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WHAT DOES THIS WORD SAY MOMMY? HOME LITERACY ENVIRONMENTS
AND ITS ROLE ON PARENTAL RESPONSE TO MISCUES DURING HOME
SHARE READING

A dissertation submitted in partial fulfillment
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by

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ABSTRACT

WHAT DOES THIS WORD SAY MOMMY? HOME LITERACY ENVIRONMENTS AND ITS ROLE ON PARENTAL RESPONSE TO MISCUES DURING HOME SHARE READING

Chiquita Inez Jenkins

The aim of this qualitative study was to examine home literacy environment (HLE) and how this environment affects the way parental responded to their children's oral miscues during shared reading. In addition, parental behavior-specifically corrective feedback as it relates to children's perceptions of reading in terms of their reading attitudes were examined as a part of this study.

The participants in this study were five second grade families from Queens, NY attending a private elementary school during the Spring of 2021. The data of this study were collected through semi structured child and parent interviews, demographic information forms, the Home Observation for Measurement of the Environment (HOME) and the Shared Reading Survey.

The findings from this study indicated significant factors that affect home literacy environment such as parent beliefs, SES, amount of literacy activities and reading materials that parents provide for their children. In addition, the study provided new insight relating to parental feedback to children oral miscues demonstrating both positive and negative impact on their child's attitude toward shared reading. The implications of this study provide a rich descriptive picture of as well as give further insight of how home

literacy environments are structured and can provide successful literacy experiences for both parent and child. Furthermore, the study highlights the need for at home interventions created by educators to promote parental involvement and shared reading at home.

DEDICATION

We love because He first loved us. (1 John 4:19). I'm nothing without God. He is everything to me. I'm so thankful to know him and have him in my life. Thank you God for giving me the abilities you have blessed me with and believing in me when I didn't believe in myself. To my parents Shirley and Franklin Jenkins. There aren't enough words to tell you both how much you mean to me. Thank you for always pushing me to achieve my personal goals. Thank you for all the sacrifices you have made for me and my sisters. I could not have reached this milestone without you. To my son Nathaniel, thank you for picking me as your mommy. I hope this milestone for me inspires you to go after your goals and dreams no matter how hard it may seem to reach. I love you beyond words. Lastly, I would like to dedicate this accomplishment to the following educators who have played a major role in my journey; Mr. Lee, Mr. Arnold, Mrs. Kaber, Dr. Yawn, Dr. Stone, Dr. Cook, Dr. Ortlieb, Dr. Stewart and Dr. Chamblee. Thank you for all of the foresight expressing that I can academically achieve a plateau far greater.

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CHAPTER 1

The practice of shared book reading is a cultivating support for early language, literacy, and socio-emotional development within young children. However, the closures of childcare education centers and schools in the Spring of 2020 due to Covid-19 pandemic brought many sudden changes to the everyday lives of families with young children. As closures and quarantines began to take place, families were now tasked with assuming an active role as both caretaker and teacher. Specifically, this imposed change effected parental roles in their children's education and learning during this time, in a form never previously experienced.

Home literacy environment (HLE) refers to literacy activities or the availability of literacy resources at home which can be used to facilitate children's literacy development (Puglisi, Hulme, Hamilton, & Snowling, 2017). The home learning environment plays an important role for children's early literacy development. In particular, home literacy environment that consists of all literacy resources and interactions in a family that support children's linguistic and literacy learning is closely associated with children's language comprehension and production (Brooks' et al. 2020). Furthermore, parents create the environment their children experience, and thus parental attitudes are most likely to influence the home learning environment and children's learning within this context (Wirth et al. 2019). Shared reading with children is a key aspect of the home literacy environment that supports children's development of linguistic and literacy competencies (Niklas et al., 2016). Once a child begins to read, the most common single interaction between parent and child is the parent's feedback to the child's oral reading errors, also known as miscues.

Reading miscues present parents with the opportunity to assist children's reading development in that such feedback informs them of their accuracy and encourages them in corrective activity (Hoffman et al., 1984). However, parents are not trained in the application of specific techniques, thus providing an impetus to observe what parents do in the naturalistic setting of their home during shared reading. Thus, allowing children to take notice of parental attitudes displayed during these interactions and observations. Consequently, parental attitudes toward shared reading shape children's interest in literacy, books and in turn may also impact children's attitude toward shared reading. Therefore, parental attitudes toward shared reading in response to children's oral miscues, and its connection to the home literacy environment play a major role in successful literacy experiences.

Many studies have documented the wide range in how often parents read with their children in the home. Read et al. (2021) explored differences in shared reading practices among families raising Spanish/English dual language learner's children between 2-5 years old. Results indicated that reported household primary language corresponded to language dominance reportedly experienced by the child, and shared reading frequency in each language is impacted by household primary language. Additionally, Deckner et al., (2006) explored the effects of home literacy practices, children's interest in reading, and mothers' metalingual utterances during reading on children's expressive and receptive language development, letter knowledge, and knowledge of print concepts. Results from the study indicated the effects of home literacy practices, children's interest in reading, and mothers' metalingual utterances during reading on children's expressive and receptive language development, letter knowledge,

and knowledge of print concepts.

In addition, a few studies have also examined HLE effects on children's learning. Castro et al. (2015) conducted a study to synthesize the quantitative literature about the relationship between parental involvement and students' academic achievement. The findings indicated a meaningful relationship between parental involvement and academic achievement. The study also revealed that parental expectations for children's education achievement has the strongest relationship, while parental home supervision has the weakest relationship, with student's academic achievement. Sénéchal (2006) selected 16 intervention studies to evaluate the effect of parent-child reading activities on children's reading performance, reporting the positive effect of parental involvement. However, little is still known about the relative effects of specific HLE factors as it relates parental responses toward oral miscues during shared reading. Further, it is still not clear whether individuals see changes in children's attitudes towards shared reading over time and whether HLE act as a mediator between parental attitudes and child outcomes.

Purpose of the Study

As closures and quarantine took place in the Spring of 2020 due to COVID-19, many sudden changes were brought to the everyday lives of families with young children. Families were now tasked with assuming an active role as both caretaker and teacher. The COVID-19 pandemic affected many areas of education, resulting in a need for first-hand research on how students learning was affected during this time. In carrying out their duties as educators, parents were required to understand the characteristics of their children in order to provide appropriate strategies and activities at home to support their children learning. Prior to the COVID-

19, children had access to many in-person shared reading opportunities, such as at Early Childhood Education Centers they may have previously attended and community programs like libraries. Furthermore, it is worth considering whether this nationwide closure and quarantine brought on by COVID-19 had impacted children's home literacy environment and shared reading outcomes. Consequently, the Covid-19 pandemic highlighted that choices around HLE as it relates to shared reading, even in the context of a pandemic, are an important part of the bigger picture of how parental and children daily relationship affect their developing language skills.

The intention in conducting this study was to use an approach based on social constructivist theory to create a framework for understanding what relationships exist between HLE and parental response to children's oral reading miscues. The relationship between the home literacy environment and shared reading is especially important given that some of these settings may last beyond the pandemic itself. Furthermore, this study adds to an emerging understanding of how families address the main research question concerning the associations between parental attitudes toward shared reading and children's linguistic competencies and whether this association may be mediated by the HLE. By conducting the study, I amplified the voices and experiences of parents and their children in one particular second grade class in a private school in Queens, NY.

Theoretical Framework

Parental involvement begins in the home, as all children have different initial exposures to what they come to school knowing. A parent's role very early in a child's educational career is to provide sufficient opportunities for authentic literacy experiences. These include meaningful conversations and interactions among themselves and their

child. By creating these literacy experiences early in children, parents demonstrate their support and interest in the child's academics. Social constructivist theory is recognized as a social learning theory developed by psychologist Lev Vygotsky. Vygotsky theorized individuals are active participants in the creation of their own knowledge and learning takes place primarily in social and cultural settings.

The core concepts of Vygotsky's theory of social constructivist theory centers around the zone of proximal development (ZPD), which highlights the role of the instructor in an individual's learning. The ZPD outlines activities students can complete without help, and the activities the student cannot do without the help of an instructor. The ZPD also suggests with the help of an instructor, students are able to comprehend knowledge and skills once unable to complete on their own (Schreiber & Valle, 2013). Once a particular skill is mastered, students are able to complete it independently.

Focusing on the social nature, HLE provides another direction to research that differs from and adds to cognitive research. Social activity between a parent and a child or a teacher and a learner lays a foundation for how and what the child will think and do in other situations (Driscoll, 2000). Social constructivist theory demonstrates direct correlation between collaborated responses (parent response) to specific interactions (children's oral reading miscues). Success or failure in schools therefore, may be due to cultural matches or mismatches between teachers and students or schools and home. Furthermore, children's attitudes, and expectations about home reading must be studied in order to discover how they differ from within the social settings of a classroom since this setting emphasize comprehension rather than attitude. Social constructivist theory aligns with the purpose of this study as its theory emphasizes knowledge is co-constructed and

individuals learn from one another. Furthermore, parents create the environment their children experience, and thus parental attitudes are most likely to influence the home learning environment and children's learning within this context (Wirth et al. 2019). Shared reading with children is a key aspect of the HLE that supports children's development of linguistic and literacy competencies which further emphasizes knowledge is co-constructed. (Niklas et al., 2016).

Significance of the Study

When children reach school-age, research shifts to a focus on parent involvement. While research on parental involvement include home activities and activities outside the school, PI research also focus on communication between the family and school, the participation of families at the school site, and their socioeconomic status (Hill & Tyson, 2010). The impact of COVID-19 brought many sudden changes to the everyday lives of families with young children and further highlighted relevance of parental involvement in their children's education outcomes. Parent participation in literacy and language development in early childhood is important. Once children have built this foundation in literacy, they will need to rely on it to build systematic skills, domain-specific content knowledge, and to raise their reading and writing skill levels (Snow, 2006). It is imperative to find ways to alleviate this outcome to lessen the skills and achievement gaps.

Initial findings from a qualitative investigation into the out-of-school interactions between parents and their school-aged children found that although parents did seem to be fostering literacy and language development for their children, they felt as though they were not doing enough in this area (Zwass, 2014). Although parents valued literacy and

language development, they were overcome by work and personal responsibilities and could not figure a way to fit more guided activity into their schedules for their children. Considering the potential impact of parents on their children's literacy and language outcomes, as seen in both the HLE and PI research literature, further investigation into closing this gap is warranted. This study utilizes a qualitative approach to investigate the HLE of early childhood students to build a better foundation for defining the HLE for this age group and extending HLE hypothesis to middle and high school as an avenue of research.

This study is important and will make a significant contribution because it will help shift future research towards the duration and quality of interactions between parent and child as they participate in literacy related activities at homes. As soon as children enter elementary school, direct reading instruction and introduction to literacy takes place daily. Thus, the role of parental changes in helping children develop foundational literacy skills. This research will also foster deeper understanding of the value of literacy activities in home literacy environments. With this context in mind, this study highlights the importance of well recognized HLE, and draws from the perspective of parents and children to explore and capture empirical data on the oral miscues and attitudes towards shared reading reading.

Research Questions

This study was guided by two primary research questions:

Research Question 1

What role does home literacy environment (HLE) have on parental response to children's oral reading miscues?

Research Question 2

What role does parental response have on a child's attitude toward shared reading?

Definition of Key Terms

The following terms are used throughout this dissertation as defined below.

Child Language Data Exchange System (CHILDES)

Transcripts and media data (audio and video files) collected from conversations with children.

Coronavirus disease (COVID-19)

Coronavirus disease (COVID-19) is an infectious disease caused by the SARS-CoV-2 virus.

Home Literacy Environment (HLE)

The literacy-related interactions, resources, and attitudes that children experience at home.

Parental Involvement (PI)

The participation of parents in every facet of children's education and development from birth to adulthood, recognizing that parents are the primary influence in children's lives.

Purposive Sampling

Form of non-probability sampling in which researchers rely on their own judgment when choosing members of the population to participate in their surveys.

Reading Miscues

A reading miscue is when there is a difference between what is on the page and what students say during oral reading.

Zone of Proximal Development (ZPD)

The difference between what a learner can do without help and what he or she can achieve with guidance and encouragement from a skilled partner.

Social Constructivist Theory

Vygotsky's theory states that knowledge is co-constructed and that individuals learn from one another. It is called a social constructivist theory because in Vygotsky's opinion the learner must be engaged in the learning process. Learning happens with the assistance of other people.

Social Economic Status (SES)

The social standing or class of an individual or group. It is often measured as a combination of education, income and occupation.

Fry Readability Formula (FRY)

Readability metric for English texts, developed by Edward Fry. The grade reading level (or reading difficulty level) is calculated by the average number of sentences and syllables per hundred words.

CHAPTER 2

The characterization of HLE can include both formal and informal interactions between parents and children such as availability of literacy resources in the home and discussions between adults and children about text. As children reach early childhood, research on the influence of parents on learning shifts to a focus on parental involvement (PI). Although research on parent involvement include home and community activities, the importance of parental involvement research focus more on the quality of communication between the family, school and the socioeconomic status (Hill & Tyson, 2009). Considering the potential impact of parents on their children's literacy and language outcomes, as seen in both the home literacy environment and parental involvement research literature, further investigation into closing this gap is necessary. Further investigation could give additional insight on how families could support important literacy and language development at home in a purposeful way. For the purposes of this study, social constructivism theory was chosen as the framework theoretically informing the research. Viewing HLE through this perspective emphasize knowledge is co-constructed and individuals learn from one another.

Social Constructivist Theory- Historical Context

Social constructivist theory is a variety of cognitive constructivism that emphasizes the collaborative nature of much learning (Vygotsky 1978). Social constructivism theory is recognized as a social learning theory developed by psychologist Lev Vygotsky. Lev Vygotsky theorized individuals are active participants in the creation of their own knowledge and learning takes place primarily in social and cultural settings. The core concepts of Lev Vygotsky's theory of social constructivist centers around the

zone of proximal development (ZPD), which highlights the role of the instructor in an individual's learning. The ZPD outlines activities students can complete without help, and the activities the student cannot do without the help of an instructor. The ZPD also suggests with the help of an instructor, students are able to comprehend knowledge and skills once unable to complete on their own (Schreiber & Valle, 2013). Once a particular skill is mastered, students are able to complete it independently. Brophy (2002) summarizes social constructivism as "learning and knowing as a social process, situated in physical as well as socio-cultural context and distributed across person and tools". Learning also involves conferring understanding through dialogue shared by two or more members of the community who are pursuing shared goals. It is upon the concepts and framework of this definition that the following study has been designed. When applying social constructivist theory, a researcher must be aware of the social situations, perspectives, and circumstances that surround the research conducted. Although the researcher may not control these aspects of the research, it is important to clearly discuss them because they form a part of the construction of the data. For this study, I was aware of the details of the private school where the research was being conducted and created trusting and meaningful relationships with the both the parents and their children.

Social Constructivist Theory in This Study

Social constructivist theory aligns with the purpose of this study as its theory emphasize knowledge is co-constructed and individuals learn from one another. Using social constructivist theory helps researchers seeking to understand their world and develop their own particular meanings that correspond to their experience. These meanings are not etched or innate within each individual. Rather, meanings are formed

through interaction with others (Creswell, 2013). In this study, I built informal theories about specific dimensions of the HLE that effect literacy and language outcomes allowing insight for parents and targeted programming and interventions for children. A key component of social constructivism is a researcher taking this approach view knowledge and truth as created by the interactions of individuals within a society (Andrews, 2012).

Using a social constructivist approach, Neuman, Celano & Fisher (2001) examined whether there were patterns in feedback strategies parents provided to children's miscues during shared book reading and if parents altered their use of those strategies over time as their children's reading skills increased. This study included 18 adolescent teenage mothers who were enrolled in a family literacy program in four sessions over a 12-week period. It was designed to illustrate the potential of collaborative interactions with text for the purpose of self-reflection about families and children. In this study, twelve children's literature stories were used to engage adolescent mothers in critical reflection about family and children and their multiple roles was chosen. Specific book titles were selected on the basis of the following criteria: a multicultural focus, a powerful child-centered theme, a focus on various family structures, an important parenting concern and a book that might be enjoyable to read with their children. Transcripts were read and reread by facilitators independently. To encourage engagement following the reading, the facilitator began each book discussion with a general question such as, "What do you think the author is trying to say?" The facilitator than began with an overview statement than moving towards personal reflections and connections to the text read that day. The facilitator would then step back, implementing the role of

moderator and good listener. Transcripts were then reviewed, along with videotapes, to ensure that participants were correctly identified and statements were accurately contextualized in each discussion. Findings from this study suggested parents have styles of supporting emerging reading skills that are adapted as children's reading skills increase. Social constructivist theory is relevant to positive academic development because if students work together, they are interacting with individuals and consequently can learn different academic ideas from one another. This theory shows that students can assist one another and co-construct knowledge.

The goal of reading is to improve the literacy skills of any individuals. Literacy development is a beneficial activity involving students in ways of making, interpreting, and communicating ideas or meaning with written language. Students must be taught to be aware of their own literacy skills reading, writing, speaking through different kinds of reading materials. Ardiansyah & Ujihanti (2018) investigated students reading comprehension achievement, vocabulary mastery, and social values using the teaching design of social constructivism. Social constructivism highlights that every role in the student's cultural development appears twice; first, on the social level, and second, on the individual level. Six classes comprised of 148 students were selected during the academic year 2016-2017. Students were distributed into two categories; high classes and low classes which were based on their previous class average scores. All classes were taught with social constructivism based reading comprehension teaching design. This study was administered for 10 sessions for three hours in one week. When learning activities are implemented in a constructivist setting, students develop their thinking abilities through interaction with other peers and adults. From the social constructivist viewpoint, it is thus

important to take into account the background and culture of the learner during learning process. The learner's background also helps to shape the knowledge and truth that the learner creates, discovers and attains in the learning process. Results from these studies support the social constructivist theory by demonstrating how the approach broadens researchers and practitioners understanding of what occurs during shared reading instruction at home. Social constructivism of looking at the interactional nature of home literacy environment as a predictor of parent response to miscues will offer new explanations about children's success or failure in school and may point to creative choices in support for shared reading at home. In my study, I implemented the constructivism theory by asking research participants open-ended questions (suggested by Creswell, p.25). This approach allowed the research participants to fully and freely describe their own experiences as it related to their home literacy environment and views on at home shared reading. As the researcher, my role was to listen carefully to their views and interpret the findings based on my observations, interviews and experiences (Creswell, 2013). The interpretation of their experiences revealed a significant amount of information regarding the phenomenon (home literacy environment) and also offered new insight to the overall study. Applying the social constructivist theory was the most useful approach in gaining access to the views and nuances that influenced the individual worlds of my research participants.

Literature Review

An abundant amount of research provides insight into the importance of home literacy environment and its benefits of shared book reading. There will be also a connection made in need of support for future research as it relates to the associations

between parental responses to oral miscues and children's attitudes about shared reading and whether these associations may be mediated by the home literacy environment.

What is the Home Literacy Environment?

The importance of the home environment is grounded in the fact that the home serves as a setting in which language and literacy is typically first encountered (Weigel, Martin, & Bennett, 2006). Several aspects make up the home literacy environment including current parental reading habits, shared reading habits in the family, and more general aspects of family literacy such as the frequency of library visits and the number of books in a household. These aspects influence children's language and literacy development in numerous ways. The home literacy environment (HLE) consists of all literacy resources and interactions in a family that support children's linguistic and literacy learning (Niklas & Schneider, 2017). HLE influences children language and literacy development through the attitudes and beliefs children foster about literacy. In homes that emphasize the importance of literacy and education, parents create a culture of literacy with their behaviors and beliefs. Baker & Scher (2002) examined children's motivation for reading in relation to parental beliefs and home literacy experiences. 65 children completed an individually administered Motivations for Reading Scale that assessed theoretical dimensions of reading motivation. Parents were interviewed regarding their beliefs about reasons for reading, their beliefs about their child's interest in learning to read, and their ratings of the frequency of their child's experiences with printed materials. Results revealed when moms participated in literacy activities and believed literacy to be an important aspect of their child's improvement, they spent more time at home working with their child and reading for pleasure. The HLE provides

frequent opportunities for learning activities that support the development of children's language and literacy abilities.

HLE plays an important role in children's language development. Past home literacy environment studies have drawn on the information theory application (Hindman et al., 2010; McCoach, O'Connell, Reis, & Levitt, 2006). Studies have found that HLE factors such as library visits, functional uses of and verbal reference to literacy, parental encouragement and attitudes toward reading, parental teaching of literacy skills, parental modeling of literacy behaviors, parent-child shared reading, and number of books at home are positively linked to children's language ability (e.g., Yeung & King, 2016). A rich HLE includes having access to visiting libraries, engaging with literature activities (e.g., conversation with family member) and experiencing literacy developmental success (Weigel et al., 2010)

Parent-Child Interactions as a Purpose of Principal Reader

When parents read with their children it promotes an opportunity that is distinctively situated for encouraging two areas known to foster literacy development: (1) encouraging attitudes and perceptions about reading and (2) the mindfulness of strategic skills for decoding written text (Se'ne'chal & LeFevre, 2001). Chang & Gould (2012) observed mother/child reading interactions to investigate the relationships between the use of a print focus during reading and children's reading engagement. The observations took place during one 30-min home visit. Each session began with the mother reading to her child. The child was then asked to read to his or her mother. Five books were presented and the children chose a novel story from the selection. Mothers were asked to read the book in the way that they normally would. After the mothers read to their

children, the children were presented with a new set of books placed in increasing order of difficulty. In order to increase the probability of children facing unknown words, mothers were asked to pick books that were somewhat advanced for their children. Mothers were then asked to assist their children in the way they typically would. Findings from the study demonstrates that adult-to-child and child-to-adult storybook reading are both fundamentally sound activities that create prospects for developing literacy appreciation and reading skill. Therefore, parents should be encouraged to participate in this opportunity while reading with their children. In this study, we see the social constructivism theory as it demonstrates learning is based on real problem solving which takes place in a social manner through shared experiences. These experiences with others develops new ideas that are matched against current knowledge and the learner adapts rules to make awareness of the world. Social constructivist theory places the focus on learning as something that occurs from group interaction not as something which takes place within the individual.

Parents Reading-Related Knowledge and Feedback

Interactions between parents and children involve collaborative, knowledge transfer and engagement from both parties (Martin-Chang & Gould, 2012). When children make mistakes while reading, parents can provide feedback that is either positive or negative. Segal & Martin-Chang (2019) measured 70 middle-upper class parent reading knowledge. Questionnaires were given to measured phoneme counting, syllable counting, syllable classification, and identification of irregularly spelled words. Observations of parents and their children during a reading session was also observed. These interactions

were later transcribed, and parents verbal and non-verbal feedback were coded. Two types of parental responses were investigated: evaluative feedback, which involved parent's appraisal of children's performances throughout the session and miscue feedback, which included parent's responses to their children's reading mistakes and hesitations. Both verbal expressions and nonverbal feedback (e.g., facial expressions, eye contact and hand gestures) were coded. Findings in this study demonstrates that parents are engaged when responding to their children's reading attempts. They seldom ignore reading mistakes and look for opportunities to actively praise their children. This study demonstrates how home literacy environments support parent's intuitive knowledge about basic sound structure of the English language by offering more praise and more graphophonemic based feedback when they are helping their children read. Positive learning home environments can sustain children's interest in learning to read and can effectively scaffold children's reading development.

Parent–Child Strategies While Reading

Parents are an active part of the teaching and learning process. Stolz & Fischel (2003) examined strategies parents used to help early readers at difficult points during reading. Forty-two parent-child pairs participated in this study. Participants were recruited through flyers sent home with students completing first grade at schools in Suffolk County, New York. Parent-child pairs were observed in a laboratory setting where parents were asked to bring three books representative of the books the child had at home. Children were videotaped reading the book to their parents, followed by administration of the Word Attack sub-test. The Word Attack sub-test measures

phonological decoding without context clues and involves the child to sound out printed words with pictures. The parent also completed the parent survey of reading behaviors which included 27 questions on parent–child reading interactions, child reading behaviors, parent reading behaviors and demographic information. The results of this study suggest parents are not able to provide instructional feedback when listening to their children read. Parents of children who were less proficient readers provided more feedback than parents of more proficient readers. Children who also needed more assistance received it from their parents, while children who needed little assistance were allowed to continue despite a miscue. This conclusion is also supported by the finding that children tend to have books in their homes appropriate to their reading level. Implication from this study correlates with the goal of my study which seeks to provide multiple suggestions for educators when designing home literacy activities for families and effective parent-guided strategies to negative feedback and non-correction in the home literacy environment.

Developmental Changes in Parent’s Use of Miscue Feedback

Mansell, Evans & Hulak (2005) examined if patterns existed between feedback strategies parents provided to children’s miscues during shared book reading. Further investigation also looked into whether parents changed their use of those strategies over time as their children’s reading skills improved. Kindergarten children and their families were contacted through the schoolboard for participation in the three-year study. Participants were informed the study wanted to observe how children and their parents read books together and were asked to read books brought by the observer with their child in the manner that they normally would at home.

Participating parents were interviewed by phone in January of the kindergarten year to explain the study and collect demographic information. Home observations of the book reading interactions were then conducted during the summer months following kindergarten and later transcribed and coded. In May and June of first grade, and March and April of second grade, home observations of book reading interactions were repeated. The parents of beginning readers were audiotaped in their homes reading books with their children in kindergarten, first grade, and second grade. Parent responses to children miscues were then coded as disregarding the miscue, reinforcement to try the word again, graphophonemic clues, context clues. As grade levels increased, parents decreased their use of context clues, providing the misread word, and clues given prior to a child's attempt at a word. Parents increased their use of reinforcement to try the word again and ignoring the miscue. Findings from this study demonstrated specific styles exist in the way parents provide feedback and how feedback changes across the grades. Additionally, the feedback parents provided to children in first and second grade were related with whether the miscues involved a high or low meaning change in words being miscued. The information gathered here, which reveals what parents actually do during book reading as children become readers, is an important first step in understanding how such activity may contribute to reading development

Parental Attitudes Toward Shared Reading

Shared reading with children is a key aspect of the home literacy environment (HLE) that supports children's development of language and literacy competencies (Niklas et al., 2016). The HLE is a multidimensional construct comprised of current parental reading habits, shared reading habits in the family, and more general aspects of family literacy such

as the frequency of library visits and the number of books in a household. Niklas et al., (2016) analyzed the connection between parental attitudes toward shared reading, the quality of the HLE, and children's linguistic outcomes. Participants consisted of 133 children assessed using a longitudinal research design with three measurement points across 12 months. Parents were asked about their family's HLE, attitudes toward shared reading and family background. The survey consisted of seven questions covering different aspects of the HLE: the number of books at home, the number of children's books at home, the occurrence of reading to the child, frequency of parent's own reading, the frequency of the child looking at picture books, and the frequency of library visits with the child. The parent survey consisted of 11 questions assessing the attitudes, behaviors, and family situations in the context of shared reading. Findings revealed a correlation between parental attitudes toward shared reading and the HLE. This study demonstrates HLE positively influences children's linguistic abilities. Results from this study support the social constructivism framework by demonstrating how the approach broadens researchers and practitioners understanding of what occurs during shared reading. Two key concepts within the social constructivism learning theory which create the construction of an individual's new knowledge are accommodation and assimilation. Vygotsky emphasizes meaningful learning occurs when there are real world related tasks, interaction and collaboration between experts and peers. Information gathered from this study applied in learning environments demonstrates improvement of children's development of language skills as it relates to HLE positive influences on linguistic abilities.

Parental Interaction Styles During Shared Book Reading

Shared reading is a routine for many families during which an adult supports a child's ability to understand a book by discussing the content of the story, pictures and attention of the print. Hammett, VanKleeck, and Huberty (2003) conducted a cluster analysis study to further investigate patterns interactions during book sharing with preschool children. 96 middle income parent/child families were videotaped as they shared an unfamiliar book together. Each book sharing video was then transcribed including the interaction's before, during and after the book reading. All extratextual interaction styles made by parents were coded into three categories: (1) print and book convention, (2) behavior management and feedback, and (3) story content related. This study found that parents responses while reading with their preschool-aged children could be categorized into one of four different interaction styles; Level I: Matching, Level II: Selective Level III: Reorder/infer and Level IV: Reasoning perception analysis/integration about perception about perception of perception. Parents made little comments to their children while reading and focused primarily on the reading of the story. These parents only made comments in reference to the content of the story being read. The second group of parents made reasonable comments related to behavior management, feedback, and story content during shared book reading. Within the study, these parents were described as placing the importance on creating a positive book sharing experience and vocal participation. Hence, parents adjust the manner in which they read with their children and the specific style they adopt contributes to what aspects of the story their children focus on. This study demonstrates strength in parental interaction styles over time as well as flexibility to adapt their styles to different types of

books.

Reading has been referenced as the major contributor to vocabulary acquisition in early school years (Sénéchal, Pagan, Lever, and Oulette 2008). Educators promote family engagement to get parents to read to their children. Mansell, Evans and Hamilton-Hulak (2005) examined the strategies parents use naturally to help early readers at difficult points of text or pronunciation. Forty-two children from kindergarten to grade two were videotaped reading to a parent. Parent–child participants were provided children’s book above their child’s reading level for the parents to read to their child. The book consisted of 38 low-frequency words, acknowledging an investigation of whether the characteristics of the words within the story would influence the degree to which parents would engage in a discussion of word miscues. Based on parent’s responses to their children’s oral miscues; parents were placed in one of three groups: a) Learner centered parents use a variety of feedback strategies; b) Inactive’ parents allow their children to continue uncorrected; c) Direct parents supply the miscued word. From those groups were parents then determined to show evidence for two styles; “code coaxers,” whom focused on helping their child to sound out unknown words, and “word suppliers,” whom told their child the words. Furthermore, there was positive in these feedback styles over time suggesting that parents selected their feedback based on beliefs or values. This study supports the need for my study by connecting the HLE as a mediator between parental attitudes and child outcomes. My study further analyzes these attitudes and the possible variation in the context of different family SES backgrounds.

Simultaneous Links of Shared Book Reading Styles

Educators encourage parents to read to their children, but often without a sense of how that advice is carried out by different parents. Parent participation in literacy and language development in early childhood children is very important. Tracey and Young (2002) investigated the effectiveness of children practice reading aloud at home. 76 3rd graders participated in this study. Conversations of participants reading to their mothers were recorded, transcribed, coded and were marked by the repeated use of error corrections. Findings from this study showed that mothers with high school level of education made more error corrections and explanations to their third-grade children during at-home oral reading than college educated mothers. Additionally, college educated mothers asked more questions than high-school educated mothers.

Home experiences that promote motivation to read are expected to be predominantly critical for beginning readers (Csikzentmihalyi, 1991). Bracken and Fischel (2008) examined children's motivation for reading in relation to parental beliefs and home literacy experiences. Sixty-five first graders and their mothers participated in this study. Thirty-three of these children were in prekindergarten and were enrolled in six different public schools in Baltimore. Schools that meet demographic characteristics such as low income predominantly African-American population and low income predominantly European American were selected for this study. In order to obtain a balanced representation of middle income families, an additional 32 children were recruited from three private schools in Baltimore. Each child completed an individually administered Motivations for Reading Scale that assessed enjoyment/interest in reading, perceived competence as a reader, and sense of the value of reading. Parents were asked

about their children's experiences with two print materials books that foster basic literacy skills and storybooks. Parents were then interviewed regarding their beliefs about reasons for reading, their child's interest in learning to read, and their ratings of the frequency of their child's experiences with printed materials. Results demonstrated beginning readers showed positive interpretations about reading and no changes in motivation were associated with income level, ethnicity, or gender. The results of this study also provides additional indication about children's reading motivation and suggest that this differentiation occurs as children are beginning to learn to read.

Shared book reading has been considered one of the most important activities that parents can participate in with their children. It has been viewed as a vocabulary acquisition device (Ninio, 1983) and an important exercise for later literacy activities in school. Blake, Macdonald, Bayrami, Agosta, & Milian (2006) studied differences in book reading styles between mothers and fathers and between mothers from single- and dual-parent families. 29 two parent homes and 24 single-parent families were observed in shared book reading with their toddlers between 15-month-olds and 27 months old. Parents were videotaped in three different situations interacting with their child: free play, a puzzle task, and book reading. Each session took place over a time of five minutes. During the second home visit, the scale of the Bayley Scales of Infant Development was administered. The Bayley Scales of Infant and Toddler Development is an assessment tool that measures adaptive behavior development in babies and young children. It involves interaction between the child, examiner and observations in a sequence of tasks. During this session, mothers were asked to complete the MacArthur Communicative Development Inventory words and sentences form. MacArthur

Communicative Development Inventory provides a way for professionals to use parents as informers regarding their child's language. Parents completed the MacArthur Communicative Development Inventory, and the children were given the Bayley scales. The results from this study showed mothers and fathers differentiated their expressions to children in terms of the child's age and but not gender. Parents differentiated their expressions to their children and found limited differences between mother's and father's expressions during shared book reading. With older children, more questions were posed and more feedback was given. In contrast, with younger children, parents spent more time trying to gain their child's attention and to make the experience more interactive.

These studies demonstrated the importance creating a positive home literacy environment. Parents who believe that reading is enjoyable communicate a viewpoint that is adopted by their children, either directly through their words or indirectly through the nature of the literacy experiences they provide. This groundwork of viewing reading as a positive source of pleasure contributes not only to reading motivation but also to the child's choice of leisure activity. Applying this to the social constructivist theory, reading is seen as an active socially engaged process and acknowledges the significance in a social experience or concept.

Parental Interaction Styles and Child Outcomes

Parental interaction styles influence the quality of home literacy environments and shared book reading experiences. Britto, Brooks-Gunn, & Griffin (2006) explored maternal teaching and reading patterns associated with school readiness in 126 low-income African American mother while reading with their preschool age children. Reading patterns observed were story-readers and story-tellers. Teaching patterns that

were observed was low support and low teaching, support and low teaching and support and teaching. Based on the mother's verbal and nonverbal interactions during each session; the reading pattern observed were, language use, cognitive demand placed on the child, timing of conversation, and positive feedback. Results from the study showed children whose mother were identified as story-tellers had better language skills than children whose mother were not in these groups. The story teller mothers were interactive and treated shared book reading as a chance to participate in conversation with their children before and after reading the text. In contrast, the story-reader mothers interpreted the activity as talked less and focused most of their conversation during the reading of the text. This study demonstrates parental interactions have differing influences on different aspects of their children's literacy development.

Parental Support in Children's Oral Reading

According to Vygotsky (1978) the way in which children's cognitive skills develop is through problem solving and social interaction with adults. Evans, Moretti, Shaw, & Fox (2003) examined parental feedback to oral reading errors that would not be determined by the characteristics of misread words but reflect parental sensitivity and flexibility. The sample consisted of 46 parent-child dyads during the concluding half of first grade. Within the sample, there were 43 mothers and 3 fathers who identified him or herself as most often reading with the child. Audiotapes from the book reading sessions were transcribed using conventions of the Child Language Data Exchange System. The CHILDES is a tool used for studying conversational interactions. The ways in which parents responded to each of a child's oral reading errors or miscues were coded into different levels of support from A to G. Levels of support for coding parental scaffolding

were, a) ignores misreading of word b) prompts child to try again c) offers general suggestions d) provides hint that still leaves e) provides a more specific clue which narrows possibilities f) practically gives word and g) supplies word. Once the coding was completed, calculations were made for 1) the total number of words misread in a session; 2) the total number of parental responses to help the child per session; 3) the average number of parent responses per misread word; 4) the total number of responses at each level of support; 5) the success rate at each level of support; and 6) the average level of responses. This last value was calculated by counting the number of responses at each level, assigning values 1 to 7 to Levels A to G, multiplying by the level value, and dividing by the total number of responses. Results showed children with weaker word recognition skill were offered feedback at higher levels of support by their parents. Children with stronger word recognition skills were offered less parental feedback support. This study shows parental involvement with home reading illustrates Vygotsky's statement "mental functioning occurs first between people in social interaction" (Wertsch, 1979). With a parent who provided support and encouragement, children could accurately read words that they first stumbled on, and received feedback that characterized ways of solving the pronunciation of unknown words that will assist with learning to apply the skill on their own.

Parent as Teachers

Parental literacy involvement in their children's activities refers to literacy activities in which parental behaviors interact with children's literacy learning. Looking at home instruction specifically, parents may take on the role of their children's first literacy teachers. When they do, parents often provide a significant amount of feedback

in line with children's skills. Segal & Martin-Chang (2018) investigated parents reading-related knowledge and its association with children's reading outcomes. Forty-two parent-child dyads were evaluated when children were in Kindergarten and 39 of the children were followed the subsequent year. Reading measures were administered in Kindergarten. In Grade 1, children received reading and arithmetic measures. Parents completed a questionnaire involving cultural knowledge, print exposure, and reading related knowledge associated with the identification of regular and irregular word spellings. All parents accounted for variance in children's reading scores in Kindergarten, however, only parents reading-related knowledge continued to do so into Grade. The data presented here suggest that parental reading-related knowledge is associated with children's reading outcomes in both Kindergarten and Grade 1. Social constructivist theory aligns with the purpose of this study as its theory emphasize knowledge is co-constructed and individuals learn from one another. This study supports the need for the current study by connecting the HLE as a mediator between parental attitudes and child outcomes. This study further analyzes these attitudes and makes contribution to the literature on parents reading related knowledge as the home literacy environment evolves. This raises the possibility that home literacy environments can create new advances for improving children's reading outcomes.

The Impact of COVID-19 on Home Literacy Practices

A rich home literacy environment fosters student's academic achievement. The practice of shared book reading is a cultivating support for early language, literacy, and socio-emotional development within young children. However, the closures of childcare education centers and schools in the Spring of 2020 due to COVID-19 brought many

sudden changes to the everyday lives of families with young children. Given the importance of shared reading, and the variability in opportunity and quality of shared reading among children with different household, an event such as the COVID-19 pandemic that impacted households and daily lives greatly caused major impact on shared book reading in particular. Read et al. (2021) explored the impact of COVID-19 on shared reading and whether these overall disruptions manifested changes in the specific practice of shared reading with young learners. In order to observe the impact of these changes, caregivers were surveyed about their children's experiences of shared reading in February before COVID-19 impacted them, as well as in October. Findings indicated children of the parents in research sample were not missing out on frequent shared reading during the early months of lockdown due to the pandemic when compared to shared reading that had been engaged in before the pandemic changed their daily routines. However, despite the sudden onset of the pandemic and the changes that came, caregivers with the resources still available at home still valued and maintained shared reading as an integral part of their children's daily routines. Despite the loss of in person reading activities, the beneficial activity of shared reading for children's language and socio-emotional development was not weakened in this sample, yet a positive finding. This study further highlights parental teaching effect and how it could be transferred from parents to children through home literacy activities.

Parental Involvement during the Pandemic

The home environment is an important setting for the acquisition of literacy knowledge because children have unique literacy opportunities at home such as observing literacy activities of others, engaging in joint reading and writing activities with other people, and

benefiting from teaching strategies used by family members. Wilder (2014) found the following parental involvement definitions used in different articles: parent-child communication about school; home-supervision; checking homework; homework assistance; education expectations and aspirations; attendance and participation in school activities; reading with children; communication with schools; parenting style; and parental attitudes toward education. Considering the COVID-19 pandemic and the changes it brought to student's learning, parental home-based involvement was particularly crucial. Parental involvement and role in supervising their children's learning was reinforced, mostly through accompanying their children's study and developing self-regulation strategies related to at home learning. Kong (2020) investigated Hangzhou Liuxia Elementary School in Zhejiang Province as they adopted an online education model to carry out home-based distance education and actively developed teaching practices for home-based learning. In order to understand the new learning situation taking place, the elementary school communicated with parents with supports during at home learning. This allowed advantages of at home learning to take place and formed a good atmosphere for parent and student interaction. This case study further highlights the need for at home interventions to promote parental involvement and its need for the design to consider multiple factors. Consequently, multilevel interventions involving teachers, parents, and students in the promotion of students learning and success, the analysis of the needs of at home learning strategies for parents; teachers and parent relationships, thus the development of a future effective action plan.

Learning Lost and the COVID-19 Slide

Family literacy programs target families who may need literacy, education, and

language resources and services (Kaiper-Marquez, Wolfe, Clymer, Lee, McLean, Prins, & Stickel, 2020). These programs help adults connect to schools and teachers, and engage in interactive literacy activities and support children learning and development at home. The Covid-19 pandemic revealed how important family literacy programs can be to adult learners who are parents. As parent took on new roles as teachers to their children, they became tasked with guiding and participating in their children's learning (McLean & Clymer, 2020). A study conducted by the Goodling Institute for Research in Family Literacy studied how one literacy program helped families continued learning through the Covid-19 pandemic while also supporting families reconfigured instructional approaches (Kaiper-Marquez, et al., 2020). This program was able to continue providing adult and parent education interactive literacy activities. A primary topic of instruction was helping parents support their children in this new version of school. This placed family literacy programs in an unexpected position during the pandemic because of their preexisting relationships with families and their ability to continue fostering adult and child learning. This study provided insight on the possible benefits of at home interventions for families to promote parental involvement, engagement and increase in at home learning.

As the Covid-19 pandemic continued, schools and programs serving families were faced with unique challenges of delivering instruction online and nearly all were unprepared for this move (Gross & Opalka, 2020). Families were now expected take a more active role in their child's learning. Although many families were unequipped for a variety of reasons, including lack of at home resources, inadequate digital access, and the limited understanding of what to do, and how to support their child's learning. The

unpreparedness to shift to at home learning spawned the concept of the “COVID-19 slide” (Kuhfeld & Tarasawa, 2020) which is similar to “summer slide” where reading skills for children decrease due to time away from the classroom. The Covid-19 highlighted the possible long-term consequences on children’s learning. The need to ensure that parents maintain their involvement in their children’s education, including learning activities in the home as well as continued engagement with teachers and schools is crucial. This can be done with the support and assistance of family literacy programs now and in the future.

Summary of Literature Review

Parental attitudes play a major role as parents are role models for their children. Shared reading with children is a key aspect of the home literacy environment that supports children’s development of linguistic and literacy competencies (Niklas et al., 2016). Parental attitudes toward shared reading shape children’s interest in literacy and impacts children’s language and literacy competencies (Bingham, 2007; Skibbe et al., 2008). As children learn by interacting with and observing more knowledgeable individuals, they also take notice of parental attitudes displayed during these interactions and observations. While there have been some studies into the home literacy environment and its impact on student outcomes (Niklas and Schneider, 2013; Hemmereichs et al., 2017), gaps in literature conclude more research is warranted in the connection between HLE and parental responses to oral miscues. Further, it is still not clear whether we see changes in these attitudes across time and whether parental attitudes influence children’s attitudes toward shared reading.

As confirmed in the literature review, many different qualities of parental

practices impact the HLE in children. Prior to the COVID-19, children had access to many in-person shared reading opportunities, such as at Early Childhood Education Centers they may have previously attended and community programs like libraries. Thus, it is worth considering whether this nationwide closure and quarantine brought on by COVID-19 had impacted children's home literacy environment and shared reading outcomes. Understanding the specific literacy activities that are being conducted within the home and how these activities are related to specific early literacy skills measured in school is needed. The association between the HLE and children's early and later linguistic and literacy outcomes is well established (Niklas and Schneider, 2013; Hemmereichs et al., 2017). However, gaps in the literature demonstrates less is known about the specific literacy activities that are being conducted within the home and how these activities are related to children's attitudes toward shared reading is needed. Shared reading is an important aspect of the HLE and should be a regular routine with families (Wirth et al., 2020). The impact of changes in how shared reading happens in the home with preschool-aged children is especially important given that some of these changes may last beyond the pandemic itself. Given the importance of a positive connection between children's at-home and at-school reading experiences (e.g., Meyer et al., 2016) future and ongoing research will be needed to understand the long-term effects of changes in shared book reading during the pandemic on children's overall experience of shared reading in the home and in ECEC classrooms moving forward.

The above literature review demonstrates some of the micro-level effects of Covid-19 on the parental involvement and educational practice of shared book reading in a taking place at home. Additionally, the way in which previous studies have defined and

measured the HLE and its effects on parental interaction has warranted the need for this study. Therefore, the proposed research aimed to understand a broadly defined home literacy environment and its relation to parental responses to oral miscues. Shared book reading, even during the stress, and uncertainty of a global pandemic was a way of maintaining connection and promoting the care and education of many young children.

CHAPTER 3

The following research questions that guided this study are:

1. What role does home literacy environment (HLE) have on parental response to children's oral reading miscues?
2. What role does parental response to oral miscues have on a children's attitude toward shared reading?

This chapter describes the study's research methodology. The chapter proceeds with a discussion around the following areas: (a) methodology, (b) description of research site, (c) description of research participants, (d) informed consent (e) measures & instruments (f) procedures for data collection (g) data analysis, (h) limitations. The chapter concludes with a brief summary

This study, based in the social constructivist theory was used to explore HLE and parental response to their children's oral reading miscues during shared reading. This theoretical approach was the appropriate methodology due to its fundamentally anchored in a concern for a construction of meaning that individuals attribute to their experiences. The social constructivist theory also fostered a better understanding of the lived experiences of the participants (parents and child) and their own understandings of how they interact, respond, and engage with their HLE.

Research Site

A sample of 10 participants (5 parents and 5 children) were recruited from through partnership with local private elementary school in Queens, NY. The research site was located in Queens district 29. District 29 is located in the northeast corner of Queens, adjacent to Long Island's Nassau County. It includes some communities that are

ethnically diverse and others that are home to many middle-class African American and Caribbean families. Neighborhoods in the district include Bellerose, Briarwood, Brookville, Cambria Height, Laurelton, Queens Village, Rosedale, Springfield Gardens and St. Albans. The school in this area houses students from kindergarten to 12th grade. District 29 ethnic diversity is 2% White, 1% Multiracial, 17% Asian or Pacific Islander, 17% Hispanic, and 59% Black or African American (<https://data.nysed.gov/>). The second grade classroom represented a diverse set of students who came from low-middle and middle-high class families.

Parent Participants and Purposive Sampling

A total of five parents participated in the study. Parent participants were recruited through flyers and announcements at school site, and recommendations through partnership with school administration. Sample size of five was selected for this study for two reasons; 1. Due to Covid-19 pandemic, many families didn't have access to electronic devices (lap top, tablet) or Wi-Fi connection. 2. Time constraints due to working from home and schedule limitations. 3. Families weren't comfortable with idea of face to face interactions due to Covid-19. With these factors in mind, purposive sampling was used to obtain parent and child participants from a local private school in my neighborhood. Purposive sampling is used to select respondents that are most likely to yield appropriate and useful information (Kelly, 2010). Purposive sampling allows the researcher to learn a lot from a small sample, and understand the subject area well enough to know which subjects are vital to a project. This approach can help focus on a narrow defined subpopulation, critical people in a process and typical cases

Child Participant Selection

Of the five child participants, two were female and three were male. All of the students attended an early education program prior to entering elementary school. The average time spent in an early education program was 20 months. Child participants were asked to identify the languages used at home with their parents. Two children identified that two or more languages are used at home. Of the child participate whom spoke more than one language, the language spoken at home was Korean and Spanish. The remainder of children participates who responded reported using only one language at home. Parents were asked the language the child most easily understands, speaks, and the language of books the child usually looks at or listens to at the home. Measuring this information was an important aspect of this study to learn more about the language used in the home, the languages the child speaks, understands and listens to when engaged in shared reading activities and how these variables may mediate the relationship of the HLE and child participate attitudes towards shared reading.

Informed Consent

Parent participants were required to document they had read and understood the consent form, were at least eighteen years of age, and had a child in second grade. The consent form included a basic description of the project as well as any potential for harm, confidentiality, and benefits of participating. Participants were made aware they could discontinue their involvement at any time. All identifying information was removed from the surveys and participants were assigned a number to ensure confidentiality. Child participants also completed a consent form that was read by their parents and signed. Informed consents were completed and returned prior to the start of the research

implementation.

The Home Observation for Measurement of the Environment

To assess the relationship that exist between home literacy environment and parent's response to children's oral reading miscues, The Home Observation for Measurement of the Environment (HOME) was administered to parents. The Home Observation for Measurement of the Environment is a tool used to assess the quality and quantity of stimulation and support available to a child in their home environment. The HOME is based on observations and an interview with the parent/caregiver that is conducted in the child's home (Caldwell & Bradley 2003). This tool provides information on supporting qualities including the emotional and verbal responsivity of parents, acceptance of the child, organization of the physical and temporal environments, and parental involvement with the child. Because the intent of one part of this study was to examine home literacy environment, HOME was considered an appropriate and widely used instrument to assess the quality of a young child's home learning environment. For maximum validity and reliability, Middle Childhood (6- 10 yrs.) HOME Inventory was implemented. The inventory contains 59 items clustered into eight subscales: 1) Parental Responsivity, 2) Physical Environment, 3) Learning Materials, 4) Active Stimulation, 5) Encouraging Maturity, 6) Emotional Climate, 7) Parental Involvement, and 8) Family Participation.

Parent participants also took part in a semi-structured interview designed to discover and discuss the literacy activities they engage in with their children. The overall purpose of using semi structured interviews for data collection was to gather information from study participants whom have personal experiences, attitudes, perceptions and

beliefs related to the topic of interest. Researchers can use semi structured interviews to collect new, exploratory data related to a research topic or validate findings respondent feedback about research results (Malterud et al., 2016). Semi structured interviews can also be a productive way to collect open-ended data from participants. Because the intent of this study was to understand participant experiences, semi structured interview was implemented to investigate the home literacy environment, parental respond to their children's oral miscues and a children's attitude towards shared reading. Interviews began with asking the parent to discuss reading activities that take place at home. Follow up questions included asking parents about activities not mentioned, such as bedtime routines etc. If parents didn't identify any literacy or academic activities, follow up questions were asked to address literacy related activities. Interviews with participants ranged in length from approximately 15 minutes to 25 minutes. Interviews were audio-recorded and began with a general question asking the parent to explain a typical day, followed by specific questions focusing on the activities identified by the participant to elaborate further on their descriptions. Follow up questions included asking the parents about possible activities not mentioned, such as conversations in the car, bedtime routines, dinner conversations, etc. If parents did not identify any literacy or academic activities, follow up questions were asked to explicitly address any possible literacy or language related activities. Parents were also asked to identify their motivations for these activities and connections to their child's academic outcomes. A final question asked parents to explain whether their view of shared reading as expressed in their behaviors when responding to their child oral miscue has an effect on their child's attitude toward reading.

The HOME has been used successfully in studies on normally developing children and on samples drawn from high-risk populations. Roman and her colleagues (1995) developed an intervention to assist parents whose child was born prematurely. The nurse-managed intervention was administered both in the home and in the hospital. Parents of pre-term infants offered emotional and informational support to first time parents. It was found that mothers who participated in this intervention, when compared to a comparison group, had higher scores on the HOME total score, the Responsivity and the Organization subscale at 12 months postpartum. Metz (1980) created an intervention programmed focusing on language stimulation of full-term healthy infants birthed from middle-class families. Metz study found the cognitive test scores of all groups of children increased over time and there was a significant change in the home environment, as assessed by HOME. The HOME tool in this intervention study provided an explanatory instrument for addressing the improvement in children's developmental outcomes.

Many years of research have demonstrated the important correlations HOME has with measures language development and its ability to independently predict such outcomes later in the child's life. Research has shown the instrument's validity in describing the home environments of children at risk and revealing the effect of home experiences in developmental outcomes

Shared Reading Survey

Children's attitudes towards reading play an essential role in whether or not they become proficient readers. Their attitudes might be influenced by societal norms/expectations, the home environment (parenting practices; socio-economic

variance), or the quality of instruction they receive in school (Suk, 2016; Sullivan, 2015). For the purpose of this study, the evaluation of child participant's attitudes towards shared reading was collected from the shared reading survey. The shared reading survey was influenced by The Elementary Reading Attitude Survey (ERAS). The Elementary Reading Attitude Survey (ERAS; McKenna & Kear, 1990) provides a quick indication of student attitudes toward reading. ERAS uses comic-strip Garfield facial expressions making the survey fun and accessible for young children.

Adapting an instrument requires more substantial changes than adopting an instrument. In adapting an instrument, the researcher follows the general design of another instrument but adds items, removes items, and changes the content of each item. Although the ERAS aim is to assess student's attitudes towards reading, the number of questions found within the survey and format of the questions didn't directly align with my study. For those reasons, I adapted some aspects of the ERAS to influence my study instrument of child participant's attitudes towards shared reading. The shared reading survey examined children's perceptions of attitudes towards shared reading, and children's feelings about reading both at home and school. Features of the ERAS influenced the shared reading survey instrument such as Garfield illustration and Likert scoring scale.

Inter-rater reliability ensures consistency and congruence in decision-making using standardized criteria in accordance with adopted practice guidelines. To ensure the shared reading survey instrument which was influenced by the ERAS still demonstrated reliability, I asked two research graduate students to code the data and check they were making the same interpretations. Percent agreement was used to calculate the inter-rater

reliability of the shared reading survey. The percent agreement for the two raters were 80%. Percent agreement was based upon both graduate students agreed on four out of five child participate response.

The procedure for conducting the shared reading survey began with the reading of each survey question to the child participants. After each question was read, the comic-strip character Garfield was shown in four different facial expressions varying from a very positive to a very negative expression. Child participants were told the Garfield illustrations represent the following moods about reading: very happy, a little happy, a little upset, and very upset. Students then circled the picture of Garfield that most closely represents their feelings about the question. To prevent a neutral category, an even number of scale points was used. The shared reading survey was scored using a Likert scale, with four points assigned to the very happy Garfield face, three points to the slightly happy Garfield face, two points to the mildly upset Garfield face, and one point to the very upset Garfield face. Scores for each participant were obtained by summing up item responses.

Child participants also took part in a semi-structured interview that began by debriefing after the observational period and moved on to more general questions (*what is your favorite reading activity to do at home with your parents?*). Child participants were also asked to discuss what they believed their parent's attitudes were about shared reading. I also explained the purpose of the survey was to get their thoughts and feelings about shared reading based upon feedback provided from their parents and in no way was it a test with correct or incorrect responses.

Demographic Survey

The parent demographic survey was used to gain background information about each parent participant. A parent demographic survey was also administered to gain more information about demographic information and factors that may moderate parental involvement as it relates to the home literacy environment. The demographic survey contained question on participants' gender, age, ethnicity, race, current marital status (e.g., married, divorced), level of education, employment status, and total family income. For the purposes this study, social economic status was determined by combining household income and parent education. Parent participants also completed a short reading-related knowledge task adapted from Cunningham et al. (2004) study which assessed actual and perceived reading related subject matter knowledge.

Table 1
Demographic Survey Results Parent Participates

Participant	Age	Gender	Marital Status	Ethnicity	Household Income	Education	Employment	Primary Language	Gender of Target Child
1	36	Female	Single	African American	\$32,000-\$45,000/year	High School	Bank Teller	English	Female
2	27	Female	Married	White	\$80,000/ year	High School	Stay at home mom	English	Female
3	40	Male	Married	Asian	\$180,000/year	MS	Orthodontist	English/Korean	Male
4	32	Female	Married	African American	\$120,000/year	BA	Teacher	English	Male
5	46	Female	Married	Hispanic	\$50,000-\$60,000/year	High School	Retired	English/Spanish	Male

Note: The participants involved in the study.

Instruments

For this study, audiotapes of the parent/child shared reading sessions were transcribed using the Child Language Data Exchange System (CHILDES). CHILDES

contains transcripts and media data (audio and video files) collected from conversations with children and text was created by Dr. Brian MacWhinney and Dr. Catherine Snow. This system allows the researchers to answer questions about language acquisition. Because one of this study research question centers around the role the HLE have on parental response to children's oral reading miscues, CHILDES was the perfect data transcript and coding system to use. This system also allows the researchers to enter codes and mark various aspects of book reading both verbal and nonverbal in the transcripts. Parent feedback to child miscues, both verbal and nonverbal, was then coded according to the type of assistance the parent provided the child. For the use of this study, I adopted the same miscue feedback categories developed by Evans et al. (1998) in separating between positive and negative feedback and then differentiating negative feedback further as it relates to the studies research question. Parent behaviors were coded into the following five categories, the first three of which are forms of negative feedback:

1. Try again: Encouraging the child to try the word again without any explicit hint as to how to figure out the word; rereading sentence to point of miscue.
2. Graphophonemic clue: Including (a) letter detail—pointing out particular letter detail or combination of letters within word; (b) phonics/word analysis—encouraging the child to use their knowledge of sound correspondence to sound out the word or saying a single sound clue or word part for the child to complete; and (c) drawing out—stretching out the word for the child to hear its component sounds.
3. Context clue: Including (a) general context—drawing on information from outside the text as a clue to word recognition; (b) text context—pointing out previous text as a clue to word recognition or

asking the child what makes sense given the story, previous text, title, and remaining text; (c) illustration clue—drawing child’s attention to illustrations so as to clue the child to the word or to cue the concept; (d) word reminder—pointing out previous instances of the word or reminding the child that he or she has previously read the word correctly. By far the largest subcategory here was drawing the child’s attention to the accompanying illustration as a clue to the word. 4. Word supply: Supplying the word (i.e., terminal feedback as opposed to sustaining feedback). 5. Ignore: Ignoring the miscued word. While observing each parent/child, I recorded these behaviors on sheets that contained copies of the text of each book as they occurred to record parental behaviors in response to miscues.

The CHILDES has played a major role in research in relations to child language development. A study by Mansell et al. (2005) used CHILDES as part of their data coding to examine whether there were patterns in feedback strategies parents provided to children's miscues during shared book reading. Parent responses to miscues were coded as either ignoring the miscue, support to try the word again, graphophonemic clues, context clues, or supplying the word.

Home Literacy Observations & Reading Material

Due to the Covid-19 Pandemic, parent/child participants were observed reading books together in their homes through the video telephony software program Zoom in February 2021. Home literacy observations and shared reading interactions were conducted during March, April, May and were later transcribed and coded. Thus, observations took place over a three-month time span. The supplied books represented varying levels of difficulty suitable for second grade readers. The books provided were

based upon the best books for striving readers in grades 2-3 as recommended by Scholastics Books. Parent participants arranged the books in front of their children from easiest to most difficult. Readability of the text was determined by the number of sentences per 100 words and number of syllables per 100 words using the The Fry Readability Formula. The Fry Readability Formula uses sentences and syllables as variables to help readers to increase their retention, comprehension, and speed of reading. Parent participants were advised a range of difficulty levels of books from easy to more advanced will be provided. Parents were also advised to not influence book selections for their child.

The difficulty of books selected for this study was considered by a number of factors that included number of words per book, number of words per sentence, number of different words, and number of pages with a text. In second grade, the books from which the child could select included, *Saffron Ice Cream* (Kheiryeh 2018); *Where Are You From?* (Mendez 2019); *Gustavo, the Shy Ghost* (Drago 2020); *I Got The School Spirit* (Morrison 2020); *Mae Among the Stars* (Ahmed 2018); *Nibi Emosaawdang / The Water Walker* (Robertson 2018); and *Also an Octopus* (Tokuda-Hall 2016). These books spanned a mid-second grade to early third grade level. These characteristics, along with the explicit illustrations, made the books suitable for eliciting attempts to read.

Table 2
Characteristics of Shared Reading Books

<u>Book Title</u>	<u>Pages with text</u>	<u>Number of Sentences</u>	<u>Words in Book</u>	<u>Different Words</u>	<u>Words per Sentence</u>
<u>Saffron Ice Cream</u>	<u>28</u>	<u>54</u>	<u>98</u>	<u>15</u>	<u>8</u>
<u>Where Are You From?</u>	<u>22</u>	<u>55</u>	<u>160</u>	<u>23</u>	<u>10</u>
<u>Gustavo, the Shy Ghost</u>	<u>24</u>	<u>34</u>	<u>261</u>	<u>25</u>	<u>8</u>
<u>I Got The School Spirit</u>	<u>25</u>	<u>30</u>	<u>175</u>	<u>39</u>	<u>9</u>
<u>Mae Among the Stars</u>	<u>28</u>	<u>21</u>	<u>343</u>	<u>83</u>	<u>9</u>
<u>Nibi Emosaawdang/The Water Walker</u>	<u>22</u>	<u>30</u>	<u>297</u>	<u>176</u>	<u>10</u>

Noted: Shared reading books used in the study

Research Design and Data Analysis

This qualitative design used in this study was social constructivist, which researchers have discussed could be applied in the classroom using such instructional methods as case studies, research projects, problem based learning, brainstorming, collaborative learning / group work, guide discovery learning, simulations among others (Kanno, 2018). Social constructivist and qualitative research is a natural marriage, connected by a mutual understanding of the human experience and the idea that any one aspect of Observations of literacy instruction were made over five weeks over Zoom (One week per family). These Zoom observations were of each family during at home shared reading using the books provided as recommended by Scholastics Books for grades 2-3. During the observations, I wanted to examine HLE and the how this environment effects the way parental responded to their children’s oral miscues during

shared reading. During these Zoom meetings, parents were instructed to listen to their child read the books as they normally would, discontinuing this one session as parent and/or child wished. Three of the children read all six books, one children read three books and one child read one book. In addition, I wanted to an examine non-verbal behaviors in response to their children oral miscues. These behaviors (pointing to pictures, pointing to letters, omitting the correct word, and covering up parts of a word - were written below the miscued words) were also observed and written down for later analysis.

To analyze the data, interviews were analyzed using coding informed by existing classifications of the HLE and based on the themes that will arise from the data. While there have been some studies into the HLE and its impact on student outcomes (Niklas and Schneider, 2013; Hemmereichs et al., 2017), gaps in literacy indicate that parental response to their children oral miscues during shared reading might impact the quality of the HLE parents provide for their children. In turn, the HLE positively influences children's attitudes toward shared reading. Further, considering there is no existing theory that offers an explanation for whether parents see changes in their children's attitudes across time and whether parental responses influence children's attitudes toward shared reading, grounded theory was selected for this study to allow the data collected to guide this studies analysis and theory creation, leading to novel discoveries.

First, all passages in the transcripts that contained references to or descriptions of active or passive measures of the HLE were identified and assigned a code. Behaviors, beliefs, and activities described by parents that were not part of the HLE were coded as Other. All final coding was completed on the Dedoose platform. Once all of the

interviews were coded for passive and active HLE, the activities and practices from the HLE were reviewed for configurations in the types of activities found across families. Participant observation data were used to create profiles of each family, which provided accounts of how literacy and language activities are imbedded in the home literacy environment.

CHAPTER 4

A total of five families allowed me to observe them during their normal routines outside of school. Due to Covid-19, these observations took place over Zoom. One family were a single-parent household and the others were two-parent households. Both relied on afterschool programs and carefully arranged schedules to get their children home. Because of this, my observations consisted of less time with these families than the other three families. However, I was still able to observe enough of their routines to have a good understanding and appreciation for their daily lives as it pertains to their HLE. After spending three observation days with each family, I conducted interviews with the parent participants and their children. In interviews with children participants, I asked questions about my time observing them, as well as additional questions about their thoughts about the enjoyment of reading at home based on their parental responses to their oral miscues. In this section, I will introduce each family with the findings from participant interviews as they related to the research questions composed for this study.

Parent 1

Parent 1, 36, is a single, African American, female parent raising a girl, child 1 age 7 and twin boys age 4. Parent 1 also grew up in Queens, NY and attended a local high school where she received a high school diploma. After graduating, parent 1 was unable to attend college due to having to help support her family financial while her mom received monthly disability. Parent 1 has worked as a bank teller making \$32,000 per year. However, with working overtime, parent 1 stated her salary could range from \$32,000 to \$45,000 per year. Parent 1 indicates that she finds it important for her daughter to be a good reader, and holds herself responsible in supporting her at home. As

a result, she indicates that she reads to child on nights she does not work, for approximately 5-10 minutes per day. Every day after school, Parent 1 helps her daughter with homework. On the nights and weekends that Parent 1 works, child 1 spends time with her grandmother. Beyond reading and homework, there are no additional activities done to support child 1 enjoyment for reading at home. Parent 1 stated, “we don’t have much books in our home due to us living pay check to pay check.” Parent 1 enjoys taking her daughter to the library, however her job does prevent her from doing so on a regular basis. Parent 1 believes that working long hours at night and on weekends that prevent her from reading with child 1. She said, “I wish I could afford to work fewer hours so that I could help my daughter with her reading.” Currently, Parent 1 is pleased with the strategies the second grade teacher is using to include her in her daughters literacy development. She explains the book baggie her daughter brings home each night is very appropriate because it gives her and her daughter a book to read at night as well as provided resources at home for her to use. Parent 1 also stated “the books that my daughter brings home every night helps me to see her current level of reading and the type of books she is reading in class. This also helps me a lot because I’m not able to consistently take her to the library.”

Parent 2

Parent 2 is a 27-year old, white, non-Hispanic female, who is currently married. She and her husband are raising one child age 7. Parent 2 and her husband grew up in Atlanta, GA. Parent 2 received her bachelor’s degree from Clark Atlanta University in business management and her husband attended Howard University and received a bachelor’s degree in psychology. Parent 2 is currently a stay at home

mom. Her husband currently works for the department of social services. Her husband makes over \$80,000 per year. Parent 2 indicated she enjoys helping her daughter with her school work. She said, "I enjoy helping her to be a better learner." Parent 2 specifies that every day after-school, she and her daughter work on homework together until it is completed. This usually ranges from 30 minutes to two hours. Prior to bed each night, they spend 20-30 minutes reading together and practicing sight word cards provide from her daughter teacher. Currently, Parent 2 does not believe that there is anything in the home environment that makes it difficult to work. Hence, there is nothing that she would change. The family currently has numerous books available for to read. They have two book cases full with levels ranging from newborn through elementary. The collection includes books such as Mo Williams Jan Brett, and Eric Carle. Parent 2 does try to do other literacy related activities to reinforce her learning. In addition, parent 2 twice a month takes her daughter to their local library to give her exposure to various genres of literacy. Parent 2 agrees with what the second grade teacher is currently doing in the classroom. She likes the monthly newsletters that are sent home because they inform her of what her daughter is learning about in ELA and through this she is able to reinforce concepts her daughter is learning at school. Parent 2 also likes when her daughter brings home the book baggie with leveled books. At the beginning of the year, the teacher did have a meeting to show parents how to properly use the leveled books with their children. She stated, "the teacher exhibited using the book with a child, not to cover up the picture, how to question for comprehension, and reading strategies we could use with the children such as

sounding out a word or asking if the text read made sense.”

Parent 3

Parent 3, is a 40-year old Asian male. Parent 3 is married, with three children age 5, child 3 age 7, and age 11. The children’s school demographic consist of Asian American, Chinese and Korean students. Parent 3 and his wife both are business owners whom have a family dentistry practice. Combined incomes with his wife is \$180,000 per year. Parent 3 and his wife run a very successful dentistry and that plays a major role in how often shared reading takes place in the home. Parent 3 and his wife send their children to afterschool programing and both parents and their children are home by 7:00 p.m. leaving little to know time for shared reading to take place. Parent 3 was able to communicate in English, however his primary language is Korean, therefore I had to read the interview questions slowly and repeat several times. Parent 3 believes it is very difficult to read and work with his son on activities that come from school because, 1. His son is unable to read and write in English fluently, and 2. Parent 3 has a hard time understanding the directions from the teacher if they are not written in step by step format. He stated, “The teacher wants my son to read a book at home to me, but my son can’t read as fluently because he does not speak English well.” Every time my son brings home books from school to me he is sad, because he cannot read some of the words”. Parent 3 explained once he and his wife come home from work, he helps his children with their homework while his wife cooks and prepares dinner. If the homework is too difficult, parent 3 has his son work on vocabulary cards to practice English. Parent 3 believes the teacher could support him more if she

provided reading activities that his son could complete successfully. Although he does not like to read, parent 3 and his wife tries to read books and magazines in front of child three and his siblings to show an interest in reading.

Parent 4

Parent 4 is a 35-year-old, African American female who has taught for 15 years and currently teaches 5th grade. Parent 4 has a Bachelor's of Arts in Liberal Studies. Parent 4 and her husband, a fire man, are raising one child and is currently pregnant. Parent 4 teaches at the same school that her son attends. Parent 4 and her husband combined income is over \$120,000. As a teacher, parent 4 finds that it is easy to work with child 4 on homework because he is excited about learning to read and write. Each day after school child 4 comes to his mother's classroom and together he and his mother work on his homework. Parent 4 listens to her son read and practice his challenging words. She stated, "If he does not have any homework, I provide a leveled book for him." Child 4 is currently on a soccer team, however his games and practices do not begin until the evening, and therefore it does not interfere with his school work. Parent 4 believes that the leveled books are very effective because her son is motivated to read them. In addition, Parent 4 and her son try to read together every night before bed, however this is sometimes difficult because of the long days when there is soccer practice or games. On nights that there is no soccer they read together for about 20-30 minutes. In addition, child 4 has a subscription to National Geographic for kids, Highlights and Scholastic Kids. Parent 4 finds she is a good role model for her son because he is constantly seeing her read. Parent 4 is very happy with what the second grade teacher is currently doing to help her assist her son in reading. She believes the books her son reads are

developmentally appropriate for his level of reading and is making progress weekly.

Parent 4 indicated the teacher's overall communication is good and his teacher keeps her informed with assignments to help support his learning at home.

Parent 5

Parent 5 is a 46-year old, Hispanic female who is currently married and currently raising her grandson age 7. Parent 5 graduated from high school, and she and her husband are both currently retired. Parent 5 and her husband current income is \$50,000 per year. Parent 5 believes it is her responsibility to teach her grandson how to read and write outside of the classroom. However, she finds that it is difficult to work with her grandson because he has been diagnosed with dyslexia. Therefore, it is hard for Parent 5 to work with her grandson because he is very inattentive and is not able to form words correctly. The second grade teacher does send home a leveled book and question to answer every day, however Parent 5 has been advised by the teacher that she can read it to her grandson. If child 5 is able to participate he does. Parent 5 does find the leveled book to be appropriate for her grandson, however he is unable to answer the questions about the book. Parent 5 states that she wishes the second grade teacher would come up with another way for her grandson could respond to the book. The family also has books in the home for all age levels. Parent 5 states that child 5 enjoys reading but having a child with dyslexia makes it hard for her to have any time to read at all. She feels as though she could do better at motivating him to read. Parent 5 believes that the second grade teacher is not doing a good job to involve her in her grandson reading development. She stated that the teacher provides activities that he isn't able to complete independently. Parent 5 stated, "I'm very unhappy with the progress my grandson is making in the classroom. I

feel it's just a daycare for him". Parent 5 shares that she does not have a relationship with the second teacher because she does not feel her grandson needs are being met.

Child Language Data Exchange System Results

Only 21 or approximately 4% of 587 coded miscues were ignored by parents. The majority (65%) of these ignored miscues were mispronunciations. To explore the different ways parents provided feedback to their child's miscues during shared reading, each type of feedback was equated per participant and calculated as a percentage of the total number of feedback statements and behaviors made. Graphophonemic feedback emphasizing a letter's sound was most frequent, followed by providing a context clue to solicit the correct label, supplying the label, and finally encouraging the child to look at the print and to try again. Feedback directing the child to look at the text was related to parents who provided a higher proportion of text direction feedback. Word supply was linked with letter sound knowledge and letter name knowledge. As evidence seen in parent reading-related knowledge questionnaire and reading observation during parent/child shared reading, children of parents who more often provided the word had lower levels of letter sound and letter name knowledge (child 1, child 2 & child).

The percentage of graphophonemic, text direction, and try again feedback observed reflected parents spent most of their feedback drawing their child's attention to the print or to a specific letter sound detail. Although 100% of parents cited enjoyment and time with their child as top reading goals during their semi-structured interviews, results demonstrated parents believed that providing immediate response to their child's miscues is the foundation to foster letter knowledge. In regard to context clues, 25% of all feedback provided by parents to their children in this study was of this type. In

contrast, when parents read a storybook with their Grade 2 children, 13% of all feedback to be context clues. The higher use of context clues reflected more words being directly displayed in illustrations allowing parents use of this feedback. Therefore, parents may hold different beliefs for shared reading that relate to teaching letter knowledge. Furthermore, without the need to parents were more willing to provide supportive graphophonemic and contextual feedback rather than supplying the word to help their child. When parents decided to provide clear feedback, they were also choosing to not provide an alternate feedback type. Therefore, parents who more often supplied the word during shared reading did not provide detailed feedback that helped their child secure letter sound and letter name knowledge.

During shared reading, parent feedback decisions were influenced by the type of preceding miscue. Parents more often provided sustaining rather than terminal feedback when their child made no attempt to identify the miscued word. Thus parents appeared to provide more coaching to their children less able to identify the miscue while reading. Although 20% of parent participants were unaware of the exact amount of time their children spend reading independently at home, parents were aware their child's behavior was not in sync with the print and thus first respond with a sustaining comment such as, "Hey, does that sound like it makes senses to you? Go back and read the word again" "Pay attention to the word," or "It starts with a B." Such supporting feedback provides the child with a second attempt to focus on the correct response and highlights the emphasis placed on parents responding with supporting feedback as often as with negative feedback. For example, despite saying an almost accurate word and beginning with the correct letter and letter sound, parent 5 responded to her grandson

mispronunciation of “*E* is for elephants” with “But there’s not an *S* on the end, is there?” This finding again highlights that parents may hold different goals for shared reading, emphasizing the development of decoding skills. In fact, graphophonemic feedback was the most common type of initial strategy parents used in providing feedback to a miscue and subsequent strategy if that first feedback did not result in a correct child response.

The Home Observation for Measurement of the Environment Results

To assess the relationship that exist between home literacy environment and parent’s response to children’s oral reading miscues, The Home Observation for Measurement of the Environment (HOME) was administered to parents. Because child participates in the study age range between 6-7 years old, the Middle-Childhood HOME Inventory (MC-HOME; Caldwell & Bradley, 1984) was used to assess the nature of the home environment of children ranging in age from 6 to 9. It assesses a range of actions, objects, conditions, and events that developmental theory and research suggest may contribute to children’s well-being. The scale’s creators derived eight subscales through factor analysis of the 59 items. These subscales assess parental responsivity, physical environment, learning materials, active stimulation, encouragement of maturity, emotional climate, parental involvement, and family participation (Caldwell & Bradley, 1984).

The results reported in this analysis connected question one of this study (what role does HLE have on parental response to children’s oral reading miscues?). In particular, parental warmth, learning stimulation, access to reading, outings/activities, and exterior of home scales all had significant associations with SES families who were

exposed to HLE that were less receptive. For example, parent 1 and her daughter lived in a studio apartment, so her daughter did not have her own room or a separate space to read or do her HW comfortable. However, parent 1 did try to create separate spaces for her daughter. Parent 5 and grandson lived in a one-bedroom apartment. Her grandson slept on the sofa and there was no visible space that demonstrated a positive HLE.

Parent Reading-Related Knowledge Questionnaire Results

The goal of the current study was to broaden current knowledge regarding parental reading-related knowledge. The data replicated findings from the limited extant research involving significant associations between parents reading-related knowledge and their children's reading performances. As expected, there were individual differences in the amounts of feedback parents provided during shared reading sessions. Some parents were more responsive to their children's reading attempts than others, which allowed for some interesting and varied observations in the quantity of feedback occurring during the exchanges.

Two questions found on the parent reading-related knowledge questionnaire directly connects with understanding various parental belief; question number 2, *Please segment the following words in the table and record the amount of sounds you hear* and question number 5, *All of the following words are common words that children usually learn to read in the elementary grades. Some of these words conform to typical spelling patterns in English, whereas others do not. For example, the word 'cat' is regular and the word 'island' is irregular. Please circle the words below that contain irregular spelling patterns (the word 'island' has already been circled and identified as an irregular word)*. The five parents in the study demonstrated little to no ability to match up

letters or graphemes in the spellings of words, sounds and phonemes detected in the shared reading observations with their children.

Parent 1 and her daughter read the book *Saffron Ice Cream*. Child 1 enjoyed reading the book because the story setting took place in Coney Island Brooklyn. Child 1 mentioned going to Coney Island with her mom one summer and the reason she chose this book to read for the observation. Parent 1 and her daughter enjoyed reading the text together and comprehension questions were asked throughout (why do you think Rashin is so happy to go to the beach? What activities at the beach do you enjoy?). As they continued to read, child 1 read a sentence in the book and had some difficulty pronouncing one of the character's name in the story and asked her mother for assistance. The sentence read "*hi my name is Aijah. want to swim?*" Child 1 asked "mommy how do you say this name?" and points to the name Aijah. Parent 1 first took a brief pause and then attempted to pronounce the character's name based upon what she knew in regards to letter-sound correspondence. Instead of pronouncing the first letter in the name which was "a", parent 1 skipped over and pronounced the name only saying the ending sound of "jah". When her daughter asked her was that correct, parent 1 stated "yes" and the pair continued to read. This response to the story was reflective of parent 1 reading-related knowledge questionnaire as she was only able to identify four out of sixteen words correctly in the table and record the amount of sounds she heard. When we later debrief and I mentioned that the name was pronounced incorrectly, she wasn't surprised. She stated, "I pronounced the name in the book the way my mom taught me. We never pronounce a person full name but rather a shorter version of their name because we believed it helped us easily remember the person name so that's why I pronounced it the

way I did.” When asked if she was concerned that her belief would affect her daughter’s overall phonological awareness and phonics knowledge; parent 1 stated, “no I’m not worried because her teacher will further explain the correct way to sound out words. I rather her teacher explain than me anyway because I was never taught the correct way to do so and I know I don’t have the correct educational training to do so.”

Parent 2 and her daughter read the book *Mae Among the Stars*. Child 2 mentioned that she loves to watch the discovery channel and the cover looked interesting to her and was the reason she chose this book to read for the observation. Parent 2 and her daughter took turns reading the book together. It was mentioned that this was something they do all the time when they read. As they continued to read, child 2 read a sentence in the book and had a word that she didn’t understand the meaning of. The sentence read, “*in the classroom, Miss Bell told everyone to stand in a line on the rug. Today we are all going to share our dreams about the future.*” Child 2 said, “mommy what does future mean?” Without hesitation, parent 2 asked her daughter what she thought the word meant first, just to see what background knowledge she already had about the word. Child 2 stated, “I think future is a place you go.” Parent 2 smiled and added on to her daughter’s already curious assumption. Parent 2 stated, “you’re close. Future is kind of like a place but future is when something hasn’t happened yet but it may happen later on. For example, you asked daddy and me to go on a vacation to Disney Land right? When you turn 9 years old, we can go in the future. Does that make sense?” Child 2 nodded and they both continued to read the book. When we later debrief and I mentioned the interaction, she stated, “I always look for a teachable moment with my daughter. I love when she asks questions because it lets me know that she isn’t just reading a book, but reading it for

both comprehension and word understanding. It's natural for us because reading together is a part of our daily routine. My dad always read at home with me and did things with me that were school related. I believe that getting the attention of my daughter while she is young and showing her that learning can be cool and fun will help in the future with her learning. I used the word future again (laughs)." This response to the story was reflective of parent 2 reading-related knowledge questionnaire as she scored a perfect score on both question two and question five.

Parent 3 and his son read the book *Gustavo, the Shy Ghost*. Child 3 mentioned he loves Halloween candy and that's the reason he selected this book to read for the observation. Parent 3 and his son sat down to read the book and immediately I sensed something was wrong. Child 3 sat at the table with his arms folded and at first didn't want to read. Parent 3 asked to be excused for a few minutes before he and his son returned to complete the observation. Because child 3 second language is Korean, at times it was hard to understand him during his reading observation. However, he read very clear and accurately. Child 3 completed reading the book independently. Once he was done, his father asked him what the story was about. Child 3 stated, "it was about a boy ghost and his friends and they dressed up for Halloween." Parent 3 was visibly frustrated and said "no" in a demanding tone and told him to "read the book again". Parent 3 stated, "I knew you wasn't focused because you read the book so fast. I knew it!" After reading the book one more time, child 3 was able to explain what the story was really about and gave himself some corrective feedback about the comprehension of the story. Child 3 stated "sorry dad. I know what the story is about now. The story is about a boy who is a ghost and all his friends are ghost too. The boy ghost likes his friend but he

is afraid to tell her.” Parent 3 then grabs the book, opens a few pages and said, “what is the boy ghost name?” Child 3 thought for a minute, and while he was thinking, his dad explained when he doesn’t know the answer to a question while reading, he can always go back inside the book to help him. When we later debrief and I mentioned the interaction, parent 3 stated, “my mom was tough on me. When it came to school, nothing was more important. I even went to school on the weekends. My mom instilled in me that if I don’t focus in school, I won’t get a good job and I believe the same for my son. My belief is the more I push the academics with my son the more successful he will be. I don’t care if he doesn’t like it. He will thank me when he gets older and has a really good job.” This response to the observation was reflective of parent 3 reading-related knowledge questionnaire as he was scored a perfect score on both question two and question five. But most interestingly, while completing the parent reading-related knowledge questionnaire; question five posed some difficulty. Parent 3 asked me to clarify specific parts of the question because “I want to get a good score.”

Parent 4 and her son read the book *I Got School Spirit*. Child 4 mentioned he loves his school because his mom works there and his best friend Travis is in his class and that’s the reason he selected to read this book for the observation. Parent 4 and her son have a cozy corner in his room. The cozy corner consisted of a wall book shelf filled with books, stuff animals, a rug and bean bag. Child 4 sat and first looked through the book and observed the pictures. When I asked why he did that first before reading, child 4 stated, “my teacher does this in school. It’s called a book walk. It’s when you look through the book first to guess what we think the book will be about.” Parent 4 added on, “as a teacher, I also teach my son the strategies I use in the classroom with my own

students. So when it comes up in his future classes, he will already have understanding and exposure to and won't feel confused. Parent 4 and her son began to read and there was clear evidence that reading together was a part of their daily routine. As child 4 read the book and he came across a word he didn't understand or he had a question about a particular part in the story, he paused and then asked his mom for assistance. Parent 4 then encouraged him by using words of affirmation, "you're doing a good job my good boy keep it up." While reading, there was a part in the book when the main character is getting ready for the first day of school. Child 4 stated, "I can make a text to self-connection because I know how it feels to be excited for the first day of school. I like when you buy me new clothes for the first day of school mommy." Parent 4 followed up by saying "I love that you remember while you are reading to stop and think about how a story can be similar to your life. That is what makes a great reader." At the end of the story, parent 4 then pulled out a book and a piece of a paper and asked her son to write a summary of the book. When we later debrief and I mentioned her asking her son to write the summary, parent 4 said, "I'm old school. When I was his age, anytime I read a book, my mom always made me write a summary and then read it back to her. She made me read it back to her to see if I really read the book or I was fake reading. I honestly don't think my mom read all the books I read, but I think that is something she told me to prevent me from being lazy. So with that in mind, my belief is that my son needs to do the same. I need to hear him tell me what the story he just read was about. I either ask him to write a summary or verbally tell me what he just read. When it came to school, nothing was more important. I even went to school on the weekends." This response to the observation was reflective of parent 4 reading-related knowledge questionnaire as she

scored a perfect score on both question two and question five. But most interestingly, while completing the parent reading-related knowledge questionnaire; question five posed some difficulty.

Parent 5 and her grandson read the book *Saffron Ice Cream*. Child 5 mentioned he used to go to Coney Island with his mother and was the reason he selected the book to read for the observation. Parent 5 and her grandson immediately began the session. There was no evidence that shared reading takes place at home. Child 5 encountered some issues on the first few pages. Instead of asking his grandmother for assistance, he instead cried which was his way of asking for help. Parent 5 stated, “don’t start that crying. If you need help, then say grandma can you help me” Child 5 pointed the character name the book and his grandmother omitted the character’s name and he continued to read. As he continued to read, Parent 5 walked away from her grandson and began to get dinner ready later. Within minutes, her grandson began to cry again. This time, parent 5 said, “close the book. I can’t take it! Start to get ready for dinner. Just like that, the observation was over. When we later debrief and I mentioned to her why no further attempts were made to support her grandson during shared reading. Parent 5 stated, “I’m so overwhelmed with other things I have going on. But I’m also fed up with my grandson’s teacher. I feel she doesn’t support my grandson in a way that is helping him. I understand that he isn’t the only student in the class, but she knows that he needs more assistance. She sends him with these book baggies knowing that he is having difficulties with reading right now. I’m not sure if she thinks that at home he reads better than he does at school, but she’s wrong. She would know that if she communicated more effectively with me but she doesn’t. I can be honest and say I don’t ask for help because I’m just so fed

up. I believe that a child's first teacher is the parent. However, I didn't birth my grandson and I'm still building a relationship with him since he now lives with me and my husband. I believe he has a teacher for a reason so she should support him more with his learning. I'm in no position to do so." This response to the observation was reflective of parent 5 reading-related knowledge questionnaire as she did not complete it. She refused completing the questionnaire for two reasons: 1. English is her second language and 2. She believes that because she doesn't support the learning of her grandson at home the results would demonstrate that and she didn't want to embarrass herself.

The results from the questionnaire demonstrated that parents with better higher reading-related knowledge offer more praise and more graphophonemic-based feedback when they are helping their children read (parent 2 and parent 4). The combination of these feedback types, which is more common in parents with higher reading-related knowledge was beneficial in impacting children's attitude towards shared reading. Parent reading-related knowledge questionnaire also highlighted some parents were more encouraging than critical and presented more graphophonemic feedback than negative feedback (parent 4). When looking at the overall score from the questionnaire, parents offered in total approximately 16 positive comments ("you're doing a great job, keep up the good work, I see you have been practicing your reading etc".) for each negative one made during the observation and six graphophonemic comments for each negative comment.

Parent reading-related knowledge questionnaire results directly aligned with this study outcome by demonstrating parental beliefs in regards to rarely ignore reading mistakes and looking for opportunities to actively provide their children with negative or

positive feedback. The parent reading-related knowledge questionnaire provided understanding into the relation between parental reading-related knowledge and reading feedback practices. Notable, even after accounting for children's current reading skills, parent's reading-related knowledge supported more positive exchanges (praise) and explicit instruction ("sound the word out, go back into the book if you need more information, can you make a text to self-connection?") in response to children's reading miscues.

Results of Study

The purpose of this qualitative study was to examine HLE and how this environment determines the way parental respond to their children's oral miscues during shared reading. In addition, parental behavior-specifically corrective feedback as it relates to children's perceptions of reading in terms of their reading attitudes were examined as a part of this study. The information gathered here, which reveals what parents actually do during shared reading as children become readers, is an important first step in understanding how such activity may contribute to reading development. These findings are derived from parental and children semi-structured interviews, shared reading survey, HOME and pages of observational notes. Three major findings emerged from this study:

1. Parental beliefs played a major role in the shaping of impact the HLE.
2. The SES played a major role in shaping the HLE by providing access to text materials and how parental responded to their children oral miscues.
3. Children attitudes towards shared reading was directly mediated by parental response to oral miscues.

The findings also addressed the three specific aims of the study:

- understand what families home literacy experiences are and how they may look different in various family situations influenced by family make-up and parent's beliefs.
- examine literacy activities and practices parents and children engaged in with each other and on their own outside of school.
- highlight future research and subsequent recommendations for families and educators.

Finding 1

Many parents want to be involved in their children's education but their own perceptions often influence their interactions in the home environment. Parents held various beliefs regarding their roles in their HLE. These findings are reaffirmed by Bracken and Fischel (2008) who examined children's motivation for reading in relation to parental beliefs and home literacy experiences. According to the semi structured interview, parent 3 and parent 5 expressed they believed their children's teacher should take the lead in literacy and language development. As a result, they felt to only encourage their children during reading at home independently or assist when asked, but neither knew how to facilitate this literacy and language development (how to correctly respond to oral miscues). Parents 1, 2 and 4 however believed very strongly they needed to actively support and encourage their children's HLE implementing resources that was sent home by their child's teacher and support their literacy and language development through additional support during homework.

According to responses during the semi structured interview, parent 3 believed it was the school's responsibility to further his son language and literacy development. He

felt his role was to make sure his son was able to complete her homework, and then to focus on other aspects of his language development as English is his son second language. It was important to parent 3 that his son used their native language of Korean at home. Because parent 3 believe the school held more responsibility in his son learning, the home literacy environment didn't reflect a setting where oral miscues were meet with positive reinforcements. Instead, when oral miscue was read by his son, parent 3 took little to no time to omit the word without providing his son with an appropriate strategy to help support the error. Based on my observation, this cause the son to shut down and not continue with the at home reading activity. Parent 4 believed she played an important role in facilitating language and literacy development in her HLE. Parent 4's home reflected these beliefs in many ways, including reading together with her child for 20-30 minutes before bed. In addition, her child's subscription to National Geographic for kids, Highlights and Scholastic Kids and personal reading nook area encouraged a literacy environment that reflected positive modeling from both her and her husband.

It is also important for parents to value how educators implement ways to encourage involvement in their child's literacy development. Parents often become involved in their children's education through resources sent home with their children through homework or newsletters. These resources can be a powerful tool for explain to parents what their child is learning at school. It is important the parents not only value the literacy homework that is sent home but also understand it. According to the responses from the semi structured interviews, only three out of the five parents believed the literacy materials the second teacher provided helped to encourage a nurturing HLE. Parents 1, 2, and 4, all liked the leveled books for the following reasons: not too hard,

provides enough of a challenge, and show the parent the child's specific reading ability. Parent 1 stated, "my daughter enjoys the leveled books that she brings home each night because she naturally enjoys reading. Also because of my situation financially, I'm happy to receive any resources that can help my daughter improve in her reading. If I could afford to buy books and magazines for my daughter. I would. I believe if her teacher is making the effort to send books home, I should also make a conscience effort and read with my daughter." Parent 2 stated, "I enjoy watching my child read from the book baggie sent home from school. I can tell the books present a small challenge when reading but it's done in a way that is helping my son become a better reading. I believe that in order for my daughter to grow academically, I have to alongside her teacher by providing additional support to her learning at home". Parent 4 stated, "he reads all the time. He is s really into the books. I believe parents are a child's first teacher and because of that, I believe I have to set a positive foundation of what reading at home should look like. I also believe my son enjoyment comes from seeing his dad and I read constantly. Whether it's me reading the Bible or his dad reading the newspaper, my son has positive examples of reading taking place at home." Parents 3, & 5, disagreed with literacy materials the second grade teacher provided and believed due to their child's inability to read and language barriers the leveled book sent home were not diverse. Parent 3 stated, "sometimes the teacher gets upset with my son because he does not read, but it is my fault because I do not think the books are appropriate for him. They are too hard for him because English is his second language and he struggles with that because at home we only speak Korean." The school and my son's teacher needs to do more for him at home. I'm not a teacher so I'm not sure if I'm helping him correctly. It's not that I don't like the

leveled books, it's just that he can't answer the questions. I wish the teacher would come up with another way that my son could respond to the books instead of answering questions." Parent 5 stated, "sometimes I feel bad because I don't know how to support my grandson at home when he is reading. I don't have the best relationship with his teacher so that prevents me from reaching out to ask for additional support. My husband and I didn't have reading materials for my grandson in our home prior because we travel a lot since being retired. Since having custody of our grandson, we have been adjusting to having him in our home that we haven't gotten the chance to buy him resources to support his learning at home with use. That's why I'm frustrated because the books sent home in the baggy for my grandson isn't a reflection of his current learning abilities. I'm not happy that his teacher isn't putting more of an effort to help support my grandson and give him materials specifically for him. Sometimes I think I'm not doing enough to help him advance in his education you know."

The findings from the observation and semi interview portion of this study regarding the impact of family beliefs on children's HLE not only revealed how parent beliefs shaped children's environments, but these findings also supported the notion that a broader view of how parent beliefs and behaviors shape the HLE and related outcomes should be considered and further examined. In measuring the HLE, parent's occupations and the activities they do with their children could model positive literacy behavior that measuring leisure reading alone would not capture. Including such modeling behavior has the potential to allow researchers to find stronger relationships between the HLE and child literacy outcomes. A more comprehensive approach to including parent beliefs and behaviors in research could also lead to findings that are more explanatory for educators

and families. For example, if communicating with children about the realistic ways literacy is incorporated into HLE improves their interest in reading or other literacy outcomes, encouraging these types of conversations would be a simple suggestion for parents. Also, if further research found that a broad definition of HLE led parents to encourage more enriching literacy behaviors in children, researchers and educators could create intervention strategies to inform families of the many functions and types of literacy activities.

Finding 2

SES had an effect on the amount of materials provided in the home. The SES also impacted how parents responded to their children's oral miscues. For the purpose of this study, SES was determined by family income, parent educational level, and parent occupation.

The semi-structure parent interviews revealed there were issues in the home environment that affected the amount of literacy interactions that took place in the home. The SES of the participants played a major role in shaping the HLE by providing access to text materials as well as opportunities to explore with them. The data from the semi-structured parent interviews showed that while most parents want to support their child's literacy development, there are factors that affect the amount of literacy materials parents provide for their children in the home. The interviews revealed parents with lower SES had fewer materials and resources available for their children than parents of high SES. This finding is reaffirmed by Evans et al., (2000) who states that "many households, especially low-income or minority homes, have fewer books in total and even fewer that are appropriate and interesting to children". The interviews revealed parents with lower

SES (parent 1 & 5) yearly income of \$50,000 or less had fewer materials and resources available for their children than families with a higher SES income or \$80,000 or greater. (parents 2, 3, & 4). This finding reaffirmed by Lopez (2021) who stated “lower SES families do not have the income to provide materials such as books, computers, or tutors to create a rich and positive literacy environment for their children.” Additionally, each parent interviewed was asked if there were materials in the home to support their child’s HLE. While all of the parents had reading materials, the amount and type of materials varied from one household to another. For example, parent 1 (low SES), stated, “I would love to support my daughter learning more at home with subscriptions to book clubs and interactive online educational programs, but my finances right now don’t allow me to do so. I hope in the future that will change”. Parent 5 (low SES) is supported by her husband’s income of \$50,000 per year stated, “we can’t afford to buy books right now because we can barely afford our bills. Although we receive payments from his pension ever month, we are also taking care of our grandson which is an additional responsibility for us right now.”

Parents with a higher SES (parent 2, 3 and 4) indicated there were numerous books available at varying levels for their children to read. Parent 2 (high SES) stated “We have three bookcases full of books with levels ranging from newborn to elementary. The collection includes books from authors such as Mo Williams Jan Brett, and Eric Carle.” Parent 3 indicated they all had many books in the home in their native language of Korean. For example, parent 3 stated “we have two book cases full with levels ranging from elementary through more challenging text on the middle school level. Our collection includes: Mo Williams, Roald Dahl, and Beverly Clearly books. Parents 2, 3,

and 4 indicated not only do they provide books for their children, but they also provide other literacy related materials such as children's magazines, Brain Pop Jr, Epic for Kids and Read Works. Parent 4 stated, "we have lots of children's books in the house and our son has a subscription to National Geographic Kids and Highlights magazines."

Parental response to their children's oral miscues was also influenced by their SES. Low SES parents (parent 1 & 5) provided supporting rather than negative feedback when their child made no attempt to pronounce a word they had difficulty identifying but showed no difference in feedback type following mispronunciations or alternate names during shared reading. When parent 1 (low SES) provided a corrective feedback to her daughter, she also did not provide an alternate feedback type. When her daughter wasn't able to identify the word *responsibility*, instead of providing her with a context clue, or a strategy to help identify the word, parent 1 instead omitted the word to her daughter, gave an example of when the word can be used and continued to read. For example:

C1: "When you grow up, you will have lots of r-e-s-p-o-"

P1: "responsibility."

C1: "responsibility" P1: "responsibility is a fancy way of saying making good choices."

C1: "Ok"

P1: "For example, I have to make good choices when it comes to you because I always want you to be safe."

In supplying the word during shared book reading, parent 1 did not provide detailed

feedback which could have helped her daughter grasp phonemic awareness and letter name knowledge. When asked during the debrief as to why she choose to omit the word as appose to providing a strategy or support, parent 1 stated, “honestly, I’m not a teacher. I didn’t want to give my daughter the incorrect feedback or suggestion just to make things more confusing for her. I rather just give her the word or correct answer and let her teacher notice that she needs support at school so she can help her the correct way.”

Negative feedback was seen between parent 5 and her grandson during shared reading. For example,

C5: “Not so long ago, before she c-

P5: “Could”

C5: “could e-

P5: “Oh my God. EVEN!”

C5: (starts to cry)

P5: “Just close the book please and get ready for dinner.”

Higher SES parents (parent 2, 3, &4) were more aware their children’s behavior was not in sync during shared reading thus responding with a positive feedback. For example, during shared reading observation, parent 3 was aware his son reading behavior wasn’t in sync and responded with positive feedback to rather than negative.

C3: “Just then, Pete hears a beep”

P3: “Good. Keep reading.”

C3: "It is coming...."

P3: "Go back, you are not focused. You skipped a whole line. Go back and reread. Start from Its not coming from outside"

C3: It's is coming from this watch!

P3: Great job. Keep reading."

Parent 4 was aware her son reading behavior wasn't in sync and also responded with positive feedback to rather than negative.

C4: "Jake jumped in the puddle. Mud was on the...."

P4: "Look at the picture (points). Where was the mud on Jake?" [picture context] [picture context]

C4: "Shoe. Mud on the socks. Mud on you."

P4: "Good!"

Parent 2 was aware her son reading behavior wasn't in sync and also responded with positive feedback to rather than negative.

C2: "But Peter made his own wish"

P2: "Good. Keep reading."

C2: "What is a wish mommy?"

P2: "A wish is when you hope for something that you may not get."

P2: (points to picture) Look at Peter, he is making a wish for his birthday. Think about when you wished for something. Did it come true?

Such supportive feedback (both graphophonemic and context cues) provided the child with a second attempt to focus on the correct pronunciation or time to implement a strategy taught at school by their teacher. The emphasis for accuracy placed on their children as well as the focus on accuracy during shared reading was again demonstrated here in that when their children mispronounced a word, for example, pluralizing a singular word, high SES parental responded with supporting feedback as often as with negative feedback. For example, parent 3 appear to be attentive and demand a high level of accuracy during shared reading with his son in the same way he appeared to be attentive of and to correct his oral miscues. Furthermore, parental 3 demanded high accuracies in spite of disagreeing with how his son teacher is supporting his learning at home. When asked during the debrief as to why he choose to emphasis to his son how important it was to read perfectly with no mistakes and to pay attention while reading, parent 3 stated, "I want my son to be successful by any means necessary. I want him to grow up and go to a good college and get a good job. If that means overly correcting his reading mistakes and making sure he knows why it's a mistake, then I will correct him every time even if he doesn't like it." Despite saying an almost accurate word and beginning with the correct letter and letter sound, parent 4 who is also a teacher at the school her son attends, responded to her child's oral miscue mispronunciation of silent E in the word *twinkle* with "but there's not an S on the end, is there?" These findings suggest higher SES parental hold different motives for how they respond to their child's oral miscues. As seen during the observations, graphophonemic feedback was the most

common type of initial strategy both low and high SES parental used in providing feedback to a miscue and succeeding strategy if the first feedback did not result in a correct child response.

Finding 3

The second main aim of the study was to examine children's perceptions of reading in terms of reading attitudes. When examining the children's response from the shared reading survey, it was evident that each child mentioned his/her personal experiences and observations about reading and generally gave short responses to questions. When responding to question two from the shared reading survey (*do you enjoy reading independently at home?*) findings revealed that 60% of children participates responded they enjoyed reading at home. Child 1 stated, "I love to read at home by myself. Sometimes my mom reads with me. I like it because my mommy because she is always working and I don't get to see her a lot. But when we read together, I'm happy." Child 4 stated "I like reading at home, sometimes I read by myself and sometimes I read with my mom or dad. My dad uses funny voices when he does reads to me." Child 2 stated, "I like to read at home with my sister. I get to pretend to be the teacher." The other 40% of child participates stated they didn't enjoy reading at home. Child 5 stated, "my grandma yells at me when I read. I don't like it." Child 3 stated, "my dad makes reading not fun. He wants me to read perfect all the time and I can't read it right." Through these findings, it can be inferred that children's daily life related reading literacy experiences enrich their understanding regarding reading materials and the different purposes of reading. Results based on question two demonstrated children who have more positive reading attitudes also had a HLE that included reading materials

(magazine subscriptions and books), and literacy activities that included games and trips to their local library and book store.

Question four on the shared reading survey (does the way your mom or dad respond to your oral mistake during reading effects your attitude about shared reading?) addressed the current study second research question concerning the association between parental response to oral miscues and children's attitude toward shared reading. During the children semi structured interview, the current study responses indicate that children attitudes toward shared reading was both positively and negatively influenced by their parent response to their oral miscue.

Child 1 stated, "I think my mom likes to read with me at home. Because she works so much, we don't really see each other a lot. When we read together, it's us spending time together. When I make a mistake when I read and she corrects me, sometimes she's upset and sometimes she's not. When she's upset that I mess up, I don't get mad. I don't get mad because I know she corrects me because she wants me to be a good reader and go to the 3rd grade reading like a big girl. Even when my mom corrects me and it makes me sad, I still enjoy reading at home. It doesn't change how I feel about reading."

Child 2 stated, "I like to read at home depending who is reading to me. My mom reads with me all the time because she stays at home and she doesn't work. When we read together, it's fun because we take turns reading the pages. She sometimes let me read books on my iPad and we read a book together before I go to bed. My dad is a fire fighter. He works a lot. Sometimes he doesn't come home for days because he has to do overtime. When he comes home, he is always tired. My mom cooks for him, he eats and

then he takes a shower and goes to sleep. He does it over and over so I don't get to see him a lot. When he does read with me, I don't like it because he rushes me so he can sleep. When I make a mistake, he gets frustrated because it makes the story longer when I mess up. When I cry, he says sorry and that we can try again another time but I don't like reading with him because it's always like that. My attitude toward shared reading is sometimes I liked to read at home and sometimes I don't like to read at home. It depends on who is reading with me."

Child 3 stated "I don't like reading at home. I don't like to read at home because it's not fun. It's not fun because my dad makes it not fun. When I'm home we have a lot of different types of books to read. Some of the books are too easy for me to read and some of the books are hard for me to read. I have books that are on my reading level but my dad doesn't want me to read those books. He wants me to read the books that are hard because he wants my read level to go up a lot. He always tells me that if I don't read good, that when I grow up, I won't be able to get a good job or go to a good college because I don't know how to read. But I can read. I read on a 3rd grade reading level and I'm in the 2nd grade. I think that's good. My dad says that's not good. When we read at home together, he tells me I'm not focused and that I don't pay attention. But I'm. Some of the words in the book looks strange to me. In my head I'm trying to figure out the word. Sometimes I get quiet because I'm thinking. But when I get quiet, my dad tells me I'm being a bad boy. When I make a mistake on a word, my dad tries to help me but it doesn't make sense because that's not what my teacher teaches me in school. My day is showing me his way of understanding and then I have my way and if I do it the way my teacher showed me, my dad gets upset. I just want to be a good reader so I can learn more

English. My attitude toward shared reading is I don't like it because my dad doesn't make it fun and when I think about when I mess up while I'm reading, it makes me think of how mad my dad gets when I'm not reading the words right.

Child 4 stated, "I think my mom and dad likes to read. They read all the time. My mom reads a lot at school. Sometimes I see her reading to her class and sometimes I see her reading a book at home. It's called the Bible and she reads that a lot. I don't know if this counts but she reads the bills when they come in the mail. That's the only time I see my mom and dad not like reading is when they have to read bills in the mail. My mom and dad makes reading fun at home because we go on trips to the library and we go to the book store. One book store we go to is Barnes & Nobles. I like that store because they have books, toys and there is a Starbucks inside. When I'm reading a book a home with my mom and dad and I make a mistake, my mom and dad try to help me correct it. My mom tells me to try to sound the word out and sometime she covers half the word to help me. I think she does this at school with her class too. My dad shows we cools ways to help me understand the word too. He uses the word in a sentence or sometimes he takes the word I made a mistake on and he turns it into a game. Like he writes the words on these cards and he hides them in my room and every time I find the word, I have to say it out loud so I don't forget the word. So it's like I'm prating the word. It's fun. My attitude toward shared reading is I like it because when I make mistake when I'm reading at home with my mom and dad, they make it fun and they don't get mad. They help me to understand the word."

Child 5 stated, "any time I have to read at home, my grandma gets upset. She always asks me why didn't I read in school and I try to tell her I did but I suppose to read

at home too because my teacher told me it's for HW. When my grandma looks inside my bookbag at the books that my teacher sent home, she gets mad again. My grandma gets mad because the books in my book baggie are hard to read sometimes. My grandpa tells my grandma to speak to my teacher but she says no because she doesn't like her. I don't know why. I love my teacher. She helps me with my reading at school. I wish my grandma could help me at home with my reading like my teacher helps me in school. When we do read at home, it makes me sad because my grandma is never happy. She is never happy because I make a lot of mistakes. When I make the mistakes, my grandma doesn't try to help me. She just yells, close the book and tells me to get ready for dinner or bed. Reading isn't fun in my house. My attitude toward shared reading is I don't like it. I like to read at school with my teacher but not at home with my grandma. When I make a mistake and she gets mad, it makes me sad and not want to bring my book baggie home. I just want to hide the books in my room or leave them in school on purpose.”

The results from child participates response demonstrate children's perceptions of shared reading provides beneficial information for both teacher and parents to help support their needs and misconceptions. These findings from the child participants provide an idea about the roles of parents, literacy related home activities, and HLE on children's reading attitudes. Parents can benefit from these findings by assessing their current HLE, corrective feedback and using these interview responses to improve their children's enriched literacy experiences.

When it comes to student attitudes toward reading, parents and teachers are models. As a result, parents should be aware of their influence on their children's reading attitudes and provide best practices, which will promote positive attitudes

toward reading. Results from the shared reading survey also indicate children attitudes towards reading was directly mediated by parental response to oral miscues. On the day of the survey administration, all five child participants who had parental consent forms signed took part in the survey. Each interview took place for approximately one hour. Once the survey was scored, the results showed that two child participants fell into the category of having a negative reading attitude based on the raw scores of 42, and 45 (child 3 & child 5). Although these two scores indicate a negative reading attitude, the scores were close to the raw score of 50, which indicates more of a neutral reading attitude. The three remaining participants (child 1, child 2 & child 4) fell into the positive reading attitude category. The total raw scores for these students were 74, 77 and 78. To determine the child participants average. The average raw score was 60. Based on the results, the child participants had an overall positive attitude toward shared reading based upon their parental response to their oral miscues.

CHAPTER 5

Relationships to Prior Research

The three studies identified in the literature review support the major findings emerged from this study. Each team of researchers defined and measured the HLE slightly differently and other relevant concepts (Bracken & Fischel 2008, Niklas et al., 2020., Segal & Martin-Chang 2019).

Niklas et al., (2020)

At each measurement point, parents were asked about their family's HLE and their attitude toward shared reading. Further, they were asked to provide information about their family background. "The HLE survey was an adapted version of a survey used by Niklas et al. (2016a). This survey contained seven items covering different facets of the HLE: the number of books at home, the number of children's books at home, the frequency of reading to the child and the frequency of both parents' own reading, the frequency of the child looking at picture books, and the frequency of library visits with the child."

Parental attitudes toward shared reading, socioeconomic status (SES), and the HLE were assessed via parental survey "In the parent survey, 11 items assessed attitudes, behaviors, and family situations in the context of shared reading. Parental attitudes toward shared reading was also assessed using four items on 5-point Likert scales. The items ranged from 0 (I do not agree) to 4 (I agree completely). All items focused on cognitive attitudes toward shared reading and assessed the value attached to reading at home, perceived interest in reading by the child, and parental attitude toward shared reading.

Each answer was given at a point value, allowing a total score to determine the

associations between parental attitudes toward shared reading and children's linguistic competencies and whether these associations may be mediated by the HLE. The way in which the authors identified the significant external and internal factors in the home environment that impact the quality and amount of literacy activities that parents provide for their children is compatible with the way parental attitudes toward shared reading was directly associated with the family SES defined in the current study.

Segal & Martin-Chang (2019)

Parents completed a reading-related knowledge questionnaire that yield the following composite:

- phonological segmentation
- knowledge of written syllable patterns
- identification of regular and irregular word spellings

The authors referred to the complete questionnaire as measuring the relation between parental reading-related knowledge as it relates to reading feedback practices. Parents reading-related knowledge supported a more positive nature of exchanges (praise) and explicit instruction (graphophonemic feedback) in response to children's reading miscues. The way in which the authors define attitudes towards shared reading was directly mediated by parental response to oral miscues is compatible with the way parent reading-related knowledge contributes to parent feedback practices is defined in the current study.

Bracken and Fischel (2008)

Parents completed a survey of their family reading behavior, including Child

Reading, Parent Reading Interest, and Parent–Child Reading Interaction, and provided demographic data on their educational level, parent and child age, and family size. Parents were then interviewed regarding their beliefs about reasons for reading, their child’s interest in learning to read, and their ratings of the frequency of their child’s experiences with printed materials. Results demonstrated beginning readers showed positive interpretations about reading and no changes in motivation were associated with income level, ethnicity, or gender. The results of this study also provides additional indication about children’s reading motivation and suggest that this differentiation occurs as children are beginning to learn to read. The way in which examined what families home literacy experiences are and how they may look different in various family situations influenced by family make-up and parent’s beliefs is compatible with the way family beliefs played a major role in the shaping of impact the HLE is defined in the current study.

These three studies connect to the overall major findings of this study by further highlighting how HLE affects parental responses to oral miscues and child attitudes towards shared reading. When looking closer at how the HLE was measured in each study, most often the characteristics of the HLE that predict these outcomes included how often families participate in literacy activities together, how much parents support literacy activities through home environment, resources available in the home the child has access to, and the SES of families and its impact overall on HLE outcomes. For example, parent’s tendency to simply provide their child with the correct words in response to oral miscue decreases as their goal to foster their children’s reading skills increases. For example, it was confirmed through observations and interviews parents who engaged in a

positive experience with their child during shared reading engage in more literacy activities inside and outside the home than parents who engaged in shared reading with their child and has a negative experience. Further, parents who believed very strongly they needed to actively support and encourage their children's HLE implementing resources that was sent home by their child's teacher and support their literacy and language development were are more likely to use strategies that help their child to read misread words than parents who believed their children's teacher should take the lead in literacy and language development in HLE. As a result, they felt to only encourage their children during reading at home independently or assist when asked, but neither knew how to facilitate this literacy and language development (how to correctly respond to oral miscues). These results indicated the connection between parent beliefs and their response during shared reading.

The present study had two major aims. The first aim was to investigate HLE and the how this environment affected the way parents responded to their children's oral miscues during shared reading. The second aim was to explore parental behavior- specifically corrective feedback as it relates to children's perceptions of reading in terms of their reading attitudes. The first research question of the study was to investigate HLE and the how this environment affected the way parents responded to their children's oral miscues during shared reading. The results of the study showed a correlation between SES and parent beliefs. Children's home literacy environments were compared using parental educational levels and household income. The results revealed that children's home literacy environment significantly differed in regard to the parental educational levels and household income. whereas the lowest income families had significantly lower

scores. This finding is consistent with previous studies that showed household income was associated with the home literacy environment.

In general, the results of the current study were consistent with the findings cited in the three studies found in the literature review. When examining the related literature, the present study investigated children's home literacy environments using parental educational levels and household income. The results showed that children's HLE significantly differed not only with the SES but also with their parent beliefs. Therefore, it can be said that paternal characteristics are also important for the HLE because the home literacy environment covers interactions, shared experiences, and adult guidance in order to foster children's literacy skills. Paternal education levels might contribute to household income. Therefore, it can be said that the paternal educational level should be taken into account in home literacy environment related studies. In conclusion, the present study's findings and previous studies provide some information to understand the influence of household income and parental education levels on the home literacy environment but this issue needs to be investigated in a more detail.

Discussion of Findings

Understanding parent goals when they read with their children is an important area of research. Given these findings from this study, increasing our understanding of what motivates parent behaviors during shared reading will provide an important contribution to the field of children's literacy development. The current study extends future research in a number of important ways. Firstly, it supports the findings of Segal & Martin-Chang (2018) that parents do, in fact, have specific beliefs when they engage in shared book reading with their child. While the specific structure of these beliefs varied,

there is a significant increase in parental goal to foster their children's reading skills. This suggests that parents are sensitive to their children's literacy development, at home school supports and further shift the focus of shared reading sessions to coincide with children's acquisition of these skills. Secondly, the current study also supports the findings of Mansell, Evans & Hulak (2005) by providing evidence that parents beliefs for reading with their child are related to the comments they make when reading with their child. Regardless of how parents viewed the goal of wanting to engage in a positive experience with their child, as their views of the goal to promote their children's literacy skills increased, their need to supply words in response to child miscues decreased. Furthermore, the influence of particular goals on parent behavior was not always direct as parent goals interacted in their relation to certain parental behavior-specifically corrective feedback during shared reading. Finally, the current study explored the relation between beliefs, SES and children's attitudes about shared reading. Consistent with the research previously described, that parent beliefs about reading shaped their book-reading behavior (Stolz & Fischel 2003, Martin-Chang & Gould, 2012) was found that parents use of context cues to correct reading errors was predicted by their beliefs about how reading is best taught.

The HLE consists of all literacy resources and interactions in a family that support children's linguistic and literacy learning. A key aspect of the HLE is shared reading that should start early in children's life as a part of a regular routine in the family. However, parental attitudes toward shared reading plays a major role for young children as parents create the environment their children experience. In this study, the associations of parental attitudes toward shared reading were analyzed and determined to an effect on

both the quality of the HLE and children attitudes towards shared reading. The study results indicated that parental attitudes toward shared reading have an impact on the quality of the HLE parents provide for their children and influences on their children's attitudes. The specific parental attitudes toward shared reading that were assessed in the parent semi structured interview predicted the literacy behavior of parents and thus shaped the quality of the HLE and feedback to oral miscues. Consequently, results from the study point out that parental attitudes toward shared reading had an indirect impact on child outcomes via the literacy interactions that occur in the family context. Parents with a more positive attitude toward shared reading also seem to read more often themselves, possess more books, and read more frequently to their child. Another interesting finding were the parental attitudes toward shared reading are closely associated with the family SES, similarly to the HLE. Therefore, parental attitudes toward shared reading and HLE act as a mediator between SES and children's linguistic outcomes.

Limitations of the Study

While home shared reading between parents and children may seem beneficial, this study does not report student achievement and cannot connect such practices to literacy outcomes. It is also important to consider the one-time viewpoint gained from parent/child shared reading and parent feedback does not allow for a reflective view into what lead to the children current reading skills and beliefs about reading. Therefore, I wasn't able to determine if these parent participants provided increased or decreased feedback to their children in the past, which may ultimately contribute to developing their current and future levels of reading proficiencies. In addition, the parents whom agreed to participate may be

very interested in their children's reading development and may not be an accurate representation of the larger population of parents from the participating school.

The SES of my participants also presented limitations. For example, one family was considered low income (\$32,000 per year), one family was considered middle income (\$52,000 per year) and the remaining families had a combine income of \$120,000 or more. However, the results from the study do provide a basis for future studies of SES and its effect on home literacy environments. Due to the parents now taking an active role as teachers in their children's learning, the parents who agreed to participate were likely very interested in their children's reading development, seeing if their limited teaching skills were effective and may not be representative of the larger population. Also, it should be noted there is more to shared reading than simply correcting miscues. In the process of rewatching the many zoom interactions, the interactions clearly suggested that majority of children participants enjoyed and were entertained by the book reading session with their parents. Regardless, differences in oral miscue feedback strategies over time and their potentially differential affects upon reading skill is a major aspect in understanding the home literacy environment and the value of guided shared reading at home. How parents react to oral miscues is likely manipulable, given that most parents had strategies in their feedback repertoires. The information gathered in this study, which reveals what parents essentially do during shared reading, is an important first step in understanding how an influential activity may contribute to increased reading development.

While shared reading between parents and children is beneficial, this study did not report student achievement and cannot connect such practices to literacy outcomes.

However, the findings of this study does demonstrate the HLE is a much wider and richer concept than the way it has been represented in current literature and has the prospective to provide important insights for educators and families. It is also important to consider the one-time viewpoint gained from parent/child shared reading and parent feedback did not allow for a reflective view into what lead to the children current reading skills and beliefs about reading. Therefore, this study wasn't able to determine if these parent participants provided increased or decreased feedback to their children in the past, which may ultimately contribute to developing their current and future levels of reading proficiencies. In addition, the parents whom agreed to participate were very interested in their children's reading development and may not be an accurate representation of the larger population of parents from the participating school.

Recommendations for Future Research

While this study points to a clear link between parental behavior-specifically corrective feedback during shared reading, there are further considerations that could not be addressed within the scope of this research. To better understand the relations between parent parental behavior-specifically corrective feedback, beliefs, and SES one must explore the factors driving parent goals and its alignment with the aims of this study. For example, Hunt and Ying (2011) demonstrated that the value that American and Chinese-born parents place on mathematics- related tasks is influenced by their own past performance in mathematics and whether it was a positive or negative experience for them. Parents with more negative associations with learning mathematics provided less direct support to their children at home, often allowing for the teaching of mathematics to occur elsewhere in their children's life (i.e., school). Niklas et al., (2016) analyzed the

connection between parental beliefs toward shared reading, the quality of the HLE, and children's outcomes. This study found the relation between parent educational goals and parenting practices varied between mothers and fathers. Together, these studies suggest that factors such as parent's beliefs and own previous experiences with reading and may be related to the aims they hold for their children, as well as to their behavior around their children's learning and overall educational development. The sample size due to the Covid-19 pandemic presented limitations in regards to less participant's wiliness to take part in the study. The small number of participants made it difficult specifying a descriptive sample of families. However, my sample size did include a student whom was an English language learner and a student whom had a special need (dyslexia). What I noticed were common trends that occur with population of students such as parent 3 and his son who are of Korean descent that demonstrated the urgency in assure his son was successful in the use of his native language at home while allowing his son teacher to support his second language of English at school. Parent 5 and her grandson also demonstrated a common trend found among parents whom aren't sure in knowing how to support their child's learning at home. As seen in the shared reading observations and semi structured interview, parent 5 expressed her frustration with not knowing how to support her grandson with dyslexia at home. Parent 5 often would become overwhelm with the lack of home learning supports from her grandson's teacher that she wouldn't engaged with shared reading at home.

Future research on this topic could continue to study the issue of parent involvement and should offer suggestions to parents and teachers on how to strengthen the relationship between home and school. It is important for researchers to look at the

home environment as it pertains to factors that affect literacy at home and offer suggestions on how to minimize these influences. In addition, it would be valuable to study how teachers are assisting parents and what activities they provide. Research should continue on how teachers can best inform parents on literacy activities and strategies. Through these studies parent involvement in literacy should continue to develop in hopes that all parents will learn new strategies to help improve their child's reading performance. Future studies could also gain more information on this topic by learning more about the instructional practices taking place in the classroom. With observation, studies could gain better evidence of the practices used in the classroom. Teachers could take the new information learned and support families on balancing best practices as it relates to supports for a positive HLE.

Conclusion

The current study contributes to an area lacking in the vast field of research on children's literacy development by providing evidence that parental behavior-specifically corrective feedback during shared book reading are influenced by the SES and parental beliefs they bring to shared reading sessions. Given these findings, intervention efforts aimed at improving the development of children's literacy skills by targeting parent-child shared reading at home should consider not only how parents read with their children but also why the HLE determines parental response when an oral miscue occurs. Understanding this relation between the how and the why will ultimately help researchers and educators to better structure reading intervention efforts to optimize benefits for children's literacy development.

The results of this study show there are significant factors in the HLE that affect

the children attitudes toward shared reading and parental feedback. It also revealed there is a need for more on going communication between educators and parents to provide at home supports. This communication should be two directional in that the educator and parent share information and ideas on a regular basis. In doing so, educators and parents can work simultaneously to develop partnerships that will allow educators to understand what is happening in homes and allow the parent to apply effective literacy strategies they may be taking place in the classroom. This partnership would also allow educators to learn about their student's home literacy environments and assist parents by providing strategies, activities, and recommendations. I'm hopeful this study will highlight future recommendations and both parents and educators can begin to create stronger connections between the home literacy environment and school because parent involvement is an important aspect of a child's education.

APPENDIX A PARENT CONSENT FORM



Dear Parent/Guardian,

I am a student at St John University and I am currently doing a research study on home literacy environments. The purpose of my study is to explore home literacy environments and parental response to children's oral reading miscues. In addition, I want to understand your child's attitude and perception toward reading based upon miscue feedback during home shared reading. This study will benefit teachers and parents by providing a rich descriptive picture of what is happening in homes as well as give further insight of the impact the home literacy environment parents provide for their children and its influences on children's linguistic abilities.

The purpose of this letter is to inquire if you would be interested in participating. If you are interested in being in the study, please sign the attached form, sign it, and return the slip to your child's school principal. Once you have signed the form and returned it, you will be contacted by to me to set up a zoom meeting to further discuss the literacy environment currently taking place in your home as well as to further discuss questions you may want to address.

Please be sure that all of the information you share will remain private. You and your child's real name will not be used and an identification number will be given. Audiotapes will remain in a locked file and will be thrown away at the end of this study. The audiotapes will not be shared with anyone else. No personal information or names will be shared; only results from the study.

Thank you for your cooperation.

Sincerely,

Chiquita Inez Jenkins

Graduate Student St John's University

APPENDIX B CHILD CONSENT FORM



We are asking you to be in a research study. Research is a way to test new ideas. Research helps us learn new ways to take care of kids.

Being in a research study is your choice. You can say Yes or No. Whatever you decide is OK. We will still take good care of you.

The people doing the research study are called researchers. The researchers will tell you about the research study. This information will help you decide if you want to be in the research study.

WHY is the research study being done?

The researchers will tell you why the research study is being done. They will also explain what they hope to learn in this study.

WHAT will happen in the research?

The researchers will tell you:

- How long the study will last.
- What kinds of things you will have to do if you take part.
- How long all these things will take.

What are the BAD things that can happen?

The researchers will tell you what bad things can happen if you take part in the research study. They will tell you about things that might hurt, or make you scared or embarrassed. They will also explain what they can do to make these things less bad.

What are the GOOD things that can happen?

The researcher will tell you what good things can happen if you take part in the research study. They will tell you if being in the research study might help you. Sometimes the research won't help you but may help other children in the future

The researchers will tell you:

- How long the study will last
- What kinds of things you will have to do if you take part
- How long all these things will take

What if you don't want to take part? What if you want to stop?

Being in the research is your choice. It is OK to say No. No one will be mad at you.

If you say Yes and change your mind later on, that's OK. You can stop being in the research at any time. Tell the researcher if you want to stop.

What if you want to take part?

If you decide you want to be in the research study you will meet with a researcher.

Take the time you need to make your choice. Ask the researcher any questions you have. You can ask questions anytime.

Participant's Statement

The researcher told me about the research study. I had a chance to ask questions. I know I can ask questions at any time. I want to be in the research study.

Printed Name of Research Participant

Signature of Research Participant

Date

Printed Name of Parent or Legal Guardian

Signature of Parent or Legal Guardian

Date

Witness Statement

I have been present during the oral presentation of this research study.

Printed Name of Witness

Signature of Witness

Date

APPENDIX C INFORMED PARENT CONSENT FORM

Before agreeing to participate in this research study, it is important that you read and understand the following explanation of the purpose, benefits and risks of the study and how it will be conducted.

Title of Study: What Does This Word Say Mommy? Home Literacy Environments and Its Role On Parental Response to Miscues During Home Shared Reading

Student Investigator: Chiquita Inez Jenkins

Purpose of the Study:

The purpose of my study is to explore home literacy environments and parental response to children's oral reading miscues. In addition, I want to understand your child's attitude and perception toward reading based upon miscue feedback during home shared reading. This study will benefit teachers and parents by providing a rich descriptive picture of what is happening in homes as well as give further insight of the impact the home literacy environment parents provide for their children and its influences on children's linguistic abilities.

Study Procedures: Once you agree to participate in the study we will set up a time that you would be available to be interviewed by through Zoom. The interview will take no longer than one hour and will discuss the literacy activities currently being implemented at home.

Foreseeable Risks: There are no foreseeable risks to you or your child's participation in this study.

Benefits to the Subjects or Others:

- Feedback to parents on various ways to support child's enjoyment of reading at home
- Offer insight on how home literacy environments determines how parents respond to their child reading errors during shared reading and strategies to support improvement.
- Feedback to parents to help increase a positive home literacy environment.

Compensation for Participants: None

Procedures for Maintaining Confidentiality of Research Records: Neither your name nor the school name will be made public. All records will be kept in a locked filing cabinet and password protected computer in my home.

Research Participants' Rights:

Your participation in the survey confirms that you have read all of the above and that you agree to all of the following:

- (Chiquita Jenkins has explained the study to you and you have had an opportunity to contact her with any questions about the study. You have been informed of the possible benefits and the potential risks of the study.
- You understand that you do not have to take part in this study, and your refusal to participate or your decision to withdraw will involve no penalty or loss of rights or benefits. The study personnel may choose to stop your participation at any time.
- You understand why the study is being conducted and how it will be performed.
- You understand your rights as a research participant and you voluntarily consent to participate in this study.

You understand you may print a copy of this form for your records.

*Please keep the letter for your records and return only this consent form.

Your Full Name

Phone Number

The best time of day to contact me at the number listed is:

Morning

Afternoon

Evening

Childs Name _____

- I give permission for my child to be audio taped

Yes _____

No _____

Printed Name of Parent or Legal Guardian

Signature of Parent or Legal Guardian

Date

APPENDIX D PARTICIPANT FLYER



Volunteers Needed for Research Study on Home Literacy Environments

Is your home literacy environment friendly? Your home is where your child will get his or her first experiences with books and reading. Home literacy environments play a major role in how parent's response during at home shared reading. These responses can show positive or negative response on your child's opinion about reading. If you will like to increase at home reading with your child, receive tips to implement at home to improve in helping children develop foundational literacy skills.... THEN THIS IS THE STUDY FOR YOU!

Potential Benefits

- Participating in this study will improve your child enjoyment of reading at home and inside the classroom.
- Offer insight on how your home literacy environments determines how you respond to your child reading errors during shared reading
- Feedback to help increase a positive home literacy environment.

Participation Involves

- Observations of you and your child reading together at home
- Interview and Questionnaire

Positive attitude and desire to improve at home literacy environment for you and your children.

APPENDIX E PARENT SEMI STRUCTURED INTERVIEW

Script prior to interview:

“I would like to thank you once again for being willing to participate in the interview aspect of my study. As I have mentioned to you before, my study seeks to understand what relationships exist between home literacy environment and parental response to children’s oral reading miscues. The study also seeks to understand what role does parental response have on a child’s attitude toward shared reading.

Our interview today will last approximately 30 minutes during which I will be asking you about different literacy activities you engaged in with your child at home, what your home environment looks like as it pertains to reading and your child’s attitude towards reading.

Did you sign the Informed Consent to participate in this study?

Any questions before we begin? [Discuss questions] If any questions (or other questions) arise at any point in this study, you can feel free to ask them at any time. I would be more than happy to answer your questions.

To gain an understanding of the parent’s understanding of the constructs of literacy home literacy environment.

1. What is your definition of home literacy environment? I’m really just interested in what they mean to you. What does it look like? What does it sound like?

Details and motivations behind the activities parents first identify.

2. Can you please take me through the daily routine? If you do different things on different days, please explain. What activities do you participate in? What activities does your child participate in?

2b. Based on previous answer, follow up on each activity with the child mentioned that includes literacy or language:

- When does this activity typically take place? How often?
- Why do you do this activity?
- Have you always done this activity? When did you start?

2c. Are there any other typical literacy activities you (or other parent) and your child do together that you can think of that you have not already mentioned? (May prompt with ideas such as vocabulary review in the car, homework help, games, etc.)

- When does this activity typically take place? How often?

- Why do you do this activity?
- Have you always done this activity? When did you start?

Parents identification of “best” literacy practices for their family

3. What if I were doing a documentary on the literacy practices of your family? What are the 3 things you think would be best to capture? What would you like to do more of, or what hasn't worked out? For the activities identified:

- When does this activity typically take place?
- How often?
- Why do you do this activity?
- Have you always done this activity?
- When did you start?

Activities that give ideas into parent attitudes toward at home shared reading

4. What do you do when you have unexpected time together (such as days off school)?

4a. Are there any other special or non-routine literacy activities that you do with your child throughout the year? (May prompt with ideas such as events at the local library, trips to the book fair at school, reading a book before/after seeing a movie):

- When does this activity typically take place? How often?
- Why do you do this activity?
- Have you always done this activity? When did you start?

How parents introduce literacy practice into the home.

5. When you or your child has a question/need to find information, what do you do? For example, if you are watching TV together and they ask a question about the city where the show takes place, how do you respond?

The role parental response has on a child's attitude toward shared reading

6. How would you describe your child's attitude towards reading? Do you read at home with your child? If so, how often?

7. If reading takes place at home between you and your child, how do you respond when they come across an error while reading? Do you respond in a positive or negative way when the reading miscue is omitted?

8. How do you motivate your child to read? Do you read yourself?

9. Sometimes you might face challenges that prevent you from participating in

reading activities at home with your child. What might some of these challenges be?

10. Explain whether or not you believe your view of shared reading as expressed in your behaviors when responding your child's oral miscue has an effect on their attitude toward shared reading.

APPENDIX F PARENT DEMOGRAPHIC SURVEY

- 1. What is your gender? Male/Female**
- 2. What is your age?**
- 3. What is your ethnicity?**
 - a. Hispanic or Latino
 - b. Not Hispanic or Latino
 - c. Other: _____
- 4. What is your race?**
 - a. American Indian or Alaska Native
 - b. Asian
 - c. Black or African American
 - d. Native Hawaiian or Other Pacific Islander
 - e. White
- 5. What is your marital status?**
 - a. Married
 - b. Widowed
 - c. Divorced
 - d. Separated
 - e. Never married
- 6. What is the highest degree or level of school you have completed? If currently enrolled, mark the previous grade or highest degree received.**
 - a. No schooling completed
 - b. Nursery school to 8th grade
 - c. 9th, 10th or 11th grade

- d. 12th grade, no diploma
- e. High school graduate - high school diploma or the equivalent (for example: GED)
- f. Some college credit, but less than 1 year
- g. 1 or more years of college, no degree
- h. Associate degree (for example: AA, AS)
- i. Bachelor's degree (for example: BA, AB, BS)
- j. Master's degree (for example: MA, MS, MEng, MEd, MSW, MBA)
- k. Professional degree (for example: MD, DDS, DVM, LLB, JD)
- l. Doctorate degree (for example: PhD, EdD)

7. What is your employment status?

- a. Employed for wages
- b. Self-employed
- c. Out of work and looking for work
- d. Out of work but not currently looking for work
- e. A homemaker
- f. A student
- g. Retired
- h. Unable to work

8. What is your total household income?

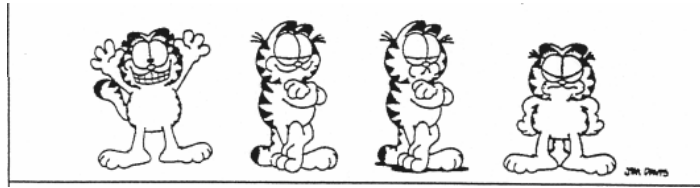
- a. Less than \$10,000
- b. \$10,000 to \$19,999
- c. \$20,000 to \$29,999
- d. \$30,000 to \$39,999

- e. \$40,000 to \$49,999
- f. \$50,000 to \$59,999
- g. \$60,000 to \$69,999
- h. \$70,000 to \$79,999
- i. \$80,000 to \$89,999
- j. \$90,000 to \$99,999
- k. \$100,000 to \$149,999
- l. \$150,000 or more

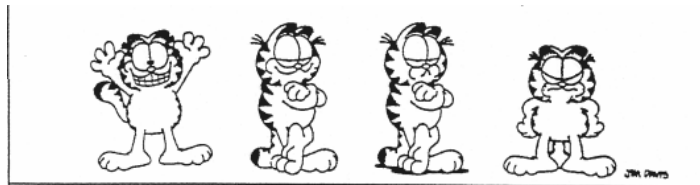
9. What is your home language? (Ex: English, Spanish)

APPENDIX G SHARED READING SURVEY

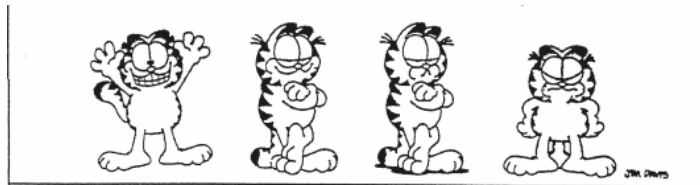
1. Do you enjoy reading books at school?



2. Do you enjoy reading independently at home?



3. When your mom or dad gives you feedback when you make a mistake during shared reading, how does it make you feel?



4. Does the way your mom or dad respond to your oral mistake during shared reading effects your attitude about shared reading?



APPENDIX H CHILD SEMI STRUCTURED INTERVIEW

Script prior to interview:

“I would like to thank you once again for being willing to participate in the interview aspect of my study. As I have mentioned to you before, my study seeks to understand what relationships exist between home literacy environment and parental response to children’s oral reading miscues. The study also seeks to understand what role does parental response have on a child’s attitude toward shared reading.

Our interview today will last approximately 10 minutes during which I will be asking you about different literacy activities you engaged in with your parents at home, what your home environment looks like and what you think your parent’s attitude towards reading is.

Did your parent read the child consent form to participate in this study to you? Is the form sign y you and your parent?

Any questions before we begin? [Discuss questions] If any questions (or other questions) arise at any point in this study, you can feel free to ask them at any time. I would be more than happy to answer your questions.

The role parental response has on a child's attitude toward shared reading

1. How would you describe your parent’s attitude towards reading? Do they read at home with you? If so, how often?
2. If reading takes place at home between you and your mom and dad, how do they respond when you make a mistake while reading? Do they respond in a positive or negative way?
3. Does your mom or dad motivate you to read at home? Do you read by yourself at home?
4. Sometimes you might face challenges that prevent you from participating in reading activities at home with your parents. What might some of these challenges be?
5. Do you think your parents view of reading is expressed in their behaviors when responding to your oral miscue has an effect on your attitude toward reading?

APPENDIX I READING RELATED QUESTIONNAIRE (ADAPTED FROM CUNNINGHAM ET AL., 2004)

1. Please say the following words to yourself while looking at the letters. Determine which letter or letters correspond to the sounds in the words, and underline each of them. Then record the number of speech sounds that you detect. For some items, more than one answer may be correct.

Please segment the following words in the table and record the amount of sounds you hear:

man 3	ship 3	skate 4
----------	-----------	------------

2. Please segment the following words in the table and record the amount of sounds you hear:

fold	hay	lamb	blocks
sweat	thigh	eight	write
mix	cheese	straw	sword
listen	design	balloon	pistol

3. Most English words can be classified into six syllable patterns. The focus today is on four of them. Please place an X under the correct column corresponding to the syllable pattern present in each word. If you do not know, please check off 'I don't know'. Here are some examples:

	Closed	Open	Magic E	Vowel Team	I don't know
bag					
bite					
me					
bleat					

4. Please count the number of syllables that you hear in each of the following words. For example, the word 'threat' has one, 'cowboy' has two, and 'physician' has three. Record the number of syllables to the right of the word

lightening ___ capital ___ shirt ___
 spoil ___ decidedly ___ banana ___
 walked ___ recreational ___ lawyer ___

5. All of the following words are common words that children usually learn to read in the elementary grades. Some of these words conform to typical spelling patterns in English, whereas others do not. For example, the word 'cat' is regular and the word 'island' is irregular.

Please circle the words below that contain irregular spelling patterns (the word 'island' has already been circled and identified as an irregular word).

Ant	Dog	Jump	Sheep	Turn
Bed	Done	Make	Son	Was
Book	Flower	One	Sugar	Watch
But	Girl	Pal	Swim	Want
Chunk	Give	Pint	Teacher	What
Cake	Hare	Rebate	Ten	
Cup	Have	Run	The	
Does	Island	Said	Tree	

APPENDIX J IRB APPROVAL



Federal Wide Assurance: FWA00009066

Jan 2, 2023 10:01:53 AM EST

PI: Chiquita Jenkins
Dept: Education Specialties

Re: Renewal - IRB-FY2022-128 *What Does This Word Say Mommy? Home Literacy Environments and Its Role On Parental Response to Miscues During Home Shared Reading*

Dear Dr. Chiquita Jenkins:

The St John's University Institutional Review Board has rendered the decision below for *What Does This Word Say Mommy? Home Literacy Environments and Its Role On Parental Response to Miscues During Home Shared Reading*.
The study is approved through January 1, 2024.

Decision: Approved

Sincerely,

Raymond DiGiuseppe, PhD, ABPP
Chair, Institutional Review Board
Professor of Psychology

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Vita

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