

THE RELATIONSHIP BETWEEN HOME ENVIRONMENT
AND READING ACHIEVEMENT

THESIS

Submitted to the Graduate Committee of the
Department of Education and Human Development
State University of New York
College at Brockport
in Partial Fulfillment of the
Requirements for the Degree of
Master of Science in Education

by

Kerry Bell

State University of New York
College at Brockport
Brockport, New York
July 1996

"No information derived from this thesis
may be published without permission of the
original author, with whom copyright lies."

Abstract

The purpose of this study was to determine if research previously conducted was a replica to the data collected on the amount of family literacy present in the homes of high achieving and low achieving readers. Forty third grade and forty fourth grade students from a rural district in western New York constituted the subjects of this study.

The students were divided into two groups - high and low achieving readers based on their recent total reading score on the Stanford Achievement Test. An anonymous survey was sent home to the parents of these students to collect information about their family literacy environment. Comparisons were then made to determine the relationship between Home Environment and Reading Achievement.

Results revealed that the relationship between the students' home literacy environment and reading achievement was moderately strong, the fourth graders relationship being stronger. Analysis of the surveys demonstrated that an interesting pattern exists between the third and fourth graders' surveys. Of the twenty two survey questions, ten items showed that both groups' amount of literacy present in the home was less for the lower achieving students and greater for the higher achieving students.

SUBMITTED BY:

Kerry Bell

APPROVED BY:

Denise L. Brey 8/24/96
Project / Thesis Advisor Date

Arthur E. Smith 8/26/96
Second Faculty Reader Date

Patricia E. Baker 8/27/96
Director of Graduate Programs Date

Table of Contents

	Page
Chapter I	
Statement of the Problem	1
Purpose	1
Need for the Study	2-3
Definition of terms	3-4
Limitations of the Study	4
Summary.....	5
Chapter II	
Review of the Literature.....	6-16
Summary.....	16
Chapter III	
Design of the study	17
Purpose	17
Methodology	18
Subjects	18
Materials	18
Procedures	18-19
Analysis of the Data.....	19
Summary.....	20

Table of Contents (continued)

	Page
Chapter IV	
Analysis of Data.....	21
Purpose	21
Findings and Interpretations	22-25
Summary.....	26
Chapter V	
Conclusions and Implications	27
Purpose	27
Conclusions.....	27-28
Implications for Research.....	29
References.....	30-34
Appendix	
A. Parent Questionnaire	35-37

CHAPTER 1

Statement of the Problem

Purpose

The purpose of this study was to determine if research previously conducted is a replica to the data collected on the amount of family literacy present in the homes of high achieving and low achieving readers.

Questions

1. What is the relationship between home environment and school achievement specifically in the area of reading?
2. Is there a need for a home - school based program in a rural school district in upstate New York?
3. What is the relevance of family literacy in the education of a child?

Need for the Study

Many educators feel that there is a significant number of children in the United States who enter the school system without having had a book read to them, without having had paper or crayons with which to color or scissors with which to cut and without many of the skills we assume kindergarten children have acquired (Love, Williams, Salas, & Cobb, 1991).

One of the most significant factors contributing to young children's learning success is that they need to be exposed to stimulating experiences by their parents and/or other family members. Home learning experiences, provided informally, determine the child's capacity to derive optimal benefit from the formal learning experiences provided in the school setting. It has been widely accepted that the home plays a fundamental role in providing the foundation for a child's effective learning (Ramarumo, 1994).

There is much evidence showing that when schools work together with families to support learning, children tend to succeed not just in school, but throughout life. The most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to: a) create a home environment that encourages learning; b) express high (but not unrealistic) expectations for their children's achievement; and c) become involved

in their children's education at school and in the community (Henderson & Berla, 1994).

There is widespread agreement about the importance of family literacy, however, family literacy programs are not yet a priority in schools. Schools need to incorporate the concept of family literacy into their curriculum just as they incorporate strategies for literacy instruction (Morrow & Paratore, 1993). "Schools must take the initiative to encompass parents in the learning process, for without continuity between home and school, children find it very difficult to integrate the separate experiences" (Lightfoot, cited in Henderson, 1987, p. 18). Before a school will make that commitment they need to see a strong relationship between home environment and its effect on student achievement.

Definition of Terms

Literacy - A function of individual interactions with print within a multidimensional range of literacy and personal experiences. Part of the fabric of everyday life (Morrow & Paratore, 1993).

Family Literacy - The entire range of activities and practices that are integrated into daily life of a family to promote literacy (Ramaruo, 1994).

Low Achieving Readers - Students one year below grade level or more as measured by the Stanford Achievement Test administered on 5/95.

High Achieving Readers - Students reading one year above grade level or more as measured by the Stanford Achievement Test administered on 5/95.

Limitations of the Study

The following are variables that could have limited the results of this study:

1. Scores on standardized achievement tests are not always an accurate indicator of students' achievement.
2. The parent survey is filled out at home without the presence of the researcher. It is possible that parents misreport information.

Summary

The purpose of this study was to determine if there is a relationship between amount of family literacy present in the home and reading achievement.

There is a large of number of students today who enter kindergarten without being exposed to stimulating experiences by their parents and/or other family members. This is affecting young children's learning success. Without these home learning experiences, children are entering school lacking the necessary foundation in which their reading achievement is built upon.

This study was important to conduct because increasingly, teachers feel there is a need to heighten awareness about the importance of family literacy. Family literacy programs are not yet a priority in schools.

CHAPTER II

Review of the Literature

Purpose

The purpose of this study was to determine if research previously conducted is a replica to the data collected on the amount of family literacy present in the homes of high achieving and low achieving readers. The chapter examines the literature dealing with literacy development, home environment, parental involvement, and parental practices at home.

Developing Literacy

A former U.S. Secretary of Education, William Bennet, stated, "Not every teacher is a parent, but every parent is a teacher" (Hester cited in Lontos, 1992 p.1). "Parents are their children's first and most important teachers" (Moles, 1992, p. 21). Many research studies have shown that the power of parents to affect student achievement is considerable. If parents are involved in the education of their children, they give their children that all-important message, along with a

positive example, that education is important. This form of parent involvement has parents working to create a literacy rich environment at home and working with their children in learning activities. (Liontos, 1992).

Elkind (1989) suggests that the environment plays a crucial role in creating developmentally appropriate educational practices. This educator stated that whenever we learn anything, we engage the world in a way that creates something new, something that reflects both our own mental activity and the material with which we have dealt. As children's mental operations develop, they are required to reconstruct the realities they constructed at the previous developmental level. In other words, a child recreates reality out of his or her experiences with the environment.

When we discuss a child's environment it encompasses such a wide area that teachers cannot by themselves supply an environment rich in literacy. "Although schools may have capable and dedicated teachers, schools are by their nature isolated from the larger world. Children learn from everything they see and do -- at home, at school, and everywhere else" (Schickedanz cited in Farris & Denner, 1991, p. 63). In fact one quantitative synthesis suggested that academic ability and achievement are more closely linked to the environment and intellectual stimulation in the home than they are to parental socioeconomic status indicators such as occupation and amount of education (Iverson & Walberg, 1982). Numerous researchers during

the last two decades found that developing literacy was not the result of direct instruction, rather the learning of and about literacy was usually formed within the context of interactions in the home between children and parents and/or older siblings. Shapiro (1994, p.4) stated

research results indicated that literacy development during the preschool years was related to preschool language and literacy experiences. In a series of reports from the University of British Columbia it was learned that: children coming from homes with a predisposition toward literacy were found to have better understandings of story schema (Doiron and Shapiro, 1988); patterns of discourse during book reading episodes were related to the later emergence of print related literacy skills (Watson and Shapiro, 1988); children entering their school-age years from homes with a predisposition toward literacy appear to have good oral language skills and show signs of sensitivity to use of decontextualized language (Reeder, Wakefield and Shapiro, 1988) and this sensitivity emerges earlier than in children from homes with less of a predisposition toward literacy (Reeder and Shapiro, 1993). Later literacy skills acquisition in school was also found to be related to forms of language with which the child was already familiar from experiences in the home (Heath, 1983; Snow, 1983). It was believed that children's experiences using story in de-contextualized ways developed skills necessary in reading and writing (Wells, 1985).

Home Environment

Many researchers have gathered information about the specific aspects of children's home environment and early development. One study conducted with Puerto Rican children found significant differences between higher achieving and lower achieving students. This study evidenced that mothers of high achieving Puerto Rican students had higher parental aspirations for their child, parental aspirations for themselves, concern for the use of language, parental reinforcement of aspirations, knowledge of the child's educational progress, and greater family involvement than mothers of the low achieving students (Soto, 1989). Bradley, Caldwell, and Rock (1988) stated that

children who have parents that are more responsive and nurturing early in life are likely to behave in a more considerate manner in school and perhaps show a greater degree of overall adjustment because of a "basic trust" in the environment developed in the early years. (p.853)

"The *curriculum of the home* predicts academic learning twice as well as socio-economic status" (Walberg, cited in Soto, 1989, p.22). Bradley, Caldwell, and Rock (1988) found that family participation in different challenging activities provides the context for learning through modeling and the acquisition of habits that can result in

greater achievement and social effectiveness. Rich and Jones (1977) found evidence that extra learning time at home produces gains in early elementary students' reading scores equivalent to those made by students in more expensive pull-out programs in school. (Cited in Epstein, 1992) Other research has been conducted on the parents' direct reinforcement of their child's development. This research suggests that "consistency of involvement and encouragement by parents is likely to continue to produce positive goal-directed behaviors both in the area of academic achievement and the area of social interactions" (Stevenson, cited in Bradley et al., 1988, p.853). Kontos (1986) "found that young children must have an environment where they see adults write, read, and converse in a meaningful way. She discovered that only when children see the importance of reading do they ever become good readers" (cited in Nebor, 1986, p. 7).

Several research studies have been completed on the relation of the availability of toys and materials in the home and the children's development. Children not experiencing a variety of manipulable responsive objects early in life are less likely to develop interest in learning about the world and may have less understanding about basic cause-effect relations which may lead to consequent detriment to later school learning. (Bradley, et al., 1988; Bradley & Caldwell, 1984)

Thus, it seems that making available developmentally stimulating materials and experiences is associated with the children's mental and achievement test performance.

The strong relation between provision of appropriate play materials and children's cognitive development may result from several factors. First, children are mostly in the sensorimotor and preoperational levels of thinking. Thus, they need concrete learning experiences to help develop knowledge and concepts. A second explanation for the high correlation may be that toys (as well as being a source of learning per se) serve as a vehicle to facilitate learning from parents when parents play and instruct their children while using toys. (Bradley & Caldwell, 1984, p.807)

Parental Practices at Home

Many researchers have found a pattern in what parents do with their children at home to provide a literacy rich environment and to promote reading readiness. These practices include availability and range of reading materials in the home environment, reading to the child, and parents who model the reading process.

Research has indicated a significant positive relationship between the range of reading materials available in the home environment and children's attitudes towards and achievement in reading (Davie, Butler, & Goldstein, 1972; Douglas, 1964; Durkin, 1966; Lamme & Olmstead, 1977; Sheldon & Carillo, 1952; Smith, 1971, cited in Becher, 1984; Vanlaningham, 1988). Morrow (cited in Farris & Denner, 1991) found that children in literacy rich homes possessed an

average of 80 books, which were kept in various rooms throughout their homes. These children typically had library cards and visited libraries on a regular basis.

Reading to the child has shown to be significantly related to children's reading development. One researcher reviewed a great deal of research related to reading achievement. He found that "reading to the child is the best known, most researched, and most frequently recommended parental practice that is significantly related to positive attitudes toward reading and reading achievement" (Becher, cited in Anglum, Bell, & Roubinek, 1990, p. 173). This practice has been shown to improve children's (a) receptive and expressive vocabularies; (b) literal and inferential comprehension skills; (c) sentence length; (d) letter and symbol recognition; and (e) general interest in books (Brezinski, 1964; Burroughs, 1970; Dix, 1976; Green, 1981; Hansen, 1969; McCormick, 1981; Romotowski & Trepaier, 1977; Teale, 1978 cited in Becher, 1984). A common question among many articles that continuously emerged was the question of how much time parents should spend reading to their children.

Hoskins (1976) found that prekindergarten children of parents who read to them at least 60 minutes a week, or an average of 8 to 9 minutes a day, for the 3 months prior to entering kindergarten showed significant increases in readiness abilities and more positive attitudes towards reading. In addition, they scored significantly higher on tests of reading achievement than did children in the

control group, whose parents had not been asked to read to their children on a regular basis. (Becher, 1984, p.12)

It has been found that the practice of parents modeling the reading process and parents who themselves read more has produced children with positive attitudes towards reading and higher achievement. Also, children who have more positive attitudes and higher achievement scores have parents who provide more encouragement to read; and who provide guidance in reading (Becher, 1984; Chall & Snow, 1982). There are many different ways that parents can provide guidance in reading. Parents who promote literacy in their homes tend to talk with their children about written language as they write together. These parents respond to questions about how to make letter forms and how to spell words (Gunlach, McLane, Scott, & McNamee cited in Farris & Denner, 1991).

The strongest family environments for fostering literacy had features in common with those of the best classrooms: generous provision of books and other reading material, conversations between adults and children about the content of books and articles or actual shared experiences, a predictable and secure atmosphere, and high standards for children's achievement coupled with emotional support. (Snow, Barnes, Chandler, Goodman, & Hemphill, 1991, p. 162)

Other ways parents support their children's literacy is through questioning, pointing out book features, and talking about the book

(Kirby, 1992). "When parents were involved in a structured home reading program, their seven- and eight-year-olds showed more positive attitudes about reading and had higher reading test scores than did their peers whose parents did not read with them at home" (Siders, cited in Mervis, 1993, p. 2). Benson, Buckley, and Medrich (1980) conducted a study on elementary schoolchildren whose parents spend time with them in educational activities. They found that cultural activities and parent involvement showed a significant relationship to the child's achievement. Items particularly related include: visits to cultural centers, enjoying hobbies together, parent-facilitated participation in organized activities, dinnertime patterns, and doing things together on weekends. (cited in Henderson & Berla, 1994)

Parental Involvement

Surveys collected on parent attitudes show that most parents want to be involved with their children's education. They are aware of the positive effects that they, as parents, can attribute to their child's reading achievement. However, parents don't always know how to provide positive involvement. Much research has shown that educating parents to guide their children in reading at home most often increases reading achievement. (Miller, 1986)

One study conducted by Bates (1986) took fourteen children and assigned them to two different groups. Each group received parental tutoring in reading three hours a week for seven weeks. During the seven weeks, one group's parents were counseled about how to give reading help while the other group's parents were not. At the end of the seven weeks the group whose parents had received the additional training did much better with their reading achievement. This study shows that although parental tutoring is very important, the parents must also know how to tutor in order to get the best possible results from their children. Another researcher studied the quality of parental tutoring. " She found that there is a direct correlation between the types of comment and reinforcing statements the parents made to the child and the child's reading achievement" (Scott-Jones, cited in Nebor, 1986, p. 10). The successful readers received less critical and punishing statements from their parents than problem readers. (Nebor, 1986)

Two researchers conducted a study which explored the ways that information about children's uses of literacy at home might inform school-based assessment of children's literacy knowledge. The level of participation in this urban setting was much higher than expected. This suggests not only that these parents are concerned about their children's school learning, but also that when the teacher invites their involvement in a non-threatening and supportive manner, they actually participate more than their mainstreamed counterparts. As the weeks

continued during this study, the children's display of literacy received attention from parents as well as other caretakers. Thus, children in the urban setting extended their audiences, writing to an aunt or uncle, cousin or friend, and sometimes just for themselves. (Paratore, 1993) "With the extension of audience came a broadening of genre, and children who formerly composed only expository prose were beginning to write letters, lists and stories" (Paratore, 1993, p. 15).

Summary

Many research studies have shown that the power of parents to affect student achievement is considerable. Home environment, parental involvement, and parental practices at home all play key roles in the development of literacy. Children learn from everything they see and do both at home and at school. Thus, parents and schools must work together to provide a literacy rich environment and promote reading. Supplying reading and stimulating materials, modeling the reading process, reading to children, attending cultural activities, and providing a secure atmosphere are some of the important elements in creating a literacy rich environment and are essential in getting the best possible results from children.

CHAPTER III

The Research Design

Introduction

The purpose of this study was to determine if research previously conducted is a replica to the data collected on the amount of family literacy present in the homes of high achieving readers.

Research Questions

The following research questions were investigated in this study:

1. What is the relationship between home environment and school achievement specifically in the area of reading?
2. Is there a need for a home - school based program in a rural school district in upstate New York?
3. What is the relevance of family literacy in the education of a child?

Methodology

Subjects

This study involved 40 third grade and 40 fourth grade students from a rural district in western New York. A nearly equal number of boys and girls was represented. The demographics of these students were similar (mostly caucasian).

Materials

Recent Stanford Achievement test scores were used along with a researcher generated parental survey.

Procedures

The 80 third and fourth grade students were selected based on their recent total reading score on the Stanford Achievement Test. The students were divided into two groups. One group containing an even number of high achieving third and fourth grade readers and the other group containing an even number of low achieving third and fourth grade readers.

High achieving fourth grade readers are students receiving a grade equivalent score of 5.0 or above. High achieving third grade readers are students receiving a grade equivalent score of 4.0 or above. These scores indicate that these students are reading at grade level or above. Low achieving fourth grade readers are students receiving a score of

2.8 or below. A score of 2.4 or below determined low achieving third grade readers. The later two scores discussed indicated that these students were reading below grade level.

After determining which students made up the low achieving and high achieving groups, a parental survey was sent home with the students. The survey collected information about the family literacy environment in the home. The survey was completely anonymous. The researcher discreetly organized the survey questions in a way that only the researcher knew if the survey had been completed by a parent of a low achieving reader or a parent of a high achieving reader.

Analysis of the Data

The parental questionnaires were collected and percentages tabulated to measure the amount of parental literacy present in the homes of each of the groups. Comparisons were then made between the two groups of high achieving and low achieving readers to see if there was a relationship between the family literacy environment and reading achievement. It was determined from this information if there was a need for a home - school based program to be implemented into the Pavilion School District.

Summary

This study was initiated to measure the amount of literacy present in the homes of students in a rural school district. The study was conducted to determine what the relationship is between home environment and school achievement specifically in the area of reading. Eighty third and fourth grade students participated in this study. The students were divided into two groups - high and low achieving readers based on their recent total reading score on the Stanford Achievement test. An anonymous survey was sent home to the parents of these students to collect information about their family literacy environment. Comparisons were then made to determine the relationship between home environment and reading achievement.

CHAPTER IV

Analysis of Data

Purpose

The purpose of this study was to determine if research previously conducted is a replica to the data collected on the amount of family literacy present in the homes of high achieving and low achieving readers.

**The following charts contain information gathered from parental surveys

Information gathered	Low Achieving third graders	High Achieving third graders
Child reads daily	60%	75%
Child read to as preschooler	95%	100%
Child currently read to daily	45%	35%
Child enjoys being read to	100%	100%
Child taken on educational excursions	80%	90%
Child visits local library weekly	70%	25%
Access to large selection of books at home	20%	95%
Household members read for pleasure	90%	100%
Family receives newspapers	70%	75%
Family receives magazines	85%	100%
Child has positive attitude about reading	95%	90%
Child enjoys reading for fun	85%	90%
Child enjoys reading activities at school	85%	85%
Reading is for learning and enjoyment	90%	90%
Money spent on books is money well spent	100%	95%
Child encouraged to read for leisure	95%	95%
Books make good presents	100%	95%
Purchase a book for a gift	100%	95%
Have discussions about book with child	85%	90%
Help child study for spelling test	100%	90%
Have quiet place in home where child can read	100%	95%
Child writes at home	80%	85%

Information gathered	Low Achieving fourth graders	High Achieving fourth graders
Child reads daily	65%	85%
Child read to as preschooler	85%	95%
Child currently read to daily	25%	20%
Child enjoys being read to	80%	80%
Child taken on educational excursions	75%	95%
Child visits local library weekly	90%	20%
Access to large selection of books at home	10%	100%
Household members read for pleasure	85%	100%
Family receives newspapers	50%	80%
Family receives magazines	60%	90%
Child has positive attitude about reading	95%	90%
Child enjoys reading for fun	80%	85%
Child enjoys reading activities at school	70%	85%
Reading is for learning and enjoyment	85%	100%
Money spent on books is money well spent	100%	100%
Child encouraged to read for pleasure	90%	100%
Books make good presents	100%	100%
Purchase a book for a gift	100%	100%
Have discussions about book with child	75%	100%
Help child study for spelling test	100%	80%
Have quiet place in home where child can read	100%	100%
Child writes at home	80%	80%

Findings and Interpretations

This study involved 40 third grade and 40 fourth grade students from a rural district in western New York. The relationship between the students' home literacy environment and reading achievement was moderately strong. The fourth graders relationship being more significant.

The following items show an interesting pattern between the third and fourth graders. Of the twenty-two survey questions, ten items showed that both groups amount of literacy present in the home was less for the lower achieving students and greater for the higher achieving students for the following items listed:

- *Child reads daily
- *Child read to as preschooler
- *Child taken on educational excursions
- *Access to large selection of books at home
- *Household members read for pleasure
- *Family receives newspapers
- *Family receives magazines
- *Child enjoys reading for fun
- *Child enjoys reading activities at school
- *Have discussions about book with child

Many conclusions can be drawn from this study. The low achieving readers early literacy was hindered because they were not read to on a consistent basis as a preschooler, and unfortunately this pattern has continued since then. It is not surprising that these low achieving readers find reading for pleasure less enjoyable than the high achieving readers. Part of this may be attributed to several factors. Most importantly there were few household members who read for pleasure indicating that there were no role models for the low achieving readers to follow. It's no wonder these households did not enjoy reading, their homes contained no magazines, no newspapers, and their children did not have access to a large selection of books. In addition to this, parents of the low achieving readers rarely if ever have discussions with their child about a book they may be reading. Lastly but certainly very significant, the low achieving readers were not taken on educational excursions as often as the high achieving readers. This suggests that these children did not have the schema needed to build upon the literature based reading program in their school district.

Summary

The relationship between the students' home literacy environment and reading achievement was moderately strong, the fourth graders relationship being stronger. The results demonstrated that a pattern exists between the third and fourth graders' surveys. Of the twenty two survey questions, ten items showed that both groups amount of literacy present in the home was less for the lower achieving students and greater for the higher achieving students.

CHAPTER V

Conclusions and Implications

Purpose

The purpose of this study was to determine if research previously conducted is a replica to the data collected on the amount of family literacy present in the homes of high achieving and low achieving readers.

Conclusions

The results of this investigation demonstrated that a moderately strong relationship did exist between the home literacy environment and reading achievement of third and fourth grade students, the fourth grade students' relationship being more significant.

These results are consistent with those reported by several researchers. Shapiro (1994) concluded that there is "a strong relationship between early literacy knowledge, developed through parent/child book reading, and later school reading achievement (word identification and comprehension)" (p.6). A greater percentage of the high achieving readers were read to as a preschooler than the low

achieving readers. Kontos (1986) found that children must see their parents read and write in a meaningful way. "She discovered that only when children see the importance of reading do they ever become good readers" (p.7). Both groups evidenced that household members read for pleasure less often in homes of lower achieving readers. Becher (1984) conducted research suggesting a significant positive relationship between the range of reading materials available in the home environment and children's achievement in reading. Only 20% of the low achieving third graders and 10% of the fourth graders had access to a large selection of books in their homes while nearly 100% of the high achievers did. However, more of the low achieving readers visited the local library on a weekly basis, suggested the effort was put forth to get books.

Much of the previous research has shown that reading to children is significantly related to children's reading development. The researcher observed from the surveys that 45% of the low achieving third grade students and only 25% of the fourth grade students are currently being read to daily. Despite the fact that the parents responded that 100% of the third and 80% of the fourth grade low achieving readers do enjoy being read to.

Implications for Research

These results support the need for a Home - School based program in a rural district in upstate New York. Further investigation is needed to explore different family literacy programs in an attempt to break the cycle of underachievement by providing literacy experiences that benefit all members of the family, adults as well as children.

REFERENCES

- Anglum, B.S., Bell, M.L., & Roubinek, S.L. (1990). Prediction of elementary student reading achievement from specific home environment variables. Reading Improvement, 173-183.
- Becher, R.M. (1984). Parent involvement: A review of research and principles of successful practice. Washington, DC: National Institute of Education. (ERIC Documentation Reproduction Service No. ED 247 032)
- Bradley, R.H., Caldwell, B.M., & Rock, S.L. (1988). Home environment and school performance: A ten-year follow-up and examination of three models of environmental action. Child Development, 59, 852-867.
- Bradley, R.H., & Caldwell, B.M. (1984). The relationship of infants' home environments to achievement test performance in first grade: a follow-up study. Child Development, 55, 803-809.
- Chall, J., & Snow, C. (1982). Families and literacy: The contribution of out-of-school experiences to children's acquisition of literacy. Cambridge, Mass.: Harvard University Graduate School of Education. (ERIC Documentation Reproduction Service No. ED 234 345)
- Elkind, D. (1989). Developmentally appropriate practice: Philosophical and practical implications. Phi Delta Kappan, 113

Epstein, J.L. (1992). School and family partnerships. (ERIC Documentation Reproduction Service No. ED 343 715)

Farris, P.J. & Denner, M. (1991). Guiding illiterate parents in assisting their children in emergent literacy. Reading Horizons, 32 (1), 63-72.

Henderson, A.T. & Berla, N. (1994). The family is critical to student achievement. U.S.A.: National Committee for Citizens in Education.

Henderson, A. T. (1987). The evidence continues to grow: parent involvement improves student achievement. Columbia, MD: National Committee for Citizens in Education. (ERIC Documentation Reproduction Service No. ED 315 199)

Iverson, B.K. & Walberg, H.J. (1982). Home environment and school learning: A quantitative synthesis. Journal of Experimental Education, 144-151.

Kirby, P. (1992). Story reading at home and at school: Its influence upon children's early literacy growth. Reading, 7-12.

Liontos, L.B. (1992). At risk families & schools becoming partners. Eugene, OR: University of Oregon. (ERIC Documentation Reproduction Service No. ED 023 283)

- Love, C.T., Williams, R.T., Salas, C., & Cobb, R.B. (1991). Family centered learning: An even start project. Illinois Teacher, 173-177.
- Mervis, M. (1993). The relationship between parent involvement and student achievement: A review of the literature. Springfield, IL: Illinois State Board of Education. (ERIC Documentation Reproduction Service No. 357 848)
- Miller, B. I. (1986). Parental involvement effects reading achievement of first, second, and third graders. (ERIC Documentation Reproduction Service No. ED 279 997)
- Moles, Oliver. (1992). Building home-school partnerships for learning: Workshops for urban educators. Washington: Office of educational Research and Improvement. (ERIC Documentation Reproduction Service No. ED359 315)
- Morrow, L.M. & Paratore, J. (1993). Family literacy: Perspective and practices. The Reading Teacher, 47 (3), 194-200.
- Nebor, J.N. (1986). Parental influence and involvement on reading achievement. (ERIC Documentation Reproduction Service No. ED 286 150)
- Paratore, J.R. (1993). Learning from home literacies: Inviting parents to contribute to literacy portfolios. (ERIC Documentation

Reproduction Service No. ED 364 848)

Ramarumo, M.M. (1994). The relevance of family literacy in the education of a child. (ERIC Documentation Reproduction Service No. ED 381 628)

Shapiro, J. (1994). Home literacy environment and young children's literacy knowledge and behavior. (ERIC Documentation Reproduction Service No. 381 750)

Snow, C.E., Barnes, W.S., Chandler, J., Goodman, I.F., & Hemphill, L. (1991). Unfulfilled expectations: Home and school influences on literacy. Cambridge: Harvard University Press.

Soto, L.D. (1989). Relationship between home environment and intrinsic versus extrinsic orientation of higher achieving and lower achieving puerto rican children. Educational Research Quarterly, 13 (1), 22-35.

Vanlaningham, B. (1988). Four areas of influence which may or may not contribute to the academic achievement of kindergarten students. (ERIC Documentation Reproduction Service No. 303 275)

- | | | |
|--|-----|----|
| 5.) Do you take your child on educational excursions?
(e.g. zoo, museum, etc.)
If yes, how often _____ | yes | no |
| 6.) Does your child have access to a large (50 or more)
selection of books at home? | yes | no |
| 7.) Does your child visit the local library on a weekly
basis? | yes | no |
| 8.) Do you and/or others in the household read for
pleasure? | yes | no |
| 9.) Does your family receive newspapers?
If yes, how often? _____ | yes | no |
| 10.) Does your family receive magazines? | yes | no |
| 11.) Do you believe your child has a positive attitude
toward reading? | yes | no |
| 12.) Does your child enjoy reading for fun? | yes | no |
| 13.) Does your child enjoy the reading and language arts
(spelling, writing, reading) activities in school? | yes | no |
| 14.) Do you feel reading is for learning, but not for
enjoyment? | yes | no |
| 15.) Do you feel money spent on books is money well
spent? | yes | no |
| 16.) Do you encourage your child to read during leisure
time? | yes | no |

- | | | |
|---|-----|----|
| 17.) Do you feel books make good presents? | yes | no |
| 18.) Would you buy a book for a present? | yes | no |
| 19.) Do you and your child ever have discussions about books? (e.g. discuss the setting, share opinions of book, describe events that happened, etc.) | yes | no |
| 20.) Do you usually help your child study for his/her spelling test? | yes | no |
| 21.) Is there a special, quiet place in your home where your child can read, write, etc.? | yes | no |
| 22.) Does your child write at home (e.g. stories, letters, grocery lists, etc.)? | yes | no |

Any comments you would like to make about your child's reading experiences:

Thank you for taking the time to complete this parent questionnaire. It is greatly appreciated!!