

### Question

**What can parents do to help develop the reading literacy skills of children in Grades 4-8?**

### Application

**Report to parents who want to participate in literacy tutoring.**

### Literature Search

ERIC, PsychInfo, Linguistics & Language Behavior Abstracts, Social Services Abstracts, Sociological Abstracts, MLA International Bibliography; Web of Science, PAIS International (January 1980 - June 2004)  
393 **articles identified** and imported to RefWorks™  
58 **met inclusion criteria** by abstract and/or full text review; selection of 11 articles that studied parents as tutors

**Spotlights on four most relevant articles = 4**

### SUMMARY OF SPOTLIGHTS

Parents can positively influence children's reading achievement by reading with them at home for 10-15 minutes daily using the following procedure

- parent reads to child as a "warm up"**
- parent and child read in unison**
- child reads to parent**
- parent and child discuss material read**

Procedures should ensure that:

- child masters skill before advancing to next task**
- child is encouraged, praised, and rewarded**
- parent refrains from quick correction**
- parents give hints about what a problem word means, not direct help with pronunciation**

Parents working together with the school allows for noticeable results in the classroom as well as at home when there is an overlap in the materials used

**#3 Shuck, A., Ulsh, F., & Platt, J. (1983). Parents encourage pupils (PEP): An innercity parent involvement reading project. *The Reading Teacher*, 36(6), 524-528.**

**Abstract** Results of a study of 150 3rd-5th grade children of low socioeconomic status show that Ss in the parent tutoring program had significantly higher reading achievement scores than did controls. The reinforcement procedure was effective for both sexes and across grade levels.

### Relevance Summary

Children participating in the present study were delayed at least two grade levels in reading. Reading pre- and post-tests were administered using the Stanford Achievement Test, and intelligence was measured using the Slosson Intelligence test.

Children received 30 minutes per day of tutoring for 180 days, and parents tutored their children using PEP calendar books and individualized homework activities. Parents were not trained for the purpose of this study, however parent-teacher conferences were held 3 times within the school year to provide parents with a brief progress report. Parents maintained a record of activities by filling in the calendar provided with happy faces and circling the appropriate letter to identify the type of work completed that day. Using a point system, children were rewarded for completing their work at home and at school with a prize.

### Key Quotes

*"Parents can produce significant, positive results for their children at a very small response cost to the educator."* (p. 527)



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