5-2019

Applying Parental Involvement in Early Literacy

Luis Moya

California State University, Monterey Bay

Follow this and additional works at: https://digitalcommons.csumb.edu/caps_thes_all

Part of the Early Childhood Education Commons, Language and Literacy Education Commons, and the Liberal Studies Commons

Recommended Citation
https://digitalcommons.csumb.edu/caps_thes_all/475

This Capstone Project (Open Access) is brought to you for free and open access by the Capstone Projects and Master's Theses at Digital Commons @ CSUMB. It has been accepted for inclusion in Capstone Projects and Master's Theses by an authorized administrator of Digital Commons @ CSUMB. For more information, please contact digitalcommons@csumb.edu.
Early literacy for young children has been linked with academic achievement, reduced grade retention, higher graduation rates, and enhanced productivity in adult life (Monterey County First 5, 2016). Parents may not always know how to engage in literacy development strategies or how they can participate in literacy exposure. Bringing awareness about early literacy parents is a key component to enhancing young children’s development. To address this need, my project will consist of providing an informative presentation about the importance of early literacy with families who attend the Library and Read, Grow, Play program for families with children 0 to 5 at Cesar Chavez Library in Salinas, California.

Needs Statement

Early literacy is often described as the first stage in reading development to the route to full literacy acquisition. “Early literacy encompasses the knowledge, skills, and attitudes that a child develops in relation to reading and writing throughout the early childhood period, starting at birth and before the onset of conventional reading and writing instruction” (Save the Children US, Department of Education and Child Development., n.d.). Like many other developmental process, mastery of early literacy skills is key for later mastery of more complex literacy skills in early primary grades and eventually reading with comprehension. Unfortunately, 1 in 3 American children (34 percent) entering kindergarten lack the basic language skills needed (i.e., print knowledge, phonological awareness, dialogic shared reading) to learn how to read (Council on Early Childhood, 2014). Since early literacy is crucial for children’s success in school, it is beneficial to address parental involvement, literacy strategies, and family characteristics (i.e. social economic status, home environment, and parent education).

Parental Involvement
Parental involvement (PI) is crucial and fundamental when it comes to literacy development. PI consist of learning and developmental activities in which a parent can engage in different environments such as home, school, or the library. The importance of PI is now being acknowledged and encouraged worldwide as it supports positive literacy and educational outcomes (DeLoatche et. al., 2015; Hughes and M. Naughton, 2000).

Parents serve as guides to a set of skills in which a child will gain, grow, and expand among elementary to high school years which links to improving later academic, behavioral, and social outcomes (DeLoatche et. al., 2015). PI with child interactions is a bridge a child can use to gain and develop literacy. Research concludes that the single most important activity for building the knowledge required for success in reading is when parents are involved in reading aloud to their children (Coghlan, et al., 2009). Unfortunately, across the nation just under half of children between birth and five years (47.8%) are read to every day by their parents or other family members (Russ, S., et al., 2007). In addition, according to the Federal Interagency Forum on Child and Family Statistics, children ages 3-5 who were read to three or more times in the last week was 83% in 2012 and declined to 81% in 2016. Even while it is noted that PI is crucial for the child, it is also important for parents to be more active and educated about different ways to promote literacy at home, the importance of the role they play in the development, and how they can apply varying reading strategies to bridge children's literacy development.

**Literacy Strategies**

Understanding different literary-enriching techniques with adult-child reading (i.e., adult-child reading strategies, print knowledge, and phonological awareness) is vital to build literacy skills in an early age. Numerous studies have provided evidence demonstrating the importance of training parents to engage in early literacy with their children (Strickland, D., and Ayers, S. R.,
Literacy coaching (by demonstration of strategies) serves as an example of ways to execute different strategies that parents can apply at home. Educating parents brings awareness of strategies that may be used or add to literacy strategies already being practiced at home. One technique that has received much attention in the literature is shared storybook-reading (interactive & dialogic) (Terrell & Watson, 2018).

**Shared Book-Reading**

Shared book reading refers to the experience and exposure to of an adult and child together, usually having the adult reading or elaborate about the book in which an infant begins to progress through preliterate developmental areas. Taking advantage of shared book-reading is beneficial as it opens a natural setting for a positive parent-child bonding opportunity to snuggle with parent as they are exposed to literacy (Terrell, P., and Watson, M., 2018). One of the book sharing strategies is interactive read-alouds, which is a significant way to provide opportunities for rich, meaningful, and intentional interactions in literacy that improve literacy development (Lennox, S., 2013). Interactive reading refers to the inclusion of parent elaborating on word meanings, repetition on reading and exposure to the words, practicing pronunciation, encouraging children to engage in conversations while reading will encompass a development of words and meaning. For example, focusing on reading the print of a page and connect it with past experiences that may relate to the child or associating illustrations to the child. A children's book about animals may be used to identify the image of a specific animal such as a dog using phrases like “oh look, a dog! Remember when when we saw a dog at the park?” Making sounds similar to that of a dog and linking it with the illustration tells a child what sounds dogs make so that a child can assimilate an image of a dog to a sound while at the same time continuing simultaneous engagement in reading.
In addition, another category of shared book reading is dialogic reading, in which the adult reads to the child and asks open-ended questions. Dialogic reading includes asking wh-questions (who, what, & why), following the child’s lead, repeating and expanding child comments, and praising the child, is effective in increasing vocabulary and increasing frequency and length of book-related conversations. Here the child can become the storyteller, while the parent asks open ended questions, the child expands on his ideas or assumptions about what will happen next on a story. The parents involvement is demonstrated by asking questions, expanding on child's answers, and making a shared book experience a positive one.

**Print knowledge and Phonological Awareness**

Two major aspects to reading are print knowledge and phonological awareness which supports the quality of reading. Print knowledge is the umbrella that holds both print concept and alphabet knowledge. This focuses on becoming aware that print is important and how it should be used. An example of applying this in reading is following print with your finger as a child experiences this exposure, define terms, name alphabetical letters in that word. The other major aspect is of phonological awareness (PA). PA refers to identifying and manipulating aspects of oral language like breaking down syllables and sounding out words in a sentence. PI facilitates children's development of pre-literacy skills such as phonological awareness and letter name knowledge.
Home Environment and Family Characteristics

Home environment plays a huge role on the development of early literacy. Starting with, having easy access to reading and writing materials, experiences with print materials (i.e. books), and demonstrating reading and writing materials (Bus & van Ijzendoorn, 1988; Lawhon & Cobb, 2002; Roberts, Jurgens, & Burchinal, 2005; Sénéchal, LeFevre, Thomas, & Daley, 1998 as cited in Terrell & Watson 2018). By simply having access to print books within the household, children already have an advantage (Evans, M. D., et. al., 2010). Children who grow in a rich-literacy home environment are more prone to enjoy reading and see it as a rewarding hobby as they grow up and most importantly have a higher vocabulary that can help them throughout their journey (Katranci, M., 2015). Unfortunately, not all households can provide a rich-literacy environment due to socioeconomic status and parent education level (Gonzalez and Uhing, 2008; Snow et al., 1998). Children who come from a disadvantaged household do not have the easy access to books and libraries (Baker, 2003; Farver, Xu, Lonigan,& Eppe, 2013; Slates, Alexander, Entwisle, & Olson, 2012 as cited in Terrell & Watson, 2018) which can affect the amount of exposure to literacy. In addition, the education that parents have play a role on the hesitation they might have to expose their children to literacy due to a lack of education and literacy skills (Boyce, Innocenti, Roggman, Norman, & Ortiz, 2010; Li & Christ, 2007 as cited in Terrell and Watson, 2018). This disparity can lead to a skewed on the vocabulary learned as early as the babies first months of life. According to L. Colker, welfare parent’s 36 month old would have a cumulative vocabulary (words) of 350-370, in contrast to working class parents having roughly 580-600 words, and college educated parents 1,200 words (2014). Furthermore, by age 3, children of wealthier families have vocabularies up to 3 times, 30 million words.
(Colker, L. J., 2014), more than their disadvantage peers (Save the Children US, Department of Education and Child Development., n.d.)

Theory

For children ages 0 to 5, parental involvement is among the best ways where children can begin to develop and expand in their literacy development. As a parent educator, Vygotsky’s construct of zone of proximal development (ZPD) may be a powerful tool to teach how a parent can engage in the development of literacy.

Vygotsky’s learning theory says that people learn within a zone of proximal development with support of somebody else. In children ages 0 to 5, parents are the more knowledgeable other that aid in a child's literacy development. In this particular case, the parent is the more knowledgeable person who can expose a child to literacy, via use of different tools in and out of the home. A parent can be part of the emergent literacy skill development in areas of print awareness, phonological awareness, and shared book reading. As a child ages, the same behaviors then stimulate reading and writing activities to further literacy skills (Terrell & Watson, 2018).

Coaching parents on applying literacy strategies during shared reading events is also another example of how adults can scaffold others by providing more information and demonstration to help parents pick up on skills they may not be aware they can develop.

Consideration of Diversity

My project will be taking place in the Cesar Chavez Library in Salinas, California with participants being parents of children ages 0 to 5 attending the Read, Grow, Play program at the library and any other library attendees who would like to register for this workshop. Specifically, this library is located in the east side of Salinas where there is a higher concentration Hispanic and Latino residents who are also low income. Through research, the greatest gap for children in
literacy development and parental involvement occurs in families that are considered low income. For purposes of equity consideration of the population likely registering to my workshop and in advertising my workshop, I have prepared an English and Spanish registration form, survey, and a bilingual presentation. I also chose an evening time (i.e., 6:30pm) to allow time for parents to avoid conflict with overlap of the presentation with their work schedules. This workshop was also limited to those children within ages 0 to 5 only, and leaving out those with children of older ages.

**Learning Outcomes**

I Intend on providing families a one hour workshop presented at the Cesar Chavez Library in Salinas, California particularly with families of children ages 0 to 5 about the importance of parental involvement and review early literacy strategies. There will be priority to those families who attend the Read, Grow, Play program (RGP). After registering families from the RGP, the workshop will be open to any interested families with children ages 0 to 5.

At the end of my workshop, parents will be able to:

1. Identify different reading strategies.
2. Apply reading strategies through shared reading.
3. Continue application of reading strategies after attending the workshop.
Method

Guest Registration
I reached out to families at the library. As I looked forward presenting and inviting parents from the Read, Grow, Play (RGP) program that takes place at the Cesar Chavez Library. The reason why I chose to outreach at this site was because the RGP is for parents of children 0 to 5 years of age, so this fit my targeted age range. My target audience was accessible and already visiting the location where the workshop is going to be held. I introduced myself to the parents attending the program and informed them of the workshop three weeks in advance. I briefly spoke about why it is important for the parents to be involved in a child’s literacy development and promoted that I will be going over strategies that are easy to use at home. I was able to get 7 families to register that day, and registered 6 more families that were regular attendees at the library totaling 26 parents and 13 children.

Day of workshop

As families were arriving, I greeted and welcomed them to choose seats and encouraged the parents to help themselves to sandwiches that were ordered for them. Ten minutes into allowing time for eating, I began my workshop by introducing myself to the families and explained why I was holding this workshop. I then began my presentation by bringing up some bullet points with information and asked the parents to consider which were facts or myths as we would review at the end of the presentation. See appendix A. Then, passed out a survey in which I informed parents that I would pause my presentation so that they could answer the questions. See appendix B. I continued to lead my presentation introducing parental involvement in early literacy development, its impact on children in short and long term. The presentation was paused to allow parents to answer the first question of the survey.
During the following 15 minutes, I discussed findings about early literacy to apply it effectively, and defined different techniques to use when engaging in shared reading. I broke down three main concepts that could be used when shared reading. After introducing the families to the techniques, Carol, a librarian at Cesar Chavez library, and I demonstrated the application of reading techniques and explained how we applied them. I stopped presenting and ask parents to fill out question two of the survey.

After the demonstration was given, A copy of !Perros Perros!, Dogs! Dogs! books were given to each family to practice the application of the strategies with their children. See appendix C. We allowed 10 minutes to read to their children and practice the application of strategies. While the shared reading occurred, I had an individual check with each family to ask them which strategies were used while they read. Based on the answer, boxes were checked off in regard of the strategy used. Once parents were finished, we opened a discussion reviewing the presentation content and added how an environment with literacy access is another core value to building literacy. Surveys were collected and parents were given either Starbucks cups or gift cards for attending.

Two weeks later, I followed up with the Read, Grow, Play program and gave parents attending the same survey. See Appendix D.

**Results**

Learning outcome 1 was that parents would be able to identify different reading strategies. I believe that the first outcome was met, for parents were able to successfully answer question 2 of the post survey provided and identify reading strategies and write them down. See Figure 1.
For learning outcome 2, parents would apply the reading strategies presented and demonstrated during the workshop. The outcome was successfully met as all parents engaged and applied the reading strategies. Each family was able to inform me of the strategies used during the application period. See figure 2.

Learning outcome 3 would be parents continuing the application of reading strategies. Two weeks after the workshop took place, I met with parents who attended the Read, Grow, Play program. I was able to provide the same survey to the parents and asked them to only answer the first two questions. I believe the outcome was partially met as I was able to follow up with five families that were able to recall the strategies demonstrated in the workshop and list them. See figure 3.

**Discussion**

This project was overall successful as all learning outcomes were met. Participants were interested and looked forward to this workshop as it applied to activities that they would be able to engage in. While the workshop took place, parents were all engaged and interested in the material they were presented and demonstrated. Providing parents with food, information, and gifts really made the workshop to be an enjoyable experience. I am grateful to have been able to expose and coach parents on literacy development, so that they can apply Vygotsky’s scaffolding concept on their children with different approaches that will develop and grow their children’s literacy.

Reflecting back to diversity, I tried to consider and offer a workshop that would be inclusive of the majority of population by considering an English and Spanish bilingual presentation, book given, and survey. If I am to repeat this project, I would consider offering different times for parents to attend. One workshop being early and another being offered in the
evening to be able to get more people to attend. I understand that it is important to apply reading
strategies at an early ages, but parents would have benefitted if information on this topic was
presented with strategies for different age ranges to better serve a larger amount of people. In
addition, I would have reached out to other locations to get people to attend that do not already
visit the library to succeed with families that may have never heard of the information presented
or have not identified ways to be involved in literacy development.
References


Figure 1

Results from question 2 in post survey.

What are the literacy strategies you can practice with your child? (n=13)

- Print Knowledge: 6 (26.1%)
- Interactive: 8 (34.8%)
- Dialogic: 9 (39.1%)
Figure 2

Strategy/ies used during workshop
Figure 3.

Results from follow-up survey of strategies used after workshop.

What strategies were used after the workshop? (n=5)

- 3 (23.1%) Interactive
- 5 (38.5%) Dialogic
- 5 (38.5%) Print Knowledge
Appendix A

Prezi on Literacy development
1. 90% of the brain develops within the first 5 years of age. 
2. Reading out-loud to my child is enough for them to develop their literacy.
3. Having my child interact with media sources (i.e. YouTube videos, television) is as effective as live interaction (i.e. book-sharing).
4. Parents involvement in early literacy is the most important predictor for the child’s academic achievement.

1. 90% del cerebro se desarrolla dentro de los primeros 5 años de edad.
2. Leer en voz alta a mi hijo es suficiente para que desarrollen su alfabetización.
3. Tener a mi hijo interactuar con fuentes de medios (es decir, videos de YouTube, televisión) es tan eficaz como la interacción en vivo (es decir, compartir libros).
4. La participación de los padres en la alfabetización temprana es el predictor más importante para el logro académico del niño.
Early Literacy

Early literacy is the development of language, through everyday loving interactions, such as sharing books, telling stories, singing songs and talking to one another.

La alfabetización temprana es el desarrollo del lenguaje, a través de interacciones amorosas, tales como el compartir libros, contar historias, cantar canciones y hablar el uno al otro.

(Zero to Three, Early Connections Last a Lifetime, 2019)
Parental Involvement
Engaging in learning and developmental activities in different environments such as home, school, or the library.

Participación Parental
Participar en aprendizaje y actividades del desarrollo en ambientes diferentes como en casa, escuela o la biblioteca.
Why is parental involvement important?

Studies show that children whose parents and caregivers regularly talk and read with them develop larger vocabularies, become better readers and do better in school.

¿Por qué es importante la participación parental?

Los estudios demuestran que los niños cuyos padres y cuidadores regularmente hablan y leen con ellos desarrollan vocabularios más grandes, se convierten en mejores lectores y hacen mejor en la escuela.
Reading Strategies/ Estrategias de Lectura

Promote literacy at home, the importance of the role parents play in the development, and how they can apply varying reading strategies to bridge children's literacy development.

Promueven la alfabetización en el hogar, la importancia que desempeñan los padres en el desarrollo, y Cómo pueden aplicar estrategias de lectura diferentes para el desarrollo de la alfabetización de los niños.

Prime Knowledge & Phonological Awareness
Enseñar a los niños a leer palabras a nivel de sonidos
Noticed words while reading, others by sound
Explain common sounds and words

Conduction & Comprehension
Exposición a los libros, palabras y acciones de lectura
Discusión de ideas y palabras
Exposición y comprensión de lectura diaria

Interactive
Engaging children through creative writing activities, reading, and discussing the text

Interactivo
Discutir con los niños sobre lo que leen y cómo lo hacen
Exposición a la lectura diaria

Dialogic
Encouraging children to express their thoughts and ideas

Dialógica
Hacer preguntas abiertas sobre las cosas que leen y discutir con los niños
Exposición a la lectura diaria
Print Knowledge & Phonological Awareness

Exposure to books and how books work, differentiate pictures and words.
PA: Exposure to sounds, words Via read-alouds

Conocimiento de la Impresión y Conciencia Fonológica

Exposición a los libros y cómo funcionan los libros, diferenciar imágenes y palabras.
Exposición a sonidos, palabras a través de lectura voz alta

Interactive

Encouraging children to engage in conversations while reading will create a development of words and meaning (ie: predictions, story discussion).

Interactivo

Animar a los niños a participar en conversaciones mientras leen incluirá un desarrollo de palabras y significado (es decir, predicciones, discusión de la historia).

Dialogic

Includes asking wh-questions (who, what, & why), following the child’s lead, repeating and expanding child comments, and praising the child, is effective in increasing vocabulary and increasing frequency and length of book-related conversation.

Dialogica

Incluye hacer preguntas (quién, qué y por qué). Seguir al niño, repetir y ampliar los comentarios de que hagan, y alabar al niño. Es eficaz para aumentar el vocabulario, la frecuencia y la duración de conversación relacionada con el libro.
Myth or Fact/ Mito o Hecho

1. 90% of the brain develops within the first 5 years of age.
2. Reading out-loud to my child is enough for them to develop their literacy.
3. Having my child interact with media sources (i.e. YouTube videos, television) is as effective as live interaction (i.e. book-sharing).
4. Parents involvement in early literacy is the most important predictor for the child’s academic achievement.

1. 90% del cerebro se desarrolla dentro de los primeros 5 años de edad.
2. Leerle en voz alta a mi hijo es suficiente para que desarrollen su alfabetización.
3. Tener a mi hijo interactuar con fuentes de medios (es decir, videos de YouTube, televisión) es tan eficaz como la interacción en vivo (es decir, compartir libros).
4. La participación de los padres en la alfabetización temprana es el predictor más importante para el logro académico del niño.
Fact/ Hecho:

90% of a child's brain development happens before age 5

Source: Harvard Center for the Developing Child
This is a myth, the fact would be:
Use of “high-quality literacy interactions” (reading strategies) with children was more important than the materials used for instruction.

Es un mito, el hecho sería:
El uso de "interacciones de alfabetización de alta calidad" (estrategias de lectura) con niños era más importante que los materiales utilizados para instrucción.

(Terrell, P. & Watson, M. 2018)
Myth, the fact would be:
Video Deficit, has been found that toddlers learn less from digital literacy as opposed to live interaction.
* Most crucial in 0-2 yrs of age.

Mito, el hecho sería:
Video déficit, se ha encontrado que los niños pequeños aprenden menos de la alfabetización digital en comparación con la interacción en vivo.
* Más crucial en 0-2 años de edad.
Fact:
Parental involvement has been recognized and encouraged worldwide as important to supporting positive literacy, improving later academic, behavioral, and social outcomes.

Hecho:
La participación de los padres ha sido reconocida y alentada en todo el mundo como importante para apoyar la alfabetización positiva, mejorando los resultados académicos, conductuales y los resultados sociales.

"The more you READ, the more THINGS you will KNOW. The MORE you LEARN, the more PLACES you'll GO!"

"Cuanto más leas, más COSAS sabras. ¡Cuanto más aprendas, más lugares irás!"

-Dr. Suss

GRACIAS!
Appendix C

Post survey for learning outcome 1 and 3

Literacy Workshop Survey

1. How can you (the parent/guardian) be involved in your child’s literacy development?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

2. What are the literacy strategies you can practice with your child?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

3. After the demonstration literacy strategies in shared reading, I feel confident that I can apply this at home? Circle one.
   Strongly Agree | Agree | Disagree | Strongly Disagree

4. After this workshop, I have a better understanding about parental involvement? Circle one.
   Strongly Agree | Agree | Disagree | Strongly Disagree

5. How comfortable were you with the information presented? Circle one.
   Very Comfortable | Comfortable | Uncomfortable | Very Uncomfortable

Background Questions
1. How many parents attended _____
2. Parent(s) Gender: _____ _____
3. Household Income, Circle one: $0-25,000 $26,000-50,000
   $51,000-99,000 $100,000+

Thank you for answering this survey. Your answers will be kept confidential.
Encuesta sobre el Taller de Alfabetización

1. ¿Cómo puede usted (el padre/tutor) participar en el desarrollo de la alfabetización de su hijo?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

2. ¿Cuáles son las estrategias de alfabetización que puede practicar con su hijo?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

3. Después de las estrategias de alfabetización demostrativas en la lectura, me siento seguro de que puedo aplicar esto en casa? círcule uno.

Totalmente de acuerdo | De acuerdo | En desacuerdo | Totalmente en desacuerdo

4. ¿Después de este taller, tengo un mejor entendimiento sobre la participación paternal?

Totalmente de acuerdo | De acuerdo | En desacuerdo | Totalmente en desacuerdo

5. ¿Qué tan cómodo estaba usted con la información presentada? Circule uno.

Muy cómodo | cómodo | incómodo | muy incómodo.

Preguntas de fondo

4. ¿Cuántos padres asistieron? ______

5. Género del tutor o padre(s): ______ ______

6. Ingreso del hogar. Circule uno: $0-25,000 $26,000-50,000

     $51,000-99,000 $100,000+

Gracias por contestar esta encuesta. Sus respuestas se mantendrán confidenciales

Appendix C
Book given to parents to apply literacy strategies demonstrated to evaluate learning outcome 2.
Applying Parental Involvement and Early Literacy

Luis Moya

**Needs**

**Parental Involvement:** Parental engagement in learning and developing activities are a bridge.

**Literacy Strategies:** Shared book reading, print knowledge, interactive, and dialogic

**Home Environment:** Accessibility to tools and parent characteristics.
Literacy Workshop

- One-day workshop
- Cesar Chavez Library, Salinas CA
- 13 families with children ages 0 to 5.
- Parents in the Read, Grow, Play program and library attendees registered
- Activities: Informational Prezi, literacy coaching, and post survey.

Learning Outcomes

By the end of my workshop, parents will...

- Identify reading strategies
- Apply of strategies through shared reading
- Continue using the reading strategies after attending the workshop
Results

Learning Outcome 1

Parents will...
Identify reading strategies
Learning Outcome 1 results

What are the literacy strategies you can practice with your child? (n=13)

9 (39.1%)
8 (34.8%)
6 (26.1%)

Learning Outcome 2

Parents will apply...
Print and phonological awareness, interactive, and Dialogic strategies
Learning Outcome 2 results

[Bar chart showing comparison of Print Knowledge, Interactive, and Dialogic for different families.]

Learning Outcome 3

[Image of a logo that says "READ GROW PLAY." The logo also includes the words "LEER CRECER JUGAR.".]
Learning Outcome 3 results

What strategies were used after the workshop? (n=5)

- Print Knowledge: 5 (38.5%)
- Interactive: 3 (23.1%)
- Dialogic: 5 (38.5%)

Discussion

- The project was successful in learning outcomes
- Parents were engaged and motivated

Next time, I will:

- Consider different audience
- Offer two different times of attendance
- Provide literacy strategies for different age ranges
Thank You, Questions?

Applying Parental Involvement and Early Literacy

Luis Moya