EFFECTS OF PARENTAL INSTRUCTION IN READING COMPREHENSION ON

PARENTAL SELF-EFFICACY AND ATTITUDE AND CLASSROOM READING

ACHIEVEMENT OF LOW-INCOME THIRD-GRADE STUDENTS

A DISSERTATION

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ABSTRACT

DISSERTATION: Effects of Parental Instruction in Reading Comprehension on Parental Self-Efficacy and Attitude and Classroom Reading Achievement of Low-Income Third-Grade Students

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The purpose of this constructivist case study was to examine the effects of parental instruction in reading comprehension strategies on their own self-efficacy and attitude towards helping their struggling reader on his/her homework. The intended outcome of this study was to empower parents with the necessary skills and knowledge to assist their struggling reader with reading comprehension skill acquisition and reading comprehension performance at home, which ultimately would increase their self-efficacy and attitude towards helping their child(ren) and transfer into increased reading comprehension achievement (as measured in reading comprehension by the Flynt and Cooter Reading Inventory) in the classroom.

Several barriers emerged during the process of analyzing the data: (a) availability of translators, (b) increased communication (on the part of the teacher) about what is actually occurring in the classroom, (c) access to quality childcare, (d) workshop availability that doesn't conflict with work, and (e) shared expectations.

Participants in this study represented third-grade students from a large Midwestern elementary school with a high population of poverty. Recommendations in the final chapter of this qualitative case study may provide useful information for parents, teachers and administrators to assist children with mastering reading comprehension.

DEDICATION

I dedicate my dissertation to my son Tanner Schrock, who had to give up a few trips to the Children's Museum with mommy and spend countless nights and weekends with friends in order to give space and time to complete my coursework. I love you, buddy.

I also dedicate my dissertation to my friends Amy Wann, Sarah Wann, Amber Hunt and Sandy Kuiper for all of their help, support, and encouraging words throughout this entire process. From hot meals and free babysitting to hugs and a listening ear, you've all been huge contributors to my success.

Finally, I dedicate this dissertation to my brother, Michael Hashberger and my sister, Terri Stewart. Without them, I would have never found my way to college to begin with, let alone down the pathway to an earned doctorate. With support, love, and encouragement, they have helped me accomplish a life-long goal.

I couldn't have done this without all of you.

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Background of the Problem

> *Comprehension—thinking about and responding to what you are reading—is 'what it is all about!' Comprehension is the reason and prime motivator for engaging in reading…Reading comprehension—and how to teach it—is probably the area of literacy about which we have the most knowledge and the most consensus. It is also probably the area that gets the least attention in the classroom.*

--Patricia M. Cunningham & Richard L. Allington (2007)

In our modern society, the ability to read well is synonymous with the ability to learn, work, and participate fully in our community and world. A longitudinal study of nearly 4,000 American young people born between 1979 and 1989 examined the relationship between reading proficiency and staying in school. Students reading at a proficient level should be able to "integrate and interpret texts and apply their understanding of the text to draw conclusions and make evaluations" (United States Department of Education, NCES, 1999-2013). Using the National Assessment of Educational Progress (NAEP)'s categories, readers were parceled into three groups: below-basic readers, basic level readers, and readers who are proficient as compared to the expectations of a child in their grade. The 3,975 students had their reading progress tracked by the Peabody Individual Achievement Test (PIAT) Reading Recognition Subtest. Out of readers who were placed into the proficient group, 96% graduated high school. However, four times as many non-proficient students failed to graduate by the age of 19. Equally concerning, nearly one in four (23%) of below-basic readers failed to obtain a high school diploma by age 19 (although the researchers were unable to authoritatively determine whether the students had actually dropped out).

High school dropouts are more likely to be unemployed, spend more time in poverty, use more public assistance, and end up on death row than people who have a high school diploma (Annie E. Casey Foundation Kids Count Special Report, 2010). The Nation's 2013 Report Card (United States Department of Education, NCES, 1999-2013) revealed that only 34% of fourth graders are performing at or above the proficient reading level In comparison to other international students, fifteen-year-olds in the United States ranked 17th out of 25 countries for reading proficiency on the Programme for International Student Assessment (PISA) 2012 assessment (Programme for International Student Assessment, OECD, 2012). These scores were comparable to students in the Czech Republic, Hungary, Israel, Italy, and Norway. According to the Learning First Alliance (Learning First Alliance, 1998), reading failure is overwhelmingly the most significant reason that children are retained, assigned to special education, or given long-term remedial services. Hernandez (2011) found in a study of nearly 4,000 students for the Annie E. Casey Foundation that children who didn't read proficiently by third grade were four times more likely to leave school without a diploma than proficient readers. For the worst readers, those that couldn't even master the basic skills of reading by third grade, the rate is nearly six times greater.

In grades pre-K through second grade, students are learning the mechanics and skills of reading including phonemic awareness, phonics, and fluency which build the necessary foundation for proficient reading by third grade. The National Reading Panel examined 52 studies on the teaching of phonemic awareness in which researchers taught children to hear the separate sounds within words (NICHD, 2000). These

studies showed that phonemic awareness teaching was advantageous to children learning to read; such instruction led to higher achievement in early reading and spelling, and the impacts on reading were evident when measuring both word recognition and reading comprehension. In the same report, the National Reading Panel found 38 studies in which children were given a special emphasis on phonics instruction to evaluate the value of systematic phonics instruction on reading (NICHD, 2000). These studies supported the conclusion that systematic phonics instruction gave children a faster start in learning to read than no phonics instruction and improved kindergarten and first-grade children's word recognition skills (NICHD, 2000). Fluent reading is a major goal of early reading instruction because decoding print accurately and effortlessly enables students to read for meaning (Blevins, 2001, p. 5). Fluency is necessary for good comprehension and enjoyable reading (Nathan & Stanovich, 1991). In third grade, reading instruction no longer focused on the mechanics and skills for the development of reading, but rather focuses on using those skills to acquire information for various purposes from a variety of texts (Hirsch, 1996). As Dolores Durkin so eloquently states, reading comprehension is "the essence of reading" (1993).   It is imperative that during these formative years, interventions for struggling readers are available, systematic, and purposeful. Students who begin to slide in third grade often hit the "fourth-grade slump" (Chall, 2003), and find it extremely difficult to "catch up" to their peers in regards to reading proficiency.   According to the Annie E. Casey Foundation's Early Warning! Special Report (2010), interventions for struggling readers after third grade are seldom as effective as those implemented in the years previous. Findings have suggested that when readers are given cognitive strategy instruction,

they make significant gains on measures of reading comprehension over students trained with conventional instruction procedures (Pressley et al., 1989; Rosenshine & Meister, 1994; Rosenshine, Meister, & Chapman, 1996). Furthermore, Duffy contends that "the best way to pursue meaning is through conscious, controlled use of strategies" (Duffy, 1993, p. 223). Cooper et al. found that struggling readers grow 1-2 years in 3-6 months with the addition of purposeful comprehension strategy instruction (2000); whereas, Palincsar and Brown (1986) found that when reciprocal teaching (the use of Prediction, Questioning, Clarifying, and Summarizing strategies) was used with a group of students for just 15-20 days, the students' reading on a comprehension assessment increased from 30% to 80%. Teaching the strategies that comprise Reciprocal Teaching is especially effective when incorporated as part of an intervention for struggling readers (Cooper et al., 2000) and when used with low-performing students in urban settings (Carter, 1997).

According to the National Education Association's (NEA) policy brief entitled, *Parent, Family, Community Involvement in Education* (2008), "parent, family, and community involvement in education correlates with higher academic performance and school improvement" (p.12). There are a variety of barriers (actual or perceived) that may impede parental involvement. According to the 1998 Statistical Analysis Report of Parent Involvement in Children's Education: Efforts by Public Elementary Schools by the National Center for Education Statistics (1998), 38 percent of the schools surveyed stated that one of the most prevalent reasons parents are hesitant to become involved with their child's schooling is because they didn't feel they had the necessary education or training to be able to support their child's academic endeavors (p. 26). By providing

parents an avenue to learn about what is being taught in the classroom and teaching

parents strategies for assisting their child in skill acquisition, parents will gain self-

"efficacy and overcome their hesitancy to become involved with their child's schooling

and the child will receive the needed support to assist in the strategy acquisition.

Hoover-Dempsey, et al. (2005) stated, "Parents become involved in homework insofar

as they believe they have a role to play, believe their involvement will make a difference

and perceive that their children and teachers want their involvement" (p. 206). Patall,

Cooper, and Robinson (2008) note that providing training for parent support at home in

homework can increase achievement (p. 1040).

Statement of the Problem

As test scores fail to improve significantly in reading on a national, state ,and

local scale, it is imperative that schools find innovative ways to maximize time and

resources during the formative years where strategy instruction matters most: before

fourth grade. According to the Nation's Report Card (2013), the percentage of 4th grade

students that scored proficient (demonstrated competency over challenging subject

matter) in Reading nationwide was 34%. That percentage was 38% for 4th grade

students in the large, Midwestern state. The percentage of students demonstrating

proficient in Reading nationwide and in the large, Midwestern state has remained

unchanged since 2011.   In addition to overall reading scores remaining stagnant, the

"25-point score gap between White and Black students in 2011 was not significantly

different from the gap in 2009" (The Nation's Report Card 2011, p. 11). The "24-point

score gap between White and Hispanic students in 2011 was not significantly different

from the gap in either 2009 or 1992" (The Nation's Report Card 2011, p. 11). In 2013,

the percentage of fourth-grade students who passed the English/Language Arts portion

of the ISTEP test at Midwestern Elementary was 54.7 % while the percentage of third-

grade students was 43.3% (IDOE website). The statewide average of fourth-grade

students passing the English/Language Arts portion of the ISTEP in 2013 was 82% and

was 85% for all third-grade students statewide. Midwestern Elementary third-grade and

fourth-grade students fall approximately 25-35% below the state average for pass rates

on the English/Language Arts portion of the ISTEP test. By empowering parents with

reading comprehension strategy knowledge and the necessary skills to reinforce

classroom learning, parents would be more likely to be actively involved and could

provide continued support of their child's scholastic endeavors (Pomerantz, Moorman &

Litwack, 2007; Walker, Wilkins, Dallier, Sandler, & Hoover-Dempsey, 2005). By failing

to properly prepare parents to effectively assist their struggling student with reading and

reading comprehension, schools will be leaving a powerful instructional resource

untapped and continue to leave children behind.

Purpose of the Study

The purpose of this study was to examine the effects of parental instruction in

reading comprehension strategies on their own self-efficacy and attitude towards

helping their struggling reader on his/her homework. The intended outcome of this

study was to empower parents with the necessary skills and knowledge to assist their

struggling reader with reading comprehension skill acquisition and reading

comprehension performance at home, which ultimately would increase their self-efficacy

and attitude towards helping their child(ren) and transfer into increased reading

comprehension achievement (as measured in reading comprehension by the Flynt and

Cooter Reading Inventory) in the classroom.

Sinatra, Brown, and Reynolds (2002) state that "some students, especially lower achievers, do seem to benefit from explicit strategies instruction "(p. 70). Sinatra et al., (2002) suggest that teachers "pare down the number of strategies and prioritize them" (p. 70) because "students can juggle only a limited number of processes during reading" (p. 71). Cain and Oakhill found that once word identification has been ruled out as a source of comprehension difficulties, comprehenders differ in their ability to use and apply various comprehension strategies (1999). In light of this finding, Sinatra et al.(2002), declares that "it remains for researchers to establish exactly which strategies provide the most 'cognitive bang for the buck'" (p. 71). Based upon the participating parents current schema of comprehension strategy support and instruction in conjunction with research supporting various comprehension strategies and schema theory, parents participated in four workshops designed to give them the necessary knowledge and skills to reinforce the following strategies: 1. Story mapping/Focused retell, 2. Prediction (based upon prior knowledge), 3. Questioning and 4. Summarizing. Morrow's (1985) research supports the practice of teaching children to engage in focused retells of key story elements (character, setting, problem, main events/plot, and solution). Based on the work and practices regarding transactional strategies instruction (TSI) suggested in the Brown, Pressley, Van Meter, and Schuder (1996) study, the cognitive strategies of predicting, questioning, and summarizing were chosen. The National Reading Panel (NRP) report (2000) also identified these comprehension strategies as strategies that good readers employ. Further discussion regarding these strategies is presented in chapter two. During these workshops, each

parent learned about each individual strategy as well as how to instruct his/her child to use that particular strategy. After completion of each parent comprehension workshop session, each parent worked one-on-one with their child at home employing skills gathered from that particular workshop. Upon completion of implementation of the skills and knowledge from all of the workshops combined, children were given an opportunity to demonstrate comprehension of text through the use of a comprehension test: the Flynt and Cooter Reading Inventory designed to measure oral and reading comprehension. Questionnaires were also given to the parents addressing attitudes and perceptions of ability to help their child with their reading. Data from the reading inventory, the survey of parental self-efficacy, the parent attitude questionnaire, and the parental interviews was analyzed to answer the following research questions:

Research Questions

This study addressed the following research questions:

1. To what extent has the parent's self-efficacy increased, remained the same, or decreased as measured before and after focused comprehension strategy instruction?

2. To what extent has the parent's attitudes towards helping his or her child increased, remained the same, or decreased as measured before and after focused comprehension strategy instruction?

3. What effects, if any, did parental instruction in comprehension skills have on classroom reading achievement as measured by the Flynt and Cooter Reading Inventory for struggling students?

READING COMPREHENSION AND PARENTAL EFFICACY

Parents play an important role in their children's success. According to Johnson (2001), there are many influences on student success other than those for which the public school system can be held accountable; those other influences have a greater impact on student achievement than the public school system. One such influence that has a greater impact on student success is that of time spent with the child by the parent.

Significance of the Study

This study is significant for several reasons. First, parents and guardians of struggling readers will benefit from the results by attaining a greater understanding of the relationship between focused comprehension strategy instruction and remediation and student achievement in reading. Second, the findings will offer suggestions to parents about how to best support classroom instruction in reading comprehension in a home setting. Third, the findings will offer suggestions to current practitioners for identifying barriers to parental participation as well as suggestions for overcoming those particular barriers. The potential exists for parents to have more input in their child's education, especially in urban and rural areas where schools suffer due to a lack of funding or a lack of quality educators (Henderson, 2002). Fourth, working with parents of identified, struggling readers in the Midwestern Public School District will benefit teachers in large, urban school districts in identifying innovative ways to not only build parental participation, but also in identifying ways to assist those struggling students even when faced with limited resources and time in the classroom. Finally, this study is significant because while there is a plethora of information about parental involvement and student achievement, as well as direct instruction of comprehension scores and the reading achievement of the students who received that instruction, no research was

found that discussed how changing a parent's self-efficacy and attitude would affect a child's achievement in the classroom. This study will attempt to determine how parental attitude and self-efficacy affect achievement.

Delimitation of the Study

This study was confined to working with parents of one third-grade classroom at Midwestern Elementary School. While there are multiple third-grade classrooms at Midwestern Elementary School, this study only addressed one. While there are a number of private schools as well as other public schools in the Midwestern city and surrounding Midwestern county area, this study only examined the students at Midwestern Elementary School.

Limitations

This study was subject to the limitations acknowledged below:

1. One parent scheduled to participate in the parent instruction sessions was not allowed to come to the school. The researcher and the participant still met each week; however, we met one-on-one.

2. The English language was a barrier for the two Hispanic families scheduled to participate in the parent instruction sessions and interpreters had to be used for the instruction.

3. Because of the English language barrier, all handouts had to be translated for the two Hispanic families.

4. One family had to miss one parent instruction session due to a family emergency. Due to limited availability by the parent, the session could not be rescheduled and conducted one-on-one.

Definition of Terms

The following definitions are provided to ensure uniformity and understanding of these terms throughout the study. The researcher developed all definitions not accompanied by a citation.

Clarification. Identification pieces of text or words that are confusing and continue with the necessary steps to restore meaning (Palincsar & Brown, 1986).

Listening Comprehension. The ability to understand what one is hearing.

Prediction. Previewing the text to anticipate what will happen next (Block, Rodgers, & Johnson, 2004).

Proficient Reader. Students performing at the Proficient level should be able to integrate and interpret texts and apply their understanding of the text to draw conclusions and make evaluations (NAEP, 2011).

Questioning. Asking questions to clarify information, identify main/supporting details, recognize story and text structure, and to infer (Palincsar & Brown, 1986).

Reading Comprehension. The ability to understand what one is reading.

Reciprocal Teaching. "Reciprocal teaching refers to an instructional activity that takes place in the form of a dialogue between teachers and students regarding segments of text. The dialogue is structured by the use of four strategies: summarizing, question generating, clarifying, and predicting. The teacher and students take turns assuming the role of teacher in leading this dialogue (Palincsar & Brown, 1986).

Self-Efficacy. Perceived self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives (Bandura, 1986).

Socio-Economic Status. A construct that reflects one's access to collectively desired resources, be they material goods, money, power, friendship networks, healthcare, leisure time, or educational opportunities (Oakes and Rossie, 2003).

Summarizing. The act of recalling and reorganizing only the important pieces of information from the text (Palincsar & Brown, 1986).

Assumptions

It is assumed that parents have a desire to help their child increase his/her competency in reading through at-home activities. It is also assumed that parents will be willing to participate actively in the parental training workshops.

Summary

Chapter One has established the background and need for this study. Within the chapter, the purpose, research questions and rationale are discussed and supported. This research was designed to provide training to engage parents in providing supplemental instruction to foster success for their students. Chapter Two contains a review of relevant literature and research regarding parental involvement and reading. Chapter Three explains the methods and procedures that were used to gather and analyze data. Chapter Four presents the analyses of the gathered data. Chapter Five discusses the conclusions, recommendations and implications of this study.

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Chapter 2—Review of the Literature

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Introduction

Chapter 2 provides an extensive review of the literature and research related to reading comprehension development, best practices in the instruction of reading comprehension, and parental involvement in scholastic endeavors. The chapter will be divided into sections that include (a) history of reading comprehension instruction, (b)

development of reading comprehension in the primary years, (c) development of reading comprehension in the intermediate years,(d) effective individual reading comprehension skills, and (f) parental involvement and student success.

History of Reading Comprehension Instruction

Pearson stated "Reading comprehension has been part of classrooms as long as there have been schools, texts, students who desire (or are required) to read them, and teachers wanting to both promote and assess their understanding" (as stated in Israel & Duffy, 2009, p. 4). However, it was not until late in the 20th century that comprehension began being used as a means to determine reading competency due to the fact that most measures of competency in Reading in the 17th through 19th centuries were attributed to accuracy or expressive fluency in the art of storytelling (Dale, Smith & Miller, 1966). Initially, the teaching of reading comprehension in the classroom stemmed from developmental psychologists that identified the notion that as children matured, learning processes became active and strategic; hence, the teaching of "strategies" to comprehend text (McKeown, Beck, & Blake, 2009). In Huey's text, "The Psychology and Pedagogy of Reading" (1908), Huey discusses the need for readers to examine words, phrases and lines while blending ideas and suspending judgments until completion of the text in order to make meaning (Stauffer, 1971). Thorndike, in his piece entitled, "Reading as Reasoning" (1918), tried to identify what goes on in the mind to produce the sorts of answers readers come up with in response to questions about what they have read (Stauffer, 1971). Both Huey and Thorndike suggest employing "strategies" outside of oral reading in order to further meaning making and understanding with text. Duffy (2002) stated:

In the 1900s through 1960, comprehension was a desirable outcome, but we had no real understanding of how comprehension worked or how you taught it. We assumed comprehension was primarily a matter of intelligence: if your students were smart and could decode, they would comprehend. But you didn't teach it (p. xiii).

Also, prior to 1960, it was believed that:

It is not possible, or at least not wise to teach comprehension to young children who are still learning to decode text. This belief was to have stemmed from the assumption, so prevalent in many primary grade programs of the time, that phonics and word identification should be the sole priority in the primary grades (Pearson & Duke, 2002, p. 247).

In the next decade, much change occurred.

In the 1970s, there were three important facets of reading comprehension assessment that ultimately led to a paradigm shift in how reading comprehension instruction was handled in the classroom: (a) standardized, multiple-choice tests, (b) criterion-referenced assessments of specific skills, and (c) informal classroom assessments of comprehension (Sarroub & Pearson, 1998, p. 98).

The purpose of these tests was to show conceptual understanding and the mastery of the phenomenon being tested (Sarroub & Pearson, 1998, p. 98) in order to determine the essential elements needed to bring all students to a higher level of achievement (Sarroub & Pearson, 1998, p. 98). As criterion-referenced tests became more prominent in the 1970s and 1980s in the American school system, so did the number of specific subskills that were measured by these tests (Sarroub & Pearson, 1998, p. 99). This movement directly affected the content of the basal textbooks of the time. Basal texts would often contain criterion-referenced tests for every unit in the book and were used to determine student mastery and understanding of the passage as well as a means to determine readiness for future units (Anderson & Tierney, 1984). Parallel development of informal assessments such as miscue analysis and passage retells coupled with comprehension

questions shifted the focus of reading assessment from determining levels of reading to understanding a reader's comprehension and decoding strategies and abilities (Sarroub & Pearson,1998, p. 99). This led to basal development that incorporated a linear outline of skills, also known as a scope and sequence, which if followed and taught correctly, would lead to skilled reading (Pearson, 1998, p. 8). With this research, the redesign of instructional materials and the accountability movement in schools in the 1970s on the heels of the reauthorization of Title I in 1968, the teaching of reading comprehension became a national focus in elementary schools in the United States. Delores Durkin revealed in her report entitled, *What Classroom Observations Reveal about Reading Comprehension Instruction* that little to no comprehension instruction was occurring (1978). Early work in reading comprehension instruction by Brown, Bransford, Ferrara, & Campione theorized that based on developmental views of learning and understanding, children could theoretically improve their comprehension of text by improving their strategies for studying (Brown & Smiley, 1978). Frederick Davis established in his piece entitled, "Fundamental Factors of Comprehension in Reading" (1944), that there were nine groups of skills basic to comprehension in reading. These skills included the ability to follow the organization of a passage, the ability to answer questions about the passage, the ability to draw inferences as well as identify the tone and mood of a literary piece of work and the ability to determine an author's purpose, intent, and point of view about their work (Davis, 1944, p. 186). This early work became the foundation for the creation and implementation of a concept known as "reciprocal teaching", an approach that teaches early readers to apply the cross-curricular strategies of summarizing, questioning, clarifying, and predicting (Palincsar & Brown, 1984). During this time of comprehension

instruction development in schools across the nation, Sternberg (1979, 1982) and Baron (1985) identified that competent thinkers employ strategies such as identification of a goal, progress monitoring, and evaluation of evidence. Because of the work of Sternberg and Baron, Pressley et al. (1992), developed transactional strategies instruction in which a teacher explains and models strategies for his/her students. Pressley, El-Dinary, et al.,(1992), described effective comprehension techniques as being "transactional" in three different ways. First, readers are instructed to make connections of the literature to existing schema as they are working with the text to construct meaning. This is congruent with Rosenblatt's (1978) use of the term "transactional". "The text is stimulus activating elements of the reader's past experience—his experience with both with literature and with life…the text serves as a blueprint, a guide for the selecting, rejecting, and ordering of what is being called forth; the text regulates what shall be held in the forefront of the reader's attention" (Rosenblatt, 1978, p. 11). Second, readers using these strategies use the strategies to construct meaning with others. This is consistent with the use of the term "transactional" in psychology as addressed by Hutchins (1995). "Human cognition is in a very fundamental sense a cultural and social process" (p. xiv). Third, all responses emerging from the group which is comprised of both the students and the teacher, are determined (in part or whole) by the group (Bell, 1968).

In addition to reciprocal teaching (Palincsar & Brown, 1984) and transactional strategies instruction (Pressley et al., 1992), programs of strategy instruction by Paris, Cross, and Lipson (1984) and Duffy and Roehler(1989) have also impacted how reading comprehension strategies are taught in the classroom. Paris et al. (1984) focused on developing awareness of the goals of reading and the value of implementing

reading strategies to pursue and reach those goals. The strategies taught in the informed strategies for learning approach include understanding the purposes of reading, activating background knowledge, allocating attention to main ideas, evaluating critically, monitoring comprehension, and drawing inferences (McKeown, Beck, & Blake, 2009).

In 2000, the National Reading Panel (NRP) conducted its own review of the literature about reading strategies instruction. The resulting report identified solid evidence for the teaching of seven reading strategies. These strategies are as follows: comprehension monitoring, cooperative learning, graphic and semantic organizers, question generation and answering, story structure, and summarization.

Besides strategy instruction based upon developmental psychology models of learning and thinking, there is another mode of teaching comprehension that is research based. This approach, known as the content approach to instruction, is based on a text-processing perspective on comprehension where the reader moves through the text identifying each new piece of text information and decides how the information presented relates to information already given and to the reader's own background knowledge (Kintsch & Van Dijk, 1978). One of the most widely known examples of a content approach to comprehension instruction is the example of questioning the author (QtA; Beck & McKeown, 2006). In QtA, readers activate textual information and integrate those activated ideas with the information garnered from the text as well as the reader's own background knowledge. As one can see, there are differing (often conflicting) ideas as to how to approach reading comprehension instruction and which strategies and skills should be taught in order to ensure competent readers.

Schema Theory to Support Reading Comprehension Instruction

Schema, as posited by Bartlett (1932) is "a people's understanding and remembrance of events shaped by their expectations or prior knowledge, and that these expectations are presented mentally in some sort of schematic fashion" (pg. 4). Bartlett continues by stating that schema must be able to be organized and managed. "The past operates as an organized mass rather than as a group of elements each of which retains its specific character (1932; p.197). Bartlett further states that what gives structure to that organized mass is the schema which is "something that remains active and developing" (1932; p. 201). According to Yule (1985), people will attempt to make sense of what they read and hear and will arrive at an interpretation that is in line with their experience of the way the world is: their schema. Cook (1989) states, "The mind stimulated by key words or phrases in the text or by the context activities activates a knowledge schema" (pg. 69). The fundamental tenet of schema theory purports that text does not have meaning in and of itself; rather, a text provides the directions for readers as to how they should construct meaning from their previously constructed knowledge (Barrlett, 1932; Adams and Collins, 1979). Carrell and Floyd (1987) support the ideal that to effectively instruct ELL students, the teacher must either activate prior schema or help the child build the appropriate schema that a child is lacking, in addition to helping the child build bridges between existing schema and new knowledge. This can be done through the use of explicit comprehension strategy instruction of many following strategies such as making predictions, asking questions, summarization and story mapping. By teaching these particular strategies, children can better connect to existing schema therefore increasing overall comprehension of the text.

Development of Reading Comprehension in the Early (Primary) Years

Comprehension can be defined as "intentional thinking during which meaning is constructed through interactions between text and reader" (Harris and Hodges, 1995, p. 207). Many factors should be considered during these interactions, such as the text (its language, content, structure, purpose, and features), the reader (his/her existing knowledge base, views, purposes, processes, strategies, and skills), and the context in which this communication occurs (RAND Reading Study Group, 2002). According to the National Reading Panel (NRP), reading comprehension is dependent upon many levels of language skills. For example, if a student lacks the phonemic awareness and phonics skills needed to translate written text into oral language, reading comprehension will be blocked no matter how well the student can think about ideas (NRP, 2006, p. 28). As children develop both physically and cognitively, shifts occur which allow for word recognition and comprehension of written text to take over as the primary mode of learning (as opposed to the initial learning through verbal exposure). Linguistic awareness, the language of schooling, as well as the discourse of schooling all affect the developmental process of reading for students in the early elementary years. Because of this, language and literacy, although separate skills, are likely to affect each other (Catts, Fey, Tomblin, & Zhang, 2003). During this period of early elementary schooling, word recognition is the major instructional emphasis. Performance on tests of word reading or decoding at this stage are typically strongly correlated with performance on reading comprehension measures in the later elementary years (Rasinski, 2003, pp.515-522). Building strong decoding skills in students in the early elementary years is the basis for fluent reading, which is often

accomplished by repeated readings in the primary grades. In conjunction to decoding, fluency is one of the most important skills that can be developed in the early elementary years because fluency reduces cognitive demands on the reader at every level—letter, word, and text—allowing the reader to devote his/her cognitive resources to comprehension (LaBerge & Samuels, 1974; Logan, 1997).

Brown (1980) states that reading comprehension is made up of deliberate and automatic actions. Afflerback, Pearson, and Paris (2008) called the deliberate actions "strategies" and the automatic actions "skills". Readers can revert between strategies and skills at any time during the reading process. For example, a struggling reader may find him/herself struggling to comprehend a piece of the story he or she is reading and therefore, finds him/herself utilizing the strategy of re-reading to comprehend that particular piece of the story. Conversely, a reader who is more adept at comprehension may employ skills more-so than strategies. It should be noted, however, that readers of all ages at some point engage in strategies aimed at comprehending the material of which they are encountering (Pressley & Afflerback, 1995).

Children initially develop their vocabulary and comprehension skills orally. This builds the foundation for word recognition and comprehension of written text as the child learns to read. In this initial development period of reading, children can typically comprehend more challenging passages when listening than when reading, because of their limitations in word recognition (Sticht & James, 1984). Because of this phenomenon, comprehension instruction and attainment looks very different at the early elementary years as opposed to the upper elementary years. Comprehension instruction often has to be much more active and visible in the early elementary

classroom in order to be effective. When young children have these interactions with text, they bring with them the ability to construct meaning (Brown, 1973; Bruner, 1983; Wells, 1985), or comprehend text. This makes the early elementary school years the perfect time to engage in instruction centered on comprehension skills and strategies. If taught specific reading comprehension strategies, early elementary aged children become increasingly able to apply these as they read, demonstrating ownership and independent use of methods to improve their understanding of texts (Roberts & Duke, 2010; Stahl, 2004). This supports the notion that specific "strategies" traditionally used at the intermediate elementary level to develop comprehension "skills" in children can be used successfully with various adaptations with early elementary aged students to develop comprehension "skills" as well. One such example would be that of reciprocal teaching.

Development of Reading Comprehension in the Intermediate Years

In the intermediate years (3-6) of elementary education, reading instruction begins to shift in its emphasis. Rather than spending time on word recognition, decoding, fluency, and learning *how* to read, students spend their reading time in the content areas utilizing strategies and building skills to shape their cognitive development in the comprehension of *what* is read (Hirsch, 1996). With the emphasis on content area learning comes the necessity for students to be able to understand the features present in content area texts and all the ways that information can be conveyed. Students need to learn to navigate text to find the information they want or need (Dreher, 2002; Symons, MacLatchy-Gaudet, Stone, & Reynolds, 2001). It is for these reasons, that it is necessary that students already have in place the strategies needed

to be able to employ the proper comprehension skills required to make meaning from content focused text. With expanded exposure to and instruction in comprehension strategies in the early elementary years, students in the intermediate grades would have the ability to turn those strategies into skills useful for gathering meaning from content area courses.

Studies have shown that the classroom context, discourse, and language all have an impact on the ability of students in the intermediate grades (just as it was in the primary grades) to comprehend content area text. In addition, the teaching methods that the teacher in the classroom utilizes in the content area to teach comprehension also have significant impact for the development of comprehension. For example, integrating comprehension instruction in such areas as science appears to be a powerful way to develop comprehension skills in the intermediate grades (Guthrie, McRae, & Klauda, 2001; Romance & Vitale, 2001).

Not only is integrating comprehension instruction in the content areas important for comprehension in the intermediate grades, but also is the effective involvement in discussions within the classroom. Quality discussion in the classroom is linked to significant gains in reading comprehension (Murphy, Wilkinson, Soter, Hennessey, & Alexander, 2009). In addition to comprehension instruction in the content area and effective classroom discussions within the classroom, there are other aspects of the learning environment that have been shown to give students the opportunity to increase comprehension at the intermediate level. One aspect is exposure to a diverse and rich print environment. According to Hoffman, Sailors, Duffy, & Beretvas (2004), the type, quantity, and quality, along with availability of text used to promote comprehension and

interest in reading was related to reading comprehension growth in students in the intermediate grades. With the availability of text, it cannot go without saying that the actual amount of time students in the intermediate classroom are spending actually reading both in and outside the classroom also affects the students' ability to comprehend and make meaning from text (Anderson, Wilson, & Fielding, 1988; Guthrie, 2004). Research also shows that comprehension in the intermediate grades is affected significantly by the prior knowledge that students have created prior to being exposed to content with which they are interacting. In their review of children's learning from text, Alexander and Jetton (2000) conclude: "Of all the factors (involved in learning from text), none exerts more influence on what students understand and remember than the knowledge they possess" (p. 291).

Effective Individual Comprehension Strategies

Some of the earliest work in single-strategy comprehension instruction was conceived and implemented by Pressley (1976). In this initial study entitled "Mental Imagery Helps Eight-Year-Olds Remember What They Read", Pressley (1976) instructed 86 third-grade students to utilize mental imagery and then measured how effective the strategy instruction was at helping the children to reconstruct the story. Children in the experimental group were placed into instructional teams of 4 to 6 students. Subjects in this group were told that "a good way to remember things was to make up pictures in your head" (Pressley, 1976, p. 357). Students were then exposed to pictures with all of the necessary elements of the test sentences and were told that this is what their mental picture could look like. Students were then given ample time to practice that strategy. Contradictorily, students in the control group were given the

same materials as the students in the experimental group and were told, "do whatever

you can or have to do in order to remember the practice sentences and paragraphs for

later" (Pressley, 1976, p. 357). After completing the activities, students in both the

experimental and control groups were asked five short-answer questions about the

story. Pressley concluded at the end of this study that

> when groups of 8-year-old children are told to use mental imagery
> to facilitate their memory of prose, are given practice at forming
> mental images, and it is guaranteed that the subjects do not
> attempt to read and image at the same time, then 8-year-olds'
> memory of a very concrete, easily imageable, story can be
> improved by using mental imagery (Pressley, 1976, p. 358).

In another study conducted by Idol and Croll (1985) entitled, "The effects of

training in story mapping procedures on the reading comprehension of poor readers",

five intermediate elementary students with mild learning disabilities and poor reading

comprehension were instructed how to use story mapping procedures to improve

reading comprehension. After completing the instruction, all five students participated in

story retells, standardized reading tests, generalization probes, and a measure of

listening comprehension. Four of the five students increased their ability to answer

comprehension questions, maintained their performance after intervention, and

increased incidences of including story mapping details in their retells. One of the most

important findings of this study was that "imposing a very concrete, organizational

structure upon poor comprehenders positively affects their ability to identify structural

schemata of stories" (Idol & Croll, 1985, p. 25).

Story Mapping/Focused Retell

The connection between oral language and reading comprehension has been deemed significant for many years. Brown's research (1975), determined a child's reading comprehension is facilitated when they actively participate in story reconstruction. Morrow (1984) discovered that listening comprehension improved when kindergarten students were guided in focused story retells that centered around the components of good "story grammars" (characters, time, place, initiating event, goals, outcomes, and ending/resolution). Several studies have concluded that an understanding of key story elements assists children in knowing what to expect and what to include in a story (McConaughy, 1980; Sadow, 1982; Whaley, 1981). Koskinen et al. (1988) asserted that "retelling has been found to significantly improve story comprehension, sense of story structure, and oral language complexity (p. 892). Carnine and Kinder (1985) taught elementary students with learning disabilities how to generate generic story grammar questions relating to the characters, the major points of the plot, the problem and the resolve and found that the direct instruction of and the regular use of this particular strategy, performance on short-answer comprehension questions and general free-recall substantially improved. In a study completed by Idol and Croll (1987), five students with identified mild learning disabilities and identified as poor comprehenders were given direct instruction in using story maps for identification of the main components of a well-identified story grammar (setting—characters, time, and place, problem, goal, action and outcome). Four of the five students were able to answer more comprehension questions about the text in question, provided more complete story retellings, and achieved higher scores on standardized reading tests.

Dickenson and Tabors (2001) recommend that both teachers and parents involve children in both immediate and non-immediate talk about text. Immediate talk is comprised of recalling factual details and picture labeling. Non-immediate talk takes readers beyond the text in engagement in making predictions and inferences and relating the text to the reader's personal schema. In addition to aiding story comprehension, focused story retells provide continued purpose for reading (Klinger et al., 2007).

Prediction

There are many individual strategies, that when taught, can aid in the act of comprehension of text. Effective reading often includes the use of prediction strategies (Goodman, 1976; Palincsar & Brown, 1984; Smith, 1971). Duke and Pearson (2008) state that prediction making encourages students to "use their existing knowledge to facilitate their understanding of new ideas encountered in text" (p. 110). According to Afflerbach (1990), "readers use their prior knowledge in concert with cues in the text to generate predictions" (p. 131). Using prediction positions the reader in a proactive approach as opposed to a reactive approach to reading which ultimately can aid in the process of comprehension (Afflerbach, 1990). In a study by Hansen & Pearson (1983), students were encouraged to create predictions about the characters in the story they were reading and the situations those characters encountered. The students were instructed to use their own experiences as the basis for creating the prediction of action on the part of the characters. Hansen & Pearson (1983) found that students who participated in generating predictions based on personal schema had superior comprehension of the stories in which the activity was embedded. To make sound

predictions, readers should access and reflect on their prior knowledge and how it relates to the story or topic being presented in the reading. This is critical to text comprehension (Alexander & Jetton, 2000).

Questioning

The use of questions to improve reading comprehension has long been hailed as a valuable strategy which to employ (Thorndike, 1917). Singer & Donlan (1982) found that by teaching students to create their own questions about story structure aided in the comprehension of text, specifically narrative text (p. 175). In extensive research conducted by Raphael and her colleagues (Raphael & McKinney, 1983; Raphael & Pearson, 1985; & Raphael & Wonnacott, 1985) on questioning techniques, Raphael et al. suggested that teaching students to analyze and determine what the questions are asking them and then determine where to locate the information within the text would help to increase overall comprehension. Raphael and her colleagues identified four sources where information can be found and they are: (1) Right There, (2) Think and Search, (3) Author and Me, and (4) On My Own and coined the term Question-Answer Relationship (QAR) to describe the strategy the students employed to answer questions. QAR conveys the notion that readers have the ability to answer questions by utilizing information garnered from the text or by accessing and relating to our own personal schema (Rapheal et al., 2006). Students who engage in explicit instruction about how and when to implement comprehension strategies perform better on comprehension activities (Gersten, Fuchs, Williams & Baker, 2001).

Summarization

Instruction in summarization has a direct effect on a child's ability to comprehend. Hare and Borchardt (1984), found that after teaching intermediate and high school students key strategies to developing summaries, not only did the quality of their summaries improve, but so did their comprehension of the material (p. 67). There are two major approaches to teach the strategy of summarization to students. The first approach is drawn from the work of Brown, Campione, and Day (1981) and Kintsch and Van Dijk (1978) and is comprised of deletion of unnecessary material, substitution of a superordinate term for a list of items or actions, and the selection of a topic sentence. The second is the GIST procedure (Cunningham, 1982). In GIST, students create 15 word summaries beginning with single sentences and working incrementally to an entire paragraph. This strategy is effectively taught using teacher modeling and guided practice as a whole group, then guided practice in small groups, and finally independent practice individually. Both strategies have shown to affect comprehension.

Parental Involvement and Student Success

Parents are a child's first teacher and the home is the first school (Bandura, 1997; Morrow, 1995). Many studies completed have shown strong correlations between parent involvement and student success (Epstein, 2001; Karther & Lowden, 1999; Sussel et al., 2000). Reynolds et al. (1996) found through research that early, focused parental involvement correlated with positive achievement trajectories in children. Epstein (2001) drew three substantial conclusions about parental involvement in the elementary school years. The first conclusion that Epstein (2001) drew was that parental involvement tends to decline as children progress forward through the

sequence of grades.   Epstein cites several reasons for which this regression may be attributed. Children, as they develop, tend to seek opportunities to gain autonomy and independence from their parents. This could contribute to parents not participating at the same level as they may have once participated in the lower grades. As children progress through elementary school, the information and concepts taught tend to increase in difficulty. Epstein found that parents may feel intimidated and inadequately prepared to assist their child with these higher level tasks and concepts. Epstein also states that many parents that have chosen to stay at home to raise their children may feel the need to rejoin the workforce once their child has completed their primary years of education and feel comfortable in handling the increased responsibility of being home without supervision.

The second conclusion that Epstein (2001) drew about parental involvement is that socio-economic status does appear to have a direct effect on parental involvement. Parents that were more affluent and better educated tended to have increased levels and increased quality of parental involvement than parents of lower socio-economic status or lesser education.

The final conclusion that Epstein (2001) drew about parental involvement was that the status of the familial unit had a direct impact on the level of parental involvement demonstrated by the families. Single-parent families, families not residing in the immediate vicinity of the school, families with both parents employed, and non-custodial parents showed tendencies to be less familiar with school-related activities and the avenues of communication relevant to the school-related activities. This ultimately led to decreased participation of school functions by those parents.

In a report entitled, *A New Wave of Evidence: The Impact of School, Family, and Connections on Student Achievement* (Henderson & Mapp, 2002), Henderson & Mapp identified three overall findings that described how the school, the community and parents could work together to increase student learning. The first overall finding dealt with the Home-School Partnership. What Henderson & Mapp discovered was that there is a positive and convincing relationship between family involvement and benefits for students, including improved academic achievement. This relationship holds across families of all economic, racial/ethnic, and educational backgrounds for all students at all ages (Henderson & Mapp, 2002). The second overall finding dealt with Community Partnerships. Henderson & Mapp's finding's suggested that the benefits of community partnerships for schools, families, and students included improved student achievement and behavior, as well as higher quality learning programs for students and new resources and programs to improve teaching and curriculum (Henderson & Mapp, 2002). The final overall finding dealt with Effective Practices. Henderson & Mapp discovered that parent and community involvement that is linked to improving student learning has a greater effect on achievement than more general forms of involvement. Specifically, they found that the most effective programs and interventions were those that engaged the families in supporting their learning at home (Henderson & Mapp, 2002). Training parents in interactive approaches to reading with children can improve literacy outcomes across demographic groups (Whitehurst, Falco, Lonigan, Fischel, Debaryshe, Valdes-Menchaca, & Caulfield, 1988).

Parental Attitude and Self-Efficacy on Achievement

There are many facets to parental involvement that may contribute to higher student achievement. Hoover-Dempsey & Sandler (1995, 1997) found that parents will participate in their children's homework if they have the following beliefs and perceptions: they believe they should be involved, they believe that their involvement makes a difference, and they perceive that their child's teacher and even the child him/herself, wants them to be involved.   Rimm-Kaufman, Pianta, Cox & Bradley (2003) found that positive parental attitudes towards education and school were associated with the child's increased academic performance. Bandura (1993) found that "efficacy beliefs influence how people feel, think, motivate themselves and behave" (Bandura, 1993, p. 118). Parents who believed they had the necessary knowledge and skills available to impact their children's development were found to be more proactive and successful in supporting their children's scholastic development than parents who didn't believe in their skills and knowledge (Schneewind, 1995).

Non-English-Speaking Parents and Parent Involvement

The population of Language Minority Students (LMS; also known as English Language Learners, English as a New Language Learner, or as English as a Second Language Learner) has grown exponentially over the last two decades in the United States. Hornberger (1992) stated that in the decade of the 1990s to the 2000s, "the number of Americans of Asian or Pacific Island background more than doubled, the population of American Hispanics grew by more than one third, whereas U.S. White and Black populations grew only by approximately 6% and 13% respectively (p. 197). In the 20th century, over 8 million minority children entered American schools speaking no

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English (Ellsworth, Hedley, & Baratta, 1994). That number increased by 35% by the

year 2000 (Lyons, 1991). According to Ellsworth, Hedley, & Baratta (1994),

> "Language minority and culturally different students are the fastest
> growing group of students in the public schools today. As a group they
> are already the majority in more than 20 of our largest cities in this nation.
> Not only have the literacy needs of these students for the most part been
> ignored, but the many complex strategies and issues related to improving
> their educational experience have been largely ignored as well" (pg. 80-
> 81).

With sweeping education reform beginning in the 1980s, gaining momentum and

support in the 1990s and 2000s, and continuing to present day, higher academic

standards and more demanding and uniform educational expectations have been put

into place; however, there are no strategies for LMS to achieve these lofty expectations

(Ellsworth, Hedley, & Baratta, 1994). In *A Nation at Risk* (National Commission on

Education, 1983), the commission called for quality educational opportunities for all.

"With rare exception, **ALL STUDENTS** (emphasis added)—regardless of race, ethnic

background, economic circumstances, or handicapping condition—must complete the

curriculum" (Bell, 1988, p. 403) as outlined in *A Nation at Risk* (National Commission on

Education , 1983). Because of the increased expectations and the growing population

of LMS, schools will need to redefine their standard curriculum into various alternative

curricula (Ellsworth, Hedley, & Baratta, 1994). Ellsworth, Hedley, & Baratta (1994)

contest that since

> "learning is more complex and occurs in more diverse ways than schools
> have acknowledge in the past, schools will need to provide more choice
> for parents and students, including opportunities for service learning,
> cooperative learning and experiential learning. These types of learning
> opportunities are considered highly effective for second language learners
> and literacy development" (pg. 81-81).

Ellsworth, Hedley, & Baratta (1994) continue to say,

"parent and community involvement in the education of their children has become increasingly more important. Most school reform proposals have not adequately addressed this critical need for English-speaking parents. To implement this critical strategy with non-English –speaking parents is even more important. Until school reform aggressively addresses this issue, it will continue to falter" (p. 82).

With the growing needs of an ever-increasing population of LMS, Ellsworth, Hedley, & Baratta (1994), suggest that

"service delivery designs should reverse the current decoupling of special need program such as migrant education, bilingual education, etc…Adopting a philosophy and practice of full inclusion can help reverse the current remedial and student marginalizing trend so apparent in our schools today. Redefining and expanding the core curriculum to include bilingual and multicultural content as well as processes will enhance opportunities for increased levels of literacy among all students" (p. 83).

As the diversification (as demonstrated in young and school-age children) of the United States continues both linguistically and culturally, it is imperative that the educational system of the United States understands and devises concrete measures that will enable people of diverse backgrounds to overcome the adversity they experience in our institutions as they are continually labeled as "at risk" in today's schools (Garcia, 1994).   According to the U.S. Census Bureau (2014), the population of Hispanic or Latino individuals in the United States was 17.4%, while all persons not identifying as "white alone" was 22.6% while the number of persons age 5+ who spoke a language other than English at home between the years 2009-2013 was 20.7%. In conjunction with these staggering statistics, Garcia (1994) states the following:

1. Forty percent of Hispanics in the United States leave school prior to graduation.

2. Fifty-six percent of Hispanics are functionally illiterate compared to 46% for Blacks and 16% for Whites.

3. Hispanics score significantly below national norms on academic achievement tests, generally averaging one to two grades below the norm (pg. 86-8).

In light of these statistics, London (1994) states,

"One overriding challenge is against the long-held assumption that the student must 'fit' the classroom. A prudent suggestion may be that of making the classroom fit the child, that is, every child. This requirement goes deeper than mere pedagogy may be willing to address. It implicitly calls for an acknowledgement, then the deliberate removal of the impediments, which hurt not just segments of the populace but altogether render the cultural chain as strong as the weakest link (pg. 197).

Lankshear, (1987) states that in order to address these needs

"educators—as theorists, researcher, and practitioners—need to be prepared to service an increasingly diverse constituency of students at schools throughout, in terms of race, ethnicity, language, and cultural values; and to incorporate these educational efforts, needs, and foci in a planned substantive, coherent, and holistic perspective (pg. 168-169).

In preparation for a substantive and holistic perspective towards literacy, London (1994) suggests that "schools should be required to use values and experiences of the students and their communities as bases for their literacy development" (pg. 179-180). By thinking of the Hispanic constituents in our education system and their value for family and family involvement, it goes without saying that involving Hispanic parents in the literacy development of their child would have long-reaching benefits on the literacy attainment of that child (Garcia, 1994).

Chapter 3—Methodology

Restatement of Purpose

Parents play an important role in their children's success. According to Johnson (2001), there are many influences on student success other than those for which the public school system can be held accountable; those other influences have a greater impact on student achievement than the public school system. One such influence that has a greater impact on student success is that of time spent with the child by the parent. Henderson & Mapp (2002) found that the most effective programs and interventions were those that engaged the families in supporting their learning at home. By empowering parents with reading comprehension strategy knowledge and the necessary skills to reinforce classroom learning, parents would be more likely to be actively involved and could provide continued support of their child's scholastic endeavors (Pomerantz, Moorman & Litwack, 2007; Walker, Wilkins, Dallier, Sandler, & Hoover-Dempsey, 2005). There are two purposes to this qualitative case study. The first purpose is to determine if participation in workshops that train parents how to work with their children has any effect on the parents' self-efficacy and attitudes towards working with their child's Reading homework. Secondly, this qualitative case study will also identify what effects (if any) parental instruction in comprehension skills would have on classroom reading achievement for struggling students as measured by the Flynt and Cooter Reading Inventory.

Rationale

Parents and teachers alike know that reading failure creates long-term negative consequences for children (Armbruster, Lehr, & Osborn, 2001). According to the Annie E. Casey Foundation (Double Jeopardy, 2001), one in six children who are not reading

proficiently in third grade do not graduate from high school on time, a rate four times greater than that for proficient readers. One way to affect overall achievement for struggling readers is to ally parents with teachers in partnerships for student success by involving parents in their child's education and specifically, in reading instruction. An obvious way to increase parent involvement in reading instruction is for educators to teach parents how to tutor their children using effective reading interventions. However, the research literature in this area has not decided upon consistent recommendations regarding what parents should do with their children (more specifically than read) or what type of training for parents is most practical and productive (Bus et al., 1995; Edwards & Panofsky, 1989; Fitton & Gredler, 1996; Toomey,1993). It is for these reasons I have chosen to complete this type of study.

Strauss and Corbin (1990) claim that qualitative methods can be used to better understand any phenomenon about which little is yet known. According to Lincoln and Guba (1985), Patton (1990), and Eisner (1991), there are several prominent characteristics that can be identified in qualitative research. First qualitative research uses the natural setting as the source of the data. The researcher attempts to observe, describe and interpret settings as they are. In qualitative research, the researcher acts as the human instrument of data collection. Qualitative research has an interpretive character aimed at discovering the meaning events have for the individuals who experience them. It is for these reasons my study will be qualitative in nature.

Research Design

For this study, I have chosen to employ a case study tradition within the constructivist paradigm. Constructivism is built upon the premise of a social construction of reality (Searle, 1995). One of the advantages of this approach is the close collaboration between the researcher and the participant, while enabling participants to tell their stories (Crabtree & Miller, 1999). It is through these stories that the participants are able to describe their views of reality and this enables the researcher to better understand the participants' actions (Robottom & Hart, 1993).

According to Yin (2003), a qualitative case study design should be considered when the focus of the study is to answer "how" and "why" questions and also when you want to cover contextual conditions because you believe they are relevant to the phenomenon under study. I have chosen to employ a single-case, descriptive case study as "this type of case study is used to describe an intervention or phenomenon and the real-life context in which it occurred" (Yin, 2003).

Participants and Setting

I used a purposeful sampling of one classroom from a large, urban school district in the mid-western area of the United States. According to Patton (1990), purposeful sampling allows for information-rich cases which can be studied in depth. Within this purposeful sampling, a convenience sampling was chosen. Creswell (2013) references that convenience sampling is a sampling that is taken of the population in which selection is based on who is available.   Due to the demographics of the particular school in which this study was conducted, the participants were Hispanic and African-American.

The sample size was small in nature. Ritchie, Lewis, and Elam (2003) state, "A key characteristic of qualitative samples is that they are relatively small in size. This enables in-depth exploration of the phenomena under investigation." (p. 112). There are many reasons in qualitative research to keep the sample size small. Ritchie, Lewis, and Elam (2003) state that reason number one is that "phenomena need only appear once to be part of the analytical map. There is therefore a point of diminishing return where increasing the sample size no longer contributes new evidence" (p.117). The second, according to Ritchie, Lewis, and Elam (2003) is,

> "statements about incidence or prevalence are not the concern of qualitative research. There is therefore no requirement to ensure that the sample is of sufficient scale to provide estimates, or to determine statistically significant discriminatory variables" (p. 117).

Ritchie, Lewis, and Email (2003) continue by stating,

> "the type of information that qualitative studies yield is rich in detail. There will therefore be many hundreds of 'bites' of information from each unit of data collection. In order to do justice to these in analysis, sample sizes need to be kept to a reasonably small scale," (p. 117).

The school was chosen because I have a long-standing, good working relationship with the school through my current employer. I am familiar with not only the school, but also the teachers, administration, student population the school serves as well as the curriculum which the school provides.   The school and the district in which it resides operate on a balanced calendar model where student breaks are split throughout the year as opposed to having a longer summer break. During the various "intercessions" in between quarters, targeted students receive an extra week of "supplemental and intensive assistance" through interventions offered at the school for reading and math. This particular school is a Reading First school and also receives Title I funding. As a

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Reading First school, students spend 90 minutes of uninterrupted instruction time during the day focused solely on reading. As a Title I school, supplemental funding is provided to assist students who have the greatest need in k-6th grade. Three Title I teachers are employed by this school to help improve the reading and math skills of the students who are not working on grade level. This urban elementary school services 566 students (2013-2014) where 301 students identify as African American, 237 students identify as Hispanic, 12 students identify as Caucasian, and 16 students identify as being multiracial. This particular school was closed for an extended period of time due to a mandated de-segregation order that forced bussing from inner-city neighborhoods to outlying suburban areas in order to de-segregate the suburban schools. In 2006, after a repeal of the desegregation order, community members rallied to reopen the school in order to provide services to the community, in the community. The school chosen for this study provides many services to the community in addition to operating as a school. This large, urban school is a universal feeding school. Because of the high population of students needing to utilize the free and reduced lunch program, all students who attend this school, whether they actually qualify based upon their economic situation or not, qualify for free breakfast and lunch (even during school breaks). This school also participates in the "Fresh Fruits and Vegetables" program sponsored by the United States Department of Agriculture. Every child and staff member of the school receives a fresh fruit or vegetable every day to promote good health and nutrition. A food pantry exists on site to enable parents to pick up food after dropping off children in the morning or prior to picking them up in the afternoon. A neighborhood medical free/low cost clinic operates onsite multiple times per month to enable families to take advantage of

medical care conveniently located in their neighborhood. English as a second language classes are provided by the school for parents who require them. Various workshops are held monthly to help parents with budgeting, legal issues, resume preparation, etc…
Free tutoring services are provided complimentary of local community college students in conjunction with students from the local four year university, conveniently located within 15 minutes of the school.

Third grade students will be invited to participate based on scores on the standardized reading assessment given by the school district at the beginning of the semester. This particular school district uses the Scholastic Reading Inventory (SRI). The SRI is a "computer-adaptive" reading comprehension assessment that measures student reading levels (Lexile), tracks students' growth over time, matches readers to text and helps guide instruction with the Read 180 instructional model (Knutson, 2006, p. 2-4). In a "computer-adaptive" assessment, the computer software automatically monitors the response to every question and therefore, "adapts" to the student's ability. If the student misses a question, the next question is slightly easier. If the student answers correctly, the next question is slightly more difficult (Knutson, 2006, p.2-4). Students are categorized in one of three categories based on their scores on the SRI. These categories are "Below Basic", "Basic" and "Proficient". Students who score "Basic" on the SRI will be the targeted population for this study as current research states that struggling students at this grade level could benefit from offering this particular support. Based upon the participating parents' current schema of comprehension strategy support and instruction in conjunction with research supporting various comprehension strategies, the following four reading comprehension strategies

were chosen for instruction: 1. Story mapping/Focused retell, 2. Prediction (based upon prior knowledge), 3. Questioning and 4. Summarizing. Morrow's (1985) research supports the practice of teaching children to engage in focused retells of key story elements (character, setting, problem, main events/plot, and solution). Based on the work and practices regarding transactional strategies instruction (TSI) suggested in the Brown, Pressley, Van Meter, and Schuder (1996) study, the cognitive strategies of predicting, questioning, and summarizing were chosen. The National Reading Panel (NRP) report (2000) also identified these comprehension strategies as strategies that good readers employ. Cooper et al. found that struggling readers grow 1-2 years in 3-6 months with the addition of purposeful comprehension strategy instruction (2000); whereas, Palincsar and Brown (1986) found that when reciprocal teaching (the use of Prediction, Questioning, Clarifying, and Summarizing strategies) was used with a group of students for just 15-20 days, the students' reading on a comprehension assessment increased from 30% to 80%. Teaching the strategies that comprise Reciprocal Teaching is especially effective when incorporated as part of an intervention for struggling readers (Cooper et al., 2000) and when used with low-performing students in urban settings (Carter, 1997). Parental permission slips were sent home explaining that in order for the children to participate in the study, parents must agree to participate in the workshops one evening per week and agree to utilize the skills taught in the workshops in tutoring sessions with their students in the home setting.

Data Collection

According to Bandura (2006), "Perceived self-efficacy is concerned with people's beliefs in their capabilities to produce given attainments" (p. 307). Bandura (2006)

continues by stating "there is no all-purpose measure of perceived self-efficacy" (p. 307), and that in order to create a valid and reliable instrument to measure perceived self-efficacy, one must tailor the scale of perceived self-efficacy to the "domain of functioning that is the object of interest" (p. 307). Based on Bandura's Guide for Constructing Self-Efficacy Scales (pp. 307-337), a self-efficacy questionnaire (appendix A) of ten statements will be administered to the parents of the identified students prior to the implementation of the parental workshops as well as after completion of the parental workshops. Parents will rate their own confidence of being able to carry-out the items listed on the survey on a Likert scale ranging from 0 (cannot do at all) to 100 (highly certain can do). According to research by Bandura (2006) and Pajares, Hartley, & Valiante (2001), an efficacy scale with the 0-100 response format is a stronger predictor of performance than one with a 5-interval scale because including too few steps loses differentiating information of people who use the same response category to identify self-efficacy of a specific action point. Including intermediate steps would allow those respondents to further differentiate. Items on the self-efficacy questionnaire will be pretested. Any items that are ambiguous will be rewritten. Items where most people are checking the same response point will be eliminated, as such items do not differentiate among respondents (Bandura, 2006, p. 315). All responses will be anonymous and will be coded in order to track changes of self-efficacy over the time of the workshops, yet protect the identity of the participants. Only the researcher will be aware of the coding.

Parents will also complete an attitude survey (Appendix B) both prior to completing the parental workshops and after completion of the parental workshops.

This will enable the researcher to measure whether or not parental attitudes have changed due to the implementation and participation in the workshops.

In addition to the self-efficacy survey and the parental attitude survey, parents will participate in a semi-structured interview at the beginning of the study to gauge parental knowledge of, attitude with, and willingness to learn the required reading strategies necessary to participate within this study. Although an interview guide is prepared to insure that basically the same information is solicited from each participant, in a semi-structured interview, the interviewer is free to probe and explore within the predetermined inquiry areas (Patton, 1990).

Finally, the Flynt and Cooter Reading Inventory for the Classroom will be given to all student participants prior to and after the administration of the parental comprehension workshops to measure any gain of reading comprehension by the participants. The Flynt and Cooter Reading Inventory for the Classroom is an informational reading inventory intended for reading levels from pre-primer through grade 12 that contains four forms; A, B, C, and D. Forms A and B contain narrative passages while form C is comprised of expository passages. Form D contains the passages for grades 10-12 as forms A, B, and C measure grades 1-9. Students utilized the narrative passages only for pre and post workshop assessment. All passages are leveled such that Level PP corresponds to beginning first grade reading difficulty and Level 12 corresponds to twelfth grade difficulty. Each passage also contains a miscue analysis grid, a section for analyzing results and determining whether or not to continue testing, as well as a comprehension assessment. For the narrative passages, each of the comprehension questions is labeled according to story grammar elements

(holistic/naturalistic) and hierarchical level (traditional view) of comprehension.   By participating in a pre and post-parental comprehension workshop assessment, a correlation between participation of the parents in the parental workshops and student achievement in reading in the third-grade classroom can possibly be made.

Student participants will be identified by the researcher after results of the initial standardized reading assessment in September 2014 are shared.   After the test results are received, the researcher will send home letters to parents (Appendix D) in sealed envelopes via way of the children describing the study, identifying possible benefits and risks, and asking parents for their consent of participation in this study. All respondents interested will be able to participate in the study. A "get to know you" meeting will be held for all the participating parents during the first week of November, 2014. During this initial meeting, parents will get to know the researcher and each other. At the second meeting, all parents will complete the parental self-efficacy and attitude surveys and choose a time in which to be interviewed (Appendix C). Comprehension workshops will be held one time per week on Thursdays for the next five weeks. A final celebratory meeting will be held during the week of December 1-5 to celebrate the completion of the training. During this meeting, parents will complete the self-efficacy survey as well as the parental attitude survey.

Each child will complete a Flynt and Cooter Inventory at the beginning of the program to determine the appropriate level at which to begin instruction, and again at the end of the instruction to determine how much growth that child has shown.

Throughout the five-week process, parents will conduct two 30-45 minute tutoring sessions with their child each week. A tape-recorder will be sent home with each

participating parent to tape-record their interaction with their student. This will ensure compliance with the study requirements and will allow the researcher to gather data regarding the parent/student trainings.

Data Analysis

Bogdan and Biklen define qualitative data analysis as "working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others" (1982, p. 145). I will use inductive analysis of data to identify the critical themes that emerge from the data (Patton, 1990). All interviews will be digitally recorded using a hand-held recording device. According to Patton (1990), audio recordings are "indispensable" (p. 348). All interviews will be transcribed immediately and all digital files of the interviews will be transferred to a secure folder on my computer with a passcode for entry. All interviews will then be erased from the digital recorder. By transcribing the interviews immediately, accuracy and reliability will remain intact. By storing the information in a locked file that is passcode protected and erased from the recording device, participant anonymity will remain intact.

In order to organize the multiple sources of raw data, I will participate in open-coding. During the process of open coding, I will identify and name conceptual categories that emerge from the data sources and group data under said categories. This will lead to descriptive, rich data which will form the preliminary framework for analysis (Strauss & Corbin, 1990). Axial coding will then be employed to determine the relationships of the conceptual categories that emerged during the open coding process. Finally, I will translate the conceptual model into the story line that will be

shared with my readers. This report will be a "rich, tightly woven account that closely approximates the reality it represents" (Strauss & Corbin, 1990, p. 57).

Pilot Study

A pilot study with three families was conducted in July 2014. Guardians were chosen from the school where the actual study will be conducted. In order to participate in the pilot study, guardians needed to have a child in the third-grade at this particular school. All participants met at a local community center that was within 2 miles of the actual school. The meeting was scheduled for one and one half hours. The initial 30 minutes was used to have the parents fill out consent forms, the self-efficacy questionnaire, the parent attitude survey and to conduct an interview. The next 30 minutes was spent going over the comprehension strategy that the guardian would be administering with their child. After 30 minutes, the children were brought back into the room to reunite with their guardian. Guardians spent the remaining time teaching the particular reading comprehension strategy with their respective child. Child care was provided by a local student organization for the children who would be participating in the pilot study as well as any siblings as to minimize the cost and inconvenience for the participants.

Findings

Throughout the process of completing the pilot study, the first realization that occurred was that one hour was not enough time for guardians to become familiar with the comprehension strategy being taught enough to then translate that strategy to their child. As a result, the meetings will be held for two hours. One hour will be spent working with the guardians to ensure understanding of the comprehension strategy

being taught and understanding of how to work with their child. Increasing the time for the study allows more time for the guardians to feel comfortable with the material being presented as well as allows more time for questions to be answered and understanding to be clarified.

In completing the pilot study, it also became apparent that overestimation of the guardian's ability to read and comprehend the material themselves occurred. In order to address this issue, the texts chosen will be below the grade level of the children in order for the guardians to feel comfortable working with and teaching the strategy themselves. According to the State of New South Wales Focus on Reading 3-6 Program, "Texts can range from easy to challenging. The criteria for text selection should focus on text usefulness for teaching a particular strategy or set of strategies, student interests and connections to literacy themes" (p. 7). Instead of focusing on the reading level of the books themselves, texts will be chosen based on their usefulness for teaching the comprehension strategy of focus.

Finally, scripts will need to be provided for the guardians to use when working with their child. A script was not provided for the guardians to use during the pilot study, just an overview of the strategy being taught and general instructions for how to work with a child using that strategy. During the pilot study, guardians were unsure of what to say, so the interaction between the child and the guardian was forced, unnatural and not fluid. Having a script for the guardians will help them become more comfortable in structuring productive learning time with their child.

Summary

For this study, a qualitative descriptive case study design was chosen because it is the method best suited to answer my initial research question and sub questions. By employing semi-structured interviews, self-efficacy and parental attitude surveys, as well as classroom observations and student standardized testing data, I will be able to relay a "rich, tightly woven account that closely approximates the reality it represents" (Strauss & Corbin, 1990, p. 57). A purposeful sampling of four families will be chosen from a large, urban school district in a mid-western city. By disaggregating this data, significant insight into how parental involvement by way of parental instruction affects the outcomes of student achievement in the reading classroom will be uncovered.

Chapter 4—Findings

The findings reported in this chapter come from information gathered from one third-grade classroom at a large, urban school district in Midwestern County, Midwestern State. From this classroom, two Hispanic families and two African-American families participated in instruction one time per week over a course of three months from January 2015-March 2015. The data included 603 individually coded responses in addition to the taped parent/child tutoring sessions.

Background Information

This study took place in Midwestern County, Midwestern State. Midwestern County is located in the Midwestern part of the country and is home to the capitol and largest city in Midwestern State. During the 2013 census, the city's estimated population according to the U.S. Census Bureau was 843,393 making it the 13th largest city in the United States. Midwestern Elementary School is located in an at-risk neighborhood of

the city. Once a booming area of promise due to railroad development, the current tone

of the neighborhood is that of poverty, crime and gang violence, and decline. Once a

cornerstone in the neighborhood, Midwestern Elementary School was closed for a

period of time due to desegregation laws. Students from the neighborhood surrounding

the school were bussed to schools in the Metropolitan School District of Suburban

Township. Phase-out of desegregation practices began in 1999 and is slated to

continue until 2017. It was during the initial round of this phase-out that residents in

partnership with the Martindale Brightwood Community Development Corporation

started rallying to reopen Midwestern Elementary School. In 2006, Midwestern

Elementary School opened its doors once again. Partnered with the local park

department and built on park property, this school boasts three large playgrounds; each

designated for a specific age range of children, so the play materials are

developmentally appropriate for all. Midwestern Elementary School is a Reading First

school and a Title I school. As a Reading First school, students at Midwestern

Elementary School spend 90 minutes of instruction time during the day focused on

reading. As a Title I school, additional funding is provided to the students who have the

greatest need. Midwestern Elementary School employs three Title I teachers who

specialize in improving reading and math skills of students who are not working on

grade level. All students who attend Midwestern Elementary School receive free

breakfast, lunch and a fresh fruit or vegetable during the day as part of the Universal

Feeding program and the Fresh Fruits and Vegetables program. Midwestern

Elementary School is a community school. In a community school, partnerships with

the community allow for an integrated focus on academics, health and social services,

youth and community development as well as community engagement. In theory, this model leads to improved student learning, stronger families and healthier communities.

Most of the students who attend Midwestern Elementary School are students of color. 50.9% of the school's population identify as African-American, 43.6% of the students identify as Hispanic, 3.1% of students identify as Caucasian, and 2.4% identify as Multiracial. Enrollment at Midwestern Elementary School has steadily increased over the past eight years. Graph 1 shows the enrollment trends from inaugural year to current year. Graph 2 shows the same enrollment trends disaggregated by ethnicity of enrollees. Current enrollment in the third-grade at Midwestern Elementary School is 102 students. There are four third-grade teachers at Midwestern Elementary School meaning the average class size of each third-grade classroom is approximately 26 students.
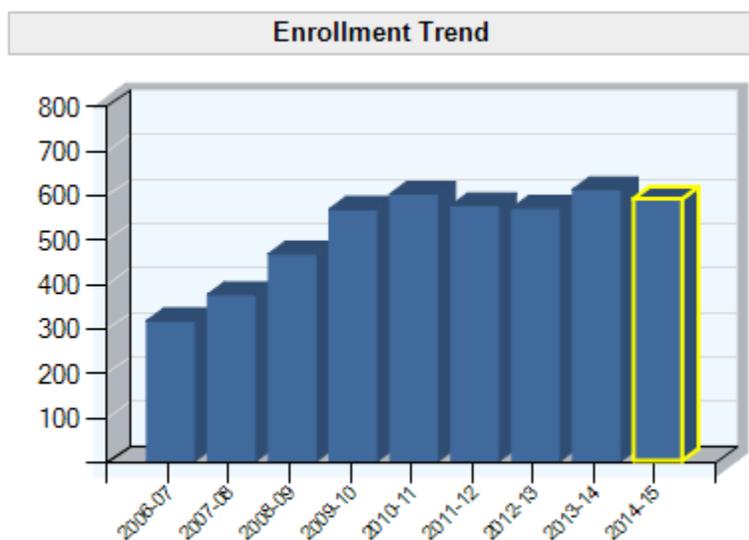
Graph 1:

Enrollment trends for Midwestern Elementary School from inception to current year

Enrollment Trend by Ethnicity
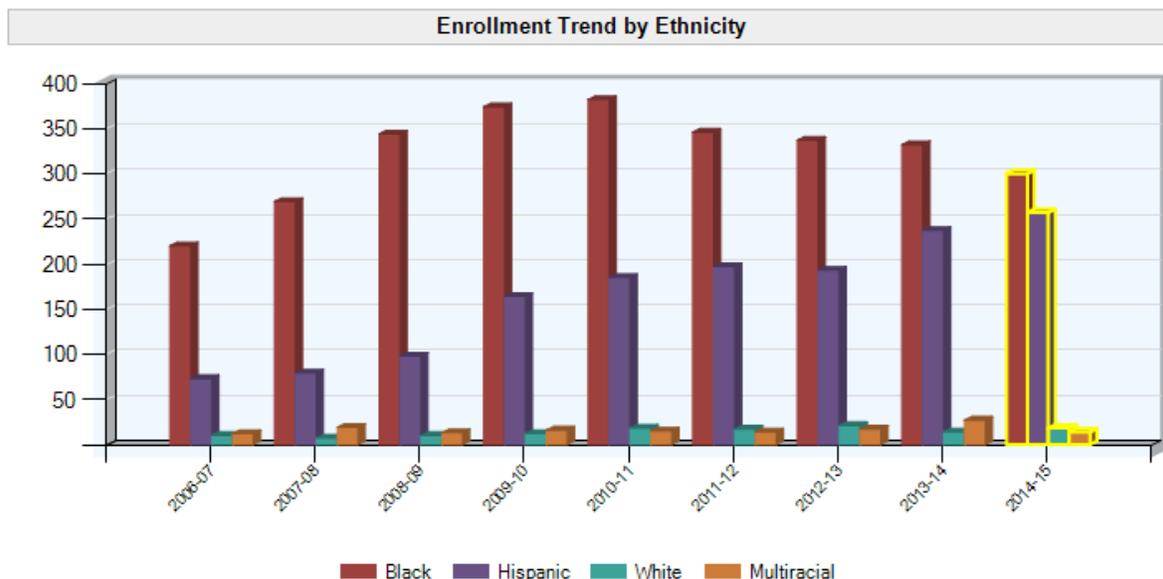
Graph 2:

Enrollment trends for Midwestern Elementary School from inception to current year disaggregated by ethnicity

Participants

For the purposes of this study and to protect their identity, the four families who

participated in the study have been assigned pseudonym names. The same is true of

the school, the school district and the classroom teacher. The four families were

identified for this study by the end of November 2014. In order to qualify for this study,

the family had to have a child who was in Mr. Smith's third-grade classroom at

Midwestern Elementary School who had tested into the "basic" category of the school's

Standardized Reading Inventory (SRI). Parents had to agree to participate in the

weekly instructional sessions as well as commit to working one-on-one with his/her

reader two times per week for a minimum of 30 minutes on reading activities designed

to reinforce the reading comprehension strategies taught in the parental instructional

sessions.

All four parents, Jane, Maria, Leslie, and George began and finished the study together; although, Jane was not allowed at the school for reasons undisclosed to the researcher, so the researcher met on the same day each week and completed the tasks one-on-one with Jane. Maria had a scheduling conflict with one session and it was not possible to reschedule that particular session. These were the only accommodations made throughout the study.

Jane is a single, working mother of three children, of which, her son Martin (the third-grader involved in the study) is the eldest. Jane works 20-30 hours per week during the same hours her children are in school. Jane reported that she was at school almost every day until she could no longer be there.

"I'm always at the school. I have relationships with the teachers and my

children have been going since they was [sic] in kindergarten. The school

always has things for me to participate in [sic]."

Jane reported that in her home, the kids all come home after school and sit at the kitchen table and do their homework before they are allowed to do anything else.

"Martin, well he gets right on it. He's usually pretty good about doing it. I

then check it over, make sure it's right. If it's not right, I tell him it's not

right and I make him redo it."

Martin, like many other children, is fluent and reads well. On the Flynt and Cooter Reading Inventory, Form A, Level 6 Assessment Protocol, Martin had three oral errors which qualifies him to move on to the next level assessment; however, on the silent reading comprehension, Martin was only able to answer four questions correctly, and of those four questions, three were answered after prompting by the researcher, denoting

that this passage was too difficult for him to comprehend and that he should be moved down to Level 5 for maximum readability and comprehension. Martin's mother validated this as well:

> "His problem is right now is [sic] he can read fine. He just can't tell me what he read. I just can't make him understand what he reads and I don't know how to make him understand what he reads."

Maria is a non-English speaking mother of four children who currently does not work outside of the home. Maria's husband is the sole provider for the family. Maria's husband also does not speak any English. Maria's oldest child is Ann (the third-grader involved in this study) and has two children who are not yet in school with the youngest being 18 months. Spanish is the only language spoken in the home; although the two older children speak English fluently. The two older children regularly translate for their parents in a variety of situations, including visits to the school. Maria stated that the two older children come home and work on their homework until their dad comes home from work but are easily distracted:

> "The girls come home and sit in the living room and do their homework. I need help getting dinner ready so sometimes they are taking care of the other two or helping me with the work in the house or with making food. They don't always get their work done before their dad comes home and then they have to go back to doing it after dinner, but I don't always think that is the best because after dinner they help with cleaning and other things. I don't think they always have time to do everything they need to

do." (All quotations are Ms. Bryana Bartolomei's translations unless stated otherwise)

Maria shared with the researcher that they only do activities at the school during the winter or colder months.

> "My husband, he works a lot in the summer. In the winter not so much, so there is less for me to do in winter than summer. When the weather is cool, we have more time to do things at school with the older girls. We can also go more especially if there is no activity for the baby. I can leave [the baby] with my husband. It's hard to go and do for the girls when I have him [the baby]. When the weather is warm, I need the girls to help me at home. There's more to do when my husband works more." (All quotations are Maria's translations unless stated otherwise)

When Ann was tested with the Flynt and Cooter Reading Inventory Form A protocols, Ann was able to read level four with four errors and missed only two questions when asked after Ann silently read the passage. However, when Ann moved to level five, Ann's reading slowed down, became quite choppy and not fluid, and resulted in 14 total errors, of which four disrupted meaning. When I read the story to Ann, she made comments like "Oh, that's what that word is" and "I understand now". When I quizzed her after reading the story to her, she was able to answer all of the questions with ease.

Leslie is the older sister of Nicole (the third-grade participant) who has custody of Nicole and serves as her guardian. Leslie works full-time which means that Nicole gets dropped off early to school for before-school care and stays late for after-school care. Leslie has had custody of Nicole for 6 months and expects to remain as Nicole's guardian

for the next couple of years. Leslie stated that she didn't really care for helping Nicole with her Reading homework for a variety of reasons.

"I don't even know what **I'm** (bolded to show emphasis) reading half the time so I don't know how I can help her understand if I don't. She don't [sic] like reading and I don't like it. I know it's important, so that's why I'm here, but if she don't [sic] like it, how can I get her to like it and do it?"

Leslie shared that it is difficult to get Nicole to do any homework, not just Reading homework.

"When Nicole comes home, she sits down on the couch and watches T.V. Sometimes, she goes and plays with her friends. I call her home for dinner and then she just wants to watch T.V. I get on her 'bout [sic] her homework and she usually just tells me she don't [sic] have any then I go get her bookbag and pull it out 'cause [sic] I know she has to have homework. I take it out and sit her down and tell her to just do it and get it done. She usually just rushes through it to get it done so she can watch T.V. again. It's her job so it's her consequences. I can't make her do it."

When Nicole was tested with the Flynt and Cooter Form A Level 4 Assessment Protocols, she read the passage nearly flawlessly with only two minor errors that she self-corrected. However, when asked to retell the story she just read, she was only able to relate the characters of the story unassisted. When prompted with the rest of the questions, she was able to answer all but two correctly. According to the Flynt and Cooter Assessment, two questions missed eludes that the student has adequate comprehension of the story to move on to the next level.   When we read the Flynt and Cooter Form A

Level 5, Nicole read the entire passage error free; however, could not answer any questions unassisted and moreover, missed five out of the eight questions on the inventory, deeming the story too difficult for Nicole to conceptualize.

George is the only male guardian who agreed to participate in the study. George speaks fluent Spanish and speaks a little English. George works an estimated 60-70 hours a week between a full-time job and a part-time job when the work is "available". His wife works in the home and does not speak any English. Louis (the third-grade participant) is the second child of four which are all boys. Spanish is the only language spoken in the home; however, Louis and his older brother speak English and Spanish fluently. George reports that Louis and his older brother translate for him and his wife frequently and that Louis tries to teach him English words. George explained to me that he is the one who helps the boys with their homework because he understands more English than his wife; however, it becomes more difficult when it warms up because he works more in the warmer months than in the cooler months.

> "Right now, the homework is good. The boys come home and sit at the table and do their work. I'm home a lot right now, so I make them get their homework done." (All quotations are Ms. Bryana Bartolomei's translations unless stated otherwise)

George relayed that he really believes that it is important to do homework and more importantly to him, it's imperative that his children learn how to read and write English.

> "They can't do anything else until their homework is done. I tell them how important it is to be able to read and understand English because they have to know English to be able to study and to work. I think they see how hard

it is for me and their mom to do things without knowing English and how they have to talk for us and living and working here and I think it helps them want to learn more English." (All quotations are Ms. Bryana Bartolomei's translations unless stated otherwise)

Upon administering the Flynt and Cooter Form A Assessment Protocols, it was determined that Louis was able to read fluently with less than two oral errors at level 5; however, when I asked him to retell the story, he was unable to relate to me any components accurately except for the main characters in the story. He could identify the main problem of the story and the story solution after prompting; however, he couldn't answer any of the inferential or evaluative questions about theme, problem resolution or characterization even with prompting.

Self-Efficacy and Attitudes Prior to Parental Instruction

All parents/guardians completed a nine question self-efficacy questionnaire (Appendix A) and a five question attitude survey (Appendix B) at the beginning of the parent training sessions and also at the end of the parent training sessions. Respondents rated his/her degree of confidence for performing each task by recording a number from 0-100 on the self-efficacy questionnaire using the following scale: 0 = cannot do at all, 50 = moderately can do and 100 = highly certain can do. Numbers in between the key points showed minor variations of self-efficacy (i.e. 30-40 identifies someone to be low/moderate and 60-70 shows someone to be moderate/high). Parents rated attitude statements on the parental attitude survey by circling the statement that best represents their attitude at the moment of completing the survey. Responses included strongly disagree, disagree, neither agree nor disagree, agree, strongly agree, and does not apply

to me. Parents also participated in an entrance interview prior to the beginning of the study and an exit interview at the conclusion of the study.

Reading as Valuable

All parents/guardians rated their confidence level of being able to get their child to see reading as valuable in the moderate range, with the scores being 40, 50, 50, and 70. These sentiments were echoed in the interview from various participants. George shares with Louis his personal struggles in hopes that he will see value in learning and doing well in English and Reading.

> "I tell them how important it is to be able to read and understand English because they have to know English to be able to study and to work. I think they see how hard it is for me and their mom to do things without knowing English and how they have to talk for us and living and working here and I think it helps them want to learn more English." (All quotations are Ms. Bryana Bartolomei's translations unless stated otherwise)

Leslie also points out to Nicole that Reading is important to be successful.

> "I tell her she don't [sic] want to be where I am and that she need [sic] to put some work into it [reading]. You got [sic] to read to do anything, and I mean anything."

Work Hard at Reading Schoolwork

The confidence levels reported by the parents to get their child to work hard at his/her reading schoolwork ranged from low/moderate to the highly certain level with the lowest score being 30, the upper moderate scores being 60 and 70 respectively and the highly certain score of 90. When discussing how homework was handled in the home,

Leslie responded, "I can't make her do it". Marie stated, "The girls know they have to do their homework. They just don't always have the time to get it all done." (All quotations are Ms. Bryana Bartolomei's translations unless stated otherwise)

Stay Out of Trouble During Reading Block

Seventy-five percent of the respondents rated their ability to help their child stay out of trouble during his/her reading block as something highly certain they could do with each person rating this question with a score of 100. One respondent rated this question with a confidence level of 50, which is equivalent to moderately believing he/she could help his/her child to stay out of trouble during the reading block.

Jane alluded that her presence and the fear of her presence is what keeps Martin from acting up in class.

> "My kids know they best not cause trouble at the school, in Reading or anywhere else. I've rode [sic] the bus with them before to make sure their behavior is good. They know I know their teachers and I talk to them, and even though I can't be there now, I still call and talk to their teachers and keep up on them."

George explained that if Louis got in trouble at school, he would also be punished at home.

> "Louis knows that if he was to get in trouble during Reading, he would be in trouble at home and lose the video games or T.V. or time with his friends. He doesn't cause much trouble." (All quotations are Ms. Bryana Bartolomei's translations unless stated otherwise)

Leslie eluded that Nicole's impetus for getting in trouble was because she doesn't like Reading and the school is not adequately engaging Nicole in the Reading classroom.

> "Nic (Leslie's nickname for her sister) don't like Reading and I don't know how to make her like it. It's not like she tryin' [sic] to get in trouble, but she don't [sic] like Reading and her teacher, he don't [sic] know how to get her to like it so she just sit there [sic] all bored and whatever and so she find stuff to do [sic]. I get a call mmm, one, sometimes two times a week about her acting a fool in class, most the time it be in Reading [sic] and they tell me she gonna [sic] get sent to the office or whatever. I don't know what to do with her. I mean I take stuff away from her or tell her she can't see her friends or whatever, but that don't [sic] seem to make any difference for her. She still act a fool. [sic]"

Enjoyment of Reading

Seventy-five percent of the parents participating in this study rated their confidence level related to being able to get their child to enjoy reading in the moderate range with the scores being 50, 50, and 60 respectively. Twenty-five percent of the parents rated their confidence level related to being able to get their child to enjoy reading in the highly certain area with a rating of 100.

Maria explained that Ann really enjoys reading and books in general.

> "Ann likes books. She likes to read. Her favorite books are the books about Skippy Jon Jones. She loves that book [sic] because it's about a cat who thinks he's a Chihuahua and there's [sic] some words in that book that are Spanish and she reads it to her baby brother. I think her favorite subject is

reading." (All quotations are Ms. Bryana Bartolomei's translations unless stated otherwise)

George responded

"Louis, he don't like books too much. [sic] I mean if it's about something he likes, yeah, he will read it and tell me about it, but if he don't like it, [sic] then he doesn't want to read. He would want to play his video games or watch the T.V. much more than read a book." (All quotations are Ms. Bryana Bartolomei's translations unless stated otherwise)

Leslie reiterated, "Like I said, Nic, she don't like Reading and I don't know how to make her like it."

Jane identified that Martin likes Reading in general, but struggles with enjoying the materials he is given at school to read.

"Martin, he's a good reader and I think he likes Reading ok. I see him with books and I mean we have books and he and the boys will read books and stuff. I don't think he likes Reading at school but that's just because they don't read things those kids like. If they read things that he liked he would probably like Reading there too."

Parental Involvement in Reading Activities at School

According to the self-efficacy rating, the parents/guardians were moderately confident in their abilities to get involved in the activities devoted to reading at his/her child's school with ratings that measured 40, 60, 60 and 70. When asked about possible barriers to participation, George stated,

"Well, sometimes, I, well, I work. And I do most of the homework with Martin and his brothers because I can speak and understand more English than my wife. So she don't [sic] want to go when I can't go, so sometimes we just don't go because I have to work." (All quotations are Ms. Bryana Bartolomei's translations unless stated otherwise)

Maria's sentiments reflected how difficult it was to get to the school with several children.

"Sometimes, it is hard to go back up to the school after the girls come home. I'm busy getting dinner ready and then we have to eat and clean and then everybody get in the car [sic] to go to the school. We only have one car, so if my husband is working, he sometime get home [sic] late. It's hard for me to learn when I have to take all the kids with me. The baby, he just wants to go go go. If they don't have someone to take the baby, I can't really learn too much. Then we go home and the girls, they have their homework and it just gets too late. Too late and too busy sometimes." (All quotations are Ms. Bryana Bartolomei's translations unless stated otherwise)

Both George and Maria mentioned not speaking a lot of English as a barrier to participation in the workshops offered at the school.

"They [the school] most of the time don't [sic] have someone who can speak Spanish at the workshops unless it is just a workshop for just Spanish speakers. So, mostly, Louis, he just sits next to me and translates for me what I'm supposed to do, but sometimes, his translation, well, sometimes, he just doesn't understand what he and I are supposed to do, so well, that

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doesn't always work so well for me." (All quotations are Ms. Bryana Bartolomei's translations unless stated otherwise)

Maria echoed his sentiments

"I can't always understand what they are telling to me [sic] so I ask Ann to tell me what they say to do in Spanish because the school they don't have [sic] [a translator]." (All quotations are Ms. Bryana Bartolomei's translations unless stated otherwise)

Leslie shared that she doesn't always understand what exactly the school is asking her to do and that sometimes she feels uncomfortable going to the school because she doesn't understand.

"They [the teachers] just think we know exactly what to do with these kids. I read the stuff they give us at those meetings and things and I don't always know what it is I'm supposed to do. If they's just gonna [sic] just give me a paper to read and figure it out on my own, then why should I go? Then I just sit there like I don't know what I'm doing and it's just a waste of time for me and them."

Provide a Distraction Free Space for Learning

The confidence levels for parents/guardians being able to provide a place for study without distractions were between the moderate and highly certain areas of the survey with the corresponding rankings of 70, 70, 100, 100. Seventy-five percent of the parents surveyed said their child works on their reading homework at the kitchen table. Twenty-five percent of the parents surveyed said their child works on their reading homework in the living room.

Parents Utilizing Reading Strategies for Reading Comprehension

Overall, parents reported low to moderate confidence levels for being able to employ reading strategies to help them understand what they are reading. Reported scores were 30, 40, 50 and 70. When asked what each did when he/she came to a point in his/her reading when he/she didn't understand something, 100% of the respondents said they stop and reread what they just read. When asked if they still didn't understand it after reading, what would they do, 25% said they would stop reading and ask someone else what it meant, while 75% of the respondents said they would reread it a second time. Twenty-five percent of the respondents also stated that if they couldn't figure it out, they would just go on and hope it made sense later.

Jane was the most confident about her reading abilities and her ability to employ strategies to help her understand what she is reading.

"I like to read, and I am always reading a book. I think I'm a pretty good

reader because I read a lot."

When asked what strategies she employs when she doesn't understand something that she comes across in her books, she replied,

"I stop and then I go back over what I just read and read it again. If I still

don't understand it, I'll just go on and hope that what I'm reading all comes

together. It's like putting the pieces of a puzzle together. You try to make

it fit and if it doesn't, you just set that piece aside until the picture becomes

more clear [sic]."

Maria was the least confident about her reading abilities and her ability to employ strategies to help her understand what she is reading.

> "I don't understand English and we don't have a lot of books in Spanish and
> I'm really busy with the children and the stuff around the house. There is
> not a lot of time to sit down and figure out the words." (All quotations are
> Ms. Bryana Bartolomei's translations unless stated otherwise)

When asked what she does when she is reading and doesn't understand something,
Maria replied,

> "I just stop and go back and read it over and over again until it makes sense.
> If my husband is here [sic], I may ask him or maybe even ask the girls if
> they know what the words mean or what something mean [sic] but if they
> don't know or I can't figure it out, then I just keep reading it." (All quotations
> are Ms. Bryana Bartolomei's translations unless stated otherwise)

> Both Leslie and George ranked their confidence level to utilize strategies to

understand what they are reading as moderately able to do with 40 and 50 respectively.

Leslie shared that she didn't understand most of what she reads, which is why she

doesn't read much at all.

> "Nicole and me, we's [sic] pretty much the same (laugh). Both of us, we
> don't like to read. I mean, I know you got [sic] to read and I can read, but I
> don't like to do it and I don't really get [understand] what I read unless I read
> it over and over and that, well, that take time [sic] and I just get tired of
> reading the same thing over and over when it ain't [sic] teaching me nothing
> or I can't get what it supposed [sic] to be telling me or whatever."

George related that he doesn't have a lot of strategies that he employs when reading.

"Most of the things I read are what I read at work and when I read with them
[his children]. So, um, when I don't know something, I just [pause] I just
keep reading it over and over again. It's hard you know…I read it and then
I have to think what words I know in English and what it might be in Spanish
and then try to think what it is in English and see what make sense [sic]."
(All quotations are Ms. Bryana Bartolomei's translations unless stated
otherwise)

Understanding what is Being Taught at School in the Reading Block

Parents rated their ability to understand what is being taught at school in the
Reading block as something they are moderately able to do with scores of 50, 60, 60,
and 70. Leslie felt that the school doesn't do enough to help parents/guardians
understand what is being taught in the classroom and how the parents/guardians can
support their reader at home.

"The only thing I know what to do [sic] is to just have her do her homework
and read even though she don't [sic] want to do it. I don't ever get anything
at home from her teacher saying this is what they [sic] working on or what I
need to be doing to help her except this log sheet that I sign saying she
read at home. Most of the time, when I ask her, she tell me that she don't
have any Reading homework probably because she don't [sic] like to read
or do any of that stuff or really any homework for that matter. I would help
her more if I knew what I should be doing."

Maria shared that she really doesn't know what the teacher is teaching in all
subjects, not just Reading.

"I don't really know exactly what they do every day in their class. Ann comes home with her sheet and she read [sic] her books when she comes home [sic] and I sign them sheets [sic] and send them back. Sometimes, she has homework where she have [sic] to read the story in her book and answer some questions. When we go to the school for conference, her teacher [sic], he say she's a good girl [sic], a smart girl, but they never really say we are working on this or that or anything except for working on math problems and just keep reading her books. When we go to the school for study nights or things, they don't usually have translators, so I don't really always know what they are trying to do." (All quotations are Ms. Bryana Bartolomei's translations unless stated otherwise)

George explained that he sometimes has to rely on his sons to tell him what they are doing in the classroom and at school.

"Since we [his wife and him] don't know much English, it's really the boys is how [sic] we find out about what is going on in school. Mostly when stuff comes home, it is all in English and we [his wife and him] don't read much English so it is hard for us to know what those things say. His teacher, he [sic] send home a sheet that we tell how much Louis reads every night, but not much else. Sometimes, he has homework where he has to answer questions or maybe do some sort of thing…a design of something or something like where he have [sic] to make something, but mostly it is him just reading to someone or reading to himself each night."

Jane stated she felt fairly confident knowing what was going on in her son's Reading class and his classroom in general.

> "Before I couldn't come to the school, I was up there all the time. I used to help out in that classroom, so I knew what was going on all the time. And, if I didn't know what is going on, I feel okay to go to the teacher or the principal or whoever I need to to [sic] get answers to my questions. Martin's teacher also has a website that he posts homework and stuff to like the newsletter and stuff. So even now, when I can't be at the school, I can still find out mostly what's going on in there, except he don't [sic] always update it every night, so sometimes if that happens, I don't **really** (bolded for emphasis) know what is happening like **that** (bolded for emphasis) day, but I still have a good idea what is going on week to week."

Reinforce my Child's Learning in the Classroom at Home

Seventy-five percent of the participants rated their ability to reinforce his/her child's learning in the classroom at home as low/moderate to moderate with scores being 30, 50, 50. Twenty-five percent of the participants rated their ability to reinforce his/her child's learning in the classroom at home as something they were highly confident that they could achieve with a rating of 90. George, Maria and Leslie all stated that he/she would do more with his/her child if they knew what more he/she could do to help the teacher. Jane related that since she is comfortable accessing the resources (teacher website) and that she had a good working relationship with Martin's teacher, she felt comfortable asking questions if she didn't know what to do at home to help Martin.

Parent Workshop One

Parents/guardians participated in four comprehension focused workshops to first, identify strategies to increase comprehension that proficient readers employ, and second, to learn how to use those strategies to reinforce learning that is occurring in the reading block of their child's classroom. Because the parents/guardians participating in this study had limited knowledge of what actually was occurring during the reading block of their child's classroom as evidenced by the confidence scores ranging between 50-70 on the self-efficacy question "understand what my child is learning in his/her reading block", a strategy was chosen to begin the training that all parents had knowledge of as evidenced from the responses to the question on the interview that asked "with what types of strategies are you familiar in assisting your child with his/her reading homework?" One hundred percent of all respondents stated that they had his/her child read the story out loud and retell the story.

Jane stated,

"After Martin reads the story, I always ask him what that story was about. Who was in it? Why was it a good story and if he would read it again."

Maria responded with the following:

"When she reads out loud, I'm usually working in the kitchen, so she just read [sic] the story out loud and then I just ask her to tell me what the story was about." (All translations are Ms. Bryana Bartolomei's translations unless otherwise stated)

I further asked Maria if she ever sat down next to Ann while she was reading. She replied,

"Mostly not. I'm usually making dinner when she is doing this, so I just have her read it to me while I'm doing that." (All translations are Ms. Bryana Bartolomei's translations unless otherwise stated)

When George was asked with what strategies he was familiar, he stated,

"You mean what I do with him to help him read? Well, I sit down with him while he does his reading and when he is done, I ask him to tell me about that story and then I just help him do the questions that are in the back of the book if they have those for their homework." (All translations are Ms. Bryana Bartolomei's translations unless otherwise stated)

Leslie also confirmed that she employed the retell strategy to gauge how much her sister comprehended from the story. "With her, I just have her tell me what the story was about."

Parents participated in one, one-hour session learning about what a story grammar/focused retell was, the components of a well-done story grammar/retell, and practiced completing their own story grammar/focused retell (see Appendix G).   All parents were given the book "The Adventures of Taxi Dog" written by Debra and Sal Barracca and illustrated by Mark Buehner. The book was chosen for the range of readability (recommended for ages 5-8) for a wide variety of readers' abilities and its straightforward plot and characterization which lends itself well for a focused story grammar/retell. The grade level equivalent of this book is 2.1 with a DRA of 8 and a Guided Reading Level of E. It was also below the readability for the children who would be engaging with the text (as measured by the Flynt and Cooter Reading Inventory Form A). Also, it was very relevant to the children's lives as it takes place in an urban

setting to which the children can relate. The story has a predictive, sing-song cadence with rhyming passages making the story lively and engaging. The researcher first read "The Adventures of Taxi Dog" out loud to the parents and Ms. Bryana Bartolomei translated the story out loud so the Spanish speaking parents were able to have the opportunity to hear the story in a language that was comfortable for them. Parents were then instructed to serve in the role of their child and fill out the story grammar/retell sheet about the story prior to discussion. The Spanish speaking parents completed a story grammar that was translated into Spanish by Ms. Bryana Bartolomei. I then paired the parents (I paired Maria and George together as they both speak Spanish as their first language) and I partnered with Leslie (I also partnered with Jane when we met one-on-one) and had parents tell each other about the book using the story grammar worksheet as a prompt for what was to be included in his/her retell. Parents were then instructed to take the book "The Adventures of Taxi Dog" and two copies of the story grammar worksheet home with them, in addition to a digital tape recorder. Parents agreed to adhere to the following procedure when working with their reader: Turn on the tape recorder. Give the book to the child to first read to themselves silently. When the child is ready, the child will read the book out loud to his/her parent. The parent will listen and aid as necessary with the reading. After the read aloud, the parent will ask the child to "retell the story using the worksheet provided". The child will then complete the story grammar/retell worksheet about "The Adventures of Taxi Dog" as they are retelling the story. The parent will then turn off the tape recorder. The parent would then follow the same procedure later in the week with a book that the child is required to read for

his/her reading block, or a book that the child picked out. Both story grammar sheets and the tape recorder would then be returned to the researcher the following week.

Immediately, I was told that this was "extremely helpful" from Leslie and she continued by saying "This makes a lot of sense and is helpful to know that this is what they [sic] supposed to be saying when I ask them 'bout [sic] what they read. Both George and Maria were extremely grateful for the translation services that were provided both for the instructional session and on the actual story grammar/focused retell sheet. George stated, "This is the only workshop where I didn't have to ask Louis for help! Thank you!" (All translations are Ms. Bryana Bartolomei's translations unless otherwise stated) Maria exclaimed, "Thank you for having a translator and babysitting! It was nice." (All translations are Ms. Bryana Bartolomei's translations unless otherwise stated)

A week later, all parents returned, completed story grammars and tape recorded reading sessions in hand. Upon review of the tape recorded sessions, all parents followed the instructions provided verbatim. When asked how it went, Leslie shared,

"It was almost fun. Nic, she did good on that [sic], and she didn't complain
that (bolded for emphasis) much about it. (laugh)"

George responded with,

"Louis, he still want to play the video games, but he did it. I sat with him
and he read the story to me and he did a real good job on the paper." (All
translations are Ms. Bryana Bartolomei's translations unless otherwise
stated)

Jane, during our one-on-one session shared that she was grateful to have something to guide her when trying to determine what Martin should be relaying when doing a story grammar.

> "I felt like this wasn't even work for me. Sometimes, it just feels like work you know when I'm working with Martin; more work for me than Martin sometimes. This time, it was different. He had to read it to hisself [sic] and then read it again and use that worksheet to tell me what that story was about. And, since I read it too, I already knew if he was telling me right or not. It was so much easier than just asking him to tell me what the story was about and then not really knowing what the story is about because, truthfully, I don't read his stories and usually don't know what if what he tells me is right. [sic] This was better, and Martin, he did better."

Parent Workshop Two

Parent workshop two focused on the reading comprehension strategy of prediction. Parents who participated learned about the importance of making predictions about a story based upon the title, the pictures (if applicable), and the information disseminated throughout the text, as well as the importance of validating or changing a prediction based on the information gathered through reading. All parents were provided with a copy of "The Day Jimmy's Boa Ate the Wash" by Trinka Hakes Noble and illustrated by Steven Kellogg as well as a copy of the Making Predictions worksheet (See Appendix H). The book was chosen based on its lexile level and its readability (the book is recommended for students between the ages 5-8). The book has a grade level equivalent of 3.7, a DRA of 18 and a Guided Reading Level of K. The story has

predictive illustrations which lends well to utilizing it to reinforce the comprehension strategy of making predictions. The story also was chosen for its humorous undertones which in theory, should engage the readers in the text. The parents were instructed to look at the cover and read the title to themselves. After the parents completed that portion of the exercise, the researcher instructed parents to write what they thought the story would be about on the Making Predictions worksheet. After they wrote what they thought the book was going to be about, the researcher instructed the parents to turn to someone next to them and share their response and tell why they thought that. The researcher then read "The Day Jimmy's Boa Ate the Wash" out loud to the parents, stopping periodically and asking parents to validate or change their predictions as well as create new predictions based upon the story and the pictures and record them on the making predictions worksheet. Ms. Bryana Bartolomei translated the story out loud so the Spanish speaking parents were able to have the opportunity to hear the story in a language that was comfortable for them and the making predictions worksheet was also translated in Spanish so parents would have the ability to read it themselves. Parents were then instructed to take the book "The Day Jimmy's Boa Ate the Wash" and two copies of the making predictions worksheet home with them, in addition to a digital tape recorder. Parents agreed to adhere to the following procedure when working with their reader: Turn on the tape recorder. Give the book to the child to first to read the title of the book to him/herself quietly and preview the pictures. When the child is ready, the child will record his/her predictions before reading on the making predictions worksheet. After making the predictions, the child will begin reading the story out loud. The parent will listen and aid as necessary with the reading. The parent will instruct the child to

stop reading every couple of pages to check his/her predictions and to create new ones. Once the story has ended, the parent will then turn off the tape recorder. The parent would then follow the same procedure later in the week with a book that the child is required to read for his/her reading block, or a book that the child picked out. Both making predictions sheets and the tape recorder would then be returned to the researcher the following week.

Parents appeared to enjoy the instruction of this workshop. There was audible laughter and many smiles flashed as the story was shared and predictions were validated. Jane even said during our one-on-one session,

"This is going to be a fun one to work on with Martin. He's going to really

like this."

A week later, all parents returned with both predictions worksheets and the digital tape recorder. All tape recorded sessions except one illustrated that the participants followed instructions verbatim. In one instance, Maria stopped to try and explain in English what Ann should be doing. Leslie had a surprising revelation occur this week during her time with Nicole.

"She was excited to read that story this week. When she was looking at the

book and telling me about what she think [sic] that book was about, she was

smiling and it was like her eyes were on fire, she couldn't wait to read that

book. That was different. She ain't never [sic] done that before with a book."

Maria shared that she was spending more time sitting down with Ann to help her with her reading.

"Last week and this week, I couldn't work in the kitchen while she was doing this reading work. It doesn't take too long and after we sit down and do it together, Ann, she help me get dinner ready [sic], so it is fine. Ann, she tell me she like it [sic] when I sit down and do the reading with her. So I will do it." (All translations are Ms. Bryana Bartolomei's translations unless otherwise stated)

Parent Workshop Three

Parent workshop three focused on question answer relationships. Parents who participated in workshop three learned about the four types of question-answer relationships: 1. Right There- where the answer can be found in the book that is being read, such as character names, setting, etc.…; 2. Think and Search-where the answer is in the book, but you must think carefully about the whole story; 3. On my Own-where the answer can be found using your own thoughts and knowledge; 4. Author and Me-where the answer can be found using your own thoughts and knowledge as well as information in the text. All parents were given a copy of the story, "The Story of Ruby Bridges" written by Robert Coles and illustrated by George Ford. This text was picked because it was a non-fiction text with subject material that would be appealing to third-grade students and would lend itself to the strategy being taught. The Lexile range makes the book appropriate for students between the grades 2-5. The Grade level equivalent of the story is 5.4. The Guided Reading Level of the book is O and the DRA is 34. The parents were told that there are essentially two kinds of information: information that comes from the book and information that is in our heads. They were also instructed that for each kind of information, there are two types of questions. For

the "in the book" information, there are the "right there" questions where the answer is clearly stated in the text and the "think and search" questions where the answer is in the text, but the reader has to look for it and put together several pieces of information. For the "in my head" information, there are "on my own" questions where the answer can be found by putting together information that the reader already possesses and "author and me" questions where the answer is inferred in the text, but the reader must use a combination of information in the text and his/her own knowledge to determine the answer. Parents received a copy of the comprehension sheet for "The Story of Ruby Bridges" (Appendix I).   The researcher read the story out loud to the parents. Ms. Bryana Bartolomei translated the story for the Spanish speaking parents so everyone could hear the story in a language that was comfortable for them. The parents and the researcher then completed the worksheet together so the parents would be comfortable with completing the activity at home with their child, as well as have the answers to the questions that they would be asking of the children. Specific instruction was given as to how to find the answers to the various types of questions and modeling was shared so all parents would be adept at showing their child where to find or how to generate answers to the various types of questions.   The parents were to complete the activity using the book, "The Story of Ruby Bridges" and the questions provided. They were then instructed to complete the QAR process with their child's reading story for the week and the questions provided for them to complete.

Parents reactions to implementing the QAR strategy were mixed. Leslie remarked that this session took a lot longer than 30 minutes and that Nicole wasn't happy about that.

"We sat down to do this [QAR] and right away, Nic, she was like "I ain't

doing this". [sic] I told her that she had to and then we sat down and did it,

but it wasn't nothing [sic] like what we did last week. She like [sic] those

other books better, so this took a long time. I think we was [sic] sitting there

for like an hour or something, but she did it, which is better than her not

doing it I guess."

George shared that it was well-received by Louis and that the strategy appeared to help

Louis with his reading homework.

"It challenged him and made him pay attention more. I did notice that he

did do better on the questions at the end of the story that he had for his

class. He seemed to be…he seemed to be focused more." (All translations

are Ms. Bryana Bartolomei's translations unless otherwise stated)

Jane, during our one-on-one time, had mixed feelings about this week's strategy and

activity.

"It went okay. Martin did it, but he didn't seem too excited about it. It took

us more time than 30 minutes this week, but once he got the hang of it, he

did pretty good."[sic]

Parent Workshop Four

Parent workshop four focused on the comprehension strategy of summarization.

Parents who participated in parent workshop four learned about the Somebody,

Wanted, But, So, Then strategy for summarization using the book "Ming Lo Moves the

Mountain" by Arnold Lobel. The book was chosen because of its Lexile score and

readability and its application to the strategy being studied. This book is recommended

for ages of children between 5-8. This book has a grade level equivalent of 3.4, a

Guided Reading Level of J and a DRA of 16. All parents were provided a copy of the

book, "Ming Lo Moves the Mountain" by Arnold Lobel as well as copies of the

Somebody, Wanted, But, So, Then handouts (See Appendix J). The handouts were

translated by Ms. Bryana Bartolomei for the Spanish speaking parents. The researcher

explained to the parents that summarization is an important skill needed for effective

comprehension of text. The researcher reviewed the handout with the

parents/guardians so all became aware of the expectation of what we were going to do

together after we read the book. The researcher read the book out loud in English while

Ms. Bryana Bartolomei translated in Spanish so that all parents could hear the book

read out loud in a language that was comfortable for them. After the story was

complete, all parents worked on completing the Somebody, Wanted, But, So, Then

handout together as a group. They then each wrote their own summary on the back of

the paper, allowing the parents to see modeled how the instructional session should go

as well as have a key to what the students should complete. All parents were given two

copies of the Somebody, Wanted, But, So, Then handout, a digital recorder and a copy

of the book, "Ming Lo Moves the Mountain" by Arnold Lobel. The parents were

instructed to complete the summarization activity during the first session with their child

using this book and form. They were then to complete the same summarization activity

with another story that the child chose or with a story that was required for reading

homework that week in the child's class.

Parents returned to our final meeting with completed Somebody, Wanted, But,

So Then handouts and digital recordings of their interactions for the week. Overall, the

parents were pleased this week with the strategy instruction and relayed that it was well-received by their readers.

Leslie shared that Nicole really enjoyed using this strategy this week for her reading.

> "She walked around all week saying Somebody, Wanted, But, So, Then, even when she wasn't talking 'bout [sic] the book or her reading. She kept saying "Is that it? Is that all I have to do?" I think she thought it was way too easy."

Jane shared that Martin used this strategy for another class as well and that he really liked using it.

> "I have to tell you this. Martin came home yesterday and said, "Mom, guess what? I used that Somebody, Wanted, But, So, Then thing when we was [sic] reading in our Social Studies book and Mr. Smith told us to summarize what we had learned. It was so cool."

Maria was unable to attend the Parent Workshop Four and was unable to reschedule it.

George stated that he was surprised how easy this was for Louis to do.

> "It was very quick. It did not take too long for Louis to know what to do and then to do it. It was good." (All translations are Ms. Bryana Bartolomei's translations unless otherwise stated)

Self-Efficacy and Attitudes After Parental Instruction

All parents/guardians completed a nine question self-efficacy questionnaire (Appendix A) and a five question attitude survey (Appendix B) at the beginning of the parent training sessions and also at the end of the parent training sessions. Respondents rated his/her degree of confidence for performing each task by recording a number from 0-100 on the self-efficacy questionnaire using the following scale: 0 = cannot do at all,

50 = moderately can do and 100 = highly certain can do. Numbers in between the key points showed minor variations of self-efficacy (i.e. 30-40 identifies someone to be low/moderate and 60-70 shows someone to be moderate/high). Parents rated attitude statements on the parental attitude survey by circling the statement that best represents their attitude at the moment of completing the survey. Responses included strongly disagree, disagree, neither agree nor disagree, agree, strongly agree, and does not apply to me. Parents also participated in an entrance interview prior to the beginning of the study and an exit interview at the conclusion of the study.

Reading as Valuable

All parents completed the self-efficacy questionnaire and the attitude survey after completing the four parent workshops except for Maria who could only attend three of the four parent workshops. The post-training scores to the statement that addressed the parents' confidence to help their child to see reading as valuable were 50, 60, 70, 70. Maria stated that she thought that spending time with her daughter helped her show her daughter that reading is something that Ann should find valuable.

> "I think that because I sit with her and help her now, she knows that it is important because I would not take time from other things if it was not important." (All translations are Ms. Bryana Bartolomei's translations unless otherwise stated)

Leslie shared a similar perspective about Nicole.

> "I think Nic, she [sic] is putting more time on this because we are sitting down and working on it a couple times a week. I think she is starting to see

that she need [sic] to read and understand what she read [sic] or she ain't [sic] going to be able to do what she want later in life. I think it's helping."

Get Your Child to See Reading as Valuable

	Pre-Intervention Scores	Post-Intervention Scores
Participant 1	40%	50%
Participant 2	50%	60%
Participant 3	50%	70%
Participant 4	70%	70%
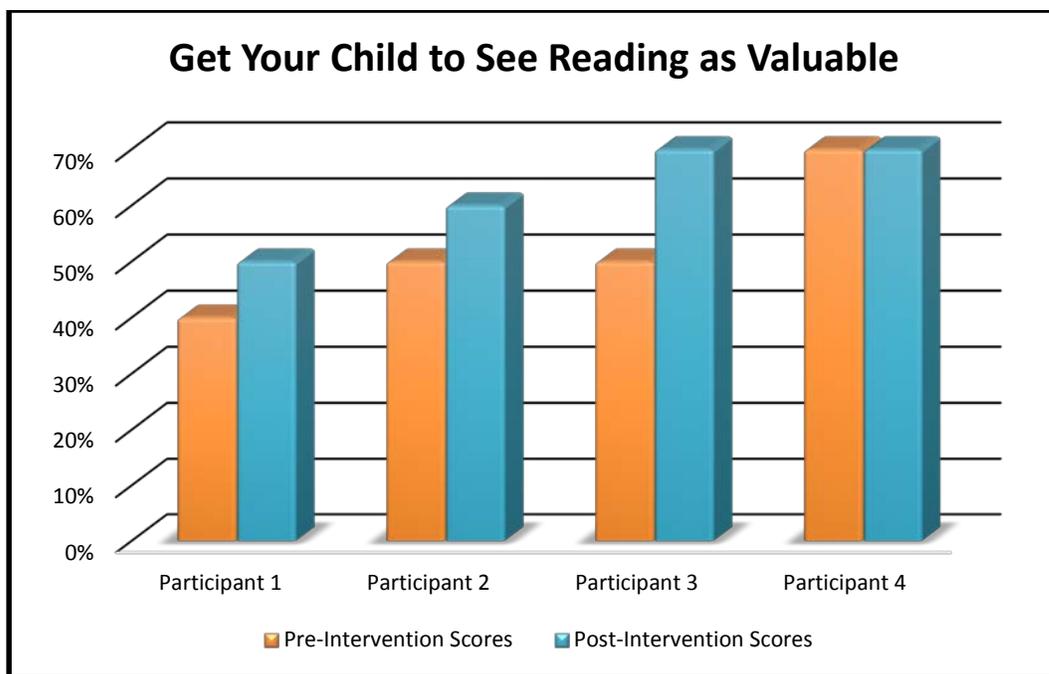
Work Hard at Reading

The parent participants rated their confidence levels post-training to being able to influence their child to work hard at his/her reading schoolwork as 60, 60, 70 and 90.

Leslie shared that she felt that Nicole being able to understand more of what she's reading is helping her to work harder at her reading schoolwork.

"Nic seems to be doing better. I really think it's because we work on really talking about what she reading [sic] a couple times a week now, not just read and tell me 'bout the story [sic]. Before, I didn't think I could really help her because I didn't really understand anything about reading, but now since I know more she know [sic] more and she is working harder at it. She still got [sic] a long way to go, but I do feel she's doing better."
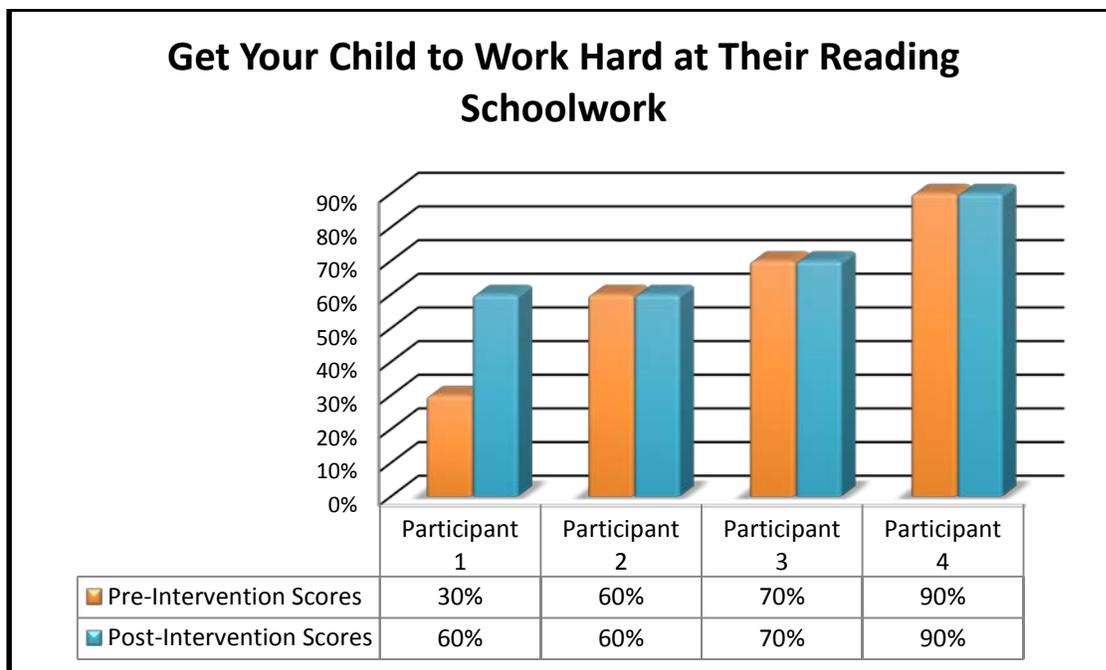
81

Get Your Child to Work Hard at Their Reading Schoolwork

	Participant 1	Participant 2	Participant 3	Participant 4
Pre-Intervention Scores	30%	60%	70%	90%
Post-Intervention Scores	60%	60%	70%	90%

Stay Out of Trouble During Reading Block

Seventy-Five percent of the respondents rated their confidence to be able to help their child to stay out of trouble during his/her reading block as 100, while twenty-five percent of the respondents rated their confidence to be able to help their child to stay out of trouble during his/her reading block as 70.

Leslie stated that she feels more confident that Nicole will make better choices during her reading block.

> "Since we started this program, I been [sic] asking more questions to her teacher about what are some other things they working [sic] on in the class. I think me going in and talking to them when she **not** (bolded for emphasis) [sic] in trouble is helping. I also think that reading some books that are easy for her and are funny is helping too. She still acting up [sic], but it seems to be not as much lately."
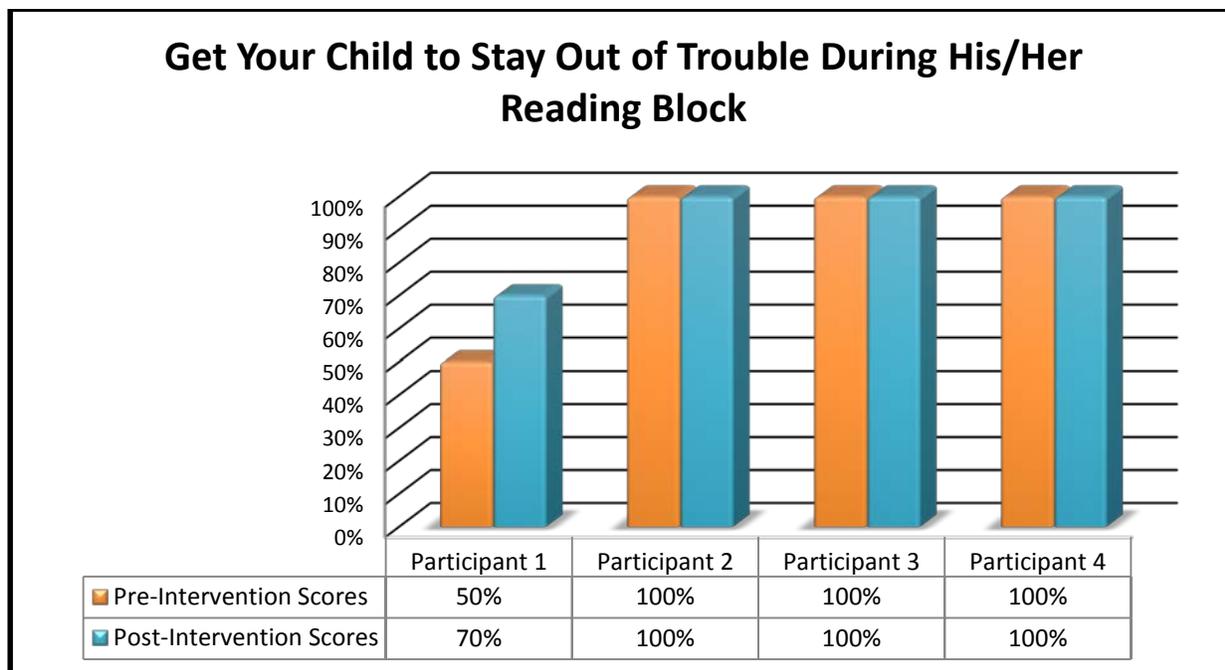
Get Your Child to Stay Out of Trouble During His/Her Reading Block

	Participant 1	Participant 2	Participant 3	Participant 4
Pre-Intervention Scores	50%	100%	100%	100%
Post-Intervention Scores	70%	100%	100%	100%

Enjoyment of Reading

Seventy-five percent of the parents participating in this study rated their confidence level related to being able to get their child to enjoy reading in the upper- moderate range with the scores being 70, 70, and 70 respectively. Twenty-five percent of the parents rated their confidence level related to being able to get their child to enjoy reading in the highly certain area with a rating of 100.

Maria explained that Ann has really enjoyed having her sit down with her and reading.

"She has told me that reading is more fun when I sit down and do it with her. She said she liked reading to her brothers and sisters fine, but she likes to tell me about the books. I think me doing this with her makes her like reading more." (All quotations are Ms. Bryana Bartolomei's translations unless stated otherwise)

George responded

> "He likes reading the books that we got from this program. We don't have
> too many books at home, so these new ones got him excited to read them.
> Louis also asked if I would take him to the library to get books, so I think
> that by getting him books that are new each time for him to read, he will like
> it [reading] more."(All quotations are Ms. Bryana Bartolomei's translations
> unless stated otherwise)

Leslie stated that working with Nicole has helped her enjoy reading more.

> "Before this, I didn't really sit down with her much. I just let her do it on her
> own. I think by reading with her, she likes it [reading] more."
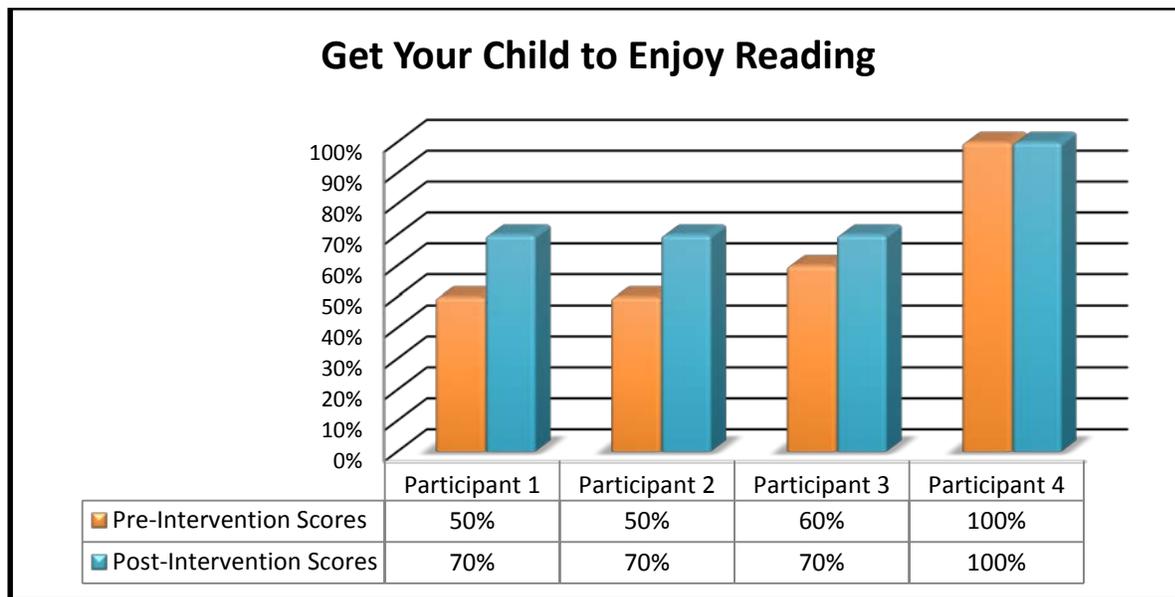
Get Your Child to Enjoy Reading

	Participant 1	Participant 2	Participant 3	Participant 4
Pre-Intervention Scores	50%	50%	60%	100%
Post-Intervention Scores	70%	70%	70%	100%

Parental Involvement in Reading Activities at School

According to the self-efficacy rating, the parents/guardians were moderately confident to highly certain in their abilities to get involved in the activities devoted to reading at his/her child's school with ratings that measured 40, 70, 70, 80. Both Maria and George stated that childcare and translators make participation much easier.

"It's much easier to come to the school if there is someone speaking in

Spanish. That way I can understand what it is exactly they want me to do.

It was also nice to have things for the other children so I didn't have to chase

after them while trying to learn. That makes it easier." (All quotations are

Ms. Bryana Bartolomei's translations unless stated otherwise)

George stated,

"I think I would like to come more when there is someone who can speak

Spanish to us. It is nice not to have to ask Louis all the time what they are

saying. This was good because there was someone always here who could

tell us what to do in Spanish. Yes, this was good." (All quotations are Ms.
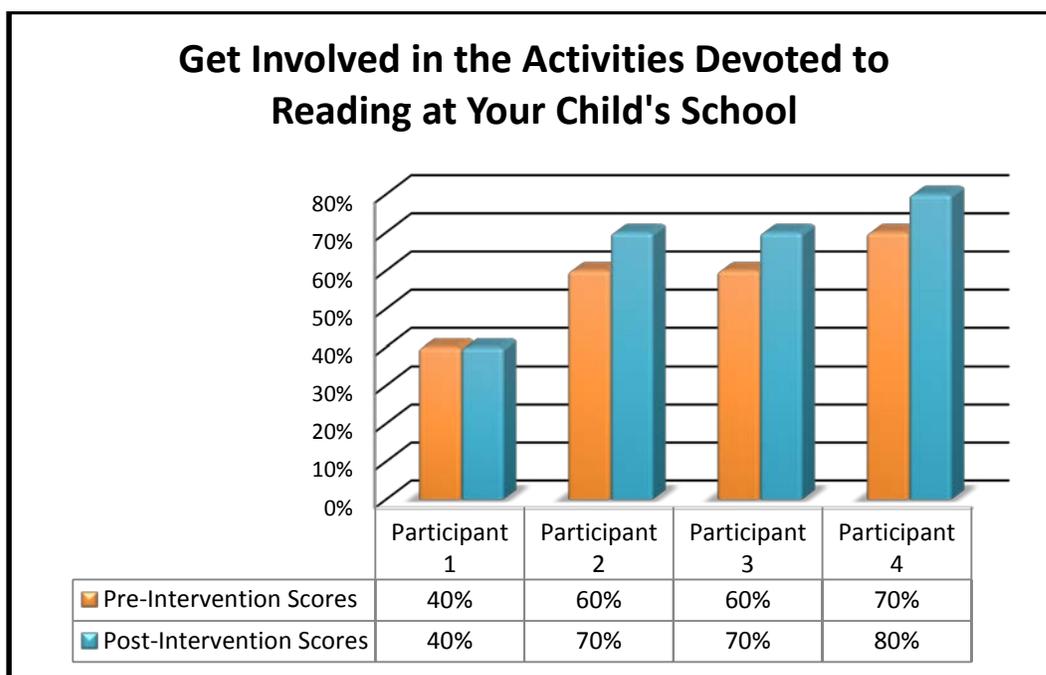
Bryana Bartolomei's translations unless stated otherwise)

Get Involved in the Activities Devoted to Reading at Your Child's School

	Participant 1	Participant 2	Participant 3	Participant 4
Pre-Intervention Scores	40%	60%	60%	70%
Post-Intervention Scores	40%	70%	70%	80%

Provide a Distraction Free Space for Learning

The confidence levels for parents/guardians being able to provide a place for

study without distractions were between the moderate and highly certain areas of the

survey and remained unchanged from the beginning of the survey with the corresponding rankings of 70, 70, 100, 100.
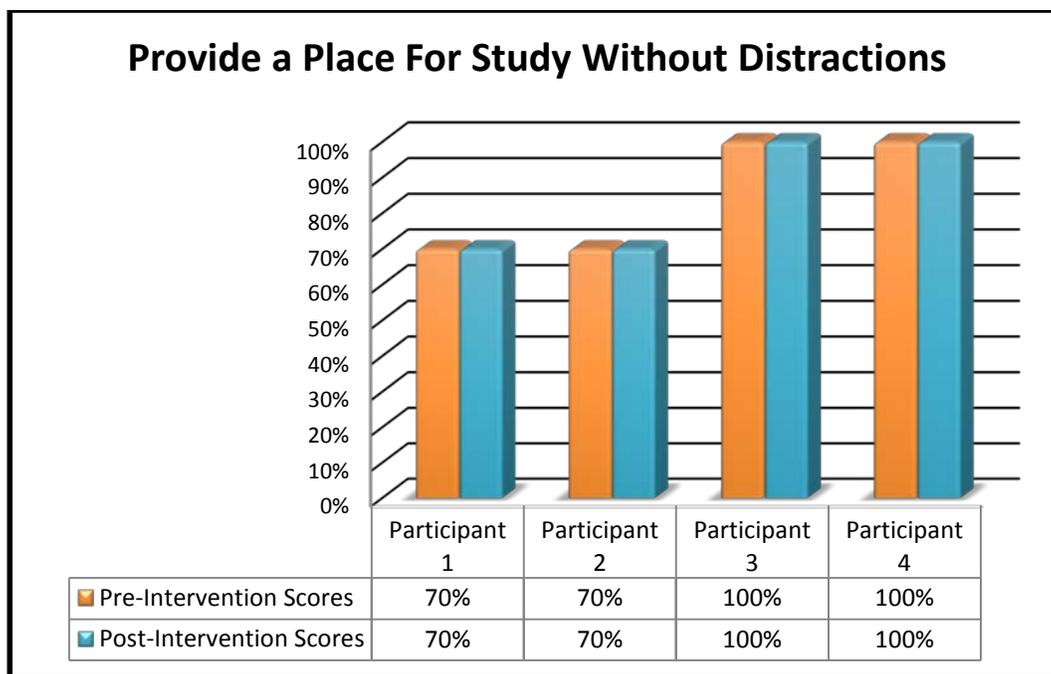
Provide a Place For Study Without Distractions

	Participant 1	Participant 2	Participant 3	Participant 4
Pre-Intervention Scores	70%	70%	100%	100%
Post-Intervention Scores	70%	70%	100%	100%

Parents Utilizing Reading Strategies for Reading Comprehension

Overall, parents reported moderate to highly confident levels for being able to employ reading strategies to help them understand what they are reading after participation in the parent workshops. Reported scores were 50, 60, 60, and 80.

Jane shared her thoughts about her confidence to employ reading strategies while reading,

"One of the biggest changes that has happened to me during this workshop

is that I realize that as a reader, there are lots of things that I probably do

that makes me a good reader that I didn't know I did. Like, when I pick up

a book and read the title and look at the cover and then read the back, really,

what I'm doing is making predictions about the book, like predicting what I

think the book will be about and predicting even if I will even like that book.

It's not something I think about when I'm doing it. I mean I'm not saying "I'm predicting this is what the book is about", but really, that's what I'm doing when I'm thinking about that book. So I think I have more strategies for reading than what I said I had before."

Leslie stated that she thought she learned more about strategy use than Nicole did.

"I think I got more from this than Nic (laugh). I learned that when you pick up a book, you need to get your mind straight before just getting to it and that you can do that by making predictions about what you [sic] about to read. I also learned that by talking about what you read, you understand more. I tell Nic that if noboby [sic] around, you just say it to yourself, so I been [sic] doing that too. I don't know why, but it works. I still don't like reading much, but I think I'm doing better."

George related that he understands that there are more strategies that people can use when they want to understand more of what they read.

"The biggest thing I learned by taking these workshops is that there is lots of things that you can do to be a better reader. Now when I sit down with Louis, I make him look at the book and tell me what he thinks the book will be about before we start to read. Instead of waiting to the end of the story to ask questions, I ask him questions as we go through the book and I still make him tell me about the story at the end. I now know everything that he should tell me so I know what to listen for when he tells me [about the story]."

(All quotations are Ms. Bryana Bartolomei's translations unless stated otherwise)

Use Strategies to Understand What I Am Reading

	Participant 1	Participant 2	Participant 3	Participant 4
Pre-Intervention Scores	30%	40%	50%	70%
Post-Intervention Scores	50%	60%	60%	80%
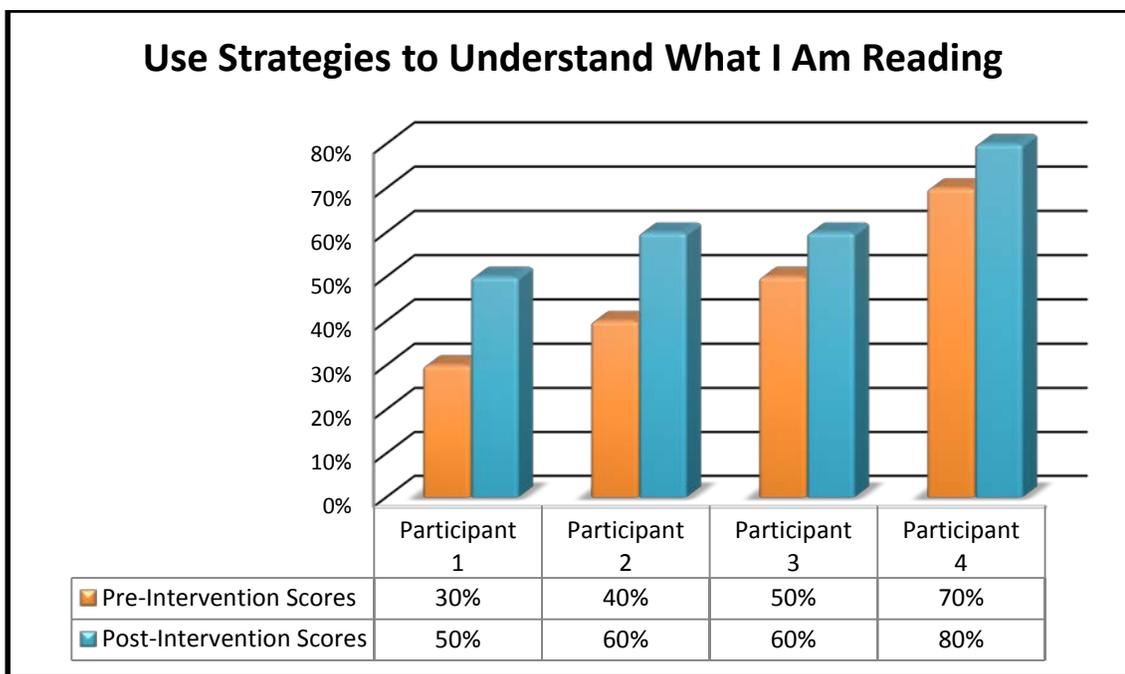
Understanding what is Being Taught at School in the Reading Block

Parents rated their ability to understand what is being taught at school in the Reading block as something they are moderately confident to highly certain they are able to do with scores of 70, 70, 70, and 90. Leslie felt that this workshop experience gave her needed insight as to what goes on in Nicole's reading block.

"This was helpful to help me know what I should be doing to help her. Since we started this, I been [sic] going to her teacher more and asking more about what they are doing and what I should be doing. I told him that if he just told me these things before, I'd be doing them. So I feel that this helped me."

Maria shared that she has a better idea of what is going on in school during the reading block.

"I now know that I should be sitting down with her and doing her reading

with (bolded for emphasis) her, not just having her read while I'm cooking

and doing work. I know that they work on learning on how to understand

their reading and that I should be helping with those same things at home."

(All quotations are Ms. Bryana Bartolomei's translations unless stated

otherwise)

George stated that the workshops were helpful to help him understand more of what is

happening in Louis's reading class.

"Yes, I know more about what they are doing with reading and how I need

to work with him because of what I learn [sic] here." (All quotations are Ms.
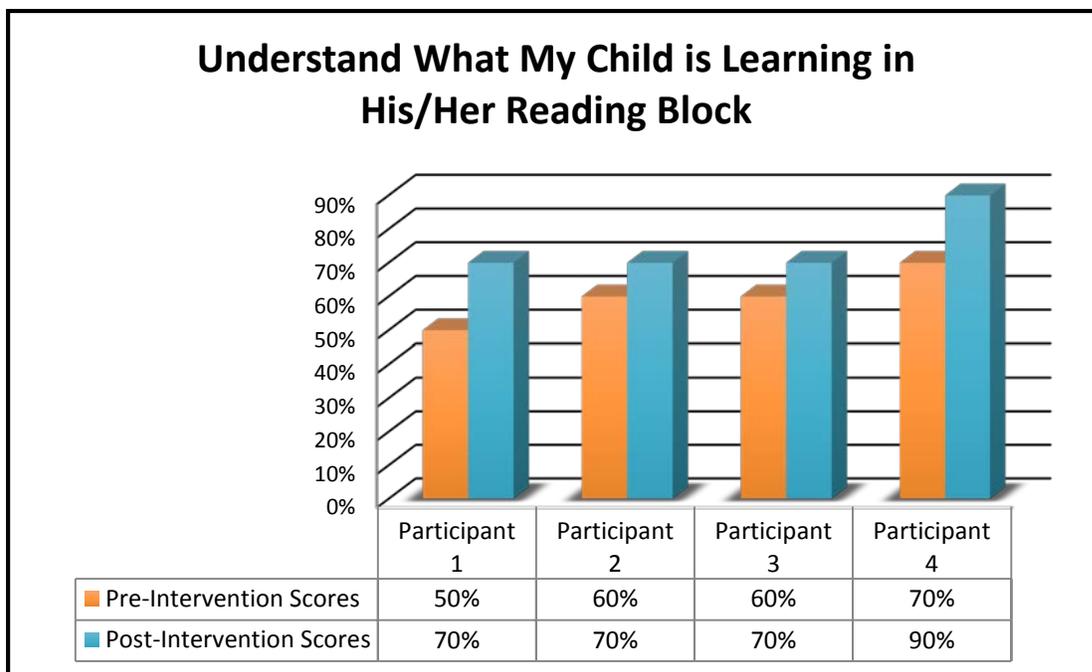
Bryana Bartolomei's translations unless stated otherwise)

Understand What My Child is Learning in His/Her Reading Block

	Participant 1	Participant 2	Participant 3	Participant 4
Pre-Intervention Scores	50%	60%	60%	70%
Post-Intervention Scores	70%	70%	70%	90%

Reinforce my Child's Learning in the Classroom at Home

One hundred percent of the participants rated their ability to reinforce his/her child's learning in the classroom at home as moderate to highly confident with scores being 60, 80, 80, and 100.

Leslie stated,

"All I needed was to know what to do to help her [Nicole]. I now know what some of those things are and I also been [sic] going to her teacher and asking him what I should do. It has helped a lot."

Maria shared that she finally has an idea of what to do besides just having Ann read out loud and tell her about the story.

"I didn't think it would make a difference to sit with her while she read. But, now I know it does. I also know a lot more things to help her understand what she read. I can have her think about what she is going to read and ask questions about her reading and tell all the different things about the story."

Jane expressed that this helped her solidify that what she is doing is helping her son, Martin.

"It's good to see that some of the things I was doing is [sic] what I was supposed to be doing. It makes me feel like I know what is good for my kid and that I'm a good mom."

Help Reinforce My Child's Learning in the Classroom in Our Home Environment

	Participant 1	Participant 2	Participant 3	Participant 4
Pre-Intervention Scores	30%	50%	50%	90%
Post-Intervention Scores	60%	80%	80%	100%
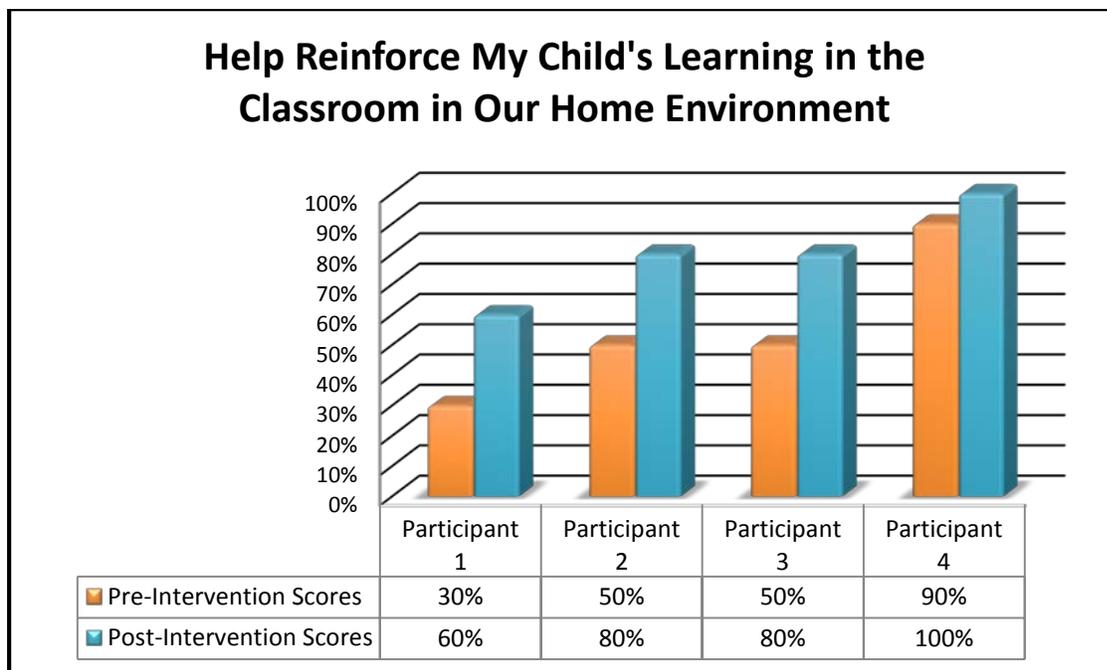
Post-Parent Workshop Reading Inventory

All four children agreed to take the Flynt and Cooter Form A Assessment at the end of the parent workshops. I began each child on the last assessment attempted prior to participation in the parent workshops so that changes could be documented. Martin began his assessment on the Flynt and Cooter Form A Assessment Level 6. The first thing that was observed as Martin was preparing to read the level 6 passage silently to himself is that after the background statement from the passage was read, Martin made the following statement, "I wonder why those boys were on that mountain and why they got lost". Martin gave a thorough retell of the Level 6 reading and was able to identify the predominant portions of a story grammar: setting, the characters, the problem, and the resolve unassisted. The two questions that Martin missed were inferential in design. When Martin read the story out loud, Martin had two errors. According to the assessment protocols, two questions missed and two oral reading errors indicate that the reading level is adequate for comprehension and that Martin

could continue on to Form A Level 7 Assessment. As Martin embarked upon the Level 7 Assessment, he responded again by making a statement after the background statement was read. This statement was about his personal experience. He stated, "I was in a canoe once at Eagle Creek. That was SCARY (capitalized for emphasis)." I noticed during Martin's silent reading on Level 7, Assessment Form A, several times, he seemed to bring his finger back to previous places in the passage and that he took longer to state that he was finished reading this passage. Martin was able to identify the predominant portions of a story grammar: the setting, the characters, the problem, and the resolve; however, missed the questions relating to theme, and questions that were inferential as opposed to literal in nature. Martin had five oral errors indicating that the oral reading level was adequate, but had four questions missed even with teacher prompting, indicating that he was unable to comprehend the story at this level.

Ann began her assessment on Form A Level 5 of the Flynt and Cooter Reading Inventory. After I read the background statement, Ann read the story silently to herself. Ann pointed to the words as she silently read. Several times, she paused and moved her finger to previous words in the passage. When she finished, I asked her to tell me about the story she just read. Maria was able to give an elaborate retell about the story including all predominant pieces of a story grammar: Setting, characters, problem and resolve. With prompting, she was also able to answer the inferential questions; however, was not at all able to answer the question about the theme of the story. When Ann was ready, I asked her to read the story out loud to me. Ann had five errors, and none of the errors disrupted meaning. With five oral errors and one comprehension error, Ann was able to move up to Form A Level 6 of the Flynt and Cooter Reading

Inventory. It took Ann much longer to silently read this story and her finger moved back

across text multiple times as she appeared to reread parts of the passage. When asked

to retell the story, Ann was able to describe the setting and identify the characters with

ease. When prompted about the problem, she returned to the story to reread and find

the answer. She was able to identify both the problem and one resolution to the

problem after some time rereading the story passage. Ann was unable to answer four

of the questions after prompting and after revisiting the story, indicating that this level

was too difficult and that she should be moved to level five for instructional purposes

and maximum comprehension.

Nicole began the assessment on the Flynt and Cooter Reading Inventory Form A

Level 5. After Nicole indicated that she had finished reading the story, I asked her to tell

me about the story she just read. Much like Martin, Nicole began with reciting the

components of a story grammar. She correctly identified the characters, the setting,

and the problem of the story as well as how the story was resolved. She was able to

answer all of the remaining questions except the question about theme with prompting.

When she orally read the passage, she was able to read the story flawlessly. Her

reading comprehension score coupled with the flawless read allowed her to move up to

Form A Level 6 of the Flynt and Cooter Reading Inventory. When Nicole had completed

the silent reading of Form A Level 6, I asked her to tell me about the story. She

followed the same process as she did before and immediately began telling me the key

pieces of a well-formed story grammar. She was able to correctly identify the setting,

the characters, the problem and the resolve. Nicole struggled with the inferential

questions about the problem and the attempted resolve although she was able to

correct identify the main problem and resolve in the story. Even after prompting, she could not answer those questions. She did return to the story to search for clues; however, with these two particular questions she was unable to discern that the answer would have to be comprised of information in the story as well as information from her. When Nicole read the story out loud, she had 6 errors. Despite the oral errors, her comprehension was adequate. According to the Flynt and Cooter Reading Assessment Form A, Level 6 Performance Summary, 6 or more oral errors means a passage is too difficult for reading; however, Nicole only experienced difficulty on two questions which means comprehension was adequate, so I decided to try Form A Level 7 with her. When Nicole was reading, she stopped and said, "This is hard. I don't want to do this anymore." I asked if she would feel better if I just read the story out loud to her to which she responded, "I just don't want to do this anymore". We immediately terminated the assessment session and she was placed at Form A Level 6.

Louis began his assessment with Form A Level 5 of the Flynt and Cooter Reading Inventory. After being read the instructions and the background statement, Louis asked if he could use the clues that he and his dad had been working on to help him read and understand the story. I explained that he could use any strategies or clues that he wanted if he thought it would help him. He asked if he could have a piece of paper and a pencil and I agreed. As he was reading, he was writing things down about the story, and upon further inspection, what I noticed is he created a written story grammar and also wrote down two questions as he was reading. Louis took a long time to complete the silent reading of the story, but when we finished, he was able to answer all questions about the story except for the question related to the theme of the story.

When Louis read out loud, his reading was slow, but focused, and he only expressed 2 errors. Louis progressed to Form A, Level 6 of the Flynt and Cooter Reading Inventory. I told Louis that he was free to use whatever strategies or clues he wanted again as he read the story. He repeated the same strategies that he utilized with the previous passage. During his retell, he was able to relate the characters, setting, problem and resolve with ease. The questions he missed, like his classmates, were questions that were inferential in nature, where the reader must take information from the story and combine it with information in his/her schema in order to create an inference. On Level 6, Louis missed three questions. During the oral reading of the story, his reading was labored and slow. He struggled with the larger, multi-syllabic words and completed the reading with 6 errors. According to the Flynt and Cooter Performance Summary for the Form A Level 6 Assessment, this means the passage is too difficult for adequate comprehension. His placement is at Level 5.

Chapter four presented the data gathered from the study. Parents who participated saw gains in confidence as measured by increased self-efficacy scores in a variety of areas including enjoyment of reading, parental involvement in reading activities at school, utilization of reading strategies for increased reading comprehension, understanding what is being taught in the reading block, and how to reinforce the child's learning in the home environment. Children who participated saw a minimum gain of one reading level as measured by the Flynt and Cooter Reading Inventory Form A. Implications of these findings will be discussed in Chapter 5.

Chapter 5

Summary

There were several purposes to this qualitative case study. The first purpose was to determine if participation in workshops that train parents how to work with their children has any effect on the parents' self-efficacy and attitudes towards working with their child and his/her reading homework. Also, this qualitative case study identified what effects parental instruction in comprehension skills had on classroom reading achievement for struggling students as measured by the Flynt and Cooter Reading Inventory. The participant's words have illustrated their thoughts and feelings over the course of the five parental workshops. What remains are the conclusions to be drawn from their experiences and recommendations based on what was learned from the interactions.

To answer the question if parental participation in comprehension workshops has any effect on parent's self-efficacy and attitudes towards working with their children on Reading homework, the researcher looked at each parent's self-assessment of his/her own self-efficacy and attitudes through the use of surveys. According to Bandura (1997), perceived self-efficacy is a person's belief that he/she is able to produce given attainments. According to Bandura (1997), "there is no all-purpose measure of self-efficacy and that scales measuring self-efficacy must be tailored to the particular domain of functioning that is the object of interest" (p. 308). It was for this reason an original self-efficacy questionnaire was created. Bandura (1997) continues to explain that,

Efficacy beliefs influence whether people think erratically or strategically, optimistically or pessimistically. They also include the courses of action people choose to pursue, the challenges and goals they set for themselves and their commitment to them, how much effort they put forth in given endeavors, the outcomes they expect their efforts to produce, how long they persevere in the face of obstacles, their resilience to adversity, the quality of their emotional life and how much stress and depression they experience in coping with taxing environmental demands, and the life choices they make and the accomplishments they realize (p. 309).

Bandura states that self-efficacy should be distinguished from other constructs such as self-esteem, locus of control, and attitude (Bandura, 1997, p. 309). It was for this reason that a separate attitude survey was created.

Conclusions

By completing this study, many conclusions have surfaced through the blending of the data from the self-efficacy questionnaire, the attitude survey, and the entrance and exit interviews.

Reading as Valuable

Self-efficacy scores and data gathered from the interviews show that parents have a moderate confidence in themselves to show students that reading is a valuable skill to master. The parents surveyed all believed that reading was valuable for social mobility and further learning; however, only moderately believed in their abilities to transfer that value to his/her child. One participant noted that although she demonstrates and points out to her child that reading is an important skill to master in order to have opportunities, her child also has free will to make her own decisions when she is not in a supervised environment which could lead to her belief that she doesn't have complete control over her child's belief system. This is further supported by various studies in which it was determined that parents value education as a route to

economic and social mobility; however, their involvement in their child's education often falls short of school expectations (Delgado-Gaitan, 1992; Goldenberg & Gallimore, 1995; Scott-Jones, 1995), possibly due to this belief.

Work Hard at Their Reading Schoolwork

Self-efficacy scores and attitudes shifted over the period of the workshops in relationship to this theme. Initial scores showed that parents' confidence levels in helping their child to work hard at their reading schoolwork showed that parents did not feel confident or only moderately felt confident that they could influence how hard his/her child worked at their reading schoolwork. By the end of the study, all parents felt moderately confident or highly certain that they could influence how hard their child worked at his/her reading schoolwork. This could be attributed to increased student success in comprehending what he/she was reading due to strategy reinforcement and increased parental involvement in the reading homework as evidenced by Leslie's comment about Nicole's reading progress in Chapter 4. When the parent believes the child can and will attain, that belief seems to transfer to the child and influences participation and achievement. According to Bandura (1997), self-efficacy develops experientially and is influenced by feedback from important others. In Bandura's (1997) theory, self-efficacy is influenced by four predominant factors: personal mastery experiences, vicarious experiences, verbal persuasion and physiological reactions. Personal mastery experiences refer to previous successes or accomplishments with a specific task and are considered to have the strongest influence on self-efficacy (Schunk & Meece, 2006). When the students began to learn and demonstrate more strategies to comprehend what they were reading and began working harder during the

parent-child sessions and in school, parents were able to register the accomplishment of "teaching" that strategy to his/her child and therefore, feel success and consequently raising self-efficacy in this category. Another possible explanation for the rising shift in self-efficacy of the parents in empowering their child to work hard at his/her reading schoolwork could be related to the parent's perceived locus of control. Previous research by Zimmerman & Cleary (2006) and Silver, Mitchell, and Gist (1995), has demonstrated that individuals with low self-efficacy have an external locus of control, so they perceive many things as being unable to be controlled by themselves personally. During the pre-interview, it was apparent that several parents didn't know or understand what was being taught in his/her child's reading block, didn't know what to do with their child outside of the confines of reading aloud and asking the child to retell the story, and therefore, may have felt that they were separate to the learning process instead of an integrated piece of the learning process and that they were unable to control whether or not their child worked hard at his/her schoolwork. There was an apparent shift in beliefs and attitudes after the workshop and this could be related to a possible shift of parental locus of control; therefore, increasing self-efficacy in this category.

Help Child to Stay Out of Trouble during the Reading Block

Seventy-five percent of the parents felt highly confident of being able to help his/her child stay out of trouble during the reading block prior to the study as well as after. Leslie's confidence levels about being able to help Nicole stay out of trouble increased from moderately confident to upper moderately confident. Per her response, Leslie shared that she has been going in more and talking with Nicole's teacher when Nicole is not in trouble. In a study by McNeal (1999), it was found that parent academic

involvement reduces problem behaviors because as parents get to know the teacher and agree on goals, etc…, this relationship "serves as an extra source of social constraint to stem potential non-normative behavior" (p. 122). By seeing better behavior from Nicole in her reading block, Leslie may attribute this change to her participating more with Nicole's teacher; therefore, influencing her own confidence of being able to help Nicole stay out of trouble in her reading block.

Enjoyment of Reading

All of the parents in this study relayed that they felt moderately confident or highly confident that they could influence their child's feelings about reading after participating in this study. Ferguson's study (2007) suggests that parents who promote reading at home, discuss reading materials with their children in ways that encourage children to enjoy learning, and create learning opportunities at home to apply what the child is learning in the school setting to what they are doing outside of school, facilitate an environment where autonomy and motivation are embraced and enjoyed by the child. By teaching parents specific comprehension strategies, increasing parent's knowledge of what is going on in the reading classroom and encouraging increased dialogue with the classroom teacher through the increased awareness that what is occurring currently in the home environment is not sufficiently supporting those processes, it is possible that parental self-efficacy has increased and therefore transferred to the child in the form of enjoyment.

Parental Involvement in Activities Devoted to Reading at the School

Confidence levels changed slightly about the parents' ability to be involved in activities devoted to reading at the school, but still stayed in the range of

moderately able to upper moderately able to support these functions. Concerns related to being able to understand what was being presented as well as conflicts with work schedules and the inability to find or afford childcare were expressed as barriers to participation. These issues were not fully resolved in the workshops; however, it is to be noted that all parents were able to participate due to the flexibility of the workshops to be held at convenient times for the participants, the ability of a translator to be present at all sessions and to translate all materials for the participants who did not speak English as his/her first language, and the availability of quality childcare for children to attend while parents participated in the workshops; therefore, it can be concluded that alleviating these concerns for parents supports participation in such activities.

Provide a Place for Study Without Distractions

Confidence levels did not change over the duration of the study for the parents in this category; however, what did change was what role the parent served in a detractor to the distraction. Maria stated that at the beginning of the study, Ann would read to her while she cooked and cleaned in the kitchen. Over the course of the study, Maria was required to sit down with Ann and work **with** her during her homework time; therefore, removing some distractions just by participating in tandem with her child. Leslie admittedly stated at the beginning of the study that she rarely sat down to work with Nichole. By the nature of the study, Leslie and Nichole sat down a minimum of one hour per week more for the duration of the study. Although the space where the child was completing his/her work didn't change, the environment surrounding the child did change in both cases and

therefore, can elude that even though confidence levels didn't change, parents were able to provide more of a distraction-free environment just through one-on-one participation with his/her child.

Using Strategies to Understand What I Am Reading

Parental self-efficacy increased from low-moderate confident levels to moderate-upper moderate confidence levels in the parent's ability to apply strategies to comprehend his/her own reading. By learning about what strategies his/her own child should be employing to increase understanding, parents were also able to apply that learning to themselves as a reader; therefore, increasing their self-efficacy about their ability to employ those strategies for making meaning. Parental self-efficacy has been identified as a characteristic that can be positively affected through parental training programs (Sanders, 1999). By training parents on specific strategies and their usage, parental self-efficacy could theoretically increase.

Understanding What is Being Taught at School in the Reading Block

Parental self-efficacy levels increased from moderate confidence levels to upper moderate-highly confident levels.   By participating in the parental workshops, parents increased awareness of what his/her student was experiencing in the classroom. Participation in these workshops also opened the gateway for parents to approach the teacher and increase dialogue about what the parents should be doing at home to help support the classroom teacher in his/her endeavors to teach the students. Hoover-Dempsey & Sandler (1995, 1997) found that parents will participate in their children's homework if they have the following

beliefs and perceptions: they believe they should be involved, they believe that their involvement makes a difference, and they perceive that their child's teacher and even the child him/herself, wants them to be involved. By increasing knowledge through the workshops, parents may have increased their belief of involvement, their belief of their impact and the idea that the classroom teacher would invite and welcome their participation; therefore, increasing their self-efficacy towards knowing what was going on in the classroom.

Helping to Reinforce my Child's Learning in the Classroom at Home

Parental confidence levels showed a large shift in the range of the scores between the pre-workshop questionnaire and the post-workshop questionnaire. On the pre-workshop questionnaire, responses ranged from low-moderate to highly certain self-efficacy ratings. On the post-workshop questionnaire, responses ranged from moderate-highly confident that the parents are able to reinforce the child's learning in the classroom at home. Bandura (1993) found that "efficacy beliefs influence how people feel, think, motivate themselves and behave" (Bandura, 1993, p. 118). Parents who believed they had the necessary knowledge and skills available to impact their children's development were found to be more proactive and successful in supporting their children's scholastic development than parents who didn't believe in their skills and knowledge (Schneewind, 1995). Learning about the skills needed to help their child be successful in reading and in the classroom through parental workshops could be why parents' self-efficacy increased in this category.

Reading Achievement as Measured by the Flynt and Cooter Inventory

All students who participated in the study had a gain in comprehension as measured by the Flynt and Cooter Reading Inventory Form A. Several factors could have contributed to this phenomenon. Increased parental engagement and interest in the child and his/her reading as a whole could be a factor in this increase. Studies (Epstein, 1991; Singh, et al., 1995) have demonstrated that there are positive empirical relationships between parental involvement and students' academic achievement. Reinforcement and increased practice of learned strategies from the classroom could also be a factor. Increase of parental self-efficacy could also have played a part in the increase of achievement for the students who participated in the study. Parents who believed they had the necessary knowledge and skills available to impact their children's development were found to be more proactive and successful in supporting their children's scholastic development than parents who didn't believe in their skills and knowledge (Schneewind, 1995). Increased self-efficacy on the part of the parent can easily be transferred to increased self-efficacy and positivity to the child; therefore, it is plausible that increased parental self-efficacy could have led to increased achievement gains as measured by the Flynt and Cooter Reading Inventory Assessment Form A.

Parents as Educators

One of the ideals this study brought to light is that parents, when given the necessary tools (training on how to work with their third-grade struggling comprehender), supports (quality child care for siblings and translation services)

and the opportunity to practice their newly acquired skills, would experience a shift in attitude and self-efficacy which drove participation with their child and led to increased achievement. There have been numerous studies(Epstein, 2001; Karther & Lowden, 1999; Sussel et al., 2000) regarding the effect of parental involvement on student achievement in the classroom. It has also been widely studied how important it is that children have a strong understanding of reading and comprehension by the end of third grade; however, it has not been studied how working with parents and specifically teaching them how to interact and support their child's endeavors with comprehension affects a parent's self-efficacy and attitude, and in turn, what effect a shift in attitude and self-efficacy has on achievement. This study found that a positive shift in attitude and self-efficacy led to a positive shift in student achievement.

Recommendations

Educational institutions wanting to engage parents in the classroom need to fully understand the possible barriers to that engagement. By and large, parents want to participate and think it is their responsibility to help their child be successful in school as evidenced by the self-efficacy questionnaire and attitude survey completed in this study. The barriers identified to participation in this study were the lack of resources (primarily translation services) for parents who do not speak English as their first language, interference of work schedules and inconvenient times for fostering parental participation, availability of quality child care to encourage engagement from parents, as well as just an overall knowledge of what is going on in the classroom and what is expected from the parents as well as

knowledge of how to support the classroom teacher. I recommend sending home a survey of parents each semester requesting information about what days and times they are available to attend workshops/trainings/etc..at the school.   By centering workshops and trainings around what is convenient for the parents and not only what is convenient for the school, participation would theoretically increase. I also recommend providing translation services and childcare at each workshop to maximize understanding and participation while minimizing distractions for the parents involved in the study.

Opportunities for parents to communicate with the classroom teacher about what students are learning and how best parents can support that learning are necessary to increase parental self-efficacy. Informational sessions, a classroom website that is updated daily, and a weekly newsletter with parental tips for engagement would be helpful. Purposeful parental workshops offered by the classroom teacher that matches with student learning in the classroom would not only benefit the parents and increase their self-efficacy in being able to work with his/her student, but would also benefit the children through increased purposeful parent interaction that supports current learning and showing children that there is open communication between the teacher and the parent; therefore, possibly limiting behavior issues and increasing time on task which leads to achievement.

Recommendations for Further Study

This study's findings seem to indicate that self-efficacy impacts the ability of the parent to participate in educational endeavors. It can then be assumed that self-efficacy would also impact the ability of the teacher to provide such

educational endeavors to the parents. A study identifying current attitudes and self-efficacy scores of teachers and corresponding levels of parent involvement with his/her classroom would provide important data to barriers for teachers in providing opportunities for parental involvement both in and out of the classroom.

As identified in the study, increased parental self-efficacy could lead to increased child self-efficacy in relation to the particular activity with which a child is involved. This study did not look at self-efficacy levels of the children, so future studies measuring both parental self-efficacy and child self-efficacy could possibly validate that relation and show a correlation between increased child self-efficacy and achievement.

Chapter 5 concludes this research study. The findings produced a greater understanding of how self-efficacy can be developed through focused training and resource availability. Recommendations invite school districts and classroom teachers to pay special attention to perceived barriers and implement strategies to tear down those barriers to invite increased parental participation in the classroom and the overall support of the scholastic endeavors of his/her child as well as conduct further research to be conducted on the self-efficacy of the children and/or the teacher.

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Parental Self-Efficacy

      This questionnaire is designed to help us gain better understanding of the kinds of things that create difficulties for parents to affect their children's academic development, particularly in reading. Please rate how certain you are that you can do the things discussed below by writing the appropriate number. Your answers will be kept strictly confidential and will not be identified by name.

Rate your degree of confidence by recording a number from 0 to 100 using the scale given below:

0	10	20	30	40	50	60	70	80	90	100
Cannot do at all					Moderately can do					Highly certain can do

Confidence (0-100)

Efficacy to Influence School-Related Performance

Get your child to see reading as valuable   _____

Get your child to work hard at their reading schoolwork   _____

Get your child to stay out of trouble during his/her reading block   _____

Help your child get good grades in reading at school   _____

Get your child to enjoy reading   _____

Get involved in the activities devoted to reading at your child's school   _____

Provide a place for study without distractions   _____

Use strategies to understand what I am reading   _____

Understand what my child is learning in his/her reading block   _____

Help reinforce my child's learning in the classroom in our home environment   _____

Appendix B

Parental Attitude Survey

      This questionnaire is designed to help us gain better understanding of the attitudes parents have in regards to schooling and helping with schooling at home. Please rate your level of agreement for each action listed by circling the statement that best represents your attitude at this moment. Your answers will be kept strictly confidential and will not be identifiable by name.

I enjoy helping my child with his/her reading homework.

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Does not apply to me

I enjoy going to my child's school to learn about ways to help my child with his/her reading.

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Does not apply to me

The resources/workshops offered by my child's school are worth my time.

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Does not apply to me

Helping my child with his/her reading homework is fun.

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Does not apply to me

Helping my child with his/her reading homework is part of my responsibilities as a parent.

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Does not apply to me

Interview Guide

*Initially, thank parent for consenting to participation.
*Explain and share consent form. Have parent sign and return consent form.
*Answer any questions participant may have.
*Share with participant that interview will be audiotaped.
*Share with participant that all information will be coded and anonymous.
*Explain to participant that answering the questions is optional. The participant does not have to answer any question with which he/she may be uncomfortable answering.

Questions For Entrance Interview:

1. What barriers exist for participation in your child's schooling?
2. What feelings are evoked when you think about helping your child with his or her homework?
3. How does your child feel about Reading?
4. How do you feel about your own reading ability?
5. What types of things do you do when reading if you don't understand something?
6. With what types of strategies are you familiar in assisting your child with his/her homework?
7. How is homework handled in your home?
8. What resources (if any) have you utilized to help with your child's reading?

Questions For Exit Interview:

1. What feelings are evoked when you think about participation in your child's schooling?
2. How have your child's feelings about Reading changed since you've been working with your child?
3. How do you feel about your own reading ability after completing the instructional sessions?
4. What types of things do you do when reading if you don't understand something?
5. With what types of strategies are you familiar in assisting your child with his/her homework?
6. What has been the biggest change for you, for your child or for you AND your child as a result of participating in these parental trainings?

<u>Appendix D</u>

September 5, 2014

CONSENT TO PARTICIPATE IN RESEARCH
Dear Parent/Caretaker:

Ms. Barbara Wylie is a graduate student at Ball State University and is conducting a study to determine the effects of parental tutoring sessions on classroom reading achievement of third-grade students.
Your child is being asked to participate in this study because he/she is in a third (3rd), grade classroom at Midwestern Elementary School in Midwestern City, IN. If you and your student agree to participate in this study, you will participate in five (5) parental tutoring sessions at the school designed to teach you skills and strategies for working with your child on reading comprehension tasks at home.

There are no risks involved with this research greater than those involved in everyday classroom practices and assessments. The potential benefit to your child is that he/she will get additional support at home and could receive helpful feedback for continued literacy development.

Participation in this study is voluntary, and your child may withdraw from the study at any time without any effect on their academic standing. If your student does not participate in the study, his/her performance and grades at school will not be affected in any way. The student will still receive reading and writing instruction in the classroom. Any personal identification will be omitted so neither you nor your child will be identifiable in the written analysis. Any reference to parental interviews will be anonymous. Transcriptions for the interviews will be stored in a password protected file and deleted one year after reported. All information gathered in this study can be made available to you upon request.

Childcare and a meal will be provided for each participant each night of the study. At the end of each session, a drawing will be held for a $10.00 gas card. One participant will win each night.

This study has been approved by the Ball State Institutional Review Board (IRB). If you have questions about the study, you may contact Barbara Wylie directly at 317-917-5728 or at bwylie1@ivytech.edu You may also direct questions/concerns to Dr. Melinda Schoenfeld, the supervising professor for this research project. She may be reached at mkschoenfeld@bsu.edu or at 765-285-8548.

Questions about your rights as a research participant should be directed to the Ball State IRB, at (765) 285-5070, irb@bsu.edu.
Thank you.
Please check the response that applies and return this page to your child's class/homeroom teacher.

_____ **Yes**. My child may participate in this research study.
_____ **No**. I would prefer that my child not participate in this research study.

_____
Student's Name (**Please Print**)

_____ _____
Parent's/Guardian's Signature   Date

_____ _____
Researcher   Date

Informed Consent Form

Study Title: Effects of Parental Instruction in Reading Comprehension on Classroom Reading Achievement of Low-Income Third Grade Students and Parental Self-Efficacy and Attitude

Principle Investigator: Barbara Wylie

Study Purpose and Rationale

The purpose of this qualitative case study is to determine if classroom reading achievement of third grade students is affected by parental participation in tutoring sessions designed to teach parents skills and strategies for reinforcing reading comprehension techniques at home.

Inclusion/Exclusion Criteria

To be eligible to participate in this study, you must be the guardian of a third-grade student in Mr. Smith's third-grade classroom at Midwestern Elementary School in Midwestern City, IN. You must be between the ages of 18-80.

Participation, Procedures, and Duration

For this qualitative research project, you will be asked to participate in a series of five workshops, each 1-2 hours in length. You will also be asked to participate in 1 interview approximately 1 hour in length. A "get-to-know-you session" and a "celebratory completion session" are not mandatory, but recommended. The workshops will occur between the months of October through December. You will be asked to complete two surveys (a self-efficacy survey and an attitude survey) at the beginning and the end of the study. Childcare and a meal will be provided at each training for each participant.

Audio Recording

For the purpose of accuracy, with your permission, the interviews and instructional sessions will be audio recorded using a digital recording device. Any names used on the audio will be changed to pseudonyms when the recording is transcribed. All interviews and instructional sessions will be transcribed immediately and stored in a password protected file on the researcher's computer. All audio recordings will be erased after completion of the transcription. All transcribed information will be retained for one year after the completion of the study. All transcribed information will be destroyed one-year after the completion of the study.

Data Confidentiality or Anonymity

All data and information will be kept confidential. Your name will be changed to a pseudonym to protect your identity.   The information presented in this study is for graduate classroom purpose and may be submitted for publication in an educational journal.

Storage of Data

The transcriptions and field notes generated as a result of this study will be stored in the researcher's computer, which is password-protected for the duration of the course and then deleted. All digitally recorded interviews will be transcribed immediately after collection and then destroyed. All transcribed material, surveys, questionnaires, interviews and test data will be retained for one-year after the study and then destroyed.

Risks or Discomforts

There are no foreseeable risks of participating in this study. You may choose not to answer any question that makes you uncomfortable and you may quit the study at any time.

Benefits

The potential benefit to your child is that he/she will get additional support at home and could receive helpful feedback for continued literacy development.

Voluntary Participation

Your participation in this study is completely voluntary and you are free to withdraw from participating in this study at any time for any reason without penalty or prejudice from the researcher. Please feel free to ask any questions of the researcher before signing this form and at any time during the study.

IRB Contact Information

For questions about your rights as a research subject, please contact Director, Office of Research Integrity, Ball State University, Muncie, IN 47306, (765) 285-5070, irb@bsu.edu."

Study Title: Effects of Parental Instruction in Reading Comprehension on Classroom Reading Achievement of Low-Income Third Grade Students and Parental Self-Efficacy and Attitude

Principle Investigator: Barbara Wylie

Contact email: bawylie@bsu.edu

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Advising Professor: Dr. Melinda Schoenfeldt

Contact email: <u>mkschoenfeld@bsu.edu</u>

Contact phone: 765-285-8548

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Consent

I, _____, agree to participate in this research project entitled, Effects of Parental Instruction in Reading Comprehension on Classroom Reading Achievement of Low-Income Third Grade Students and Parental Self-Efficacy and Attitude. I have had the study explained to me and my questions have been answered to my satisfaction. I have read the description of this project and give my consent to participate. I understand that I will receive a copy of this informed consent form to keep for future reference.

To the best of my knowledge, I meet the inclusion/exclusion criteria for participation (described on the previous page) in this study.

_____   _____

Participant's Signature   **Date**

Effects of Parental Instruction in Reading Comprehension on Classroom Reading Achievement of Low-Income Third Grade Students and Parental Self-Efficacy and Attitude

Assent Form

My name is Barbara Wylie. I am trying to learn about what happens to reading homework and test scores when students work with their parents after their parents have been trained to help their students. I am doing this because some parents might not know what to do to help their students, so by helping the parents, I think it will help their children too! If you would like, you can be in my study.

If you decide you want to be in my study, you will work with your parents on your reading homework at home. I will also come to your classroom and observe what your teacher is teaching you.

Some good things might come from participating in this study. You may do better on your homework and tests. Your parents might be able to help you better at home.

Other people will not know if you are in my study. I will put things I learn about you together with things I learn about other children, so no one can tell what things came from you. When I tell other people about my research, I will not use your name, so no one can tell who I am talking about.

Your parents or guardian have to say it's OK for you to be in the study. After they decide, you get to choose if you want to do it too. If you don't want to be in the study, no one will be mad at you. If you want to be in the study now and change your mind later, that's OK. You can stop at any time.

My office telephone number is 317-917-5728. You can call me if you have questions about the study or if you decide you don't want to be in the study any more.

I will give you a copy of this form in case you want to ask questions later.

Agreement

I have decided to be in the study even though I know that I don't have to do it. Barbara Wylie has answered all my questions.

_____   _____
Signature of Study Participant   Date

_____   _____

Signature of Researcher   Date

Appendix G

Story Grammar/Retell Sheet

Directions: Turn on the tape recorder. Have your child read the story silently to him/herself. When child is ready, have child read the story out loud to you, correcting the child as necessary. Once the story is complete, have the child complete the story grammar/retell sheet (below) to guide his/her retell to you about the story.

Name of the story	Author of the story	Illustrator of the story
Main characters	Other characters	
Where does the story happen?		
When does the story happen?		
What is the problem in the story?		
How is the problem solved?		

Did you like the story? Yes No Why?		
Would you tell others to read the story? Yes No Why?		

Now, tell me the story using the parts found on this workshop as cues to you to help you remember everything you should tell me about the story.

Appendix H

Making Predictions Worksheet

Before reading the book, read the title and look at the picture on the cover. Answer the following questions:

Title of the book:	
I think this book takes place here	**because**
I think the main character(s) of the book is/are	**because**
I think this book will be about	**because**

Tell a friend or parent about your predictions.

Read the first pages of the book. Stop and check your predictions. Record them below.

Check one:	
☐ **My predictions were correct. The reasons I know this is:**	☐ **My predictions were not correct. The reasons I know this is:**
My new predictions are	**because**

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Continue to read the story. Stop and check your predictions after a few pages. Record them below. Repeat this throughout the story.

Check one:	
☐ **My predictions were correct. The reasons I know this are:**	☐ **My predictions were not correct. The reasons I know this are:**
My new predictions are	**because**

Check one:	
☐ **My predictions were correct. The reasons I know this are:**	☐ **My predictions were not correct. The reasons I know this are:**
My new predictions are	**because**

Check one:	
☐ **My predictions were correct. The reasons I know this is:**	☐ **My predictions were not correct. The reasons I know this is:**
My new predictions are	**because**

Name_____ Date_____

COMPREHENSION SHEET

The Story of Ruby Bridges

Read each question, record the question-answer relationship (QAR), and then answer the question. Remember, the

four types of QARs are:

• In the book: Right There   • In the book: Think and Search   • In my head: On My Own   • In my head: Author and Me

1. What was the name of the elementary school that Ruby Bridges attended?

QAR _____

Answer _____

_____

2. Why didn't the city and state police help Ruby on her first day of school?

QAR _____

Answer _____

_____

3. Why do you think that Ruby did not say anything to the angry crowd?

QAR _____

Answer _____

_____

4. Why do you think Ruby was so courageous?

QAR _____

Answer _____

_____

5. What do you think you would have done if you were Ruby Bridges?

QAR _____

Answer _____

_____

6. What do you think the author wants you to learn from this story?

QAR _____

Answer _____

Appendix J

SOMEBODY WANTED BUT SO THEN

SWBST is a graphic organizer tool for examining a piece of narrative writing. It allows the writer to summarize the elements of a story and develop the <mark>summary</mark> into a retelling of the story.

1.   The writer first makes a brief note outline of the important elements based on SWBST.

SOMEBODY	WANTED	BUT	SO	THEN
This part states the setting. It introduces the main character, the SOMEBODY	This section addresses the theme and plot. It states the main idea by describing what the SOMEBODY, the main character, WANTED.	BUT states the problem or conflict that the main character has while trying to get what he or she WANTED.	SO describes the three main events that happened in the story as the SOMEBODY tries to solve the conflict or problem.	THEN tells how the problem is solved during the resolution or conclusion of the story.
EXPOSITION This part of the plot gives background information about characters and setting. It sets the scene for the conflict.		RISING ACTION In this part of the story the plot becomes more complicated and the conflict is introduced.	The RISING ACTION leads to the CLIMAX, or turning point of the story. This is the highest point of interest.	The FALLING ACTION follows the climax. The author reveals the result of the conflict and tells what happened after the climax. The RESOLUTION gives the final outcome of the story. This is sometimes referred to as DENOUEMENT, the final events or solution.

2. After making notes in the in the graphic organizer, the writer composes five sentences to summarize the story.
3. The writer then puts those sentences into a paragraph.

Here is an example illustrating the steps of summarizing using the Somebody Wanted But So Then strategy.

STEP 1

SOMEBODY	WANTED	BUT	SO	THEN
Maria	called given name	overlooked for pageant	wrote "Greatest Wish" essay	recognized by given name and sang in the pageant

STEP 2

Around Christmas time, Maria's class was getting ready for the winter pageant.
She wanted to be called by her given name.
However, Maria's teacher called her Mary which caused her to be overlooked for a part in the play.
So, Maria wrote her "Greatest Wish" essay and expressed her pride in her name.
Then Maria was recognized by her given name and sang in the pageant.

3.   Each of the topic sentences is added into a paragraph that effectively summarizes the entire story.

Name _____   Date_____

Template for Examining and Retelling Narrative Writing
Name of story: _____   Genre: _____

STEP 1

SOMEBODY	WANTED	BUT	SO	THEN

STEP 2

SOMEBODY   _____

WANTED   _____

BUT   _____

SO   _____

THEN   _____

Step 3: Write your paragraph using the sentences above. There's your summary! Great Work!

Workshop Scripts

Researcher: Today, we are going to talk about story retell which is also known as a story grammar. We are beginning with this comprehension strategy because each of you has told me that you are familiar with this strategy and that you currently use part of this strategy with your child right now. All of you indicated that when you read with your child, you have your child tell you what the story was about. That, in its simplest form, is a story grammar. Today, we are going to learn about each of the components that are needed for a complete story grammar and I'm going to have you practice completing a story grammar yourself with the story you are going to use with your child this week at home. Since we have a basic understanding of story grammars currently, can you tell me why being able to complete a story grammar might be important to understanding the story?

Parents: Accept all reasonable answers (i.e. helps them to identify all the pieces of the story that will help them understand the story, etc…)

Researcher: Great. This is a great strategy that works well with Narrative texts. Narrative texts are texts that tell a story and they have a conflict (problem) and a resolution (a solution to the problem). We are going to use "The Adventure of Taxi Dog" for the book that we are going to read tonight. At the end of the session, you will be taking this book home to work on the exact same strategy with your child this week.

When I'm reading a story I like to ask myself several questions to help me remember the information. What do you do to remember ideas when you read? Do you use questions? There are five important questions you can ask yourself to help you remember the information that you are reading and they are all included in the story grammar comprehension strategy. These questions are called the "wh" or the "h" questions. There are six of them and they are:

1. **Wh**o is the main character and **Wh**o are the supporting characters in the story?
2. **Wh**ere and **wh**en did the story take place?
3. **Wh**at is the problem in the story?

4. **Wh**at did the characters do about the problem? **Wh**y did they do this?
5. **H**ow did the problem get fixed and **h**ow did the characters feel about this?

(who, what, when, where and why, and how)

Why is this information important? Well, if we can answer these questions, then we can give a great story retell, which means we can remember and understand most of the story! YAY!

Okay, now that we know what it means to create a good story grammar and the information we need to collect, we are going to get started. To be a more effective reader/listener, you can use the story grammar worksheet to help you remember all of the story parts.

First, review the information that you will want to know that is on the worksheet. *Who are the characters in the story? Where and when does the story take place? What is the problem? How is the problem solved?* Okay, you can do this! I'm going to begin reading and I want you to identify the parts as we go and record them on the worksheet.

Read the first four pages of the book out loud. Stop and think out loud.

A few characters were mentioned in the book so far. By thinking about the cover of the book and what was said in the book so far, I would say that Maxi and Jim are the main characters in this book. Even though Maxi is a dog, he can still be a character. ☺ We can also say where the story is taking place. It is taking place in New York City.

Continue reading the story. Stop on page 8.

At this point in the story, the problem has revealed itself. What is the problem in the story? *The dog is homeless and uncared for.* How is the problem resolved? *Jim takes the dog in, gives him a name and food, and cares for him.* How do the main characters feel about this?

Continue reading the story. Stop periodically and ask: *Are there other events that need to be listed as being important to the story or important for me to know in order to understand the story?* (The various interactions of Jim and Maxi with the clients of the Taxi).

After the story is over, ask the parents to evaluate the story. *Did you enjoy the story? Why or why not? Would you recommend others read this story? Why or why not?*

Have the parents complete a story grammar in the space below the worksheet prompts to retell the story in their own words. Partner the parents together and have them share their story grammar with each other.

Researcher: For this week, you will be working on creating story grammars with your child. Please use the "Story Grammar/Retell" sheet for the specified format to guide you with helping your child to create a story grammar. The first story you will use is this book, "The Adventures of Taxi Dog". On your second practice night with the child, please use the "Story Grammar/Retell" sheet with any book/story that you or the child pick. This can even be a story for your child's required reading homework. Please bring back both worksheets and the tape recorder with the sessions in which you worked with your child on story grammars. It is very important to follow the worksheet step by step.

Researcher: What does it mean to predict?

Parents: Accept all reasonable answers (i.e. make a guess about what is going to happen, foreshadowing, guess, expectation, etc…)

Researcher: Weather forecasters on television look at clouds on the radar and try to predict what the weather will be like today, tomorrow, and even for the upcoming week. They don't just guess. They find clues that tell them what the weather will be like. They also combine those clues with what they already know (existing knowledge…also known as schema) to help them with their predictions.

Just like the weather forecasters, we are going to learn how to predict from the passages that we hear or read. We are going to look and listen for clues and combine them with what we already know to tell us what will happen next. Predicting can help us to better understand what we read. As we read, we can check our predictions to see if they came true or we can change our predictions based on new clues in our reading.

Researcher: We make predictions all the time to get our minds ready for an experience, an upcoming event, or to just make sense of what is about to happen and get our mind ready to react and make decisions. I'm going to ask three questions, and I want you to make a prediction based on your current schema (your knowledge).

Question 1: What do you predict you will see when you walk into a store named "Bed, Bath, and Beyond?"

Parents: Accept all reasonable answers (Bath items, bedding, other household goods per the 'beyond').

Researcher: Why did you give the prediction you did?

Parents: Accept all reasonable answers (Because those things are in the name of the store,(textual clues), I've been to that store (prior schema), etc…)

Researcher: Great answers. We make predictions based on contextual clues either in words (such as knowing that

there would be items for the bedroom and the bathroom based on the words in the name of the store) or by looking at pictures (not applicable in this instance). We also make predictions based on our current knowledge (also known as schema) of the situation, product, etc…(in this case, knowing what is in the store based on a previous visit to the store). Let's try another one.

Your friend asks you to go to a movie that's advertised in a local paper. The title of the movie is "Monsters of the Deep" and has a picture of a very dark ocean, with a shadowed animal with bright eyes peering out. A slight outline of a shark is apparent.   What do you predict the movie will be about?

Parents: Accept all reasonable answers (sharks in the ocean, fish that live deep in the ocean, etc…).

Researcher: Why did you give the prediction you did?

Parents: Accept all reasonable answers (contextual clues from pictures or the words, prior schema, etc…).

Researcher: Good. Knowing what we now know about making predictions, we are going to make predictions about a story called, "The Day Jimmy's Boa ate the Wash". Based on what we just learned about predictions, where can we begin to make predictions with this story?

Parents: Looking at the pictures on the cover and reading the title.

Researcher: Good. Let's begin there. What predictions can you make about this book?

Parents: Accept all reasonable answer. It is about a boy named Jimmy and his snake…his snake is going to eat the wash…it looks like they are on a farm…

Researcher: What things led you to your prediction?

Parents: Accept all reasonable answers. The title, the pictures (contextual clues)….

Researcher: Great…we are going to open the book and begin reading. Read the title page and share the pictures. Ask the following question:

What can you tell me about your predictions? Can we confirm any at this point? Do we need to change any?

Read the next six pages. Stop and ask the following questions:

What is going on in the story so far? What predictions can you make based on the pictures and text of the book?

Read another six pages. Stop and ask the following questions.

Were your predictions confirmed? Do you want to change any?

How do you think the story is going to end? Make a prediction about the end of the story. What clues helped you to make your prediction?

Finish reading the story. Ask the following questions:

How did the story end? Did you predict that would happen?

Researcher: For this week, you will be working on making predictions with your child. Please use the "Making Predictions Worksheet" for the specified format to guide you with helping your child make predictions with the story. The first story you will use is this book, "The Day Jimmy's Boa Ate the Wash". On your second practice night with the child, please use the "Making Predictions Worksheet" with any book that you or the child pick. This can even be a story for your child's required reading homework. Please bring back both worksheets and the tape recorder with the sessions in which you worked with your child on predicting. It is very important to follow the worksheet step by step.

Researcher: You've already learned about story grammars and story retells. We are going to talk today about the differences between a retell of a story and a summary and I'm going to show you how to complete a summary and work with your child on creating summaries at home.

First of all, the difference between a retell and a summary is the following: A retell is a play-by-play of all the events in the story, told in sequence.

A summary is a brief overview of the story. We are going to use the Somebody-Wanted-But-So-Then format for completing a summary.

The *Somebody* in the story is the main character. It is who the story is about. The *Wanted* in the story is what the main character wants or the main character's goal. The *But* in the story is the problem or what is keeping the main character from his/her goal. The *So* in the story is the solution to the problem or how the character reaches his/her goal. Finally, the *Then* is how the story ends.

Let's do a practice story together. I'm going to read the story of Little Red Riding Hood. At the end of the story, I'm going to ask you to report the "somebody, wanted, but, so, then" of the story to create a summary.

Read the story out loud to the parents.

Ask the following questions:

1. Who was the somebody in the story? Little Red Riding Hood
2. What was it that Red wanted? To take Granny some treats
3. But what happened? But she met a wolf who tricked her by locking her Granny up and pretending to be Granny so he could eat her.
4. So (the resolution)? So, little Red got away and a woodcutter who was working nearby killed the wolf.
5. Then (how does the story end)? Then little Red saved her Granny and they lived happily ever after.

We are going to read the book, Ming Lo Moves the Mountain tonight. As I'm reading the story, please complete the Somebody, Wanted, But, So, Then template as you are listening to the story. When you are finished you are going share your summaries with a partner.

Read the story out loud. Parents work on the the SWBST template. Go over the answers to the questions:

Somebody: Ming Lo and his wife
Wanted: To move the mountain away
But: They tried and tried to move the mountain, but they weren't successful.
So: they pack up their house and move it away from the mountain.
Then: Ming Lo and his wife lived happily ever after.

Have the parents share the summary that they had written with each other.

Researcher: For this week, you will be working on summarizing with your child. Please use the "Template for Examining and Retelling Narrative Writing" for the specified format to guide you with helping your child summarize the story. The first story you will use is this book, "Ming Lo Moves the Mountain". On your second practice night with the child, please usethe "Template for Examining and Retelling Narrative Writing" with any book that you or the child pick that is a narrative. This can even be a story for your child's required reading homework. Please bring back both worksheets and the tape recorder with the sessions in which you worked with your child on summarizing. It is very important to follow the worksheet step by step.

Researcher: Today, we are going to work on a strategy called QAR. QAR stands for Question Answer Relationship. There are four basic types of questions. They are :

1. Right There—You can put your finger on the answer in the text
2. Search and Find—You can put your finger on the answer, but you will need to use two or more fingers (answer in more than one place)
3. Author and Me—This is when you use what the author told you and what you know to answer the question (making an inference or drawing a conclusion, etc…)
4. On my Own—don't need to read the text to answer the question

We are going to read the story of Ruby Bridges. After reading the book, we are going to answer the questions and classify the questions on the sheet as "right there", "think and search", "author and me" and "on my own".

Give each parent a copy of "The Story of Ruby Bridges". Read the story out loud. Partner the parents together so they could help each other if needed.

After the story has been finished, have each parent take out the worksheet that was given. Ask where the answer to this question could be found (in the book…a "right there" question). Have the parents search through the book and find the answer.

Continue with each question in the same form.

(answers: 2. Right There, 3. Think and Search, 4. Author and Me, 5. On My Own 6. Author and Me)

Researcher: For this week, you will be working on the QAR with your child. Please use the "The Story of Ruby Bridge" for the specified questions to help practice the QAR. The first story you will use is this book, "The Story of Ruby Bridges". On your second practice night with the child, please have the child create questions from the story that fit the criteria for each question of the QAR and answer those questions. Please bring back both worksheets and the tape recorder with the sessions in which you worked with your child on summarizing. It is very important to follow the worksheet step by step.