

READING DOMAIN IN PRIMARY EDUCATION, THE URGENCY OF ITS
EVALUATION AND MONITORING: WHAT IS THE FAMILY'S CONTRIBUTION?

*PROFICIÊNCIA DE LEITURA NO ENSINO BÁSICO E A URGÊNCIA DE SUA
AVALIAÇÃO E ACOMPANHAMENTO: COMO A FAMÍLIA CONTRIBUI?*

*DOMINIO LECTOR EN EDUCACIÓN PRIMARIA, LA URGENCIA DE SU
EVALUACIÓN Y MONITOREO ¿CUÁNTO APORTA LA FAMILIA?*



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ABSTRACT: Based on the reviewed literature, it has been established the non-existence of studies about reading proficiency in the regional context of the North of Chile. So, it was considered necessary to study the reading guidelines and the contribution made by families at the primary level of education. According to this, it was sought to establish the relationship between variables that would allow determining how parenting styles and family practices associated with reading and the children's reading domain are related. The study was placed under the quantitative paradigm. For the information, a descriptive analysis, Pearson correlation and simple linear regression analysis of the data collected in the research work by Canivilo *et al.* (2018). So, a sociodemographic survey, the reader proficiency test, was applied from the Arauco Foundation and the Parenting Styles and Dimensions Questionnaire. The results showed a correlation between reading quality, reading speed and parenting style, in addition to family practices that favor reading ability. From the discussion, it was visible that the authoritarian parenting style and some family reading practices predict the speed and reading quality of the child.

KEYWORDS: Reading speed. Reading quality. Reading domain. Parental style. Family.

RESUMO: Com base na literatura revisada, detecta-se a carência de estudos sobre o domínio da leitura no contexto regional do norte do Chile, por isso considerou-se necessário estudar os padrões de leitura e a contribuição das famílias no nível primário de ensino. De acordo com isso, buscou-se estabelecer a relação entre variáveis que determinassem como se relacionam os estilos parentais e as práticas familiares associadas à leitura e ao domínio da leitura das crianças. O estudo foi colocado sob o paradigma quantitativo. Para as informações, foi realizada análise descritiva, correlação de Pearson e análise de regressão linear simples dos dados coletados na pesquisa de Canivilo e colaboradores (2018), na qual foram aplicados um levantamento sociodemográfico, o teste do domínio de leitura da Fundação Arauco e o Questionário de Estilos e Dimensões Parentais. Os resultados mostram correlação entre qualidade de leitura, velocidade de leitura e estilo parental, além de práticas familiares que favorecem a habilidade de leitura. A partir da discussão, é visível que o estilo parental autoritário e algumas práticas familiares de leitura predizem a velocidade e a qualidade de leitura da criança.

PALAVRAS-CHAVE: Velocidade de leitura. Qualidade de leitura. Proficiência em leitura. Estilo parental. Família.

RESUMEN: A partir de la Literatura revisada, se detecta la inexistencia de estudios sobre dominio lector en el contexto regional del Norte de Chile, por lo que se consideró necesario estudiar las pautas de lectura y el aporte que realizan las familias en el nivel primario de educación. De acuerdo con esto, se buscó establecer la relación entre variables que permitieran determinar cómo se relacionan los estilos parentales y prácticas familiares asociadas a la lectura y el dominio lector de los hijos(as). El estudio se situó bajo el paradigma cuantitativo. Para la información, se realizó un análisis descriptivo, correlación de Pearson y Análisis de regresión lineal simple de la data recogida en el trabajo de investigación de Canivilo *et al.* (2018) en el cual se aplicó una encuesta sociodemográfica, la prueba de dominio lector de la Fundación Arauco y el Parenting Styles and Dimensions Questionnaire. Los resultados muestran una correlación entre la calidad lectora, velocidad lectora y el estilo parental, además de prácticas familiares que favorecen la habilidad lectora. A partir de la discusión, es visible que el estilo parental autoritario y algunas prácticas familiares de lectura predicen la velocidad y calidad lectora del hijo(a).

PALABRAS CLAVE: Velocidad lectora. Calidad lectora. Dominio lector. Estilo parental. Familia.

Introduction

Reading is a skill that is at the foundation of any learning process and constitutes one of the fundamental pillars of the curriculum, as it is considered one of the most important and undeniable learnings provided by schooling (CASSANY; LUNA; SANZ, 2003). In this sense, mastery of reading becomes relevant, as a student who has not developed this learning in the early stages and has not acquired phonological awareness (CF) in the first year of primary education could be classified in the short term as functionally illiterate. According to the results of the International Survey of Adult Skills (CHILE, 2016), 53% of the population between 15 and 65 years old do not understand what they read, and only 15% are able to make inferences about what they read. Assessment and constant monitoring of reading proficiency, as well as working with families, may be the answer to modifying these alarming results.

Often, the family is seen as an educational community that shapes individuals throughout their lives. Early parenting styles, for example, influence academic performance. It has been found that parental involvement in their children's reading is positively related to an authoritative or democratic parenting style. Shared family reading with children is also known to benefit language development (CLINE; EDWARDS, 2013) and reading. However, it is still not fully understood which family characteristics and dynamics are related to children's reading development (LEVY; HALL; PREECE, 2018). On the other hand, family intervention programs aimed at promoting children's reading development have not always achieved the expected effect (JUSTICE; LOGAN; DAMSCHRODER, 2015).

Cassany (2008) proposes three conceptions of reading comprehension. The first one is the linguistic conception, in which meaning is found in the text, and the reader's purpose is independent of the reading conditions. Reading is simply about seeking the semantic value of words and relating them to the words in a paragraph.

The second conception is the psycholinguistic one, which is different from the previous one and states that reading is a cognitive activity. It involves decoding, inferring, and comprehending a text, where the reader must acquire codes to apply strategies.

The third conception is the sociocultural one, which emphasizes other aspects such as social origin. In other words, reading is embedded in the social practices of a community. Additionally, it describes the text as a social and political vehicle, conferring power to those who develop reading skills.

Based on what has been presented, the act of reading not only involves a psychological process but also influences the linguistic factors of a text. Moreover, reading is primarily a

cultural act embedded in a community with a specific history and practices. Therefore, learning to read implies recognizing these practices and making them functional during the act of reading, as stated by authors such as Bourdieu (2005).

The sociocultural context and the reading situations in which the reader finds themselves determine how meaning is constructed (ORELLANA, 2018). This author emphasizes that experience and knowledge contribute to meaning, and thus, this use of knowledge will be necessary for future generations.

Other studies conducted in Colombia describe that almost 93% of students' reading difficulties are due to inadequate teacher preparation methodologies (FANDIÑO, *et al.*, 2016). Therefore, teacher training also influences reading proficiency, which is confirmed by other studies (SANTANA; CAPELLINI; GERMANO, 2022). In Brazil, teacher training was implemented during the pandemic, revealing a low level of learning in the development of predictive reading skills among 1st and 2nd-grade students. In summary, there are many challenges in learning to read, including the sociocultural context and essential family variables in the acquisition of reading and writing skills.

Petit (2009) emphasizes that reading is a social activity, and in order to promote a liking for it, the participation of society is necessary. The author also places special importance on the family, as within this basic unit, the transmission of reading is much more frequent and closer.

With that said, there are many factors that influence students' enjoyment of reading. Not only does the family context affect the formation of reading habits, but also the characteristics of the students themselves, schools, educational systems, reading materials, reading strategies, and more.

Bourdieu (2012) points out in his book "The Social Sense of Taste" that the place to learn to read is school, which is one of the most significant spaces where decoding and reading skills are acquired. Therefore, this should be one of the first places to promote reading practices through strategies applied both in the classroom and in other spaces within the school, as this cultural practice has been historically promoted. It is within this context that this cultural practice is directly transmitted to the student, providing a great opportunity that should be seized by school directors and teachers.

Finally, both the school and the family are highlighted by Bourdieu (2012) and Petit (2009) as the closest and most important entities that often foster reading practices. Therefore, the school and the family should work together with the aim of synchronizing the activities they undertake to fulfill this task.

On the other hand, Ferreiro (2018, p. 14, our translation) argues that:

In the polyphony of the school learning process, children are not protagonists; they do not have a voice in the story of this process. The voices that drive the process are other entities. The closest voice is that of the teacher, who responds to other more distant voices that lack corporeality: plans and programs, educational goals, learning objectives, methods. Designs of plans, programs, and educational goals are rarely formulated taking into account the students' point of view, even if children's or young people's interests are mentioned. The focus is on achieving results, and the best method or procedure is the one that allows for measurable results in the shortest possible time.

The prevailing adult-centric perspective in schools and families could be one of the strongly influential factors in how children construct knowledge. Therefore, Ferreiro's viewpoint is relevant, as the process of developing critical readers may be hindered. If there were more opportunities to listen to and interpret, for example, what new readers and writers are communicating, we would better understand the urgent changes needed in reading and writing processes, methodologies, and teaching approaches.

While it is true, Ferreiro (2018) points out that the voice of the teacher, which is no less important than the voices of families, is relevant. It is in this sense that the family should be an active participant in the reading process.

Therefore, there is a need to gain a better understanding of which family characteristics can affect children's reading proficiency. This study aims to examine the role of the family in the development of reading proficiency in children. The objective of this article was to investigate how parental styles and family practices related to reading are associated with children's reading proficiency. Specifically, the study sought to (a) characterize family practices related to reading; (b) determine the relationship between parental styles and reading proficiency; (c) establish the relationship between family reading practices and children's reading proficiency; (d) determine how reading proficiency is related to family sociodemographic variables; and (e) propose a predictive model of reading proficiency based on socio-family variables.

Reader's domain

Reading plays a fundamental role in all studies after the acquisition of the alphabet. From this set of letters emanates everything we want to communicate, understand, analyze, interpret, and evaluate. Reading is a metacognitive process of decoding signs, which involves the reader's interaction with the written message in highly meaningful contexts (ABU SHIHAB, 2011). Cognitive ability is what allows the reader to interact with the text, while linguistic competence refers to the semantic and syntactic aspects. These two elements are closely related in the process of comprehension, as the reader constructs and reconstructs meaning throughout the reading of a text, continuously accommodating the information received.

Furthermore, reading is a complex process and a necessary step for acquiring oral and written language skills. To achieve this, semantic, phonological, syntactic, grammatical, visual, comprehension, and other skills are required (FOORMAN *et al.*, 2015). If these skills are not developed, the reading and writing process becomes mechanical and fragmented, which is one of the significant causes for low levels of reading proficiency. Therefore, it is the teacher's role to promote activities that foster the mobilization and advancement of learners from one level to another, all within a meaningful pedagogical strategy and respecting each individual's "pace." In this sense, the teaching of reading is not a process that can be uniformly developed; the levels of alphabet acquisition are related to the natural diversity of classrooms, level of maturity, chronological age, classroom environment, learning resources, among other factors.

The writing process, which develops alongside reading, posits alternative perspectives beyond the school, which is traditionally conceived as the sole formative instance of this process. Ferreiro (1997, p. 17) states that when a child writes, believing that a certain set of words can or should be written, they are offering us a valuable document that needs to be interpreted to be valued. These children's writings have often been cavalierly considered as scribbles, "pure play", a result of "pretending" to know how to write. Learning to read them, that is, to interpret them, is a lengthy learning process that requires a defined theoretical approach. If we think that a child only learns when subjected to systematic teaching and that their ignorance is guaranteed until they receive such instruction, we cannot see anything. On the other hand, if we consider that children are beings who are ignorant and must seek permission to begin learning, we may start accepting that they can know, even if they have not received institutional authorization to do so.

Teachers and families should learn together to read and interpret what children express. "Reading proficiency corresponds to the level of reading competence that students achieve

based on the quality and speed of reading" (MARCHANT; LUCHINI; CUADRADO, 2010, p. 15, our translation). Measuring reading proficiency allows for the identification of reading competence at early stages. If this monitoring is not carried out, teachers, students, and families will not be aware of this relevant information, and without it, it is not possible to modify the processes. Reading proficiency becomes evident from the moment students begin their reading process and demonstrate their understanding of the alphabet's phonemes through oral communication.

It has been observed that pre-readers who can identify and isolate phonemes have a better cognitive foundation for associating sounds with their corresponding graphemes (WAGNER; TORGERSON, 1987). Phonemic awareness is considered a fundamental aspect of literacy development. The most important skills related to phonemic awareness are segmenting a word, i.e., dividing it into individual sounds, and blending sounds to form a word after hearing their individual letters. The development of phonemic and phonetic skills is so relevant in the literacy process that it allows for demonstrating the levels of reading proficiency and quality among students.

Therefore, assessing reading proficiency in the early years of elementary school should become a habitual practice in teaching. In pedagogical actions, reflective practice regarding the importance of monitoring reading proficiency, measured with validated instruments, and providing relevant information for early interventions concerning students' reading levels is not yet widely established.

The Family and Reading Proficiency

The family plays an important role in the development of children's reading, as indicated above. However, little is known about the types of reading practices parents engage in at home with their children (LEVY; HALL; PREECE, 2018). One family habit that positively impacts children's reading is shared reading (CLINE; EDWARDS, 2013). This habit could even promote language development and reading comprehension in children from socially disadvantaged families (LEVY; HALL; PREECE, 2018). However, it is not enough to simply establish a reading frequency; rather, the progress in a child's reading proficiency depends on parents engaging in conversations and encouraging reflection on what has been read (MOL *et al.*, 2008).

It is necessary to complement the above with a description of the actions that parents take with their children regarding reading, such as the written materials available and utilized at home. As early as 1982, Heath associated the development of children's language with the availability of books and other written materials at home, as well as the habit of reading bedtime stories. Currently, a digitally-based approach to children's literacy seems to be another important means of literacy.

The socialization of children through parents has been identified as a risk or protective factor in the development and acquisition of skills. In this process, parenting style is a pattern that parents use to control and socialize their children. "It involves the knowledge, attitudes, and beliefs that parents have regarding health, nutrition, the importance of physical and social environments, and learning opportunities for their children at home" (JORGE; GONZÁLEZ, 2017, p. 41, our translation). According to Baumrind (1991), three parenting styles can be found: (a) authoritarian, where parenting is based on strict rules that the child must obey, and punishment is imposed for non-compliance. Additionally, parents make decisions while exerting control over their children and show little affection; (b) democratic, where parents have a more democratic relationship with their children, involving them in decision-making and expressing affection; (c) permissive, where parents are neglectful and dismissive of discipline and authority, exerting low control over their children.

Regarding early literacy skills and their relationship with parenting styles, it has been found that the authoritarian style is negatively correlated with the cognitive abilities necessary for language development (SOMMER, 2010). On the other hand, the authoritarian parenting style has been associated with higher reading abilities in children. It seems that parental sensitivity, as well as the degree of pressure and demands they impose on their children, would be relevant factors that influence not only students' cognitive language skills but also their social skills and adaptability.

On the other hand, the social, emotional, and cultural factors influence each individual's personality. These factors include emotional and social maturity, which are related to self-confidence, self-esteem levels, and the ability to trust and relate to peers, as well as socioeconomic and cultural factors, which include the home environment (parents, siblings, relatives as role models), the community (friends, school, teachers, and others involved in stimulating personal development), and the economic and cultural resources available to the individual.

Some parents believe that when children are born, they should only eat and rest, without motivating their lives. However, from the moment they enter this world, we should leave the door open for human beings to engage in various learning activities that will later be significant in their children's lives, such as talking and singing, for example. This will help increase their attention span and later expand children's vocabulary in their homes.

In light of the above, it is important to emphasize that in a stimulating environment, children have a greater chance of developing their full potential. In their interactions with adults, children gain fluency in expressing and organizing sentences they use daily in conversations. Therefore, their language skills are related to their contact with parents, as they help their children develop vocabulary from an early age that will later serve them well in adulthood with a broader lexicon.

Parents who talk to babies will develop better language skills, learn to recognize words, and construct meanings (BORRERO, 2008). Braslavsky (2008) refers to the family and daycare as a social environment in which the child interacts with these agents, creating a flexible balance and highlighting the wide range of appropriate strategies for the teacher to make decisions. Similarly, Savater (1997) emphasizes the family as one of the main educators and shapers of their children. Thus, the family experience facilitates the child's learning of their craft as an individual, as the peculiarities of life are learned in a different way than later school learning. "The atmosphere is filled with warmth and affection" (p. 56, our translation).

Methodology

The research is based on a quantitative approach, as it involves "data collection to test hypotheses based on numerical measurement and statistical analysis, in order to establish behavioral patterns and test theories" (HERNÁNDEZ; FERNANDEZ; BAPTISTA, 2014, p. 4, our translation). On the other hand, it has a descriptive nature.

Participants

The participants were identified based on data extracted from the study conducted by Canivilo *et al.* (2018), which included 253 students and their parents from two public primary schools in northern Chile. The students were in the second, third, and fourth grades, ranging in age from 7 to 10 years old, with 59% being male and 41% female. As for the caregivers, 13%

of the respondents to the questionnaires were fathers, 77% were mothers, 5% were grandparents, and 5% had another type of relationship with the child.

Instruments

Sociodemographic interview: This research measured the following variables: number of books available at home; hours parents read to their children; hours spent talking with their children; self-assessment of the father's reading ability ("indicating their self-perception of reading competence, where 1 is unable and 7 is very capable"); caregivers' level of education; number of siblings; number of family members; and income level.

Arauco Foundation Test (2004): This test measures students' reading proficiency, considering the quality and speed of reading. The quality of oral reading considers performance levels that include the following categories: non-reading; syllabic reading; word-by-word reading; reading of short reading units; and fluent reading. Its implementation involves individually asking students to read texts with varying levels of difficulty, which are designed to measure the quality of reading. As for reading speed, it involves counting the number of words the student reads per minute.

Parenting Styles and Dimensions Questionnaire (PSDQ) by Robinson *et al.* (1995): This is a Likert-type scale with 62 items that measures parenting styles described by Baumrind: authoritarian, democratic, and permissive. The instrument's validations (LARRAÍN; BASCUÑAN, 2008) showed adequate psychometric indicators, with internal consistency measured by Cronbach's Alpha of 0.88 for the Authoritarian scale, 0.78 for the Democratic scale, and 0.67 for the Permissive scale. In this study, an Omega McDonald of 0.77 was obtained for the total scale, while for the Authoritarian dimension it was 0.858, for the Democratic dimension it was 0.754, and for the Permissive dimension it was 0.540.

Results

Family practices related to reading

The majority of the families studied have books at home, although they tend to spend a few hours per day and per week reading to their children, ranging from 1 to 3 hours (64.2%). One of the most common practices is talking with their children - more than 4 hours (50%). Table 1 shows the frequency of family practices related to reading.

Table 1 – Family practices related to reading

Variable	Frequency	%	% valid	
Number of books at home	< 10	61	24	24.1
	10 to 20	83	32.7	32.8
	21 to 30	45	17.7	17.8
	> 30	64	25.2	25.3
Hours per week spent reading to your child	0	11	4.3	4.3
	1 to 3	163	64.2	64.4
	4 to 6	56	22	22.1
	7 to 10	13	5.1	5.1
	More than 10	10	3.9	4
Daily hours spent talking to your child	1	28	11	11.1
	2	30	11.8	11.9
	3	34	13.4	13.5
	4	33	13	13.1
	More than 4	128	50	50.4
Daily hours spent reading texts	0	9	3.5	3.6
	30	50	19.7	20
	minutes			
	1	49	19.3	19.6
	2	31	12.2	12.4
	3	36	14.6	14.4
4	20	7.9	8	
More than 4	58	21.7	22	

Source: Own elaboration based on undergraduate thesis (CANIVILO *et al.*, 2018)

Correlations between parenting styles, reading quality and speed

A strong and significant correlation was found between reading quality and reading speed (0.774). The specific analysis shows that reading quality correlates low and negatively with authoritarian parenting style (-0.231), while reading speed correlates weakly and negatively with democratic (-0.276) and permissive (-0.144) parenting styles. Data corroborated in Table 2.

Table 2 – Correlations between parenting styles, reading quality and speed

		1	2	3	4	5
Reading quality	Pearson	1	.774**	.048	-.231**	-.083
Read speed	Pearson		1	.079	-.276**	-.144*
Democratic	Pearson			1	-.216**	.030
Authoritarian	Pearson				1	.628**
Permissive	Pearson					1

Note: ** Sig. at 0.01, * Sig. at 0.05

Source: Own elaboration based on undergraduate thesis (CANIVILO *et al.*, 2018)

Correlation between reading quality, reading speed, and reading-related family practices

A significant, weak (0.012) and negative (-0.124) correlation was found between the quality of reading and the daily hours that the caregiver spends talking to his child. In addition, the quality of reading is weakly and positively correlated (0.267) with the self-assessment of the guardian about his reading ability and the hours he spends reading daily (0.251). While reading speed correlated with the self-perception of the responsible adult about their reading ability and the daily hours spent on reading (see Table 3).

Table 3 – Correlation between reading quality, reading speed and family practices related to reading

		1	2	3	4	5	6	7
Reading quality	Pearson	1	.774**	.035	.012	-.124*	.267**	.251**
Read speed	Pearson			.086	-.024	-.069	.272**	.237**
Number of books at home	Pearson				.171**	.028	.170**	.206**
Hour a week dedicated to reading to the child	Pearson				1	.163**	.059	.205**
Hour. The day you spend talking to your child	Pearson						.139*	.276**
Self-assessment of parents' reading quality	Pearson						1	.273**
Hours you devote daily to reading.	Pearson							1

Note: ** Sig. at 0.01, * Sig. at 0.05

Source: Own elaboration based on undergraduate thesis (CANIVILO *et al.*, 2018)

Correlation between reading quality, reading speed and sociodemographic variables

It was found that the quality of reading correlates with the schooling of the mother and father (0.177), and with the number of siblings and family members (-0.149 and -0.175). The same situation is observed with the variable reading speed (0.185; 0.201; -.0208 and -0.182) (see table 4).

Table 4 – Correlation between reading quality, reading speed and sociodemographic variables

		1	2	3	4	5	6	7
Maternal schooling	Pearson	1	.406**	-.382**	-.121	.416**	.185**	.177**
Paternal schooling	Pearson		1	-.206**	-.202**	.264**	.201**	.177**
Number of Brothers	Pearson			1	.465**	-.047	-.208**	-.149*
Number of members	Pearson				1	.018	-.182**	-.175**
Level of economic performance	Pearson					1	.067	.073
Reading quality	Pearson						1	.774**
Read speed	Pearson							1

Note: ** Sig. at 0.01, * Sig. at 0.05

Source: Own elaboration based on undergraduate thesis (CANIVILO *et al.*, 2018)

Predictors of familiar variables of the reading domain

The reading quality scores were submitted to linear regression in successive stages, considering the variables for the authoritarian parenting style, namely: hours that the father or mother spends talking daily with the child; the father's or mother's self-perception of his/her reading quality; hours that the parent devotes daily to reading to their child; parents' educational level; number of siblings and relatives.

Four models were found. The first model, the authoritarian parenting style variable, explains 5% of the variance in reading quality ($R^2 = .05$, $F = 8.02$, $p = .005$, $CI [-1.15, -.200]$), $\beta = -.221$). In model 2, the variables of authoritarian parenting style ($\beta = -.211$, $p < .007$, $IQ [1,11, -.182]$) and mother's schooling ($\beta = .201$, $p = .010$, $IQ [.046, .330]$) explain 9% of the variance in reading quality ($R^2 = .090$, $F = 7.58$, $p = .001$). In model three, the variables of authoritarian parenting style ($\beta = -.241$, $p = .002$, $IQ [-1.20, -.279]$), mother's schooling ($\beta = .216$, $p = .005$, $IQ [.062, .341]$) and daily hours spent talking to the child ($\beta = -.198$, $p = .011$, $CI [-.029, -.039]$), explain 13% of the variance in reading quality ($R^2 = .130$, $F = 7.48$, $p = .000$).

Finally, in model 4, the variables of authoritarian parenting style ($\beta = -.223$, $p = .003$, CI [-1.14, -.231]), mother's schooling ($\beta = .168$, $p = .029$, IQ [-1.20, -.279]), daily hours spent talking to the child ($\beta = -.255$, $p = .001$, CI [-.339, -.084]) and daily hours spent reading to the child ($\beta = .218$, $p = .007$, CI [.037, .230]) explain 17% of the variance in reading quality ($R^2 = .170$, $F = 7.72$, $p = .000$).

Regarding reading speed, 2 predictive models were found. In the first model, the number of hours the father spends reading explains 6% of the variance of reading speed ($R^2 = .06$, $F = 9.40$, $p = .003$, CI [1.59, 7.38]), $\beta = .253$). In model 2, the number of hours parents spend reading ($\beta = .224$, $p = .007$, IQ [1.08, 6.87]) and authoritarian parenting style ($\beta = -.176$, $p = .034$, IQ [-30.81, -1.20]) explain 10% of the variance of reading speed ($R^2 = .10$, $F = 7.10$, $p = .001$).

Each of these models is a significant tool for the continuity of research and the verification of the behavior of the variables in a prolonged time, of which the public agencies can consider for the necessary projections in the improvement of the indexes of educational quality constantly proposed.

Discussion of results

The aim of this study was to verify how parenting styles and family practices concerning reading are related to children's reading domain. In this sense, the scientific literature has highlighted the important role of the family in the development of reading, but also the need to continue understanding which behaviors of this group influence children's literacy (LEVY; HALL; PREECE, 2018). This work thus contributes to a greater understanding of how children develop proficiency in reading.

The first specific objective sought to characterize family practices related to reading. It has been found that families have books at home, spend a few hours a day and a week reading to their children and one of the most frequent practices is to talk to their children. The above alerts to the need to generate in families a greater awareness about the importance of installing frequent reading practices for their children (CLINE; EDWARDS, 2013). It is not enough to have reading material or talk to children, but it is essential to read to them and develop reflective conversations about what has been read (MOL *et al.*, 2008). It is also recommended that parents model children's reading habits so that they achieve a better mastery of reading (CLARK; HAWKINS, 2010). This practice could even be effective in socialized children in families of low socioeconomic status (LEVY; HALL; PREECE, 2018).

The second objective sought to determine the relationship between parenting styles and reading domain. In this sense, both variables are related. The results showed that reading quality correlates negatively with authoritarian parenting style, while reading speed correlates negatively with authoritarian and permissive parenting styles. Some authors have pointed out that early parenting styles have an important impact on students' academic performance, classroom behavior and the development of competencies in several areas (BAUMRIND, 1991). Regarding the reading domain, evidence of a relationship between the authoritarian style of parents and their involvement in reading activities with their children was presented. Thus, the parenting style determines the responsiveness of the parents to the needs of the children, in this case, the need to advance in their literacy and in the development of skills to master reading, but it is probably the inadequate parenting styles that could have more effect, hindering the development (DOWNER; PIANTA, 2006; SOMMER, 2010).

The third objective sought to establish the relationship between family reading practices and children's proficiency in reading. It is hypothesized that family practices related to reading are connected with children's reading proficiency. In this study, a significant relationship was found between the quality of reading and the daily hours that the guardian spends talking to his child. This finding could be understood, if it is considered that it seems to be the quality of the conversation, more than the mere habit of talking to the child, which is what could favor the development of this individual. This also alerts to the complex work of parental education and the need to install processes that allow parents to develop skills to promote specific developments in their children. In this study, it was also found that both the quality and speed of reading correlated with the self-assessment of the responsible subject about their reading ability and the hours they spend reading daily. This result is consistent with studies that have shown that parents' self-efficacy beliefs help explain why they read more or less to their children: parents with higher levels of reading self-efficacy tend to install more reading practices with their children (LIN *et al.*, 2015).

In the fourth objective, it was proposed to verify how the reading domain is related to family sociodemographic variables. The quality and speed of reading are correlated with the schooling of the mother and father and with the number of siblings and family members. Regarding family structure, there is evidence that children from two-parent families perform better than those from single-parent families (CERVINI; DARI; QUIROZ, 2016) and that the number of siblings would have a negative and important impact on student performance (XU, 2008). The results of this study all point to evidence for the above.

Finally, we sought to propose a predictive model of the reading domain, based on family variables. The results obtained explain 17% of the variance in reading quality, based on the variables: authoritarian parenting style; mother's schooling; daily hours dedicated to talking to the child; and daily hours devoted to the child's reading. 10% of the explained variance of reading speed is attributed to the variables "number of hours that the father or mother devotes to reading" and to the "authoritarian parenting style". These results provide evidence for intervention for the development of the reading domain and complement the existing theory on the influence of family dynamics and structure on the development of children's reading domain (CLINE; EDWARDS, 2013; LEVY; HALL; PREECE, 2018; MOL *et al.*, 2008).

Final remarks

This work presents some limitations that future research could consider to advance towards more rigorous designs. It is important to consider students from private institutions; in addition, it may also be suggestive to complement the measurement of the reading domain with other instruments, in order to deepen the understanding about the development of the specific capacities that constitute such a domain.

Another limitation of this study is the application to a small sample, linked to two public primary schools in northern Chile, however, these results are the starting point for a greater implementation of the test in other regions of the South American country, in order to generate knowledge in this area and propose strategies or actions on the participation of the family in the domain of reading.

This said, and this research concludes the urgency of advancing in investigations that allow to install, in the discussion of educational policy, the need to establish the measurement of the quality of reading and that this constitutes a practice that can be incorporated, systematized and monitored in schools and families. Installing in the political discussion the culture of the use of data in schools in a sustainable way and that allows to give sustainability to the actions that each establishment determines according to its context is also of essential importance.

The idea here is that dialogue about the use of data is crucial to improving teaching and learning and that this should not be an individual effort, but a collective one. Educators, in turn, need to analyze and interpret data collectively, which also involves combining data with their experiences and institutions.

In the Results Report of the 2017 National Reading Study, the results of which were released by the Agency for the Quality of Education (2017), relevant data are appreciated that show the need not only to reiterate the alarming figures, but also to increase and deepen the number of the actions that have been carried out in the territory, such as monitoring the measurement of the quality of reading and also the updating of teaching. On the other hand, there are regions such as Valparaíso, which obtained an average score of 242, followed by Araucanía, 243, Arica and Parinacota along with the Metropolitan Region, 246, that is, low compared to the region of Los Ríos that achieved a score of 255, the best average at the national level. This means, however, that the government must continue to generate strategies and actions that increase these skills at the national level, but also focused according to the context and territory of each region.

Finally, the measurement of reading mastery by students is still considered an optional strategy and, therefore, its relevance, with regard to the level of proficiency in reading and the methodologies used to improve it, is excluded from the discussions.

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