduce and talk about new words, characters in stories, play labeling games (i.e., where is your nose), and encourage children to talk about their ideas.



Having a conversation with your child... (or responsive interaction)

- Adults model language for children
- Children learn about sounds and/or vocabulary by hearing them and repeating them
- Children need to have extended conversations with parents and caregivers
- Conversations begin by watching, listening, and responding to children



Ideas to do with parents to encourage Vocabulary

- Role play responsive interaction talking about how people feel when they know someone is listening
- Talk about some methods in the book *You Make the Difference*
- Talk about the vocabulary in the books they read with their children
- Pair up parents with a book and practice how they might discuss new words with their children.

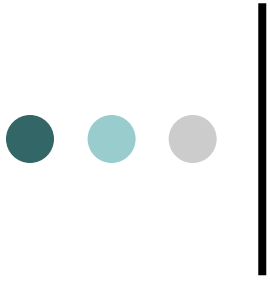


Before our next meeting

- Document five new words your child learned this week.
- Tell how you helped your child to understand these new words.



Talk is essential
for young
children!



The A,B,C's of reading



The five elements of Scientifically-Based Reading Research

- Phonemic awareness
- Vocabulary
- Print Awareness (including phonics)
- Reading comprehension
- Fluency



Print Awareness

Defined: Involves three principles:

- Alphabetic recognition - the ability to recognize lower and upper case letters of the alphabet
- Phonics - the relationship between letters (graphemes) of written language and individual sounds (phonemes) of spoken language
- Functions of print - print is meaningful in their everyday lives

What does this mean for literacy development?

Knowledge of the alphabet is one of the best predictors of successfully learning to read. One method to assist in letter/word recognition is phonics instruction.



Print Awareness

What can I do as a parent?

Alphabetics: Letters are everywhere, making a shopping list using the labels from old boxes or flyers, helping children recognize the letters in their name, toys with letters, board games, singing the alphabet song.

Phonics: Assisting children in understanding the relationship between letters and sounds, blending sounds to make new words, and breaking words into new sounds.

Functions of print: To understand the importance of print in our lives and that print provides information parents can point out print on signs, mail, magazines, and share stories with their children.



Ideas to do with parents to encourage Print Awareness

- Read an alphabet book (also look at new vocabulary words in the book you select)
- Go on a Letter Safari
- Work with your child to cut words apart and then put them together (for phonics)
- Pair up parents with a book and practice how they might discuss parts of the book (cover, title, etc.) and new words with their children.



Before our next meeting

- Look at the three types of print awareness (alphabetics, phonics, and functions of print) and plan how you might do an activity (or activities) with your child that helps develop each of these skills.
- Be prepared to share your plan and how it worked.



**The environment is
alive with interesting
and meaningful print
to introduce to
children.**



Tell Me A Story!



The five elements of Scientifically-Based Reading Research

- Phonemic awareness
- Vocabulary
- Print Awareness (including phonics)
- Reading comprehension
- Fluency



Comprehension

Defined: Understanding meaning from text.

What does this mean for literacy development?

Children who have better comprehension can remember better what they read and can talk about it.



Comprehension

(continued)

What can I do as a parent?

Ask questions about the stories you read with your child, talk about words and sentences in the story, and ask them to predict what might happen next, have them draw a picture of their favorite part of the story.



Ideas to do with parents to encourage Comprehension

- Use the dialogic reading method with your child
 - Actively engage your child in the story
 - Use these strategies...
 - Look through the book before reading the story
 - When reading the story, ask:
 - What questions – “what is the person doing?”
 - Open-ended questions – requires the child to give more than one-word answers: “Why is Horton searching through the clover pile?”



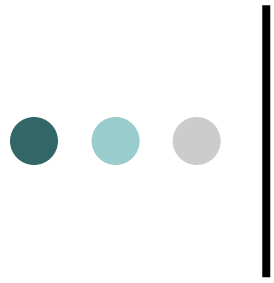
Before our next meeting

- Plan a dialogic reading experience with your child
- Document the experience to share with the group



**Children need
opportunities to
talk about what
they have read.**

End of Session #5



Smooth Sailing!



The five elements of Scientifically-Based Reading Research

- Phonemic awareness
- Vocabulary
- Print Awareness (including phonics)
- Reading comprehension
- Fluency



Fluency

Defined: The ability to read text accurately and quickly, with expression

What does this mean for literacy development? When children are able to read accurately and rapidly, they can attend to understanding the story.



Fluency

(continued)

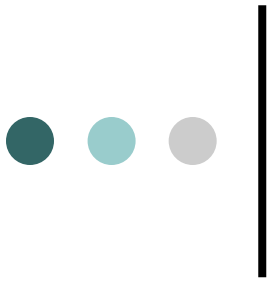
What can I do as a parent?

Although this is more appropriate for children in the primary grades, parents can model fluent reading or ask children to engage in repeated oral reading, opportunities to practice their reading skills on books that they are comfortable reading is important.



Ideas to do with parents to encourage Fluency

- For beginning readers, reread the same text many times.
- Read poems
- Pair up parents with a book and have them talk about ways to encourage fluency.



**Practice,
practice,
practice!**

**An opportunity to reread old
favorite stories assists children
in developing fluency.**



For more information:

Margaret Grumm

The Institute for the Study of Adult Literacy

(814) 863-0954

mrg8@psu.edu

Elisabeth Grinder, Ph.D.

The Institute for the Study of Adult Literacy

(717) 432-3498

elg6@psu.edu