

Partners Literacy Kit Support Research



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The Literacy Partner is defined as a **more capable other** who is willing to listen and support the early reading attempts of beginning readers who may be a parent, a relative, a caregiver, a senior citizen, a sibling, a **community member, an older student**, or a peer. **-Teaching Literacy Collaboratively In A Teaching-Learning Community, (Charna, Roush) 1996**

Quotes from Studies:

The Partners Literacy Kit



Teaching Literacy Collaboratively In A Teaching-Learning Community (Charna, Roush) 1996 - The shift in emphasis from a specific method of teaching to a focus on the relationship and interaction between a “novice” learner and an “expert” literacy partner has occurred. By analyzing research, several elements can be isolated which can support the benefits in supporting literacy acquisition. Those elements gleaned from literature based upon Reading Recovery research are:

1. the literacy partner should scaffold the child
2. the interaction between the child and the literacy partner should be natural and fun
3. all attempts on difficult words should maintain the meaning of the story
4. the literacy partner needs to respond with praise and encouragement
5. the reading material must be at the child’s developmental and instructional level
6. the background experience and interest of the child must be taken into account
7. the child must read to the literacy partner on a consistent basis
8. all literacy experiences should be enjoyable

The research supports the need for dialogue to take place between the literacy partner and the child in order for the experience to be beneficial and supportive. The research provides the language that accesses this need and the video kit demonstrates in a straightforward and concise manner how to carry it out, be it a volunteer or parent. The Partners Literacy Kit allows for:

- consistent training of all volunteers.
- minimal staff to do the training to a larger number of people.
- storage in a Volunteer or Literacy Center.
- accessibility if a volunteer wants to review and refresh information of the video.
- implementation regardless of what other programs are selected or used in the school’s reading program.
- consistent language to be used with and heard by the children, whether it be from a teacher, parent, or volunteer.

The Partners Video



Graves, Graves, & Braaten, 1996 - Scaffolding has been singled out as one of the most effective instructional techniques available.

Bruner, 1975 - Advocated the concept of scaffolding, the giving of support to the learner, a process that enables a child to solve a problem which would be beyond his or her unassisted efforts. It has been established as a powerful technique to assist young readers and writers to become more independent and fluent in their literacy development. The positive interaction between the literacy partner and the child enhances the scaffolding process. The trend to help readers become more independently adaptable and flexible in their reading, by supporting and scaffolding them was based upon his highly regarded work as well as that of Vygotsky and Bakhtin.

Bruner described Vygotsky's theory of cognitive development as a "theory of instruction" because of the unique form of cooperation between the child and adult that is the central element of the educational process.

Vygotsky, 1981 and Bakhtin, 1981 created a socially based view on cognition, learning, and development. This emphasized the social nature of learning and the vital roles that teachers and **peers** play in facilitating the individual child's learning by working in their zone of proximal development, which is what they can do with assistance. The goal is to constantly extend the child's zone of proximal development boundary while teaching the child how to learn in an effort to help develop an ongoing self-extending system. **The student learns when they interact with a more knowledgeable other.**

Tizard, Schofield, & Hewison 1982 suggested that a supportive context, provided by the literacy partner, was more important than any transfer of isolated skills.

The Partners Handbook and The Partners Video



Mikulecky & Lloyd 1995 suggest that conversations while reading played a greater role in predicting children's later reading achievement than did merely reading to the children.

The Partners Bookmark



Mikulecky & Lloyd, 1995 Recently, there have been some research studies that have helped to establish several specific aspects of those listener-child interactions which can be associated with positive results

in literacy development. Certain elements are now able to be identified that help foster a beneficial experience for both the literacy partner and the child. The factors that assist in making those interactions positive and supportive need to be outlined, for the quality and nature of what actually takes place during reading time together is even more important than just spending time reading together.

U.S. Office of Education, 1964 - The role of the teacher, the relationship, and the **dialogue** used between the student and the listener are critical.

When a Child Reads... Handbook



Epstein & Becker, 1982 Children reading to parents, family members, or caregivers is highly recommended activity by teachers.

Summary

Wilks & Clarke's study as cited in DeBaryshe, 1996 A new area that is just beginning to be researched is how to support the oral reading of a child to an actively participating literacy partner. This study suggests that gains may only occur when the listener is also provided training on how to respond to children's mistakes.

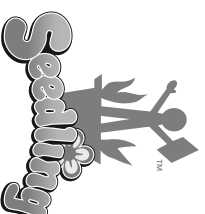
It is necessary to prepare a strategic implementation plan to properly train those who will be giving the support. The attached proposals for training sessions are for your consideration.

It's
Easy
to Implement
Your
Training

Sample training models using

The Partners Literacy Kit

With Parents or Volunteers



Sample Training Model 1

1 Training Session 2 hours in length

- Introduction: review purpose and goals of your partner program

Example: To increase daily reading opportunities for students

To increase time on task in reading

To reinforce reading strategies

To accelerate student's ability to read more difficult text

- Define role of the partner.
- Review school policies, procedures, and schedules for a volunteer session.
- Training – *the key to achieving your goals*
 - Watch *The Partners Video*.
 - Distribute *Partners Bookmarks*.
 - Review the demonstrations and prompting questions modeled in the video.
 - Review the *The Partners Handbook*. Highlight the book list as a guide for book selection.
 - Introduce the Seeding book collection.
 - Tips for monitoring student progress.
 - Provide *When a Child Reads...* for at-home reading.
- Questions and answers
- Student reads a book to the partner.

The Partners Handbook

Guide for supporting beginning readers.
Book list



The Partners Video (VHS or DVD)

Actual demonstrations of adults reading to children



Sample Training Model 2

3 Training Sessions Each 1 hour in length

Session 1

- Introduction: review purpose and goals of your partner program

Example: To increase daily reading opportunities for students

To increase time on task in reading

To reinforce reading strategies

To accelerate student's ability to read more difficult text

- Define role of the partner.
- Review school policies, procedures, and schedules for a volunteer session.
- Training – *the key to achieving your goals*
 - Watch Part 1 of *The Partners Video*. (The process of reading)
 - Provide *When a Child Reads...* for at-home reading.
 - Questions and answers

Session 2

- Watch Part 2 of *The Partners Video*. (Six Keys to Success)
- Provide *The Partners Handbook* for note taking and quick reference.
- Discuss the demonstration of the adult and child reading *The Cat Who Loved Red*.
- Highlight the book list in *The Partners Handbook*. Use for book selection.
- Introduce the Seeding book collection.
- Discuss how to select books for students.
- Tips for monitoring student progress
- Questions and answers
- Partners read a book to their student.

Session 3

- Watch Part 3 of *The Partners Video*. (Prompting questions)
- Provide *The Partners Bookmark* for reference during viewing.
- Discuss the demonstration of the adult and child reading *No Luck!*
- Questions and answers
- Meet with student partner. Student reads to partner. Trainers help partners with techniques to support their young readers as seen in *The Partners Video*.



When a Child Reads...
Information about the reading process



Demonstration Books



Partners Bookmark
Reference of prompting questions



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