

Increasing Third Grade Reading Achievement
Through Parental Involvement,
With Developmentally Appropriate Literacy Activities

A Special Project

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FACULTY APPROVAL

Increasing Third Grade Reading Achievement
Through Parent Involvement,
With Developmentally Appropriate Literacy Activities

Approved for the Faculty

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ABSTRACT

The purpose of this experimental research study was to determine whether parental involvement in student literacy activities increased reading achievement of third graders, as measured by the Dynamic Indicators of Basic Early Literacy skills (DIBELS) assessment. To accomplish this purpose, a review of selected literature was conducted, related baseline data were obtained and analyzed, and conclusions and recommendations were formulated. Data obtained and analyzed supported the hypothesis that parental involvement in third grade student reading activities at home produced increased fluency scores as measured by the DIBELS assessment.

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CHAPTER 4

Analysis of the data

Introduction

Chapter 4 was organized to include the following: Description of the environment; hypothesis, results of the study; findings; and summary.

Description of the Environment

The study was conducted in the Paterson School District at Paterson, Washington Elementary School, during the 2006-2007 school year. Participants involved in the study included five low reading, Title I, Spanish and English speaking third grade students of Hispanic ethnicity. The study sought to determine whether students who received parental involvement in reading activities at home would perform better on the DIBELS assessment.

Hypothesis

Parental involvement in third grade student reading activities at home produced increased reading fluency scores as measured by the DIBELS assessment.

Results of the Study

A *t*-test for nonindependent samples was utilized for data analysis to determine whether there was a significant difference between the mean scores of nonindependent samples at a selected probability level. Significance was determined for $p \geq$ at 0.05, 0.01, and 0.001 levels.

Table 1 displayed results of reading fluency DIBELS test scores for third grade students at Paterson School. The Group “X” designation lists the pre-test (September, 2006) mean scores of the five student participants. The Group “Y” designation lists posttest (January, 2007) mean scores of the five participants.

Table 1

Reading Fluency * Mean Scores of Participating Third Graders.

Student Number	Mean Score <u>September, 2006</u>	Mean Score <u>January, 2007</u>
1	34	51
2	108	121
3	91	108
4	54	80
5	85	99
Mean Score	74.40	91.80

*Reading Fluency: Words read per minute.

As indicate in Table 1, means scores showed significant improvement from September 2006 (74.40), to January 2007 (91.80). This improvement in mean scores from September 2006, to January 2007, represented an increase of 17.40 words read per minute (reading fluency) by the five participating students.

Table 2 showed the distribution of t with 4 degrees of freedom, used to determine levels of significance. The t -test for nonindependent samples was again used to compare pre- and posttest scores.

Table 2

Distribution of t with 4 Degrees of Freedom

df	0.05	0.10	0.001
4	2.776	4.604	8.610
t	7.59	7.59	7.59

The t -value was 7.59, as noted in Table 2, was significant at 0.05, and 0.01 levels. Accordingly, the hypothesis was accepted two of the three levels of significance (i.e., Parental involvement in third grade student reading activities at home produced increased reading fluency scores as measured by the DIBELS assessment).

Summary

Chapter 4 focused on an analysis of the data. The researcher used a t -test for nonindependent samples to compare participants' pre- and post-test reading fluency scores. The data indicated there was significant difference at 0.05, 0.01. Therefore the hypothesis was supported. i.e., Parental involvement in third grade student reading activities at home produced increased reading fluency scores as measured by the DIBELS assessment.

Chapter 5

Summary, Conclusions, and Recommendations

Summary

The purpose of this experimental research study was to determine whether parental involvement in student literacy activities increased reading fluency of third graders, as measured by the Dynamic Indicators of Basic Early Literacy skills (DIBELS) assessment. To accomplish this purpose, a review of selected literature was conducted, related baseline data were obtained and analyzed, and conclusions and recommendations were formulated.

Conclusions

From research findings and analysis of data produced by this experimental study, the following conclusions were reached:

1. Reading has been a prime source of education and a basic building block for learning and thinking.
2. Six approaches to teaching reading are phonemic awareness, phonics, fluency, vocabulary, comprehension and whole language.
3. Parental reading with children was important for building early literacy skills.
4. Four strategies and activities that have successfully involved parent's in their child's reading development included environmental print, the language experience approach, book selection and questioning.
5. Parental involvement in third grade student reading activities at home produced increased reading fluency scores as measured by the DIBELS assessment.

Recommendations

Based on the conclusions cited above, the following recommendations have been suggested:

1. Understanding that reading has become a basic building block for learning and thinking, educators should provide fiscal and human resources necessary for supporting and the development of balanced reading programs at the elementary grade levels.
2. To maximize development of reading and language acquisition skills in young children, educators should use a variety of instructional approaches which include phonemic awareness, phonics, fluency, vocabulary, comprehension and whole language.
3. To build early literacy skills, parents should make provision to read to their children regularly.
4. To assure successful involvement in their child's reading development parents should become engaged in strategies and activities which include: Environmental print, language experience approach, book selection and questioning
5. To increase reading fluency skills in the elementary grades, parents should become actively involved in their child's reading activities at home, like fluency timings.
6. Educators seeking information related to increasing young children's reading achievement through parental involvement may wish to utilize information presented in this study or, they may wish to undertake further research more suited to their unique needs.

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APPENDIX

Sample: Parent Reading Log