

**EDITOR'S NOTE.** *This article is the third in a three-part series that details the implementation of a personalized and engaging program for early literacy instruction conducted in Spanish. (Parts I and II appeared in the Volume 25, Number 2, issue of Communication Disorders Quarterly). The project, Systematic and Engaging Early Literacy Instruction, uses interactive and engaging activities to increase children's interest in and ability to read and write. Var-*

*ied and personalized texts and activities were used to expose children to literacy patterns. The first two articles described the project's purpose, activities, and texts and the processes and resources used to create computerized books and activities. Part III provides preliminary outcome data collected as the project was implemented in a dual-language kindergarten classroom. This case study exemplifies the preliminary findings from Parts I and II.*

## Project SEEL:

### *Part III. Children's Engagement and Progress Attainments*

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*This article presents preliminary outcome data collected as Project SEEL (Systematic and Engaging Early Literacy Instruction) was implemented in a dual-language kindergarten classroom. Information regarding the children's progress, participation in instructional activities, and performance on trained versus untrained targets was obtained, along with parent and child satisfaction data. The authors transcribed and analyzed videotaped segments of interactions, collected samples of the children's reading and writing, interviewed the children and their parents, and monitored the children's progress. The children made gains in skills, demonstrated high interest in the activities, and made relevant contributions to the coconstruction of texts in the story enactments. No differences between reading and writing of trained versus untrained targets were found, however, most likely because the children had acquired generalized phonics skills by the time the comparisons were made.*

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In creating effective early literacy instruction, educators must ensure that activities and materials captivate children's interest and have an impact on their literacy learning. Children's engagement must be monitored, and educators need to identify mechanisms for maintaining interest and for tracking

changes in children's performance. To obtain useful information about instructional programs in terms of both engagement and progress in literacy, educators must employ qualitative and quantitative procedures.

#### MONITOR ENGAGEMENT AND PARTICIPATION

Because engagement had been identified as an important aspect of literacy learning, indices of engagement should be included when examining educational outcomes (Gutierrez-Clellen, 1999; National Institutes of Health, 2000). The need to measure engagement is particularly important when teaching children whose primary language is not English (Nord, Lennon, Liu, & Chandler, 1999; Serpell, 2001; Verhoeven & Snow, 2001).

Documenting engagement is a way to determine whether instructional activities fit children's learning styles. Children from different backgrounds benefit from active educational experiences that are personally relevant (Gallego & Hollingsworth, 2000; Pappas & Zecker, 2001). As mentioned in Culatta, Aslett, Fife, and Setzer (2004), early childhood educators advocate using developmentally appropriate literacy practices

with hands-on activities that relate to children's lives (Gallego & Hollingsworth, 2000; Neuman, Copple, & Bredekamp, 2000). Active and focused participation increases the likelihood that children will attend to and process the material (Ashcraft, 1994). Measured through interviews, observations, and field notes, assessment of engagement can inform teaching practices.

In addition to measuring children's engagement, program evaluators obtain important program information from observing what teachers do to keep children interested. These observations can lead teachers to refine instructional activities and methods. Teachers' effective and varied arrangement of turn-taking, materials, and roles can influence children's participation, hold their attention, and accommodate differences in learning styles and interests (Phillips, 1972; Shugar & Kmita, 1990; Verhoeven & Snow, 2001). In Project SEEL (Systematic and Engaging Early Literacy Instruction), the goal was to expose children to frequent examples of particular targets through an array of varied and engaging activities.

## QUALITATIVE AND QUANTITATIVE EVALUATION METHODS

To understand how engagement operates in literacy instruction, practitioners must employ varied methods of data collection and analysis. The coordination of qualitative and quantitative methods links the evaluation to the learning process, enabling educators and researchers to better understand complex social, motivational, and instructional phenomena (Brinton & Fujiki, 2003; Kovarsky, Culatta, & Franklin, 2001). Qualitative analyses can identify patterns in instructional interactions, whereas quantitative analyses can document changes in performance (Higginbotham & Kovarsky, 2002). The results of qualitative approaches that document classroom interactions and reflect children's engagement may be merged with quantitative methods to provide a more complete and valid view of instruction (Higginbotham & Kovarsky, 2002; Mastergeorge, 2002).

In Project SEEL, we drew on different sources of qualitative and quantitative information in field-testing the instruction. Qualitative information was collected in terms of participants' satisfaction and children's participation; quantitative data measured changes in performance.

## METHOD

### *Setting and Participants*

Project SEEL was conducted in a Spanish-English dual-language kindergarten classroom in Provo, Utah. The teacher interacted with the children only in Spanish, but the ancillary special subjects (computer lab, physical education, and music) were presented in English. The classroom had an English-speaking aide and a Spanish-speaking foster grandmother. Literacy instruction was conducted in Spanish.

The class was composed of 22 children, ranging from 5 years to 6 years in age. Most of the children came from low socioeconomic backgrounds. All were of Hispanic descent, and half were recent immigrants from Latin American countries. Spanish was the predominant language spoken in all of the children's homes: Three children were fairly equally proficient in English and Spanish; 2 of the children had recently arrived in the United States and spoke very little English. Of the children with limited English ability, 4 (BS, JJ, EB, MS) exhibited attentional difficulties, and for 3 of the 4 (BS, JJ, and EB) language and cognitive deficits were suspected.

### *Instruction*

As described in Cullata, Aslett, et al. (2004), instruction consisted of frequently exposing the children to examples of target literacy patterns within meaningful texts and activities. The children encountered salient and frequent examples of target CVCV words in theme-based activities conducted in large and small groups. Additional opportunities to practice reading and writing the patterns were presented during non-instructional times, such as snack, transition, and computer rotation.

The project started at the beginning of January and continued until the end of the school year in May. Project SEEL instructional activities were conducted 4 days a week, with the children receiving one 15- to 20-minute whole-group session and two 15- to 20-minute small-group sessions a week.

In addition to presenting the instruction in one dual-language kindergarten classroom, we shared activities and materials with another dual-language kindergarten teacher in the same school district and with early childhood educators in a school sponsored by the Rose Education Foundation School (Colegio Mesoamericana) in Guatemala.

### *Data Collection and Analysis*

Several methods were used to evaluate the implementation of the Project SEEL instruction in the dual-language kindergarten classroom. Information was collected by monitoring the children's progress in literary skills, comparing the children's performance on trained versus untrained sets of targets, analyzing the children's engagement, and interviewing the children and the participants.

**Monitoring Performance.** In January, prior to beginning the program, the children's early reading skills were assessed in Spanish, using the state of Utah prekindergarten assessment, *Instrumento de observacion* (Andrade, Escamillo, Basurto, Ruiz, & Clay, 1996), along with assessment units from a syllabic reading series. The skills assessed were naming letters, recalling letter-sound correspondences, blending syllables into words, and reading and writing CV and CVCV syllables and words containing the vowels /a/, /e/, and /o/. The measures were readministered in May.

Informal teacher-created probes were also used to obtain information about the children's skills. Observations of the children's performance and periodic probes of their reading and writing of words that exemplified target literacy patterns were collected from January to May. Toward the end of the school year, samples of the children's writing products were also collected as indices of performance.

**Comparing Trained with Untrained Targets.** A pilot cross-over study was conducted during the last 7 weeks of the school year. In the cross-over design, pre- and posttest comparisons were made between sets of targets trained at different times. Prior to initiating this study, comparable sets (A and B) of CVCV words with *a*, *e*, *o*, and *i* vowels were baselined for reading (word recognition) and spelling (writing to dictation). Set A words for reading consisted of *mano*, *pone*, *mira*, *caja*, *come*, *mesa*, *capa*, *jala*, *lana*, *rojo*, and *baja*. Set B words for reading consisted of *cama*, *cola*, *lado*, *dejó*, *beso*, *malo*, *mata*, *saco*, *para*, *mapa*, and *cayó*. Set A words for spelling consisted of *come*, *caja*, and *capa*. Set B words for spelling consisted of *beso*, *lado*, and *para*.

Assessing word recognition involved having the children read a list of words with the Set A and B targets intermixed. In scoring children's responses, full credit (1 point) was given for correctly reading the word and partial credit (.5 point) was given for correctly reading one of the syllables. In the spelling task, the children were given a model of how to write a word from dictation. During assessment, the words were repeated slowly several times as the children attempted to write them. Children were given .25 credit for each correct sound written in a CVCV word. Developmental spelling errors (*b/v*, *s/z*) were counted as correct responses.

Upon completion of the pretesting, the children were exposed to Set A target words in instruction within theme-based activities. Set B targets served as untrained comparisons (see Appendix A for a list of the themes, activities, and target words used). After 2 weeks of instruction, a posttest was conducted on word recognition and spelling for both sets of targets. A second phase of instruction was then initiated, and for the next 2 weeks the children received instruction on Set B targets within story and play contexts. At the end of that second instruction period, a second posttest was conducted.

**Observing and Analyzing Videotapes.** Information about children's affective engagement in the activities was obtained through direct observation and analysis of videotapes. The classroom teacher, undergraduate university students acting as instructors, and a classroom aide served as participant observers, noting the children's actions and expressions of emotion. Observers compared and contrasted participation over the course of the instruction, across activities, and across different types of literacy involvement.

Videotaped samples of children participating in the activities were collected during the last 4 weeks of instruction. We reviewed the videotapes for interaction sequences we be-

lieved reflected the children's understanding and participation. A turn-by-turn conversational analysis was conducted on the interactions as the children enacted *Charlie necesita una capa nueva* [our translation of the story *Charlie Needs a Cloak*] (dePaola, 1973), a story about a shepherd who makes a cape with his sheep's wool while the sheep keeps trying to get the fleece back. The children's participation in the enactment and their reading and writing of target words and sentences were videotaped, transcribed, and analyzed.

**Interviewing Participants.** Interviews regarding satisfaction with project activities were conducted with the children, their parents, and the teachers. The children and parents were interviewed just prior to the beginning of the next school year, and these interviews were audiotaped or videotaped. The teacher and his classroom aide were interviewed periodically during the school year. The parents were asked what their children reported about the reading activities and how their children responded. Parents were asked the following questions:

- Did your child talk about our activities?
- What did your child tell you about the activities?
- What did you think about the activities?
- How did you feel about the use of the computer?
- Did you see a change in your child's interest in reading and writing during our literacy project?
- Did your child like what we did?
- Did you see a change in your child's reading and writing?
- Were you pleased with the progress your child made?

The children were interviewed in small groups by one of the Project SEEL instructors. In these groups, the children were shown some of the computerized books and activities and were asked to talk about what they remembered. To stimulate the discussion, the instructor asked the following questions:

- What did you think about what we did?
- What did you like about the things we did together?
- What did you think about . . . (the various book and activity themes)?
- What do you remember about (the theme or story)?

The teacher was asked open-ended questions about how he felt about the literacy activities and about what he had observed in terms of the children's reactions to them (e.g., How do you feel the instruction is going? How do you see the children responding to the instruction?). He was periodically asked if there were things he wanted done differently and if he

had any suggestions for changing or improving in the program.

Interviews were also conducted with the teachers in Guatemala and the other teacher in Utah who were using the materials and activities. These teachers were interviewed to evaluate the extent to which the materials could be appropriately implemented in other classrooms. In Utah, when the computer activities were introduced in the other teacher's kindergarten, student reactions were collected through videotaped sessions.

## RESULTS

This section documents changes in the children's literacy behaviors and the children's engagement in the various activities. It also describes participation and text construction, presents perceptions of the program, and illustrates the use of project materials in other classrooms.

### Changes in Literacy Skills

Table 1 provides an overview of the children's performance in January, prior to the presentation of the program, and Table 2 presents the children's performance on literacy tasks at the end of May. A comparison between Tables 1 and 2 shows that the children's literacy skills improved over the course of the project. At the beginning of the instruction, less than half of the children knew letter names or sounds. All but a few children had difficulty blending syllables into words, and none could read or write CV or CVCV words.

By the end of May, as reflected in Table 2, most children had developed the ability to read and write CVCV words from dictation for the vowels /a/, /e/, and /o/ (e.g., *toca, beso, para*). They occasionally made errors consistent with developmental spelling (e.g., *b/v* and *s/z* substitutions) that reflected knowledge of letter-sound associations. In addition to gains in performance, the confidence of the children regarding their reading and writing of target words increased.

By May, four children (BS, JJ, EB, and MS) continued to exhibit poor skills. These children had attentional difficulties and were suspected to have language and cognitive deficits at the outset. They had not demonstrated letter knowledge or the ability to generate letter-sound correspondences in January. Although these children made progress, they were not able to read or spell regular patterned words by the end of the school year without moderate to high levels of support.

### Crossover Comparisons

Mean percentage accuracy and standard deviations for the group's performance on the pilot cross-over study appear in Table 3. Raw scores were converted to percentages because some of the children chose not to complete all of the assessment items. Children who were absent from school during any of the assessment periods were not included in the data analysis, leaving a sample size of 17.

The data were analyzed using  $3 \times 2$  ANOVAs with period of testing (pretest, Posttest 1, Posttest 2) and set (A vs. B) as the independent variables and percentage correct on reading and writing as the dependent variables. The data were also analyzed using  $2$  (Posttest 1, Posttest 2)  $\times$   $2$  (Set A, Set B) ANOVAs with difference scores (posttest – pretest) in reading and writing as the dependent variables. The ANOVAs revealed significant overall period effects for reading and writing ( $p < .0001$ ), which indicates improvement in both sets of targets over the course of instruction. There were no overall set effects or period-by-set interactions. Failure to attain a period-by-set interaction indicates that there were no differences between the trained and untrained items.

### Participation and Engagement

One of the most striking features of this project was the increase in the children's level of engagement. The children often cheered when the Project SEEL university undergraduate assistants entered the classroom. The children often asked when it would be their turn to attend a small-group session, clapped when they were called to a small group, and asked for an activity to be repeated. In addition to these general indicators, the children showed their interest by how they participated in the activities and acted on different types of materials.

**Story Enactments.** The videotapes of the story enactments for *Charlie necesita una capa nueva* revealed that the children smiled, laughed, made animated gestures, and displayed other positive reactions demonstrating their anticipation of story events. The children appeared excited when gathering to enact the story. One child, Marie, shouted "Yeah!" and jumped up and down when she saw the book and props (see Note). In each small group, the children taking character roles remained engaged throughout the enactment. The audience members stayed focused as well, except for Karla, the best reader in the class, who kept her head down and pouted because of something that had happened before coming to the group. There were many instances of shared laughter among the children and instructors. For example, when it was time for "Charlie" to wash the sheep's fleece, Graciela picked up a sponge from an art bin and rubbed it back and forth, while Candy, the instructor, joined in and laughed with her as they pretended to scrub the fleece. The children spontaneously clapped when the enactment was over. When the instructor turned to the audience members and asked "¿Quién quieres jugar?" ["Who wants to play?"] the children shouted, "¡Yo quiero, yo quiero!" ["I want to, I want to!"].

The children engaged in the enactment with little direction from the instructors. The actors caught the "sheep" and cut, pulled (*jala*), washed (*lava*), and dried (*seca*) the "fleece" (cotton balls glued to a sheep costume made from a sheet). They also dyed, wove (*teje*), and sewed (*cose*) the yarn into cloth. As the children washed the fleece, they crowded around

**TABLE 1.** Levels of Children's Performance at Preassessment in January

Child terns	Identifies letter names	Reads CV syllables (a, e, o vowels)	Blends printed syllables into words	Gives letter-sound corresp.	Writes letters for sounds	Writes syllables from dictation	Writes CVCV words with a, e, o vowels	Reads CVCV words (with /a/, /e/, /o/)	Reads new word patterns	Writes new word pat
AM	3	4	4	4	4	4	4	4	4	4
BS	4	4	4	4	4	4	4	4	4	4
CF	2	4	4	3	3	4	4	4	4	4
CD	3	4	4	3	3	4	4	4	4	4
CV	3	4	4	3	3	4	4	4	4	4
DM	2	2	2	2	2	4	4	4	4	4
DS	2	2	3	3	3	4	4	4	4	4
EB	3	4	4	4	4	4	4	4	4	4
GL	2	2	3	2	2	4	4	4	4	4
LM	1	2	2	2	2	4	4	4	4	4
JK	4	4	4	4	4	4	4	4	4	4
JP	1	1	2	1	1	4	4	4	4	4
JM	4	4	4	4	4	4	4	4	4	4
JK	3	3	3	3	3	4	4	4	4	4
JJ	2	3	3	2	3	4	4	4	4	4
JL	1	2	2	1	2	4	4	4	4	4
KF	1	1	2	1	1	4	4	4	4	4
MB	3	3	3	3	3	4	4	4	4	4
MS	4	4	4	4	4	4	4	4	4	4
RR	3	4	4	3	3	4	4	4	4	4
EB	4	4	4	4	4	4	4	4	4	4
YB	4	4	4	4	4	4	4	4	4	4

*Note.* Levels based on (a) teacher's judgment of children's performance in instruction and (b) scores on assessment measures. 1 = correctly identifies or generates 85% to 100% of the literacy targets, performs with confidence, no support necessary; 2 = approximates criterion level (70%–85%), requires low levels of supports, performs well with familiar targets; 3 = marginal performance (50%–70% correct responses), requires moderate levels of support, recognizes or identifies very familiar targets; 4 = could not perform without high levels of support, correct responses below 50%.

a wash bin, moved the fleece up and down in pretend water, and then blew and waved on it to let it dry (*seca la lana*). To “dye” the yarn, the children placed “berries” picked from a paper tree into a can, dipped white yarn into the dye, carefully traded the white yarn for red (dyed) yarn, and held up the red yarn for everyone to see. When weaving, the children intently moved real and pretend strands of yarn in and out of the threads on a loom made of popsicle sticks. When “Charlie” was sewing the cape, the child playing the sheep pulled at the yarn. “Charlie” and the “sheep” tugged back and forth, laugh-

ing as they pulled. While they were pulling, Candy made comments: “*La oveja jala la lana*” [“The sheep pulls the wool”] and “*Charlie dice, es mío, es mío*” [“Charlie says, ‘It’s mine, it’s mine’”]. After pretending to sew, Candy announced, “*Charlie tiene una capa nueva!*” The child playing Charlie immediately exchanged the old cape for a new one and proudly showed off the new cape.

**Play Routines.** Although it could be predicted that structured play routines would be less interesting than story

**TABLE 2.** Levels of Children's Performance at Postassessment in May

Child terns	Identifies letter names	Reads CV syllables (a, e, o vowels)	Blends printed syllables into words	Gives letter-sound corresp.	Writes letters for sounds	Writes syllables from dictation	Writes CVCV words with a, e, o vowels	Reads CVCV words (with /a/, /e/, /o/)	Reads new word patterns	Writes new word pat
AM	1	1	3	1	1	1	4	2	4	4
BS	3	4	4	3	3	3	4	3	4	4
CF	1	1	1	1	1	2	4	2	4	4
CV	1	1	2	3	1	1	3	2	4	4
CD	1	2	3	2	1	1	1	1	3	3
DM	1	1	1	1	1	1	1	2	3	3
DS	1	3	3	2	1	1	3	2	3	2
EB	1	1	3	1	1	1	2	2	4	3
GL	1	1	2	2	1	1	2	3	4	3
LM	1	1	1	1	1	1	1	1	1	1
JK	1	1	3	1	1	1	4	4	4	4
JP	1	1	1	1	1	1	1	1	1	1
JM	1	1	3	2	1	1	3	3	4	4
JK	1	1	3	2	1	1	2	3	4	4
JJ	1	3	4	2	1	1	3	4	4	4
JL	1	2	1	1	1	1	1	1	3	3
KF	1	1	1	1	1	1	1	1	1	1
MB	1	1	1	1	1	1	1	1	3	3
MS	1	3	2	2	1	1	1	1	4	3
RR	1	1	1	1	1	1	1	2	3	3
EB	3	4	4	3	3	3	4	4	4	4
YB	1	1	1	2	1	1	1	1	3	3

Note. Levels based on (a) teacher's judgment of children's performance in instruction and (b) scores on assessment measures. 1 = correctly identifies or generates 85% to 100% of the literacy targets, performs with confidence, no support necessary; 2 = approximates criterion level (70%–85%), requires low levels of supports, performs well with familiar targets; 3 = marginal performance (50%–70% correct responses), requires moderate levels of support, recognizes or identifies very familiar targets; 4 = could not perform without high levels of support, correct responses below 50%.

enactments, the tight routines did keep the children's interest. In carrying out the "Cinco Monos" routine described in B. Culatta, Aslett, et al. (2004), the children stood in a line by the bed (a sheet placed on the floor), intently watching as they waited for their turn to be pulled onto the bed by their tails (strips of cloth pinned to the back of their shirts). The children laughed as one "monkey" pulled the next onto the bed and then fell off the other side. Although at first they needed prompts to follow the routine, the children quickly recognized the predictable action pattern and participated without getting off-task. Once the children read the cue cards

and were given some support in carrying out the first verse, they were able to anticipate their parts and follow the action sequence.

**Scripted Play.** Less structured scripted-play activities also kept the children's attention if the script was simple yet flexible enough to provide some variation and child control over the materials. Some examples of play scripts that kept the children's attention were digging with various objects to find things, letting animal figures dig, get dirty, and be washed by the "mamá" or "papá," hiding animals in various locations

**TABLE 3.** Means and Standard Deviations for Reading and Writing Words in Pilot Cross-Over Study

Time of assessment	Reading Set A		Reading Set B		Writing Set A		Writing Set B	
	M	SD	M	SD	M	SD	M	SD
Pretest	.59	.31	.55	.30	.70	.28	.64	.32
Posttest 1	.69	.24	.64	.24	.76	.26	.75	.25
Posttest 2	.75	.28	.78	.24	.86	.21	.85	.20

Note. Sets A and B were comparable sets of CVCV words with *a*, *e*, *o*, and *i* vowels.

and taking pictures of them when they were found, and deciding what items to pack in various containers to take to the “beach.”

A less structured play activity that did not keep the children’s attention was based on a script about a family’s cat that played with a bottle top (*tapa*) and hid it in various places (*cama*, *caja*, *sala*) in the house. In this play script, the children preferred playing with the props instead of following the instructor’s suggestions and demonstrations for making the “cat” hide the top and having the “family members” search for it. The children either did not understand the expectations or see the predictability of the script, or they found free play with the dollhouse and props more compelling than following the activity.

**Exploration of Hands-on Materials.** For the most part, activities that incorporated hands-on materials, such as cooking and art projects, kept the children’s attention. For example, the children exhibited focused participation in an activity where they put small amounts of whipped cream (*nata*) on an animal’s face and paws (*cara*, *pata*). There were a few times, however, when the materials proved to be too engaging. In an activity that involved using stretchy rubber frogs to dig (*la rana cava* [the frog digs]), the children discovered that they could pull and fling the frogs as if they were shooting rubber bands. The activity worked well when hard plastic frogs or photocopies of frogs on cardstock were substituted for the stretchy ones. With highly sensory materials, it was often necessary to set limits on how the materials could be manipulated. Small and controlled amounts of some materials worked well, with the instructor arranging reasons for the children to read or write in order to receive turns or to access the objects.

**Novel Use of Objects.** The children also exhibited great interest in activities that incorporated some novel use of objects, such as drawing on balloons to make a face (*cara*) or making a paper hand (*mano*) act on things. They also enjoyed activities that had an element of intrigue (discovering things in their cubbies or peeking under a box to find what was hidden there) or that varied the use of physical space (e.g., reading cues to move from place to place to find a treasure,

following a map to locate needed objects, going to various locations in the classroom to get ingredients to make a dinner). In an activity based on *Frog Goes to Dinner* (Mayer, 1974), the children used three-dimensional “hands” (latex gloves filled with flour) to serve different items (e.g., *papa*, *taza*, *cena* [potato, cup, dinner]) in various ways (e.g., *lleva*, *saca*, *toca*, *pone* [carry, take, touch, put]). They also enjoyed using the waiter’s “hands” to carry out elements of the story, such as taking the frog out of the restaurant and into the street (“*Pone la rana en la calle*”). In an extension activity, the children eagerly read and followed directions to make the hands act in unusual and playful ways (e.g., “*Pone la mesa en la calle*” [“Put the table in the street”]).

**Writing Tasks.** Although writing from dictation can be demanding of children’s attention abilities, observations of the children engaging in the task indicated that they remained focused as long as they received adequate levels of support. The types of support they received consisted of the instructor repeating the sound, syllable, or word (with sound-by-sound or syllable-by-syllable input if necessary); producing a word with a slight pause between the syllables; providing a selection of written graphemes for the students to refer to; extending continuants and vowels in words; and stating the letter name along with its sound (e.g., /m/, m/, “emeh,” “emeh”). The instructors adjusted the support based on the students’ responses. For example, after hearing the word *lana* produced with a slight break between the syllables, Ana wrote the first syllable (*la*) and then hesitated. The instructor repeated the word but with more emphasis on the second syllable (*la-na*, *laNA*), and Ana then proceeded to write it. The instructors made fine adjustments in the input to fit the students’ needs. Despite the provision of different levels of support to different children within one small-group session, the children did not appear distracted.

In addition to needing support, the children often wanted confirmation that the letter, syllable, or word they had written was correct. When asked to write *seca* in a task associated with *Charlie necesita una capa nueva*, Miguel listened to the instructor say, “*Seca, se-ca, /s::/*” and then produced the letter name in a questioning intonation before writing the letter *s*. The need for reassurance that responses were correct

also varied among the children. Some of them often needed assurance that they had retrieved the correct letter before writing it, whereas others were less afraid of putting their best guess on paper. Early in the project, this sort of request for feedback and assurance happened often.

As the instructional time progressed, the children eagerly demonstrated their skills and displayed confidence in what they could do during the writing tasks. Although Miguel often needed assurance that he was correct, he also displayed pride and confidence in his performance. After writing *ca*, the first syllable of the word *capa*, and hearing the instructor repeat the word with a slight pause between the syllables (*ca pa*), Miguel shouted the letter name (“¡pe! ¡pe!”) and quickly proceeded to write the letter *p*. A minute or so later, he began clapping in excitement when he completed writing the word *lana*. When Graciela completed writing *lana*, she announced, “¡jasi!” [“Like this!”] and passed her paper to the instructor to see. Catalina also held up her work for the instructors to see. Janna excitedly announced, “¡Ya ya!” [“Already! Already!”] to indicate that she had already completed writing the word and pushed her paper toward the instructor. Irena asked the instructor to find the word *lana* that she had written: “¿Dónde está lana?” [“Where is (the word) lana?”] and then tapped the word three times to show off her work.

**Computerized Materials.** The children consistently reacted positively and remained focused when presented with the digital books and computerized activities at the computer station. When the teacher gave the children an opportunity to view the books on the computer, they were eager for their turn. They would often choose to use the computer during free time. One day the teacher asked for a few children to miss recess so they could show a visitor the computerized activities; all of the children eagerly raised their hands. As the children who weren’t chosen returned from recess, they gathered around those at the computers and watched what they were doing.

The children also enjoyed the digital books when they were projected on the wall to the class, making comments and dictating sentences to go with the story or making comments such as, “*Hay está Miguel jugando como un perro*” [“There’s Miguel being the dog”]. The children were also excited to show the digital books and activities to their parents. One important incident with the projected stories occurred during a movie day to which the parents had been invited. Karla was crying inconsolably at the beginning of the session because her mother hadn’t arrived. When her crying subsided, the teacher had her read to the group. She became visibly animated, confidently picked up the pointer, and read the book without support. When Karla’s mother came later that day, the teacher told her about her daughter’s performance during the “movie” presentation, which seemed to please Karla.

During parent conference sessions, the children were proud to show their parents how they could read and write using the personalized, computerized texts. All of the children

were intent as they responded eagerly and displayed their abilities, with some assistance from an instructor. The children smiled or readily agreed when positive remarks were made about their performance.

### *Coconstruction of Texts in Enactments*

Videotapes of the children participating in the enactments documented how the participants jointly constructed a representation of a story. A transcribed excerpt of a small group enacting *Charlie necesita una capa nueva* illustrates the turn-taking and interactions that occurred as the story was enacted with two instructors, Candy and Krista, and six children (see Appendices B, C, & D). During the session, Candy reviewed the story and guided the characters’ actions while Krista involved the audience in reading cue cards to announce and comment on the scenes.

This transcript illustrates the unfolding of a story as information was conveyed through written and oral language, actions, context, and props. Oral and written utterances in context were linked to each other and to the characters’ goals: Charlie’s goal to make a cape and the sheep’s goal to keep his wool. The participants’ shared understanding of the story permitted them to anticipate story events. The children knew how to respond and produced relevant utterances, and all participants (instructor and children) seemed to be in synchrony with the evolution of the story.

This enactment also included a variety of communicative functions, which kept the exchange more conversational than a teacher-directed lesson. The instructors produced requests, comments, commands, questions, and acknowledgments with meanings modified by various intonation contours. Also, the cue cards the children read contributed to the discourse. Although the instructor did comment and ask questions more than did the children, the latter were attentive, responded with what they knew from previous experience, and maintained group actions (e.g., all participants pulling the yarn at the same time). Their responses and group actions indicated that they understood the story and were able to communicate and relate to it in discussion and dramatization.

In the enactment, the participants worked together to connect comments and actions into a coherent presentation. The instructor’s comments served as narration to keep the story flowing smoothly. The instructor filled in story events to establish the relationships between the turns and actions produced by the children.

### *Participant Satisfaction*

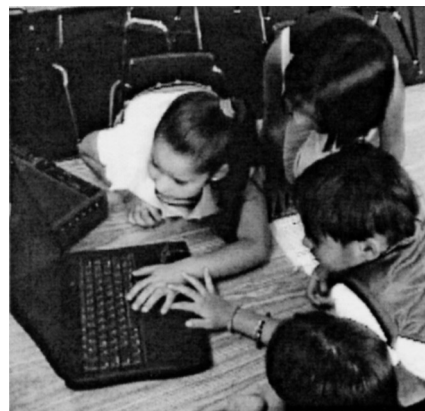
**Children’s Satisfaction.** The children’s satisfaction with the literacy activities and computerized books was apparent through analysis of the interview data. During the interviews, the children reviewed some of the activities displayed on a laptop computer.

The children were excited to see the computer. They quickly gathered around it, asked if all the computer stories were on it, and asked if they could see particular books and activities (see Figure 1). The children's interest was indicated by (a) positive nonlinguistic behavior (focused attention, positive facial expressions, vocalizations such as "Wow!" "Yeah!") and (b) verbalizations (e.g., "¡Mira!" ["Look!"], "Vamos a ver el cuento de los dinosaurios" ["Let's see the dinosaur story"], "A mí me gusta el cuento La llama Con Pijamas" ["I like the Llama in Pajamas story"]). They recalled the names of the stories, offered information about them (e.g., "La rata hizo la comida, mmm" [The rat made the food, mmm]), and made comments about themselves and the other children. In each of the interview groups, the children responded in unison with an emphatic "¡Sí!" when asked whether they wanted to see the computer stories or if they liked using the computer.

In addition to making positive comments about the books and activities, the children displayed their ability to read and use the computer. They asked if they could read the stories ("¿Puedo leer?" ["Can I read?"]) commented on their ability to read ("¡Lo puedo leer!" ["I can read it!"]), spontaneously read the texts, and navigated through the pages on their own. Many of the children spontaneously read at least some parts of the stories. In one group, one child began to read and the other children joined in until the whole group was reading in unison. The children also occasionally supported each other by reading a word if another child paused or by reading a word correctly if it was misread.

In addition to revealing children's interest in the digital books, the interviews reflected children's memory for the stories. The children recalled details of the stories before the interviewer showed them the digital books. When the interviewer asked the children if they remembered what they did in reading, several children referred to the story activities as "playing with the teacher" ("jugamos con la maestra"). The children called out the names of the stories and commented on things they did in each story. They tended to comment more often on the activities that were associated with highly participatory roles, engaging actions, and intriguing props. For example, they made references to the Spanish adaptations of *Charlie Needs a Cloak* and *Mouse Mess* (Riley, 1997), a story about a rat who makes a mess while preparing food. It was difficult from the interview transcripts to differentiate children's interest in the computer activities from their positive reactions to the story enactments, however.

**Parents' Satisfaction.** Parent interview data and parents' spontaneous comments served as indices of their satisfaction with the use of the computer in the instruction and with the instructional activities. All of the parents expressed satisfaction with the computerized materials and stated that they were pleased that computers were included in the literacy program. They also appreciated being able to see their children use the computer activities at parent conference and "movie" days.



**FIGURE 1.** Children reading computerized books during the interview.

Several parents requested copies of the computerized materials and wanted to know where they could obtain other computerized reading programs. They also made suggestions about how to improve the activities. Their contributions consisted mostly of making grammatical corrections. Several parents volunteered to assist the children in using the computer materials. All of the parents who were interviewed said that their children enjoyed being able to use the computers.

All of the parents said that their children told them about the things they did in the reading program. They made comments such as, "Daniela siempre me cuenta lo que hizo en la clase" ["Daniela was always telling me about what she did in class"]. One parent said, "Todos los días me dice, hicimos esto, esto y el otro" ["Every day she tells me, 'We did this' or 'We did that'"]. Another parent said, "Yo creo que lo que están haciendo es muy bien. Yo esto contenta, muy contenta que está (el programa) aquí en la escuela. Miro que está aprendiendo." ["I think that what you are doing is very good. I am pleased, very pleased that the program is here in the school. I see that (my daughter) is learning"].

All of the parents commented on their children's satisfaction with the activities ("Le gustaban mucho a mi hijo cuando hacían actividades. . . siempre llegaba y quería poner todo en la pared de la casa." ["He liked it a lot when you did the activities. . . He always came home and wanted to hang up all (the papers) on the wall in the house"]). Carlos' mother said, "A mí hijo le gusta mucho. El quiere venir el sábado al kinder también todos los días." ["My son likes it much. He wants to come to kindergarten Saturdays and every day."] Juan's mother said that her son told her everything that was done during the reading activities. Many of the children told their parents about particular experiences, and the parents related the names of the stories and commented on the activities the children told them about. One parent told how much her son liked playing and reading the dinosaur story (¿Como dan las buenas noches los dinosaurios?) and that he had started to like and recognize dinosaurs more in movies and books at home:

*A mí, me contó que vieramos dinosaurios, que nos contarán un cuento y como en la casa yo tengo también libros de los dinosaurios, también le gusta mucho . . . entonces cuando ya los vio aquí, le gustaron más. Él lo expresó, así.*

He told me that we saw dinosaurs and that they told us a story and at home I have dinosaur books too and he also likes them a lot . . . and then when he saw them here, he liked them more. He said it like that.

Although all parents said they were pleased with the instructional materials they saw and the activities they heard about, two parents felt strongly that the main approach to teaching reading should be the traditional “syllabic” workbook approach that they had experienced in Mexico. One mother felt that the inclusion of some difficult words in the digital books frustrated her son. As an example, she used the word *ciudad*, which appeared in the predictable and decodable book *Hay una ciudad* (Herman, 2001). It appeared that she didn’t understand the rationale for including some predictable words, along with decodable words, that could be read with contextual or linguistic cues to provide access to meaning in connected texts. She also believed that her son was frustrated because of other children’s abilities: “*Otros niños podrían leer (las palabras difíciles). Él no podría, así que no quería leer.*” [“Other children could read (the hard words). He can’t, so it makes him not want to read.”] She felt that a particular syllabic workbook should have been used to teach the children to read. These two parents also indicated that the children should have been given more workbook drill sheets to do at home.

All of the parents, except for the mother of a child with significant delays (BS), expressed pleasure in the progress their children had made. One parent stated, “*Yo creo que lo están haciendo es esta muy bien. Yo estoy contenta, muy contenta que esta aquí en la escuela. La miro que esta aprendiendo.*” [“I believe that what you are doing is going very well. I am pleased, very pleased that she is in this school. I see that she is learning.”] The parents said they noticed substantial improvements in their children’s ability to read. When one parent was asked if she had seen changes in her son’s ability to read, she said,

*Vio un cambio en leer. Sí, sí. El año pasado aprendió a leer en inglés y en español. Él no sabía [antes]. Estuvo en Head Start y aprendió letras, sílabas, y escribir su nombre. Pero en kindergarten, él aprendió a leer en inglés y español. Aprendió leer muy bien.*

I saw a change in his reading. Yes, yes. The year before, he learned to read in English and Spanish but he did not know (how to read). He was in Head Start and learned letters, syllables, and to write his name. But in kindergarten, he learned to read in English and Spanish. He learned to read very well.

Although the parent used the word *learned* regarding her son’s Head Start experience, she most likely meant that her son acquired some prereading skills, such as knowing the names of letters. When her son entered kindergarten, he could not identify letter sounds or read words or syllables. At the end of the kindergarten school year, however, he could read any CVCV word in Spanish. This mother was pleased with her son’s progress, and her excitement was conveyed in vocal inflection and animation.

**Educators’ Satisfaction.** In response to periodic questions about their perceptions of the Project SEEL activities and in spontaneous comments, the teacher and his classroom aide frequently expressed their satisfaction with the project. They talked about how much the children learned in the Project SEEL sessions and how much they loved the story and play activities. Both educators reported that the children would cheer when it was their turn to participate in the small-group sessions and noted that the children’s interest was much greater in the hands-on activities than in the regular phonics activities. The teacher often reported that he had to be careful that none of the children missed the opportunity to participate in the sessions because they would be very disappointed if they did. On several occasions, the teacher made slight changes in the class schedule to permit a group to participate in the Project SEEL literacy activity. The teacher and his aide commented frequently on the value of the children’s engagement in the activities: “The children just love what you’re doing, and they’re learning so much.” The teacher believed that the children experienced a spurt in skills and confidence because of their interest in the literacy activities and because of the added opportunities they were given to practice skills during the project activities. He commented that Project SEEL helped him realize the importance of fitting reading practice into active and enjoyable experiences and stated that these opportunities greatly supported students’ comprehension and phonic skills.

### *Ease of Adoption and Generalizability of Use*

In a preliminary evaluation, Project SEEL developers collected data on the extent to which the materials (a) fit other teachers’ expectations and (b) could be shared across classrooms and cultures. The teachers and administrators in the other programs believed that tying stories to hands-on experiences, using universal themes, and incorporating personalized photos permitted the materials to be shared across communities.

Both the teacher who participated in the experimental study and the kindergarten teacher in Utah who applied some Project SEEL materials and activities in her class felt that the books and activities worked well, even though most of the computerized materials contained photos of other children. The children first saw the materials displayed on the classroom wall as part of a class “movie day.” They were fascinated

with the computer and watched intently as the teacher assistant displayed the files on the screen. Mauro yelled out, "Oh yea! A computer!" The children lay comfortably on their stomachs as they watched the books and talked about the pictures among themselves. When asked if they liked watching the books made in the previous year's class, they all responded, "Yes!" When asked which they liked better, their own books or the ones made the year before, the children said, "Both!" Although they liked seeing their own pictures, they also showed interest in the other class's books and activities.

The educational coordinator for the Rose Foundation School in Guatemala reported that the teachers in their early literacy classrooms wrote their own texts and provided the children experiences to go with them. They were glad to receive the customized and computerized books and activities developed for Project SEEL and stated that these materials worked well in their settings. The coordinator believed that the participatory and hands-on activities tied to the texts were appropriate for young children and allowed her teachers to introduce early reading in the prekindergarten grades. She felt that the materials and digital books created for Project SEEL were applicable to her site even though most of the materials used photos of children from the United States. She was, however, particularly impressed with the digital books that incorporated photos of the children from her school, which had been taken as they enacted some of the same stories.

## DISCUSSION

Engaging in instructional activities is an important aspect of literacy learning for children (Guthrie & Knowles, 2001; McKenna, 2001; Verhoeven & Snow, 2001). Although this pilot project documented children's engagement, the effectiveness of the instruction needs to be evaluated using tighter quantitative methods. Additional areas in need of documentation include the customization of materials, the perceptions of parents, and the structuring of activities to facilitate children's learning.

### *Need for Quantitative Methods*

Qualitative data have shown that the children in the Project SEEL program were enthusiastically involved in the literacy activities and made significant progress in acquiring skills. Tighter quantitative procedures are needed to evaluate the effectiveness of the program, however. For example, a multi-group comparison design could contrast the performance of children receiving Project SEEL instruction with that of children being taught via a more traditional approach or even a prepackaged phonics program.

Furthermore, children's skill and attitude development should be monitored beyond the duration of the school year to obtain information about the long-term benefit of providing meaningful early instruction. Kindergarten children par-

ticipating in a program that values engagement should be followed into first grade and beyond, because motivation and interest are tied to desire to practice and to success (Gutierrez-Clellen, 1999; Pappas & Zecker, 2001; Stanovich, 1986).

### *Role of Computerized and Customized Materials*

Additional research is needed to evaluate the impact of customized and computerized texts on young children's literacy development. During the project study, a number of issues arose regarding the use of these materials in early literacy instruction.

First, the effect of incorporating computerized materials should be isolated when conducting an evaluation. Comparisons need to be made between the program with the use of computerized activities and books and the same program used without them. The influence of the computerized materials also needs to be evaluated independent of the small-group interactive literacy activities.

Evaluating the effect of tying the text content to children's experiences would also be helpful. As has been noted previously, the computerized materials can easily be personalized by basing them on arranged activities. Teacher-made phonetically controlled materials have the potential to activate prior knowledge and to provide children with frequent exposure to targets (Watson, 2001). Researchers might contrast the effectiveness of personalized teacher-constructed texts with commercially available ones or with those that have not been tied to children's actual experiences.

Another potential area for research would be to explore individual differences in students' ability to benefit from computerized activities. In this study, individual differences in children's engagement and performance in the computerized materials were noted. Some children had a particular interest in the computer and seemed to attend better in the computer-based instruction than in traditional paper-and-pencil activities. Unlike teacher-led instruction, which can be tedious and attentionally demanding for young children, the computer keeps children's attention, and computer materials have the potential to be revised to accommodate individual children's abilities (Whitehurst & Fischel, 2001).

Finally, developers of programs, activities, and texts may wish to evaluate the extent to which the materials that are computerized or customized may be shared across classrooms and cultures. Tying stories to hands-on experiences; using universal themes; and incorporating photos, events, or characters from the children's own backgrounds are ways to adapt and share materials across communities. Even if a text is created in a different community, teachers could provide a simulated experience that would allow children to identify with the content. Creating a text based on a shared experience can have value within the culture of the classroom. Permitting children to reflect on personal experiences with story events can activate their interest in reading and writing, even when

those experiences are arranged. The interactions that occur prior to reading may help children identify with the characters' feelings and experiences, which can increase their motivation and investment in reading and make a text shareable. Increasing personal involvement in the reading process is a recommended practice for children from different cultures because this may increase the shareability of texts across cultures and communities (Gallego & Hollingsworth, 2000).

### *Parent Perceptions and Involvement*

An early literacy program should be sensitive to parents' perceptions concerning literacy instruction for their child. Although the parents interviewed as part of this study appreciated their children's progress and interest in the instruction, some did not understand the use of interactive methods for teaching phonics. A few parents expressed the belief that drill-type workbooks were required to teach reading. Many parents may not recognize the need for instructional activities to be engaging and motivating, because instruction in Latin America has tended to place little value on those factors. Parents from Latin educational backgrounds also may not understand the importance of using predictable texts or providing contextual cues to support meaning because the traditional approaches are more concerned about skill development than meaning. It would be of interest to find out more about parents' perceptions of the value of interactive and personalized instruction versus the more traditional drill-type tasks that tend to be used in Latin American countries.

If differences exist between parents' perceptions of appropriate instruction and the instructional methods used, the educator should take steps to align the two. Parents may need to be shown that phonics practice can occur within the context of meaningful, interactive activities. They may also benefit from information about ways to support children's reading in genres such as early predictable texts and good children's literature, as these are not typically used in Latin America to teach children to read. Another potential difference between parent expectations and instruction concerns the use of homework. If parents want more homework, efforts should be made to help them review skills with their children in ways that relate to the children's experiences or to a compelling topic or context. Providing child-centered and motivating homework activities could involve and inform parents while permitting them to support their children's skill development.

### *Valuable Project Components*

Identifying elements in instructional activities that contribute to children's literacy learning is important. Several factors that should be considered are variety, opportunities to practice, and context.

Variety in instruction, which is particularly important for young children, should be considered in evaluating early literacy programs. Variety provides the opportunity to high-

light target patterns, not only within an activity but also across activities. Variation in materials, activities, and interactions can maintain engagement and give teachers a large array of options for exposing children to target words. Project SEEL employed variety in the types of activities used and in the nature of the instructions that occurred within the activities.

In this project, most activities were effective in keeping the children engaged, but certain activities tended to offer a greater number of opportunities for encountering target words. Although the scripted-play activities may have offered fewer opportunities than the more structured play routines for reading or writing target patterns, many of the former provided the children with a unified experience that could then be represented in a connected text. Furthermore, during these play contexts, the instructor's comments, using exaggerated productions of target words, could raise awareness of these patterns and prepare children to recognize them in a written story or other text experience. When viewed in light of variety and context, the number of responses within a particular activity becomes less important. However, instructors must attend to the number of opportunities children receive to practice within a whole thematic unit and across contexts.

When appropriately supported, the children were ready and eager to read and write words interspersed within activities that provided a meaningful context. Positive responses to the program by the children, teachers, and parents appears to affirm that Project SEEL achieved an appropriate balance between giving the children some opportunities for making their own choices and requiring them to follow teacher-directed expectations.

Children can be exposed to literacy targets in a number of activities and contexts. Motivation, which can be promoted through variety, is important in literacy learning because it focuses children's attention toward patterns and builds their opportunity to store patterns and recognize words (Romaine, 1989). One important purpose of maintaining children's engagement in instructional activities and texts is providing opportunities to recognize word patterns. Instructors can provide multiple opportunities to identify word patterns and facilitate word recognition as long as the children are attending. Multiple opportunities to be exposed to and read target words are required for the development of word recognition and fluency (Hiebert & Martin, 2001; Torgesen, 2003).

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## NOTE

In the transcripts quoted, pseudonyms are used for the names of the children.

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## APPENDIX A: THEMES AND ACTIVITIES USED DURING THE PILOT STUDY

Story, theme	Description of the activity	Portions of texts used in enactments or routines	English translation
<i>Hay una ciudad</i> (Herman, 2001): a recursive story about things found inside other things at a birthday party	Read and enact the story; follow written directions to put things in different places ( <i>Pone la mesa en la casa</i> [dollhouse]; <i>Pone la mano en la caja</i> ); read about what was found ( <i>La mano está en la caja</i> ); find one box inside another and another (“ <i>¡Mira! Una caja</i> ” [“Look! A box!”])	<i>Hay una ciudad. Hay una calle. Hay una casa. Hay una sala. Hay una caja. Hay una casa. Hay una sala. Hay una mesa. Hay una caja. Hay una torta. Pone la torta en la caja. Pone la casa en la caja. Va a la cama. Mamá dice: “Vete a la cama.” La niña va a la cama. La niña está en la cama.</i>	There is a city. There is a street. There is a house. There is a room. There is a box. There is a house (doll house). There is a table. There is a box. There is a cake. Put the cake in the box. Put the house in the box. Go to bed. Mamma says, “Go to bed.” The girl goes to bed. The girl is in bed.
<i>La rana va a un restaurante</i> (Based on <i>Frog Goes to Dinner</i> [1974] by Mercer Mayer)	Read and enact the story; make toy frogs do silly things (jump in clothes, kiss the children’s faces); do silly things with the waiter’s hand (paper cut-out or latex gloves filled with flour; <i>La rana pone la mano en la calle</i> ; <i>La rana besa la mano</i> ): The frog puts the hand in the street; The frog kisses the hand.)	<i>Juan se pone la ropa. ¡Mira! La rana salta en la ropa. Juan va a un restaurante. La rana salta a la cara. La rana salta a la mano del mozo. El mozo da la papa a la mamá. ¡Mira! La mamá come la papa. La mamá dice: “¡Aaaahhh! ¡Mira! ¡Una rana!” La rana salta de la mesa. La rana salta en la taza. La rana da un beso a papá. El papá dice: “¡Aaaahhh!” El mozo saca la rana. El mozo pone la rana en la calle. El mozo pone a Juan en la calle. Juan va a casa. Juan y la rana van a la sala.</i>	Juan puts on his clothes. Look! The frog jumps in the clothes. Juan goes to the restaurant. The frog jumps on the waiter’s face. The frog jumps on the waiter’s hand. The waiter gives potatoes to the mother. Look! The mother eats the potatoes. The mom says, “Ah! Look, a frog!” The frog jumps on the table. The frog jumps in the glass. The frog gives the father a kiss. The father says, “Ah!” The waiter takes the frog. The waiter puts the frog in the street. The waiter puts Juan in the street. Juan goes home. Juan and the frog go to the room.
“ <i>La cena</i> ” (“The Dinner”)	Engage in a play routine where the children go from place to place and find food items in strange places; the children paste the objects or photos on a paper plate to make a dinner.	<i>Hay habas en la bata. Hay bananas en la cama. Hay papas en la taza. Hay pasas en la mesa. Mamá dice: “O, no. Mamá saca las habas. Mamá saca las bananas. Mamá saca las papas. ¡Cena!”</i>	There are beans in the robe. There are bananas in the bed. There are potatoes in the cup. There are raisins on the table. Mother says, “Oh, no! Take the beans out. Take the bananas out. Take the potatoes out. Dinner!”
<i>Charlie necesita una capa nueva</i> (based on <i>Charlie Needs a Cloak</i> by Tomie dePaola, [1973])	Read and enact the story; catch the sheep, cut the fleece ( <i>corta la lana</i> ); pull ( <i>jala</i> ); wash ( <i>lava</i> ); dip ( <i>baja</i> ); dry ( <i>seca</i> ); weave ( <i>teja</i> ); cut ( <i>corta</i> ); sew ( <i>cosa</i> )	<i>Charlie necesita una capa nueva. Charlie lava la lana. Seca la lana. Jala la lana. Charlie quiere una capa roja. Charlie jala las bayas rojas. Charlie baja la lana en la caja. ¡Hay lana roja! Charlie jala la lana. La oveja jala la lana. Charlie teje la lana. Charlie cose. Charlie hace una capa. Charlie tiene una capa nueva. Y, la oveja come la capa.</i>	Charlie needs a new cape. Charlie weaves the wool. Charlie pulls the wool. Charlie wants a red cape. Charlie pulls the red berries. Charlie dips the wool in the can. There’s red wool. The sheep pulls the wool. Charlie weaves the wool. Charlie sews. Charlie makes a cape. Charlie has a new cape. The sheep eats the cape!

(Appendix continued)

Story, theme	Description of the activity	Portions of texts used in enactments or routines	English translation
<p>"Cinco monos" (play a routine; adapted from "Ten Little Monkeys Jumping on the Bed")</p>	<p>Engage in a play routine where five children stand side by side. One jumps on a sheet (the bed) and then pulls another by the "tail" onto the bed. The first "monkey" falls off, leaving one "monkey" left. That "monkey" pulls another "monkey" onto the bed.</p>	<p><i>Cinco monos lado a lado. Uno salta en la cama. Quatro monos los dejó. Jala la cola del otro mono. Un mono se cayó. Un mono se quedó. Quatro monos lado a lado. Repitir.</i></p>	<p>Five monkeys side by side. One jumps in bed. He left four monkeys behind. The monkey pulls another monkey's tail (and onto the bed). The (first) monkey falls off. The other monkey stays on (the bed). Four monkeys side by side. Repeat. (The poem lacks rhyme and rhythm in English.)</p>
<p>"Un mono en el lodo" ("A Monkey in the Mud")</p>	<p>Engage in a play routine where a monkey gets stuck in mud (brown paper) and other animals try to pull the monkey out of the mud.</p>	<p><i>Hay un mono en el lodo. La rana jala al mono. La rata jala al mono. La vaca jala al mono. Hay un mono en el lodo. El oso jala al mono. El oso jala y jala y jala y jala. Ya no hay mono en el lodo.</i></p>	<p>There is a monkey in mud. The frog pulls the monkey. The rat pulls the monkey. The cow pulls the monkey. There is a monkey in the mud. The bear pulls the monkey. The bear pulls and pulls. The monkey isn't in the mud.</p>
<p>¿Como dan las buenas noches los dinosaurios? (Yolen &amp; Teague, 2001): a story about things dinosaurs could do if they refused to go to bed</p>	<p>Read the story; enact and read a simplified version about the enactment; children dress in colorful paper dinosaur costumes and read cue cards as they replicate the things dinosaurs don't do (refuse) and do when going to bed (give kisses, etc.)</p>	<p><i>El dinosaurio tiene sueño. Va a la cama. Papá dice: "Vete a la cama." El dinosaurio no quiere dormir. Papá dice: "Ve a la cama." El dinosaurio dice: "¡No!" y mueve la cola. El dinosaurio dice: "¡No!" y pone el oso en el piso. El dinosaurio dice: "¡No!" ¡Quiero leer! El dinosaurio grita, ¡No! Mamá dice: "¿Qué paso?" Papá dice: "El dinosaurio no va a la cama." El dinosaurio mueve el cuello lado a lado. El dinosaurio grita "¡No!" El dinosaurio llora en la cama, "¡No iré!" Pero, no. El dinosaurio no hace nada de eso. (El cuento relata lo que hace el dinosaurio en vez de todo aquello: dar besos, etc.)</i></p>	<p>The dinosaur is sleepy. Go to bed. Father says, "Go to bed." The dinosaur doesn't want to go to sleep. The father says, "Go to bed." The dinosaur says, "No!" and moves his tail. The dinosaur says "No" and puts his bear on the floor. The dinosaur says, "No." The dinosaur says, I want to read. The dinosaur screams, "No!" Mother says, "What's wrong?" Father says, "The dinosaur won't go to bed." The dinosaur moves his neck from side to side. The dinosaur screams, "No!" The dinosaur cries, "I won't go." But, no. The dinosaur doesn't do any of this. (The story continues to describe what the dinosaur does do: gives kisses, etc.)</p>
<p>"Vamos a lago" ("Let's Go to the Lake")</p>	<p>Engage in a play routine; pack things in a bag to take to the lake; walk to the lake scene (lago); tape paper objects onto the scene (sol, pato, playa, casa [sand cas-</p>	<p><i>Vamos al lago. En la talega (saco) . . . hay un mapa . . . hay ropa . . . hay gafas. Y al lago. Hay patos. Hay un sol. Hay arena. Hay una casa de arena. Vamos a casa.</i></p>	<p>Let's go to the lake. In the bag . . . there is a map . . . clothes . . . sunglasses. To the Lake! There are ducks. There is sun. There is sand. There is a sand house. Let's go home.</p>

(Appendix continues)

(Appendix continued)

Story, theme	Description of the activity	Portions of texts used in enactments or routines	English translation
"Plantamos una mata" ("We Plant a Bush")	Engage in a play routine; decide to plant a bush; go to a store to buy a bush, sunglasses, and a shovel; look on a map; follow a trail; find the place to plant	<i>Es primavera. Va a plantar una mata. Hay que comprar la mata. Hay que comprar una pala. Va a comprar la mata. Va a comprar la pala. Debe pagar. Aquí esta un peso por la mata. Aquí esta un peso por la pala. Sale a la calle. Cava con la pala. Pone la mata aquí. Baja la mata. Hay una mata aquí. Va a casa.</i>	It's spring. Go plant a bush. We need a bush. We need to buy a bush. We have to pay. We need a shovel. Follow the path. Dig with the shovel. Put the bush here. Lower the bush in the hole. We have a bush! Go home.

## APPENDIX B: TRANSCRIPTION KEY FOR APPENDICES C AND D

CAPS	Actual reading of a text
C1, C2, C3	Individual children
C	Child's voice can't be identified
Cs	Children respond simultaneously
< >	Uncertain words
:	Utterance is lengthened (sound is stretched)
Italic	Emphasis
( )	Description of what is being referred to; gestures, actions, context
[ ]	Points of utterance overlap
...	Small pause
... ..	Longer pause within the unit

**APPENDIX C: SEGMENT FROM A SMALL-GROUP ENACTMENT OF CHARLIE  
NECESSITA UNA CAPA NUEVA, IN SPANISH**

- CANDY: Leemos otra vez.
- KRISTA: C1, ¿puedes ver?
- KRISTA Y SCs: CHARLIE BA JA LA . . .
- Cs: LA NA
- CANDY: Charlie baja la lana. Muy bien. Charlie baja la lana en las bayas. Baja la lana para tener lana roja. (C1 y C2 meten la lana blanca en la caja y sacan la lana roja. C2 y C3, quienes están actuando los papeles de Charlie y la oveja, sacan lana roja de la caja)
- CANDY: Mira. ¡Hay (lana roja)! Lemos aquí otra vez.
- KRISTA: HAY . . .
- Cs: LANA ROJA
- CANDY: Ahora Charlie puede hacer una capa nueva, ¿no?
- Cs: ¡Si!
- CANDY: Charlie, ¿porque tiene lana roja? . . . . . Charlie teje la lana. Teje.
- KRISTA: Vamos a tejer.
- CANDY: Y Charlie tala la lana. Corta la lana. Está ortando. Corta la lana. (C2 y C3 fingen que corten la tela tejida).
- KRISTA: Vamos a leer aquí.
- KRISTA Y SCs: CHARLIE HACE UNA . . .
- Cs: LANA (palabra es "capa")
- KRISTA: Cual es la letra?
- CS AND KRISTA: CA . . .
- Cs: PA
- KRISTA: CAPA
- CANDY: Hace una capa. Hace una capa. Charlie hace una capa. . . Ven aquí. Hace una capa. . . y Charlie cose la capa. Cose, cose Charlie. Cose, cose, cose. Cose una capa. Cose, cose. (C2 y C3 fingen cocer) . . . . . Y ahora miran todos, Charlie tiene una nueva capa roja.
- C2: (Saca la capa vieja, pone la nueva y voltea para enseñarla a todos).
- CANDY: . . . . . Ooo Charlie, me gusta. . . . . ¿Qué hace la oveja? . . .
- C3: (la oveja empieza a comer la capa nueva)
- CANDY: La oveja come la capa. ¡O, no! Oveja. Come la capa. . . . . Ven aquí para mostrar (va a la camera) . . . . . Come la capa. Oveja está comiendo. Está comiendo.
- KRISTA (AL OVEJA): ¿Tú quieres tu pelo de nuevo?
- CANDY: ¿Porque está comiendo su pello? (pregunta a los niños que están viendo)
- Cs: ¿Es tuyo?
- C: <ahora tiene su pelo> (refiriendo al oveja que está comiendo su capa)
- CANDY: ¿Janna, porque está comiendo su pelo?
- C4: ¿Es suyo?
- C5: Ya tiene pello.
- CANDY: ¿Janna, porque come la capa?
- C4: Quiere su pello.
- CANDY: Charlie dice, no es mío es mío. No come la capa
- C4: <como el otro día> (lo hizo igual que antes)
- CANDY: Otra vez. Otra vez. (la oveja está comiendo otra vez). . . . . No coma. No coma la capa . . . porque la capa (la otra) es vieja. Y Charlie necesita una capa nueva. . . Necesita una capa nueva. . . . . Gracias Charlie. Gracias oveja.
- C4: Yo quiero. Yo quiero. (La niña quiere actuar el cuento y alza la mano)

APPENDIX D: SEGMENT FROM A SMALL GROUP ENACTMENT OF  
*CHARLIE NECESITA UNA CAPA NUEVA*, ENGLISH TRANSLATION

- CANDY: Let's read again (pointing to poster board Krista is holding).
- KRISTA: C1, can you see? (the poster board)
- KRISTA AND CS: *CHARLIE BAJA LA* (read together with Krista pointing to each syllable)
- CHILDREN: LA NA (children read *lana* by themselves)
- CANDY: Charlie dips the yarn (in the can with red dye). Very nice. Charlie puts the wool in the berries. Dip the wool to make the wool red.
- C: Pull out red yarn.
- CANDY: Look. There! (The wool is red!). Let's read here again.
- KRISTA: HAY . . . (reads "There is . . .")
- CS: *LANA ROJA* (children finish reading "red wool")
- CANDY: Now Charlie can make a new cape. Right?
- CS: Yes! (said in unison)
- CANDY: Charlie . . . because he has red wool. Charlie weaves the wool. Weave.
- KRISTA: Let's weave.
- CANDY: And Charlie cuts the wool. Cuts the wool. He's cutting. Cuts the wool.
- KRISTA: Let's read here (holds up the placard).
- KRISTA AND C: *CHARLIE HACE UNA . . .* (read together, Charlie makes a . . .)
- CS READ: . . . *LANA* (they mis-read, they read *wool* but the word is *capa*)
- KRISTA: What is the letter? (point to the first letter *c* in the word *capa*)
- CHILDREN AND KRISTA READ: *CA*.
- CS: *PA*
- KRISTA AND CS: *CA PA*
- KRISTA: *CAPA*
- CANDY: Charlie makes a cape. He makes a cape. Make a cape, Charlie. Come here. Make a cape. And Charlie sews. Sew, sew Charlie. Sew, sew, sew. Sew a cape. Sew. sew. And now everyone look. Charlie has a new red cape. (Trade old cape for the new one.) Wooo, Charlie, I like it. What does the sheep do? The sheep eats the cape. Oh no! Sheep. He eats the cape. Come here in order to show (directs the children to get in the line of the camera). He eats the cape. The sheep is eating. He is eating.
- KRISTA: Do you want your hair again? (talking to the sheep)
- CANDY: Why is he eating his cloth (hair)?
- CS: It is yours. (to the sheep)
- CANDY: Why is he eating his hair (cloth)?
- C3: It is his (hair).
- C: (He already has his hair back) (commenting on *ovejuna* eating the *capa*)
- CANDY: C3. Why is he eating the cape?
- C3: He wants his hair (fleece).
- CANDY: Charlie says, No, it is mine. It is mine. (pulling cape back and forth) Don't eat the cape.
- C3: He's eating like he did the other time. (. . . will do again another day) (. . . did the other times)
- CANDY: Again. Again. (He is trying to get his hair back again.) Don't eat. Don't eat the cape. Because the cape (pointing to the old one) is old. And Charlie needs a new cape. Thank you, Charlie. Thank you, sheep.
- C3: I want to. I want to. (raises hand to request playing one of the parts)

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