

DOCUMENT RESUME

ED 293 094

CS 009 095

TITLE Understanding the Stages of a Child's Reading Development. Focused Access To Selected Topics (FAST) Bibliography No. 3.

INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.

REPORT NO RCS-FAST-BIB-3

PUB DATE 88

CONTRACT RI88062001

NOTE 4p.; For the Reprint Bibliography, see CS 009 093.

PUB TYPE Information Analyses - ERIC Information Analysis Products (071) -- Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Basal Reading; Beginning Reading; *Bibliographies; Elementary Education; *Parent Child Relationship; Parent Participation; *Parent Role; Parent Student Relationship; Parent Teacher Cooperation; Primary Education; Reading Aloud to Others; *Reading Improvement; *Reading Skills; Student School Relationship

IDENTIFIERS Reading Management; Reading Motivation

ABSTRACT

A selection from the many citations of material in the ERIC/RCS Reprint Bibliography entitled "Helping Parents Understand the Stages of Their Child's Reading Development." this FAST (FOcused Access to Selected Topics) annotated bibliography can serve as a guide and beginning point for parents who want to become better informed about any or all of the phases of their child's reading development. The bibliography is divided into three sections: (1) the preschool phase (10 citations); (2) the beginning reading stage (3 citations); and (3) the developing reading stage reading stage (3 citations); and (3) the developing reading stage (11 citations). (JK)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ERIC

Focused Access to Selected Topics

a bibliography prepared by

Clearinghouse on Reading and Communication Skills

Understanding the Stages of a Child's Reading Development

FAST
BIB
No. 3
RCS

There are now a great many excel-
lent resources for helping parents
help their children to become
readers—people who not only can
read, but who enjoy reading. In fact,
the interested parent's problem
now may not be finding resources,
but one of utilizing them most effec-
tively. As in many other areas of
modern life, the very abundance of

information on this topic threatens to make it less usable.

This *FAST Bibliography* is selected from an *ERIC/RCS Reprint Bibliography*, which is available from RCS for \$4.00. The impetus for development of the *Reprint Bibliography*, entitled "Helping Parents Understand the Stages of Their Child's Reading Development," was the publication in March, 1988, of the booklet *Becoming a Nation of Readers: What Parents Can Do* by the Office of Educational Research and Improvement of the U.S. Department of Education. The *Reprint Bibliography* is a complement to that booklet. Its primary purpose is to help parents by organizing recent publications on parental involvement in reading development. In it, literature of the past several years is divided into categories related to the three main phases of growth in reading achievement: preschool; beginning reading; and the development of reading enjoyment and good reading habits.

In the preschool phase, the central relationship is that between parent and child. Education is informal in nature, and the single most important activity upon which parents can focus is reading aloud. Most of the documents in this category discuss reading aloud. Others describe related activities which can help children learn about letters and words.

A more complex relationship—that of parent-child-school—is at the center of the beginning reading phase. This is the time of transition from informal to formal education. Parents need to know how to assess a school's reading program. How are invented spelling and phonics used in the program? Is the connection between reading and writing being made? Are the mechanisms for monitoring the child's progress adequate? Both the child and his or her teacher should see parents as the child's "cheerleaders" and "advocates," who can help develop reading at home.

In the third or "developing readers" phase, the central relationship is that of child to school. However, even though reading in this phase is part of a formal educational process for the child, his or her home will continue to be a critical learning site. Documents in this section focus upon things parents can do to encourage a good attitude towards reading and contribute to the formation of good reading habits.

—Gail Londergan—ERIC/RCS

This FAST Bib is selected from the many citations identified for the *Reprint Bibliography*, and can serve as a guide and beginning point for parents who want to become better informed about any or all of the phases of their child's reading development. The abstracts for some of the entries selected here have been reduced to allow for the inclusion of more citations. The ED numbers for all entries have been included so that the user can go directly to microfiche collections, order from the ERIC Document Reproduction Service (EDRS), or go to *Research in Education* for information on those sources which are not available through EDRS. The citations to journals are from the *Current Index to Journals in Education* and can be acquired most economically from library collections or interlibrary loan. Reprint services are also available from University Microfilms International (UMI) and the Original Article Tearsheet Service (OATS) of the Institute for Scientific Information.

EDRS supplies those documents available through the service for \$1.94 for 1-25 pages. Microfiche are available for \$.75 per title up to five cards and \$.10 for each additional card. Contact ERIC Document Reproduction Service (EDRS), 3900 Wheeler Avenue, Alexandria, Virginia 22304; (703) 823-0500 or (800) 227-3742.

Preschool phase

Baghban, Marcia. *Our daughter learns to read and write: a case study from birth to three*, Newark, Delaware: International Reading Association, 1984. 161 pp. [ED 248 495]

Uses diary entries, tape recordings, and videotapes made by the child's mother to chronicle a child's reading and writing development from birth to age three.

Burt, Kent Garland. *Smart times: a parent's guide to quality time with preschoolers*, New York: Harper and Row, 1984. 291 pp. [ED 258 685]

Containing over 200 quality time activities for pre-school-age children and their parents and other family members, "Smart times" is designed to promote the development of children's physical, social, and cognitive skills and to help parents and children enjoy each other's company more.

Grinnell, Paula C. "How can I prepare my young child for reading?" Newark, Delaware: International Reading Association, 1984. 13 pp. [ED 241 906]

Dealing with the years from birth through kindergarten, this micromonograph answers parents' questions about when and how to prepare a child for reading.

BEST COPY AVAILABLE

2

Haussler, Myna M., and Goodman, Yetta M. "Resources for involving parents in literacy development," *ERIC Digest*, ERIC Clearinghouse on Reading and Communication Skills, 1984. 2 pp. [ED 250 673]

Discusses resources available for developing children's early literacy, including sources of literacy materials for parents, classrooms, and the community. Includes a bibliography and list of organizations that distribute literacy materials.

Lautenschlager, John, and Hertz, Karl V. "Inexpensive, worthwhile, educational—parents reading to children," *Reading Teacher*, 38 (1), October, 1984, pp. 18-20.

Outlines a program that helped parents become active partners in their children's reading development.

Prentice, Julia. "A personal approach to reading, using real books and involving parents," *Reading*, 19 (2), July, 1985, pp. 71-80.

This approach to early reading instruction emphasizes "real" books and parental involvement.

Ryan, Gloria. "Help your child become a good reader." *PTA Today*, 12 (5), March, 1987, pp. 8-10.

Suggestions presented to parents on helping children develop an interest in reading include talking to them, helping them understand the importance of reading, reading aloud to and "one-on-one" with them, involving them in writing, and choosing good books.

Truby, Roy. "Parents in reading: parents' booklet," Portland, Oregon: Northwest Regional Educational Lab, 1979. 27 pp. [ED 255 909]

Offers advice and suggestions for developing a child's self-expression and for providing a supportive environment for reading experiences at home. Advises giving love, reading with the child, listening to the child, talking with the child, controlling television viewing, using numbers, influencing good work habits at home, teaching safety rules, and using numerous activities to develop the child's muscles, mind, character, and interests. A Spanish/English version is available.

Werner, Patricia Holden, and Strother, JoAnna. "Early readers: important emotional considerations," *Reading Teacher*, 40 (6), February, 1987, pp. 538-543.

Enumerates ways to encourage early readers without negatively affecting their development in other areas.

White, Dorothy. *Books before five*, Portsmouth, New Hampshire: Books, 1984. 196 pp. [ED 263 616] Not available from EDRS.

Describes the effect of books upon the development of young children. A mother, who is a librarian, tells in ten chapters (one for each six months of her daughter's first five years) the child's language use and her interaction with the child as they read books.

Beginning reading stage

Meek, Margaret. *Learning to read*, Portsmouth, New Hampshire: Heinemann Educational Books, 1986. 254 p. [ED 267 387] Not available from EDRS.

Deals with helping children learn to read at different stages: ages younger than 5, 5 to 7, 7 to 10, 11, and 14. Argues that reading is an important thing to do, that reading is learned by reading, that what beginning readers read contributes to their view of reading, and that successful teaching and learning are genuinely shared.

Miller, Diane D. "Reading comes naturally: a mother and her blind child's experiences," *Journal of Visual Impairment and Blindness*, 79 (1), January, 1985, pp. 1-4.

Based on experiences with her own blind child, the author offers suggestions to other parents and teachers on activities to do with young visually impaired children that will help promote early developmental learning in Braille reading.

Wilson, George, and Moss, Joyce. "Help your child yearn to read," *PTA Today*, 12 (1), October, 1986, pp. 21-22.

Suggestions are offered to parents to build young children's reading habits. Suggests books for beginning first-grade, and second-grade readers.

Developing reading stage

Azarowicz, M. Brown. "The shared silent reading method leads students to literacy," [1983]. 9 pp. [ED 248 489]

Discusses the advantages of shared silent reading in the home and in school.

Bates, Gary W., and Navin, Sally L. "Effects of parent counseling on remedial readers' attitudes and achievement," *Journal of Reading*, 30 (3), December, 1986, pp. 254-257.

Determined positive effects of parent counseling on the reading attitudes and reading comprehension of remedial readers. Concluded that parent counseling improves reading comprehension and attitudes.

De-mos, Elene S. "Parents, schools, and HSSR," *Reading Horizons*, 26 (4), Summer, 1986, pp. 262-265.

Describes a school-wide project that involves parents in reinforcing children's application of reading skills.

Greaney, Vincent, and Hegarty, Mary. "Correlates of leisure-time reading," *Journal of Research in Reading*, 10 (1), February, 1987, pp. 3-20.

Examines relationships between leisure-time reading and home environment, attitude, and motivation.

Maring, Gerald H. "Encouraging summer reading: 21 suggestions teachers can share with parents," [1985]. 5 pp. [ED 257 041]

Highly practical and applicable suggestions are offered to parents to improve their children's reading.

Miller, Becky Iden. "Parental involvement affects reading achievement of first, second, and third graders. Report on Exit Project, Indiana University at South Bend, 1986. 43 pp. [ED 279 997]

This review of the research data of 35 studies focuses on the effects of parental involvement on children's reading achievement and ways in which parents can help promote it.

Morrow, Lesley Mandel. *Promoting voluntary reading in school and home*. Bloomington, Indiana: Phi Delta Kappa, 1985. 40 pp. [ED 261 966]

Included in this Fastback volume are suggestions and a checklist to help parents promote voluntary reading by their children.

Rhodes, Lynn K., and Hill, Mary W. "Supporting reading in the home—naturally: selected materials for parents," *Reading Teacher*, 38 (7), March, 1985. pp. 619-623.

Provides sources of aid and encouragement for parents to help children develop positive attitudes toward reading and sharpen their reading skills.

Robinson, Richard D. "Children's reading: what parents can do to help," Columbia, Missouri: Missouri College of Education, [1985]. 22 pp. [ED 262 374]

Gives 50 suggestions to parents on creating the best atmosphere for developing children's reading with home, library-related, and school activities.

Silvern, Steven. "Parent involvement and reading achievement: a review of research and implications for practice," *Childhood Education*, 62 (1), September-October, 1985, pp. 44, 46, 48-50.

This research review identifies parental roles and practices that have been shown to promote reading readiness, receptivity to reading instruction, and increased achievement in reading.

Topping, Keith, and Wolfendale, Sheila (eds.) *Parental involvement in children's reading*, New York: Nichols Publishing, 1985. 333 pp. [ED 261 361] Not available from EDRS.

Discusses international trends in parents' involvement in their children's education and models of the reading process.

ERIC Clearinghouse on Reading and Communication Skills

Indiana University
Smith Research Center
2805 East 10th Street
Bloomington, IN 47405

OERI

Office of Educational
Research and Improvement
U.S. Department of Education

This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. RI88062001. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions, however, do not necessarily represent the official view or opinions of the Office of Educational Research and Improvement.