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ABSTRACT

This annotated bibliography of material from the ERIC database presents 44 annotations on the topic of family literacy and involving parents in the reading process. The annotated bibliography contains listings for a wide range of materials, including journal articles, books, reports, practica, conference papers, and dissertations. (RS)

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Family Literacy and Involving Parents in the Reading Process 1988-1992

Citations and Abstracts from the ERIC Database

Nov. 1992
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CS011887

AN: EJ442275

AU: Jalongo,-Mary-Renck

TI: **12 Answers to Parents' Questions about Their Young Child's Reading.**

PY: 1992

JN: PTA-Today; v17 n4 p16-19 Feb 1992

AV: UMI

AB: Presents answers to 12 questions parents might have about reading aloud to young children (e.g., why, how, when to begin, teaching reading, building a love of books, choosing books, and the whole-language approach). The article discusses the educational advantage reading aloud gives to children in their early years. (SM)

AN: ED344673

AU: Toomey,-Derek

TI: **Working with Pre-School Teachers and Parents to Improve the Emergent Literacy Competence of Four Year Olds in a Disadvantaged Locality.**

PY: [1991]

NT: 15 p.

PR: EDRS Price - MF01/PC01 Plus Postage.

AB: The influence of informal literacy learning during the preschool years was studied. Preschool teachers in 4 low-income areas read to their classes regularly in an effort to make students enthusiastic about reading. Teachers were also asked to visit families in particular need of help. Three books were sent home with each child twice a week, and parents were asked to read to their children. The study sample included an experimental group of 55 families and a comparison group of 36 families. Results were measured using the Sulzby test of emergent literacy development as a pre- and posttest, tests of word and letter recognition, other measures of literary competence, and mothers' reports of literacy development. In addition, each child's mother was interviewed about the literacy environment of the home before the project began. The experimental group scored significantly higher than the control group on the Sulzby posttest and the performance tests of early literacy competence. When combined, factors such as family literacy environment, the child's interest in reading and writing, parental illiteracy, ethnicity, socioeconomic status, and the child's initial literacy competence did not make a significant contribution to performance on the Sulzby posttest. It was recommended that schools make a direct approach to families early in the child's school career if signs of potential reading problems appear. (AC)

AN: EJ437427

AU: Fencl,-Janet

TI: **Improving the Reading Program with Volunteers.**

PY: 1991

JN: Ohio-Reading-Teacher; v26 n1 p32-33 Fall 1991

AV: UMI

AB: Discusses how to plan and organize for volunteers and the many ways volunteers can help to improve reading instruction in the classroom. (MG)

AN: EJ436505

AU: Andersor,-William-W.; Fordham,-Ann-E.

TI: **Issues in Education: Beware of "Magic" Phonics Programs.**

PY: 1991

JN: Childhood-Education; v68 n1 p8-9 Fall 1991

AV: UMI

AB: Suggests seven reasons for parents to beware of popular commercial phonics programs designed to give their children a competitive edge in learning to read. Discusses what parents can do to promote their children's efforts to learn to read. (BB)

AN: EJ435559

AU: Rucinski,-Cindi-A.; Kries,-Carol

TI: **Parents: An Essential Link to a Successful Reading Program (In the Classroom).**

PY: 1991

JN: Reading-Teacher; v45 n4 p333-34 Dec 1991

AV: UMI

AB: Describes the "Magical PAIR" (Parents Actively Involved in Reading) program, initiated by a reading center for grades one through five, that is based on the premise that parents are a critical link to a successful reading program. (MG)

AN: ED339029

TI: **Student Literacy. Special Collection Number 12.**

CS: **ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.**

PY: 1991

AV: ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 (\$7.95 plus \$2.00 postage and handling).

NT: 67 p.; Also published by EDINFO Press.

PR: EDRS Price - MF01/PC03 Plus Postage.

AB: This ERIC/RCS Special Collection contains 10 or more Digests (brief syntheses of the research on a specific topic in contemporary education) and FAST Bibs (Focused Access to Selected Topics--annotated bibliographies with selected entries from the ERIC database), providing up-to-date information in an accessible format. The collection focuses on reading, writing, speaking, and listening--all the elements that make up literacy in the language arts. The material in the special collection is designed for use by teachers, students, administrators, researchers, policy makers, and parents. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS); an order form; and information on a computerized search service, on searching ERIC in print, on submitting material to ERIC/RCS, and on books available from ERIC/RCS are attached. (RS)

AN: ED336219

AU: Hartle-Schutte,-David

TI: **Beating the Odds: Navajo Children Becoming Literate.**

PY: 1990

NT: 28 p.; Paper presented at the Annual International Bilingual/Bicultural Education Conference (19th, Tucson, AZ, April 22-24, 1990).

PR: EDRS Price - MF01/PC02 Plus Postage.

AB: A retrospective ethnographic study examined the sociocultural environments of fifth-grade Navajo children who have become successful readers. During the second month of school, six fifth-grade teachers at Fort Defiance Elementary School on the Navajo Reservation identified 66 of their 150 students as successful readers, a judgment that was verified for 63 of the students by individual reading evaluation based on miscue analysis. This success rate is much higher than those commonly reported for Navajo children taking standardized achievement tests. Demographic and sociocultural data revealed that the development of literacy among these children was not prevented by home environment conditions, such as low income, single parenting, alcoholism, and employment, nor by linguistic differences or limited amounts of written material in the home. Open-ended interviews with 11 female and 4 male students and their parents, teachers, and principal identified the home, rather than the school, as the most important factor in the students' development as successful readers. Within the home, the achievement of literacy was assisted by child-initiated activities and questioning and supportive adult responses, rather than by direct instruction. Two case studies detail some of the multiple paths to literacy in this Navajo community. This paper contains 22 references. (Author/SV)

AN: ED335670

TI: **Literacy in Classrooms: Reports of Classroom Research Projects Conducted by Teachers.**

CS: **Canadian Teachers' Federation, Ottawa (Ontario).**

PY: 1991

AV: Canadian Teachers Federation, 110 Argyle Ave., Ottawa, Ontario K2P 1B4, Canada (\$15.00).

NT: 330 p.

PR: EDRS Price - MF01/PC14 Plus Postage.

AB: Reporting on small-scale classroom research projects dealing with diverse aspects of literacy, this collection of 13 research reports from Canada emphasizes common themes. These themes are: the need for parental participation in literacy and numeracy development, the beneficial effects of tutoring, the need for a wide and varied classroom collection of books of interest to children, the strong connection between reading and writing, and the use of computers to develop the skills of an author. Reports in the collection are: "Promoting Reading: A Caring Partnership Approach" (Linda Graves and Roberta Richert); "A Home Reading Program for Children for Whom English is a Second Language" (Patricia Gudlaugson and others); "Summer Paired Reading Project: Learning with Love" (Alison K. Beil); "Literature-Based Co-operative Reading Program" (Connie Barkase and Nancy Farrell); "Paired Reading in Portage: How Parents Made a Difference" (Catherine M. Hoover); "1-2-1 Tutoring: An Impact Study" (Donald E. Cordell); "The Use of the Reading Styles Inventory in Increasing Reading Rates and Comprehension of Middle Level Students" (Sheila Gabert); "Mathematical Literacy: It's for Everyone" (Kerry Black and others); "K.V. Literacy Profile Project" (John Calder and others); "Sustaining the Joy: A Study into Adolescent Aliteracy" (Susan M. Leppington); "Computer-Mediated Writing: The Writer in Electronic Residence" (Trevor Owen); "Let's Write Together" (Martha Gabriel); and "Nurturing Early Literacy: A Literature Based Program for At-Risk First Graders" (Elizabeth L. Strong and Lori Wilki). (RS)

AN: ED335656

TI: **Chapter 1 Reading Skills Center Program 1989-90. OREA Report.**

CS: **New York City Board of Education, Brooklyn, NY. Div. of Strategic Planning/Research and Development.**

PY: 1991

NT: 54 p.; For 1988-89 report, see ED 319 009.

PR: EDRS Price - MF01/PC03 Plus Postage.

AB: A study described the 1989-90 Chapter 1 Reading Skills Center program, and assessed the effectiveness of its implementation. The program provides supplementary, individualized instruction in reading and writing to Chapter 1-eligible students in New York City nonpublic schools. During 1989-90, the program served 284 students in grades 4 through 8 from 4 nonpublic schools. Face-to-face services (3-5 sessions a week lasting from 35 to 60 minutes) were offered to 233 students, while 51 students received a combination of the above and computer-assisted instruction (1 session per week of 40 minutes). A parent participation program and a staff development program were already in place. Data consisted of site visits, interviews with program teachers, and data from program documents. Results indicated that: (1) 20% of parents met with the teacher in individual conferences and 87% of the parents received progress reports; and (2) the overall mean gains on all subtests for students receiving face-to-face instruction or face-to-face instruction in combination with computer-assisted instruction were statistically significant. Recommendations include devoting additional attention to writing instruction, and making efforts to increase parents' participation in the program. (Sixteen tables of data are included.) (RS)

AN: ED335632

AU: Nichols,-G.-Jeane

TI: **Helping Parents Help Their Children Toward Literacy.**

PY: 1991

NT: 147 p.; Ed.D. Practicum, Nova University.

PR: EDRS Price - MF01/PC06 Plus Postage.

AB: A practicum was designed to help parents of kindergartners in a low income area help their

children develop literacy. The primary goal was to secure the active involvement of parents in their children's learning experiences. Other goals included improving kindergarten teachers' communication skills and expanding their strategies for reaching out to parents, and building a network of support for children by linking the resources of the home, school, and community. A needs assessment survey and a parent contract were administered to parents, the interests and needs of participating parents and the time commitment they preferred were determined, orientation and Parent Help Sessions (PHS) were planned and conducted for parents and teachers, resource people were recruited to assist with presentations that required specific skills to meet parents' and teachers' needs, and evaluation components were developed and administered. Results indicated that the PHS, the classroom and school visits, and participation were positive experiences for parents and teachers. Parents indicated that the training, classroom and school visits, and home activities enabled them to help their children at home. Of the 80 parents, 75 made significant progress through active involvement in helping their children toward literacy. (Nine tables of data are included and 67 references are attached. Appendixes include interview questions, Chapter 1 parent involvement survey, frequency distribution data, parent contract, PHS topics checklist, activities calendars, sign-in sheet, classroom registry, home contract form, parent session attendance roster, questionnaires, certificate of involvement, and notice for PHS.) (MG)

AN: ED333379

AU: Collins,-Norma; Smith,-Carl, Comp.

TI: Extending the Basal. Learning Package No. 13.

CS: Indiana Univ., Bloomington. School of Education.

PY: 1990

AV: Learning Packages, ERIC/RCS, Indiana University, Smith Research Center, Suite 150, 2805 E. 10th St., Bloomington, IN 47408-2698 (\$16.00).

NT: 54 p.; For other learning packages in this series, see CS 212 656-705.

PR: EDRS Price - MF01/PC03 Plus Postage.

AB: Originally developed for the Department of Defense Schools (DoDDS) system, this learning package on extending the basal is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes a comprehensive search of the ERIC database; a lecture giving an overview on the topic; the full text of several papers on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (MG)

AN: ED333373

AU: Simic,-Marge; Smith,-Carl, Comp.

TI: Involving Parents in the Reading Process. Learning Package No. 7.

CS: Indiana Univ., Bloomington. School of Education.

PY: 1990

AV: Learning Packages, ERIC/RCS, Indiana University, Smith Research Center, Suite 150, 2805 E. 10th St., Bloomington, IN 47408-2698 (\$16.00).

NT: 43 p.; For other learning packages in this series, see CS 212 656-705.

PR: EDRS Price - MF01/PC02 Plus Postage.

AB: Originally developed for the Department of Defense Schools (DoDDS) system, this learning package on involving parents in the reading process is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes a comprehensive search of the ERIC database; a lecture giving an overview on the topic; the full text of several papers on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (RS)

AN: ED331033

AU: Zamparelli,-Debra

TI: Creating the Habit of Recreational Reading in Third Grade Students through the Development of a Literate Environment, Parent Involvement, and Attitude Adjustment.

PY: 1990

NT: 67 p.; Ed.D. Practicum, Nova University.

PR: EDRS Price - MF01/PC03 Plus Postage.

AB: A practicum was developed to increase the frequency of recreational reading and improve students' attitudes towards reading. Subjects were 22 third grade students. Literacy activities incorporated included: daily recreational reading periods either with a buddy or alone, reading to children daily, incorporating children's books into content area lessons, a gossip time to discuss books read, and replacement of regular reading instruction with the use of trade books one day per week. A seminar for parents was held to share the importance of recreational reading, the parents' role in the development of this habit in children, and strategies to encourage reading. A reading incentive program involving both parents and children was established. Data concerning the children's recreational reading habits was collected regularly throughout the program. Observations of children's use of free time were made and a survey of children's reading attitudes was conducted at the end of the implementation period. Results indicated that all objectives were reached successfully and surpassed in some areas. Children demonstrated a high frequency of recreational reading, significantly more positive attitudes toward reading, and increased selection of reading as a free-time activity in the classroom. (Eleven tables of data are included and 30 references are attached. Appendixes include questions asked orally of students, Reading Challenge Parent Flyer, Reading Challenge Record Card, books available for literature time and buddy reading, and books used in Social Studies and Science units.) (Author/MG)

AN: EJ420296

AU: Talan,-Carole

TI: Family Literacy: Libraries Doing What Libraries Do Best.

PY: 1990

JN: Wilson-Library-Bulletin; v65 n3 p30-32,158 Nov 1990

AV: UMI

AB: Considers the need for family literacy programs and library involvement in such programs. National organizations and local library programs devoted to family literacy are described, and the California State Library's Families for Literacy Program, which provides funding for local library family literacy programs, is discussed. (MES)

AN: EJ413632

AU: Peterman,-Carol-L.; Kimmel,-Eric-A.

TI: Helping Parents Who Want to Teach Their Preschool Children to Read.

PY: 1990

JN: Journal-of-Youth-Services-in-Libraries; v3 n4 p313-20 Sum 1990

AV: UMI

AB: Provides background on cuing systems that children use in reading. Suggestions for parents on helping children learn to read are offered; the importance of reading to children is emphasized. Several resources for parents are recommended. (Four references) (MES)

AN: EJ413073

AU: Fredericks,-Anthony-D.; Rasinski,-Timothy-V.

TI: Factors That Make a Difference (Working with Parents).

PY: 1990

JN: Reading-Teacher; v44 n1 p76-77 Sep 1990

AV: UMI

AB: Provides a selection of criteria (including needs assessment, shared responsibilities, decision making, constant communication, and continuous participation) which must be part of lasting and long-term outreach efforts with parents. (MG)

AN: EJ411969

AU: Toomey,-Derek

TI: How Home-School Relations Policies Can Increase Educational Inequality: A Three-Year Follow-Up.

PY: 1989

JN: Australian-Journal-of-Education; v33 n3 p284-98 Nov 1989

AV: UMI

AB: A study of the effect of parent-school relationship improvement efforts on student achievement examined operation of home-reading programs in five disadvantaged Australian primary schools. Advantages in reading achievement for the children (n = 140) persisted for children of high-contact and high-support parents after three years. (Author/MSE)

AN: EJ403424

AU: Topping,-Keith; Whiteley,-Marjorie

TI: Participant Evaluation of Parent-Tutored and Peer-Tutored Projects in Reading.

PY: 1990

JN: Educational-Research; v32 n1 p14-32 Spr 1990

AB: The Kirklees (England) local educational authority trained parents in the Paired Reading technique in which the tutee chooses the reading material and tutor and tutee read aloud together. Subjective feedback from parents, peer tutors, and teachers (2,521 questionnaires) showed that parents and peer tutors rated progress more positively than teachers and that attitudinal improvements were substantial. (SK)

AN: EJ396666

AU: Titone,-Renzo

TI: The Preschool/Early Reading Movement (ERM) in Italy: An Historical Survey.

PY: 1989

JN: Rassegna-Italiana-di-Linguistica-Applicata; v21 n1-2 p273-78 Jan-Aug 1989

AB: Traces the history of the early reading movement in Italy and relates the experiences of parent-guided reading with preschool children and teacher-guided reading with kindergarten children. Recent studies on early reading and research in the area of early bilingual reading is discussed. (CFM)

AN: EJ396371

AU: Moore,-Sharon-Arthur; Moore,-David-W.

TI: "Becoming a Nation of Readers" Spinoffs (Professional Resources).

PY: 1989

JN: Reading-Teacher; v43 n1 p74-75 Oct 1989

AV: UMI

AB: Reviews two current resources stimulated by the 1985 publication, "Becoming a Nation of Readers": (1) "Counterpoint and Beyond: A Response to Becoming a Nation of Readers," (Jane L. Davidson, editor); and (2) "Becoming a Nation of Readers: What Parents Can Do," (Marilyn R. Binkley, preparer). (MM)

AN: EJ394905

AU: Topping,-Keith

TI: A Whole School Policy on Parental Involvement in Reading.

PY: 1989

JN: Reading; v23 n2 p85-97 Jul 1989

AV: UMI

AB: Delineates options for creating a school policy on parental involvement in reading. Identifies five parallel strands based on various stages of school life, including programs for: (1) all children; (2) more involved families; (3) novelty and individualization; (4) children with special needs; and (5) volunteer parents in school. (RS)

AN: EJ394904
AU: Mudd,-Norma
TI: **What Katie Did.**
PY: 1989
JN: Reading; v23 n2 p80-84 Jul 1989
AV: UMI
AB: Urges primary school teachers to avoid assuming that simply providing a reading environment will enable all children to understand the reading process, and to be aware of young children with reading or language difficulties early in their school years. Argues that no one method of reading instruction will work for all children. (RS)

AN: EJ394071
AU: Walton,-Sherry
TI: **Katy Learns to Read and Write.**
PY: 1989
JN: Young-Children; v44 n5 p52-57 Jun 1989
AV: UMI
AB: Highlighted by Katy's early reading and writing experiences, guidelines to help young children become effective readers and writers are offered to parents and teachers. (BB)

AN: EJ386479
TI: **Focus on Reading.**
PY: 1988
JN: Instructor; v98 n3 Pt2 p1-57 Oct 1988
AB: Reading improvement in school-age children is the focus of the 10 articles within this supplement. Topics include recent research findings, classroom activities, teaching methods, computer-based instruction, literature-based programs, home-based activities, stages of reading development, and reading resource materials. (IAH)

AN: EJ382651
AU: Goodsitt,-Jan; And-Others
TI: **Interaction between Mothers and Preschool Children when Reading a Novel and Familiar Book.**
PY: 1988
JN: International-Journal-of-Behavioral-Development; v11 n4 p489-505 Dec 1988
AB: Examines interactions between 48 mothers and their two-, three-and-a-half-, and five-year-old children during book reading sessions. Formal reading and interchange about story content increased with age and book familiarity, while labelling decreased with age and book familiarity. (RJC)

AN: EJ382037
AU: Jackson,-Nancy-Ewald
TI: **Precocious Reading Ability: What Does It Mean?**
PY: 1988
JN: Gifted-Child-Quarterly; v32 n1 p200-04 Win 1988
AV: UMI
AB: This research review concludes that precocious reading ability is a complex skill, and levels of specific subskills vary widely among individuals. Precocious reading ability is moderately associated with general intelligence and with academic achievement. Parents may encourage the early development of reading through natural and mutually enjoyable activities. (Author/JDD)

AN: EJ381786
AU: Wahl,-Amy
TI: **Ready...Set...Role: Parents' Role in Early Reading.**
PY: 1988

JN: Reading-Teacher; v42 n3 p228-31 Dec 1988

AV: UMI

AB: Outlines 26 activities to help parents develop informal learning experiences which foster an interest in reading, including bookmaking, grocery shopping, read aloud sessions, and zoo trips. (MM)

AN: EJ381270

AU: Smith,-Kay-M.; Carroll,-Margaret-K.

TI: Reading Materials and Family Learning.

PY: 1988

JN: Illinois-Schools-Journal; v67 n3 p3-5 Sum 1988

AV: UMI

AB: Reading can become a central focus in family learning. Families should develop reading plans to encourage children to read. Families should develop their own home resource centers of books and other learning materials. (BJV)

AN: EJ381262

AU: Goldenberg,-Claude-N.

TI: Methods, Early Literacy, and Home-School Compatibilities: A Response to Sledge et al.

PY: 1988

JN: Anthropology-and-Education-Quarterly; v19 n4 p425-41 Dec 1988

AV: UMI

AB: Defends the author's "Low-Income Hispanic Parents' Contributions to Their First-Grade Children's Word Recognition Skills" (1987) against criticisms advanced by Sledge, Blot, and Delisle (1988). (Author/BJV)

AN: EJ376301

AU: Ewoldt,-Carolyn

TI: What Parents Can Do to Assist Their Hearing-Impaired Child in Developing Literacy.

PY: 1988

JN: Perspectives-for-Teachers-of-the-Hearing-Impaired; v6 n5 p8-11 May-Jun 1988

AB: Suggestions are offered to parents of hearing-impaired children of ways to develop literacy skills. Recommendations include reading to the child, helping the child begin to interpret print, encouraging functional literacy, and helping the child develop strategies for understanding textbooks. (DB)

AN: EJ374948

AU: Mehran,-Maryam; White,-Karl-R.

TI: Parent Tutoring as a Supplement to Compensatory Education for First-Grade Children.

PY: 1988

JN: Remedial-and-Special-Education-(RASE); v9 n3 p35-41 May-Jun 1988

AV: UMI

AB: Thirty-eight mothers of kindergarten children identified for Chapter I compensatory education programs were trained in structured tutoring techniques. Compared to controls, children tutored by mothers demonstrated initial advantages in reading which later disappeared. Degree of parent participation is a variable that should be examined in research on parent involvement. (JW)

AN: EJ370697

AU: Willoughby-Harb,-Sara

TI: The Blooming of Readers.

PY: 1988

JN: Illinois-Libraries; v70 n1 p60-62 Jan 1988

AB: Discusses ways that parents can help young children acquire reading skills without directly teaching them to read. A list of books for beginning readers, parent-child activities, and an

annotated list of three books for parents are included. Two references are listed. (MES)

AN: ED323502

AU: Kroeger,-Karen-R.

TI: **A Management System for Parental Reinforcement of Reading Skills for First Grade Chapter 1 Students.**

PY: 1989

NT: 88 p.; M.S. Practicum, Nova University. Some of the supplementary material may not reproduce well.

PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

AB: A practicum was conducted to determine the effectiveness of parental reinforcement at home of the reading skills taught at school. Parents of first grade Chapter 1 students, participated for a 10-week period with the first week devoted to training parents to use the materials and the paired-reading concept. Scores on the reading assessment test used as a pre- and posttest, indicated an increase of at least 2 reading levels for 92.3% of the targeted group, exceeding the anticipated goal of 80%. A student survey was administered at the beginning and the end of the practicum. Results indicated an increase of 25.2% in the targeted group's interest in reading, which did not meet the original goal of 30% increase. A survey was also administered to parents at the beginning and end of the practicum to determine parents' change in attitude and involvement. A 15% increase was expected and the actual change was 9.2%. Results of the practicum as a whole indicated that students who were assisted by their parents improved their reading skills sufficiently to meet pupil progression standards. (Fourteen references are attached. Appendixes include: Chapter 1 Eligibility list; Assessment Test Scores evaluation charts; Family Background Survey; Student Survey Results; Family Change Information; Assessment Test Skills evaluation charts; Student Survey; Parent Interest Survey Results; Parent Contract; Parent Letter; Gameboard; Activity Calendars; Daily Report Forms; Pre and Post Assessment Test Comparison; Pre and Post Student Survey Comparison; Pre and Post Parent Attitude Survey Comparison.) (MG)

AN: ED321062

AU: Staiger,-Ralph-C.

TI: **Developing the Reading Habit in Children. Literacy Lessons.**

CS: International Bureau of Education, Geneva (Switzerland).

PY: 1990

AV: International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland.

NT: 17 p.; For other "Literacy Lessons" booklets, see CE 055 128-167. Also available in French.

PR: EDRS Price - MF01/PC01 Plus Postage.

AB: Among those who share the responsibility for developing the reading habit in children are the child's family, schools, libraries, publishers, booksellers, and the mass media. There are many ways to read, just as there are many kinds of reading materials, including poetry and narrative stories. Some children read only to follow the plot, others add meaning to the plot based on their own experiences, and others create stories themselves. Every child should be given the opportunity to create. Some children use reading to acquire facts. Helping build vocabulary and suggesting how information can be located and used may be the most profitable way to help such a child. Parents may be the greatest influence in helping their children become readers. Before children learn to read, their parents should become role models of reading, help the children differentiate and name colors, play word games, and read aloud. After children can read, parents should continue to model reading, discuss what they are reading with their children and invite the children's comments, and set aside time for family reading. Parents should avoid closing doors to books and ideas, making discussions about books into a testing situation, and forcing a child to read a book without previous discussion about it. Schools should promote reading by making sure students know that reading is a tool, encouraging children to take books home, and challenging students to think about, discuss, and argue about what they are reading. (CML)

AN: ED320108

AU: Lee,-Sharon; Van-Middendorp,-Judy

TI: **Using Literature to Increase Parent Involvement in Schools.**

PY: 1990

NT: 11 p.; Paper presented at the Annual Meeting of the International Reading Association (35th, Atlanta, GA, May 6-11, 1990).

PR: EDRS Price - MF01/PC01 Plus Postage.

AB: Parents need to be involved in the academic lives and the literacy learning of their children. Literature is a natural way to involve parents in the process. Through a thematic unit on families, students learn about themselves and their families. Students read books with a family theme and work in literature circles on projects, papers, and reading. Parents become involved in the classroom projects by answering questions their children have about family members and family memories. Through literature, students can learn about themselves and their world, expand their hearts and their minds, and stretch their imaginations. Literature can help students see their connection to a family, and can help parents bridge the gaps that threaten to separate them from their children. (Appended is an outline of the thematic unit discussed.) (MG)

AN: ED317974

AU: Glazer,-Susan-Mandel

TI: **Creating Readers and Writers. Parent Booklet No. 165.**

CS: International Reading Association, Newark, Del.

PY: 1990

AV: International Reading Association, 800 Barksdale Rd., P. O. Box 8139, Newark, DE 19714-8139 (No. 165, \$1.75 prepaid). Also available from ERIC/RCS, Indiana University, Smith Research Center, Suite 150, 2805 E. 10th St., Bloomington, IN 47408-2698 (\$1.75)

NT: 17 p.

PR: EDRS Price - MF01/PC01 Plus Postage.

AB: Part of a series designed to provide practical ideas parents can use to help children become readers, this booklet focuses on how parents can encourage their children to read and write. The booklet describes how individuals learn to use language; discusses how to encourage the use of language; urges parents to build positive attitudes toward reading, writing, and speaking by praising the child's efforts and leaving correction for the classroom; suggests ways to demonstrate the purposes of reading, writing, and speaking; and encourages making books readily available to children, describing children's needs from birth to age 12 and including some book suggestions to meet these needs. A short list of recommended reading for parents and a list of resources available from the International Reading Association conclude the booklet. (SR)

AN: ED317951

AU: Bailey,-Kevin-Sue

TI: **Tune in and Talk.**

PY: 1990

NT: 9 p.; Paper presented at the Chapter 1 Region 6 Conference (Columbus, IN, May 8, 1990).

PR: EDRS Price - MF01/PC01 Plus Postage.

AB: Intended for parents, this paper shares tips for seizing opportunities to insure success in reading for children, observing that the three areas which have surfaced as most critical to reading success are all dependent upon what parents do with their children at home. The paper lists reading to children, talking and listening to them, and helping broaden their experience base as areas most critical for reading success. Thirty-three tips for parents are provided in all, divided into three groups. First, 18 tips are listed to show the importance of reading aloud on children's progress in reading. Second, five tips are listed to encourage parents to develop the art of conversation with their children. Third, 10 tips are listed to illustrate ways for parents to broaden the experience base of their children. (MG)

AN: ED313669

AU: Rustin,-Terry-A.

TI: **Increasing through Workshops the Amount of Time Kindergarten Parents Read to Their Children.**

PY: 1989

NT: 70 p.; Ed.D. Practicum, Nova University.

PR: EDRS Price - MF01/PC03 Plus Postage.

AB: A practicum was designed to increase the amount of time parents read to their kindergarten children. Fifteen parents in a suburban area participated in a series of teacher-presented workshops to discover the value of reading aloud, learn strategies for presenting literature, and practice reading aloud to their children. All seven of the behavioral objectives of the practicum were achieved. Fifteen of the target group members were able to list three values of reading aloud, give three strategies for presenting literature, list two questioning techniques, and show an increase in the amount of time spent reading aloud to their child by 30 minutes per week. The other three objectives were achieved with higher results than expected. Thirteen of the 15 parents accompanied their child to the school or public library five times during the program, 11 out of the 15 parents showed an increased enthusiasm of two points for reading aloud on the posttest, and nine of the participants' children showed an increased enthusiasm of five points for being read to aloud. Such results indicated that presenting workshops for parents will help them increase the amount of time they read aloud to their children. The presentation of the workshops enhanced parents' knowledge of reading aloud. This prompted the increase in the amount of time that parents read to their children. (Nine tables of data are included. Nineteen references and seven appendixes, including the survey, questionnaires, pre- and posttests and enthusiasm rating point scales used, are attached.) (MG)

AN: ED313656

TI: **Paired Learning: Tutoring by Non-Teachers. Incorporating "The Paired Reading Bulletin" No. 5.**

CS: **Kirklees Metropolitan Council, Huddersfield (England).**

PY: 1989

JN: Paired-Reading-Bulletin; n5 1989

AV: Paired Learning Project, Oastler Centre, 103 New Street, Huddersfield, West Yorkshire HD1 2UA, United Kingdom (3.75 pounds sterling plus mail costs).

NT: 168 p.; Includes Proceedings of the Paired Reading Conference (4th, November 1988).

Occasional faint type.

PR: EDRS Price - MF01/PC07 Plus Postage.

AB: The eight papers constituting the Proceedings of the fourth National Paired Reading Conference are published in an annual bulletin of the Paired Reading Project, together with seven papers constituting the Supplementary Proceedings of the Peer Tutoring Conference, and nine feature articles, as follows: (1) "Whole-School Policy on Parental Involvement in Reading" (S. Wolfendale); (2) "Home Reading Styles: Variations in Technique" (J. Elliott); (3) "Reception Class Children and Their Parents Working Together in the Construction of Three Dimensional Forms" (D. Sharples and E. Godman); (4) "The Cambridge Literacy Project: Partners in Literacy" (L. Pearce); (5) "CAPER--Children and Parents Enjoying Reading" (L. Edwards); (6) "Companion Reading: Direct Instruction and Peer Tutoring with Parent Involvement" (M. Grange); (7) "New Ways with Spelling" (L. Oxley and K. Topping); (8) "Multiplying Attainments through Home Support: Parental Involvement in Maths" (T. Arora and J. Bamford); (9) "Peer Teaching in Health Education" (J. Redman); (10) "Peer Tutoring Handwriting and Spelling in a Comprehensive School" (P. Peaker and J. Garnett); (11) "Cued Spelling and Paired Reading in Adult Basic Education in Ryedale" (J. Scoble); (12) "Cross-Age Tutoring in Science" (K. Miller); (13) "Same-Age Peer Tutoring in Secondary School Science" (M. Bland and G. Harris); (14) "Knowing You--Knowing Me: A Peer Counselling Project" (J. Bond); (15) "Peer Tutoring with 'A' Level Chemistry Students" (P. Tymms); (16) "Changes in Reading Style Following Peer Tutored Paired Reading and 'Listening' to Reading" (T. Joscelyne); (17) "Participant Evaluation of Parent-Tutored and Peer Tutored Projects in Reading" (K. Topping and M. Whiteley); (18) "C.R.I.S.P.--Cleveland Reading in Secondary Schools Project" (M. Greening and J. Stephenson); (19) "Kirklees Paired Reading Project--Summary of Research

Results" (K. Topping); (20) "The Effect of Understanding Mnemonic Strategies on Peer Tutoring" (A. Barron); (21) "Purposeful Interaction: Skills and Stages" (K. Topping); (22) "Reciprocal Peer Tutored Cued Spelling with Ten Year Olds" (M. Brierley and others); (23) "Cued Spelling in Adult Literacy in Kirklees" (R. Harrison); and (24) "Cross-Curricular Same-Age Peer Tutoring at Deighton High School" (A. Sunderland). Also included is a section of news on the Kirklees Paired Learning Project, parental involvement in mathematics, paired reading in Gujarati and Urdu, paired writing, the peer tutoring consortium, and peer tutoring in higher education. (SR)

AN: ED312030

AU: Cotton,-Kathleen; And-Others

TI: School Improvement Research. Series III, 1988-89.

CS: Northwest Regional Educational Lab., Portland, Oreg.

PY: 1989

NT: 65 p.; For related document, see ED 291 145.

PR: EDRS Price - MF01/PC03 Plus Postage.

AB: This is a collection of school improvement materials from the Northwest Regional Educational Laboratory (NREL) school improvement research series. A topical synthesis, two "close-ups," and four "snapshots" focus on core aspects of early childhood education (ECE) and elementary education. The topical synthesis examines: (1) what well-designed research studies reveal about the long- and short-term effects of ECE; (2) whether different effects are produced by different program models; and (3) whether different populations of students respond differently to ECE in general or to particular schooling. Each NREL close-up provides detailed information on a single topic. Close-ups include a definition, a discussion of practice, and an annotated bibliography. Close-ups in this collection focus on classroom questioning and parent involvement in education. The NREL snapshots describe effective practices in the settings in which they are used. Snapshots collected here concern a literature-based reading instruction program at Pine Butte Elementary School in Colstrip, Montana; creative staffing arrangements at the Lynch Wood Elementary School in Portland, Oregon, and the Mukilteo School District in Everett, Washington; critical thinking across the curriculum at Aloha High School in a suburb near Portland, Oregon; and parent involvement at Spring Glen Elementary School in downtown Seattle, Washington. (RH)

AN: ED303789

AU: Roser,-Nancy-L.

TI: Helping Your Child Become a Reader.

CS: ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; International Reading Association, Newark, Del.

PY: 1989

AV: Parent Booklets, International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714-8139 (No. 161, \$1.75 prepaid); ERIC Clearinghouse on

Reading and Communication Skills, 2805 E. 10th St., Bloomington, IN 47408 (\$1.75 prepaid).

NT: 21 p.

PR: EDRS Price - MF01/PC01 Plus Postage.

AB: This booklet presents specific suggestions, based on research, to help parents encourage their children to become readers. Suggestions for reading to children include: (1) continuing to read to children once they learn to read; (2) reading to children regularly; (3) talking about what is read; (4) sharing reading; (5) starting slowly; and (6) selecting books wisely. Other suggestions to parents for encouraging children to read include making sure children have books of their own, talking with and listening to children, giving children the opportunity to write, adult modeling of reading, using television wisely, using the library, and becoming involved at school. (RS)

AN: ED298429

TI: Paired Reading Bulletin. Spring 1988, No. 4.

CS: Kirklees Metropolitan Council, Huddersfield (England).

PY: 1988

JN: Paired-Reading-Bulletin; n4 Spr 1988

AV: Paired Reading Project, Director of Educational Services, Oastler Centre, 103 New St., Huddersfield, West Yorkshire HD1 2UA United Kingdom (2 pounds 50 pence, plus postage).

NT: 114 p.

PR: EDRS Price - MF01/PC05 Plus Postage.

AB: The annual bulletin of the Paired Reading Project contains 17 feature articles: (1) "Parental Involvement in Reading and Language" (F. Burton); (2) "Infant/Infant Cross-Age Peer Group Tuition" (A. Low and M. Davies); (3) "Comment on Low & Davies" (K. Topping); (4) "Paired Reading in Reaside Middle School" (F. Gautrey); (5) "Sex Differences in the Effectiveness of Peer Tutoring" (K. Topping and M. Whiteley); (6) "Dictionary of Praise"; (7) "Parent Tutored Paired Reading in a Summer Program for Migrant Children" (R. Ulmer and F. Green); (8) "Comment on Ulmer and Green" (K. Topping); (9) "A Cross-Age Cross-School Modular Peer Tutored Paired Reading Course" (M. Sweetlove); (10) "Paired Reading Bibliography--Update"; (11) "Paired Reading at Cumworth First School" (L. Oxley); (12) "Reading While Listening" (M. Wisner); (13) "Paired Reading with Mentally Handicapped Adults" (J. Jones); (14) "Keeping the (Band)wagon Rolling" (T. Payne); (15) "A Whole School Policy on Parental Involvement in Reading" (K. Topping); (16) "Parent Tutored Cued Spelling in a Primary School" (P. Emerson); and (17) "Cued Spelling in Adult Literacy" (J. Scoble). Also included are reviews of a training package, a video, a program report and a booklet on developing parental involvement, as well as a section of news on paired reading topics. (SR)

AN: ED292077

AU: Sullivan,-Joyce-L.

TI: Reading Aloud to Children and Its Effect on Their Attention Span.

PY: 1988

NT: 49 p.; Master's Thesis, Kean College.

PR: EDRS Price - MF01/PC02 Plus Postage.

AB: A study examined whether reading aloud to kindergarten children on a regular basis would have an effect on their attention span. Subjects, 28 kindergarten students from a New Jersey school, were pretested and then assigned either to an experimental group or to a control group (14 in each group). The experimental sample received the treatment of being read aloud to by their teacher five times per week for approximately 15 minutes each time, whereas the control sample received read-aloud sessions only once a week. In order to determine any effect on their attention span, both groups were also posttested. A questionnaire dealing with reading habits in the home was compiled by the researcher and distributed to the parents of the children involved. Results indicated that the read-aloud treatment to kindergarten children five times per week had a positive effect on their test scores relating to auditory memory and attention span. The results of the questionnaire distributed to the parents of the children showed that reading habits in the home also affected the child in positive ways. (Five tables of data and a figure are included, and 12 pages of a related research review, 3 pages of references, and 8 appendixes--containing developmental profile sheets, auditory memory data, comparative statistics, pretest and posttest information, and parent interview information--are attached.) (JK)

AN: ED289160

AU: Binkley,-Marilyn-R.; And-Others

TI: Becoming a Nation of Readers: What Parents Can Do.

CS: Heath (D.C.) and Co., Lexington, Mass.; Office of Educational Research and Improvement (ED), Washington, DC.

PY: 1988

AV: What Parents Can Do, Consumer Information Center, Pueblo, CO 81009 (\$.50). D.C. Heath and Co., Reading Marketing Dept., 95 Hayden Ave., Lexington, MA 02173 (For packages of 10 booklets).

NT: 40 p.; For Becoming a Nation of Readers: The Report of the Commission on Reading, see ED 253 865.

PR: EDRS Price - MF01/PC02 Plus Postage.

AB; Intended for parents and based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers." The introduction reiterates the commission's conclusions (1) that a parent is a child's first tutor in unraveling the puzzle of written language; (2) that parents should read to preschool children and informally teach them about reading and writing; and (3) that parents should support school-aged children's continued growth as readers. Chapter 1 defines reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. Chapter 2, on the preschool years, focuses on talking to the young child, reading aloud to the preschooler, and teaching children about written language. The third chapter, on beginning reading, counsels parents on what to look for in good beginning reading programs in schools, and how to help the child with reading at home. The fourth chapter, on developing readers and making reading an integral part of learning, offers suggestions for helping the child succeed in school and for encouraging reading for fun. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. The booklet concludes with a list of organizations that provide practical help or publications for parents. (NKA)