

DESCUBRIENDO LA LECTURA (DLL): A STUDY OF TEACHER-CHILD  
INTERACTIONS THAT SUPPORT THE DEVELOPMENT  
OF WRITING COMPOSITION

A DISSERTATION  
SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF DOCTOR OF PHILOSOPHY  
IN THE GRADUATE SCHOOL OF THE  
TEXAS WOMAN'S UNIVERSITY

DEPARTMENT OF READING  
COLLEGE OF EDUCATION

BY  
JUANITA RAMIREZ-ROBERTSON B.S., M.ED.

DENTON, TEXAS

DECEMBER 2015

TEXAS WOMAN'S UNIVERSITY  
DENTON, TEXAS

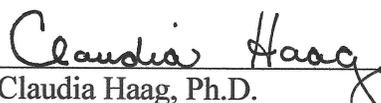
October 22, 2015

To the Dean of the Graduate School:

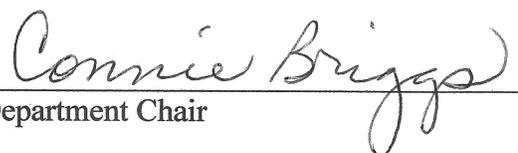
I am submitting herewith a dissertation written by Juanita Ramirez-Robertson entitled "Descubriendo la Lectura (DLL): A Study of Teacher-Child Interactions that Support the Development of Writing Composition." I have examined this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy with a major in Reading.

  
\_\_\_\_\_  
Connie Briggs, Ph.D., Major Professor

We have read this dissertation and recommend its acceptance:

  
\_\_\_\_\_  
Claudia Haag, Ph.D.

  
\_\_\_\_\_  
Holly Hansen-Thomas, Ph.D.

  
\_\_\_\_\_  
Department Chair

Accepted:

  
\_\_\_\_\_  
Dean of the Graduate School

## DEDICATION

For my parents, Javier and Lucila, and my daughters, Nicole and Juliana,  
thank you for your love and patience throughout the years.

This labor of love is dedicated for all the students who at one point or another  
find themselves at odds in their learning journey...  
dream big, and never give up on that dream.

## ACKNOWLEDGEMENTS

A dissertation is not for the faint of heart. This endeavor would not have been possible without the support and guidance from many individuals. First and foremost, I would like to thank my Major Professor and Department Chair, Dr. Connie Briggs. Thank you for being there the first day I “walked through that door” to a new opportunity. I am appreciative of the countless hours, advice, tears, and many drafts you read to support me in this endeavor. Thank you for believing in me even when I sometimes forgot to believe in myself as this can be a lonely journey.

I am also grateful to the members of my committee, Dr. Claudia Haag and Dr. Holly Hansen-Thomas. I am thankful for your words of encouragement, your guidance, and timely feedback. Thank you for being patient with me. How appreciative I am that you took me as a learner and started with what I knew, just like the children.

I am indebted to the student participants and their families, as well as my former students. Without you I never would have found a passion for this work. To my students, thank you for your genuine trust and friendship. Thank you for inviting me and my daughters into your homes, and including us in countless celebrations. We are grateful.

Thank you to the many coworkers, colleagues, and friends who saw me through this journey. I treasure the many hours of advice, discussions, philosophical conversation, and life therapy. Your time has been instrumental to me.

Mom and dad, thank you for the sacrifices you made to bring us to this country so we might have a better life. Dad, thank you for always instilling in us “La educación es la

mejor herencia.” Thank you, Mom, for your unconditional love in making sure we had a warm meal, clean clothes, and childcare, always giving of yourself to help us get ahead. Thank you. My parents have shown us love, patience, acceptance, and still I am a work in progress. To my sisters and brothers, I am thankful for the countless meals, care, and support you have offered in this process (childcare, carpools, sleepovers, haircuts, lawn manicures) and the many hours you have listened and encouraged me to continue this labor of love through the many tears and tireless hours.

I would like to thank my daughters; words cannot express the debt of gratitude I owe you for the endless support, love, hugs, and smiles; the technology lessons you gave me; your patience during the numerous hours you have accompanied me to classes; and for being my biggest cheerleaders. I love you more than you will ever know.

Last but not least, to God be the glory and praise, for without Him, none of this would be possible. “In all thy ways acknowledge Him, and He shall direct thy paths” (Proverbs 3:6 King James Version).

## ABSTRACT

JUANITA RAMIREZ-ROBERTSON

### DESCUBRIENDO LA LECTURA (DLL): A STUDY OF TEACHER-CHILD INTERACTIONS THAT SUPPORT THE DEVELOPMENT OF WRITING COMPOSITION

DECEMBER 2015

The purpose of this study was to look at the nature of teacher-child conversations when composing messages for writing in a bilingual intervention. Research participants were four at-risk first grade students in a bilingual intervention, Descubriendo la Lectura (DLL), with their DLL teacher, the participant researcher. The study was qualitative in nature (Denzin & Lincoln, 1998) and was composed of four case studies. Each case study contained a teacher-child dyad with the focus being the child. A cross-case analysis was conducted after the cases were coded for themes. This study's data set included student writing journals, lesson records and field notes, and audio recordings that were transcribed each night.

The findings from the study indicate that conversations are key, and without conversations the teacher is unaware of the child's thinking, especially a child who is at risk in his or her literacy development. Conversations prior to writing help the child co-construct and manipulate language for his or her message (Dyson, 1983). The time allotted before writing provides an opportunity for the teacher and the child to collaborate (Wells, 1986; Lindfors, 2008) in the negotiation of the child's message. In this study each

child was encouraged to select topics that were motivating and encouraging to him or her (Calkins, 1994; Clay, 1983, 2001; Graves, 1973, 1983). The child's messages included personal language, his or her experiences, and prior knowledge (Clay, 1983). The co-construction of messages between teacher and child positively affected student participants as writers. The experiences with writing as co-constructors with the teacher revealed themes (child pride) and showed that what child writers learned in the intervention was transferrable to the classroom.

## TABLE OF CONTENTS

	Page
DEDICATION.....	iii
ACKNOWLEDGEMENTS.....	iv
ABSTRACT.....	vi
LIST OF TABLES.....	xi
Chapter	
I. INTRODUCTION AND RATIONALE.....	1
Introduction.....	1
Problem Statement.....	8
Purpose of the Study.....	9
Research Question.....	9
Significance.....	9
Overview of Methodology.....	10
Qualitative Design.....	10
Theoretical Framework.....	14
Vygotsky.....	14
Funds of Knowledge.....	15
Literacy Processing Theory.....	16
Researcher as Instrument.....	19
Definition of Terms.....	19
Summary.....	23
II. REVIEW OF LITERATURE.....	24
Second Language Acquisition.....	24
Bilingual Education.....	27
Immersion Model.....	29
Sheltered Instruction SIOP Model.....	29
Transitional Model.....	30
Dual Language Models.....	31
Students Who Struggle.....	33
Early Literacy Intervention.....	34
Reading Recovery/Descubriendo la Lectura Intervention.....	35

	Oral Language and Instructional Conversations.....	38
	Writing .....	44
	Writing in Descubriendo la Lectura (DLL) .....	50
III.	METHODOLOGY .....	52
	The Research Design .....	53
	Case Studies .....	54
	Cross-Case Analysis .....	55
	Gaining Access .....	56
	Setting .....	56
	School .....	58
	Room.....	59
	Participants.....	61
	Assessment Instruments.....	65
	Procedures and Typical Lesson Framework.....	66
	Timeline .....	69
	Technology Tools .....	69
	Data Sources Collected .....	70
	Student Writing Journals.....	72
	Lesson Records and Field Notes.....	74
	Audio Recordings .....	74
	Data Analysis .....	76
	Cross-Case Data Analysis.....	81
	Summary .....	83
IV.	RESULTS .....	84
	Case Study Analysis .....	86
	Case Study One - Andres.....	86
	The Nature of Our Conversations .....	91
	Overview of Interactions.....	92
	Co-construction of Messages.....	94
	Expansion of Language Structures and New Vocabulary .....	130
	Summary .....	143
	Case Study Two – Marcos .....	145
	The Nature of Our Conversations.....	150
	Overview of Interactions.....	151
	Co-construction of Messages.....	157
	Expansion of Language Structures and New Vocabulary .....	212
	Summary .....	223
	Case Study Three – Monica.....	227

The Nature of Our Conversations .....	232
Overview of Interactions.....	233
Co-construction of Messages.....	237
Expansion of Language Structures and New Vocabulary .....	263
Summary .....	265
Case Study Four – Linda.....	267
The Nature of Our Conversations .....	272
Overview of Interactions.....	272
Co-construction of Messages.....	275
Expansion of Language Structures and New Vocabulary .....	306
Summary .....	312
Cross Case Analysis.....	315
Student Backgrounds .....	315
Co-construction of Messages.....	317
Expansion of Language Structures and New Vocabulary .....	331
Summary.....	336
V.    DISCUSSION.....	338
The Research Question .....	340
What was the Nature of the Teacher-child Conversations When Composing Written Messages during a Bilingual Intervention?.....	341
In What Way Were Topics of Interest Developed through the Co-construction of Messages in Teacher-child Conversations Prior to Writing? .....	345
In What Ways do Teacher-child Conversations Prior to Writing Provide Opportunities for the Expansion of Language Structures and New Vocabulary?.....	365
Summary .....	370
Implications.....	372
Limitations .....	376
Implications for Further Study.....	377
REFERENCES .....	379
APPENDICES	
A. IRB Approval Letters.....	399
B. Codes.....	403
C. Data Collection Timeline .....	409
D. Handwritten Transcript .....	411

E. Student Journal .....	417
F. Lesson Records and Field Notes.....	420
G. Transcripts Coded .....	425
H. Coding in Excel.....	429
I. Cross-Case Chart .....	434

## LIST OF TABLES

Table	Page
3.1 Lesson Series Timeline for all Descubriendo la Lectura Students .....	64
3.2 Typical Tutoring Session (Clay 2005a, page 37).....	68
3.3 Data Analysis Timeline.....	78
4.1 Andres – Number of Moves (Topics discussed).....	90
4.2 Andres Second Set of Three, Lesson 1 (a).....	93
4.3 Andres – Give-and-Take Exchanges .....	95
4.4 Andres First Set of Three, Lesson 1 (b).....	96
4.5 Andres Second Set of Three, Lesson 2 (c).....	97
4.6 Andres Third Set of Three, Lesson 3 (d) .....	99
4.7 Andres Second Set of Three, Lesson 2 (e).....	101
4.8 Andres Second Set of Three, Lesson 2 (f) .....	102
4.9 Andres Second Set of Three, Lesson 2 (g) .....	103
4.10 Andres Second Set of Three, Lesson 2 h).....	103
4.11 Andres Third Set of Three, Lesson 1 (i) .....	104
4.12 Andres Third Set of Three, Lesson 2 (j) .....	105
4.13 Andres Third Set of Three, Lesson 3 (k) .....	105
4.14 Andres First Set of Three, Lesson 3 (l).....	106
4.15 Andres First Set of Three, Lesson 1 (m).....	109
4.16 Andres Second Set of Three, Lesson 3 (n) .....	109
4.17 Andres Second Set of Three, Lesson 3 (o) .....	110
4.18 Andres Second Set of Three, Lesson 3 (p) .....	110
4.19 Andres Third Set of Three, Lesson 2 (q) .....	111
4.20 Andres Third Set of Three, Lesson 2 (r).....	112

4.21 Andres Third Set of Three, Lesson 2 (s).....	112
4.22 Andres First Set of Three, Lesson 3 (t).....	113
4.23 Andres Second Set of Three, Lesson 3 (u) .....	114
4.24 Andres Second Set of Three, Lesson 1 (v) .....	117
4.25 Andres First Set of Three, Lesson 3 (w).....	119
4.26 Andres Second Set of Three, Lesson 1 (x) .....	120
4.27 Andres Second Set of Three, Lesson 1(y) .....	121
4.28 Andres Second Set of Three, Lesson 2 (z).....	121
4.29 Andres Second Set of Three, Lesson 2 (aa).....	122
4.30 Andres Second Set of Three, Lesson 3 (bb) .....	122
4.31 Andres Third Set of Three, Lesson 2 (cc).....	123
4.32 Andres Third Set of Three, Lesson 2 (dd) .....	124
4.33 Andres Third Set of Three, Lesson 2 (ee).....	124
4.34 Andres Third Set of Three, Lesson 3 (ff).....	125
4.35 Andres Third Set of Three, Lesson 3 (gg) .....	126
4.36 Andres Second Set of Three, Lesson 2 (hh) .....	127
4.37 Andres Third Set of Three, Lesson 2 (ii) .....	128
4.38 Andres First Set of Three, Lesson 3 (jj).....	128
4.39 Andres Second Set of Three, Lesson 2 (kk) .....	129
4.40 Andres Third Set of Three, Lesson 3 (ll) .....	129
4.41 Andres First Set of Three, Lesson 1 (mm).....	132
4.42 Andres First Set of Three, Lesson 3 (nn) .....	132
4.43 Andres First Set of Three, Lesson 3 (oo).....	133
4.44 Andres First Set of Three, Lesson 3 (pp).....	134
4.45 Andres Third Set of Three, Lesson 1 (qq) .....	135
4.46 Andres Third Set of Three, Lesson 1 (rr).....	136
4.47 Andres Third Set of Three, Lesson 2 (ss) .....	137
4.48 Andres Third Set of Three, Lesson 2 (tt) .....	137

4.49 Andres Third Set of Three, Lesson 1(uu) .....	138
4.50 Andres Third Set of Three, Lesson 1(vv) .....	138
4.51 Andres Third Set of Three, Lesson 3 (ww).....	139
4.52 Andres Third Set of Three, Lesson 3 (xx) .....	140
4.53 Andres Third Set of Three, Lesson 1 (yy) .....	141
4.54 Andres Second Set of Three, Lesson 2 (zz).....	142
4.55 Andres Third Set of Three, Lesson 3 (aaa).....	142
4.56 Andres’s Messages of Lessons Analyzed.....	145
4.57 Marcos – Number of Moves (Topics Discussed) .....	150
4.58 Marcos Second Set of Three, Lesson 2 (a) .....	154
4.59 Marcos Third Set of Three, Lesson 1 (b).....	155
4.60 Marcos Third Set of Three, Lesson 2 (c) .....	156
4.61 Marcos Third Set of Three, Lesson 3 (d) .....	156
4.62 Marcos – Give-and-Take Exchanges .....	158
4.63 Marcos First Set of Three, Lesson 1 (e).....	159
4.64 Marcos Second Set of Three, Lesson 2(f) .....	162
4.65 Marcos Second Set of Three, Lesson 2 (g).....	163
4.66 Marcos First Set of Three, Lesson 3 (h) .....	164
4.67 Marcos First Set of Three, Lesson 3 (i) .....	165
4.68 Marcos Second Set of Three, Lesson 2 (j).....	165
4.69 Marcos Second Set of Three, Lesson 2 (k).....	166
4.70 Marcos Second Set of Three, Lesson 2 (l).....	166
4.71 Marcos Second Set of Three, Lesson 2 (m).....	167
4.72 Marcos Third Set of Three, Lesson 2 (n).....	168
4.73 Marcos Third Set of Three, Lesson 2 (o).....	169
4.74 Marcos Third Set of Three, Lesson 2 (p).....	169
4.75 Marcos Third Set of Three, Lesson 2 (q).....	170
4.76 Marcos First Set of Three, Lesson 2 (r) .....	171

4.77 Marcos First Set of Three, Lesson 2 (s) .....	171
4.78 Marcos First Set of Three, Lesson 2 (t) .....	172
4.79 Marcos Second Set of Three, Lesson 1 (u) .....	173
4.80 Marcos Second Set of Three, Lesson 2 (v) .....	173
4.81 Marcos Second Set of Three, Lesson 2 (w) .....	174
4.82 Marcos Second Set of Three, Lesson 3 (x) .....	174
4.83 Marcos Second Set of Three, Lesson 3 (y) .....	174
4.84 Marcos Second Set of Three, Lesson 3 (z) .....	175
4.85 Marcos Second Set of Three, Lesson 3 (aa) .....	175
4.86 Marcos Third Set of Three, Lesson 2 (bb) .....	176
4.87 Marcos Third Set of Three, Lesson 2 (cc) .....	176
4.88 Marcos Third Set of Three, Lesson 2 (dd) .....	177
4.89 Marcos First Set of Three, Lesson 1 (ee) .....	178
4.90 Marcos First Set of Three, Lesson 1 (ff) .....	180
4.91 Marcos First Set of Three, Lesson 1 (gg) .....	180
4.92 Marcos First Set of Three, Lesson 2 (hh) .....	181
4.93 Marcos Second Set of Three, Lesson 1 (ii) .....	182
4.94 Marcos Second Set of Three, Lesson 2 (jj) .....	183
4.95 Marcos Second Set of Three, Lesson 2 (kk) .....	184
4.96 Marcos Second Set of Three, Lesson 2 (ll) .....	184
4.97 Marcos Second Set of Three, Lesson 2 (mm) .....	184
4.98 Marcos Second Set of Three, Lesson 3 (nn) .....	185
4.99 Marcos Second Set of Three, Lesson 3 (oo) .....	185
4.100 Marcos Second Set of Three, Lesson 3 (pp) .....	185
4.101 Marcos Second Set of Three, Lesson 3 (qq) .....	186
4.102 Marcos Third Set of Three, Lesson 3 (rr) .....	186
4.103 Marcos First Set of Three, Lesson 1 (ss) .....	188
4.104 Marcos First Set of Three, Lesson 1 (tt) .....	188

4.105 Marcos First Set of Three, Lesson 1 (uu) .....	188
4.106 Marcos First Set of Three, Lesson 2 (vv) .....	189
4.107 Marcos First Set of Three, Lesson 3 (ww).....	190
4.108 Marcos First Set of Three, Lesson 3 (xx) .....	190
4.109 Marcos Second Set of Three, Lesson 1 (yy).....	190
4.110 Marcos Second Set of Three, Lesson 1 (zz) .....	191
4.111 Marcos Second Set of Three, Lesson 2 (aaa).....	191
4.112 Marcos Second Set of Three, Lesson 3 (bbb).....	192
4.113 Marcos Third Set of Three, Lesson 1 (ccc).....	192
4.114 Marcos Third Set of Three, Lesson 2 (ddd).....	194
4.115 Marcos First Set of Three, Lesson 1 (eee) .....	195
4.116 Marcos Second Set of Three, Lesson 2 (fff).....	196
4.117 Marcos Second Set of Three, Lesson 2 (ggg).....	196
4.118 Marcos First Set of Three, Lesson 2 (hhh) .....	197
4.119 Marcos First Set of Three, Lesson 3 (iii) .....	198
4.120 Marcos First Set of Three, Lesson 3 (jjj) .....	199
4.121 Marcos Second Set of Three, Lesson 2 (kkk).....	200
4.122 Marcos Third Set of Three, Lesson 1 (lll).....	201
4.123 Marcos Third Set of Three, Lesson 1 (mmm).....	201
4.124 Marcos Third Set of Three, Lesson 2 (nnn) .....	202
4.125 Marcos Third Set of Three, Lesson 2 (ooo).....	203
4.126 Marcos First Set of Three, Lesson 1 (ppp) .....	204
4.127 Marcos First Set of Three, Lesson 1 (qqq) .....	204
4.128 Marcos First Set of Three, Lesson 2 (rrr) .....	204
4.129 Marcos First Set of Three, Lesson 2 (sss).....	205
4.130 Marcos First Set of Three, Lesson 3 (ttt) .....	206
4.131 Marcos First Set of Three, Lesson 3 (uuu) .....	206
4.132 Marcos First Set of Three, Lesson 3 (vvv) .....	207

4.133 Marcos Second Set of Three, Lesson 2 (www) .....	208
4.134 Marcos Second Set of Three, Lesson 2 (xxx) .....	208
4.135 Marcos Second Set of Three, Lesson 2 (yyy) .....	208
4.136 Marcos Third Set of Three, Lesson 2 (zzz).....	209
4.137 Marcos Third Set of Three, Lesson 2 (aaaa).....	209
4.138 Marcos Third Set of Three, Lesson 2 (bbbb).....	209
4.139 Marcos First Set of Three, Lesson 2 (cccc) .....	210
4.140 Marcos Second Set of Three, Lesson 3 (dddd).....	211
4.141 Marcos Third Set of Three, Lesson 1 (eeee).....	211
4.142 Marcos First Set of Three, Lesson 1 (ffff) .....	213
4.143 Marcos First Set of Three, Lesson 1 (gggg) .....	214
4.144 Marcos First Set of Three, Lesson 1 (hhhh) .....	214
4.145 Marcos First Set of Three, Lesson 1 (iiii).....	214
4.146 Marcos First Set of Three, Lesson 3 (jjjj).....	215
4.147 Marcos First Set of Three, Lesson 3 (kkkk) .....	215
4.148 Marcos Second Set of Three, Lesson 1 (llll).....	216
4.149 Marcos Second Set of Three, Lesson 1 (mmmm).....	216
4.150 Marcos Second Set of Three, Lesson 1 (nnnn).....	216
4.151 Marcos Second Set of Three, Lesson 2 (oooo).....	216
4.152 Marcos Second Set of Three, Lesson 2 (pppp).....	217
4.153 Marcos Third Set of Three, Lesson 2 (qqqq).....	217
4.154 Marcos Third Set of Three, Lesson 2 (rrrr).....	217
4.155 Marcos Third Set of Three, Lesson 2 (ssss).....	218
4.156 Marcos Third Set of Three, Lesson 2 (tttt) .....	218
4.157 Marcos Third Set of Three, Lesson 3 (uuuu).....	218
4.158 Marcos First Set of Three, Lesson 2 (vvvv) .....	219
4.159 Marcos First Set of Three, Lesson 1 (wwww).....	220
4.160 Marcos First Set of Three, Lesson 1 (xxxx) .....	220

4.161 Marcos First Set of Three, Lesson 2 (yyyy) .....	221
4.162 Marcos First Set of Three, Lesson 2 (zzzz) .....	222
4.163 Marcos Second Set of Three, Lesson 3 (zzzz.1).....	222
4.164 Marcos Third Set of Three, Lesson 1 (zzzz.2).....	222
4.165 Marcos Third Set of Three, Lesson 2 (zzzz.3).....	223
4.166 Marcos Third Set of Three, Lesson 3 (zzzz.4).....	223
4.167 Marcos Third Set of Three, Lesson 2 (zzzz.5).....	224
4.168 Marcos’s Messages of Lessons Analyzed.....	226
4.169 Monica – Number of Moves (Topics Discussed) .....	231
4.170 Monica – Give-and-Take Exchanges.....	239
4.171 Monica First Set of Three, Lesson 1 (a) .....	239
4.172 Monica First Set of Three, Lesson 3 (b) .....	240
4.173 Monica Second Set of Three, Lesson 1 (c).....	241
4.174 Monica Second Set of Three, Lesson 3 (d).....	242
4.175 Monica Second Set of Three, Lesson 3 (e).....	242
4.176 Monica Third Set of Three, Lesson 3 (f) .....	243
4.177 Monica First Set of Three, Lesson 1 (g) .....	244
4.178 Monica First Set of Three, Lesson 1 (h) .....	244
4.179 Monica First Set of Three, Lesson 1 (i) .....	245
4.180 Monica First Set of Three, Lesson 1 (j) .....	245
4.181 Monica Second Set of Three, Lesson 2 (k).....	246
4.182 Monica Third Set of Three, Lesson 3 (l).....	247
4.183 Monica First Set of Three, Lesson 2 (m) .....	248
4.184 Monica First Set of Three, Lesson 2 (n) .....	249
4.185 Monica First Set of Three, Lesson 1 (o) .....	250
4.186 Monica Second Set of Three, Lesson 2 (p).....	251
4.187 Monica Second Set of Three, Lesson 2 (q).....	252
4.188 Monica Second Set of Three, Lesson 3 (r) .....	253

4.189 Monica Third Set of Three, Lesson 1 (s) .....	253
4.190 Monica Third Set of Three, Lesson 2 (t).....	254
4.191 Monica Third Set of Three, Lesson 2 (u).....	254
4.192 Monica Third Set of Three, Lesson 3 (v).....	255
4.193 Monica First Set of Three, Lesson 1 (w) .....	257
4.194 Monica First Set of Three, Lesson 1 (x) .....	257
4.195 Monica First Set of Three, Lesson 2 (y) .....	259
4.196 Monica Second Set of Three, Lesson 3 (z).....	260
4.197 Monica First Set of Three, Lesson 2 (aa).....	261
4.198 Monica First Set of Three, Lesson 2 (bb) .....	261
4.199 Monica Second Set of Three, Lesson 1 (cc) .....	262
4.200 Monica Third Set of Three, Lesson 1 (dd).....	262
4.201 Monica’s Messages of Lessons Analyzed .....	267
4.202 Linda – Number of Moves (Topics Discussed) .....	271
4.203 Linda First Set of Three, Lesson 1 (a) .....	273
4.204 Linda Second Set of Three, Lesson 2 (b).....	274
4.205 Linda – Give-and-Take Exchanges.....	277
4.206 Linda First Set of Three, Lesson 1 (c) .....	278
4.207 Linda Second Set of Three, Lesson 1 (d).....	279
4.208 Linda Second Set of Three, Lesson 3 (e).....	281
4.209 Linda Third Set of Three, Lesson 2 (f) .....	282
4.210 Linda Third Set of Three, Lesson 2 (g) .....	282
4.211 Linda First Set of Three, Lesson 1 (h) .....	283
4.212 Linda First Set of Three, Lesson 1 (i).....	283
4.213 Linda First Set of Three, Lesson 2 (j).....	284
4.214 Linda First Set of Three, Lesson 2 (k) .....	284
4.215 Linda First Set of Three, Lesson 2 (l).....	284
4.216 Linda Second Set of Three, Lesson 3 (m).....	286

4.217 Linda Third Set of Three, Lesson 1 (n).....	287
4.218 Linda Third Set of Three, Lesson 1 (o).....	287
4.219 Linda Third Set of Three, Lesson 2 (p).....	288
4.220 Linda Third Set of Three, Lesson 3 (q).....	288
4.221 Linda First Set of Three, Lesson 2 (r).....	289
4.222 Linda Third Set of Three, Lesson 1 (s).....	290
4.223 Linda First Set of Three, Lesson 3 (t).....	291
4.224 Linda First Set of Three, Lesson 3 (u).....	291
4.225 Linda Second Set of Three, Lesson 1 (v).....	292
4.226 Linda Second Set of Three, Lesson 3 (w).....	292
4.227 Linda First Set of Three, Lesson 1 (x).....	293
4.228 Linda First Set of Three, Lesson 2 (y).....	294
4.229 Linda Second Set of Three, Lesson 2 (z).....	294
4.230 Linda Second Set of Three, Lesson 3 (aa).....	295
4.231 Linda Third Set of Three, Lesson 2 (bb).....	296
4.232 Linda First Set of Three, Lesson 1 (cc).....	297
4.233 Linda Second Set of Three, Lesson 2 (dd).....	299
4.234 Linda First Set of Three, Lesson 1 (ee).....	300
4.235 Linda First Set of Three, Lesson 3 (ff).....	301
4.236 Linda Second Set of Three, Lesson 2 (gg).....	301
4.237 Linda Third Set of Three, Lesson 3 (hh).....	302
4.238 Linda First Set of Three, Lesson 2 (ii).....	303
4.239 Linda First Set of Three, Lesson 1 (jj).....	305
4.240 Linda First Set of Three, Lesson 2 (kk).....	305
4.241 Linda Third Set of Three, Lesson 1 (ll).....	305
4.242 Linda First Set of Three, Lesson 1 (mm).....	307
4.243 Linda Second Set of Three, Lesson 2 (nn).....	308
4.244 Linda First Set of Three, Lesson 1 (oo).....	309

4.245 Linda First Set of Three, Lesson 2 (pp) .....	309
4.246 Linda First Set of Three, Lesson 3 (qq) .....	309
4.247 Linda First Set of Three, Lesson 3 (rr) .....	309
4.248 Linda Second Set of Three, Lesson 2 (ss).....	310
4.249 Linda Second Set of Three, Lesson 3 (tt) .....	310
4.250 Linda Third Set of Three, Lesson 2 (uu).....	310
4.251 Linda First Set of Three, Lesson 2 (vv) .....	311
4.252 Linda First Set of Three, Lesson 2 (ww) .....	311
4.253 Linda First Set of Three, Lesson 2 (xx) .....	311
4.254 Linda Second Set of Three, Lesson 3 (yy).....	312
4.255 Linda's Messages of Lessons Analyzed .....	314

## CHAPTER I

### INTRODUCTION AND RATIONALE

“Conversation... is a co-operative interaction: participants must agree on the topic, they must take turns in developing it, and their contributions must be intelligible, relevant and truthful.”

-Miller, 1981, p. 121

#### **Introduction**

In most societies around the world literacy is regarded as an essential to academic success (Anderson, Hiebert, Scott & Wilkinson, 1984) as well as the foundation to lifelong literacy learning. For all children to be successful in school and life, it is essential they learn to read (Ramirez, 2000) and write (NAEYC Position Statement, 1998, 2005, 2009). Literacy is a fundamental skill necessary to all other academic areas (Ramirez, 2000) in a student’s education and adult livelihood. The link between lack of education and the attainment of low literacy skills can be made to a dependence on welfare or to a life of crime (Darling-Hammond, 2010; KPMG, 2006; Shanahan & Barr, 1995). Therefore, access to literacy provides for better job and career opportunities (August & Shanahan, 2006), resulting in an investment that would benefit society.

The educational expectation for all students in U.S. schools is to receive a quality education. The government, through public education, offers a free education to all students in the U.S. without discrimination of race, gender, language, socioeconomic status, or background. However, equal access to a quality education is not presently available to all students (Darling-Hammond, 2010). Factors that contribute to imbalanced

schooling and that place children at risk of reading difficulties include uneven allocation of state funding, limited educational resources that support learning at home and school, language barriers, and a disparity of teacher preparation (August & Shanahan, 2006; Cummins, 1989; Darling-Hammond, 2010; Ramirez, Yuen, & Ramey, 1991) along with low learning expectations and overcrowded classrooms (Snow, Burns, & Griffin, 1998).

In the U.S., English Language Learners (ELLs) are the fastest growing group of students (DaSilva Iddings, Combs, & Moll, 2012; Genishi & Dyson, 2009; National Commission on Writing, 2003). Presently one of the most misunderstood issues in education throughout the world, particularly in the U.S., is how to educate students who speak a language other than English (Garcia, 2008). These students are often referred to as ELLs by educators, or Limited English proficient students (LEPs) by the federal government and legislators, or emergent bilinguals (Garcia, 2008). According to the 2011 National Center for Education Statistics report (Kena et al., 2014) in *The Condition of Education* (2014), the percentage of English learners in U.S. public schools was higher in 2011-12 (9.1%; an estimated 4.4 million students) than in 2002-03 (8.7%; an estimated 4.1 million students), showing an increase in this subgroup with continued anticipated growth.

The best entry into literacy is through the child's native language (Snow et al., 1998). Though globally there are more people that speak English as a second language than there are native English speakers in American schools, English is predominantly the language of instruction (August, Shanahan, & Escamilla, 2009). Therefore, access to

becoming literate, to learning to read and write in their native language in addition to English, is important for all students in their academic learning and a challenge for U.S. schools (August & Shanahan, 2006).

In the *Executive Summary for Developing Literacy in Second-Language Learners*, August and Shanahan (2006) report that some language-minority students are not performing well in U.S. schools when it comes to proficiency of the English language, although it is a generalization that all students will struggle to learn English as a second language (L2). Despite the efforts provided through bilingual education programs to accommodate language-minority students, there remain a small number of ELLs who do not achieve the desired results in their native language and begin their educational journey having difficulty in literacy development (Escamilla, 1994; Escamilla & Andrade, 1992).

ELLs in the U.S. may be academically challenged in several ways. A few of the setbacks this student population may encounter include but are not limited to the following: the inability to determine the appropriate language of instruction (Fillmore, 1991); the lack of support in the student's native language while instructed in school; inconsistency in the amount of Spanish or English language support in and out of school; limited exposure to academic experiences prior to attending American schools; and limited oral language experiences at home due to misconceptions about which language is valued (Fillmore, 1991).

Bilingual education is one instructional alternative to help bilingual children succeed in school. However, there is little agreement about the best and most effective models of instruction. There are several instructional models in bilingual education that allow English Language Learners to receive instruction in their native language for some portion of the day in order to learn English. However, ELLs may encounter academic challenges as there is no consistency in the selection of bilingual programs from the federal level to state or local levels. The research conducted on the types of instructional models that best work with helping Hispanic children succeed in school is greatly affected by policy from federal, state, or local agendas (Ramirez et al., 1991). A few of the instructional models available that provide suggested frameworks of instruction include sheltered instruction observation protocol (Echevarria, Short, & Vogt, 2008), transitional bilingual (Ovando, Collier, & Combs, 2003), and dual language (Collier & Thomas, 2004). The fidelity of implementation of these instructional frameworks varies among classrooms and therefore provides inconsistent results in which models work best for student success. Another challenge can be the shortage of teachers prepared to instruct students in bilingual classes (August & Shanahan, 2006) as well as the lack of continued support to develop teacher expertise through professional development (Darling-Hammond & Richardson, 2009). Thomas and Collier (2002) suggest the following to assist in the instruction and long-term achievement of English Language Learners

An enrichment bilingual/ESL program must meet students' developmental needs: linguistic (L1-L2), academic, cognitive, emotional, social, physical. Schools need to create a natural learning environment in school, with lots of natural, rich oral and written language used by students and teachers (L1 and L2 used in separate instructional contexts, not using translation); meaningful, real world problem-solving; all students working together; media-rich learning (video, computers, print); challenging thematic units that get and hold students interest; and using students bilingual-bicultural knowledge to bridge to new knowledge across the curriculum (p. 8).

The amount of instruction in the first language (L1) during grade-level schooling is found to be a strong predictor of the success a student will have in the acquisition of a second language (L2) (Cummins, 1989; Hakuta & Gould, 1987; Thomas and Collier 2002). Thomas and Collier (2002) found that the long-term benefits for students educated in a bilingual dual language model (after 4-7 years) are that students are able to outperform their monolingual counterparts in academic achievement in all subjects.

Despite the efforts of researchers to conduct studies with bilingual children, there are few studies specifically on early writing instruction of bilingual children (Edelsky, 1986; Ferreiro & Teberosky, 1982; Rubin & Carlan, 2005) and how this instruction is delivered and developed in the formative years. Also, one of the prevailing challenges in teaching writing is the little instruction teachers have received in how to teach writing (National Commission on Writing, 2003). More than 40 years have passed since the

seminal study by Donald Graves (1973) with seven-year-olds and the examination of writing that took place where he states “the complexity of the writing process and the interrelationships of the components have been underestimated by researchers, teachers and other educators. Writing is an organic process that frustrates approaches to explain its operation” (p. 14-15). Often, many teachers of writing deliver writing instruction following the methods and practices they recall from their childhood writing experiences, through formulaic methods that discourage the student from developing as a writer, or through isolated skills (rote instruction, prompts, mechanics, spelling, orthography, and copying) and from memory (Clay, 2001). Ferreiro and Teberosky remind us that “(reading is not deciphering); writing is not copying a model; and progress in literacy does not come about through advances in deciphering and copying” (1982, p. 272). These practices often include isolated skills which lose their applicability to a young learner (NAEYC, 1998). Writing as communication is often lost in meaningless exercises which include copying from the board, filling in worksheets, and copying done for one person — the intended audience being the teacher (Graves, 1973). Writing is the act of recording meaningful thoughts on the page. Research shows that students are less likely to become writers when they are not given choice in what they are allowed to write about (Graves, 1973; Hiebert & Raphael, 1998) especially when students are already struggling to develop early literacy skills. Also, for language-minority students with limited school language, traditional writing approaches focused on accuracy and grammar skills can have destructive results, including academic failure (Cummins, 1989). Teachers of

children who are learning a second language require preparation to understand how reading and writing support each other, and to understand how current research and appropriate teaching practices aid in children's literacy development (NAEYC, 1998).

Alternatively, research shows positive results with writing in several ways. For example, when students are given the choice to write about topics of interest to them and are encouraged to write for a real audience and for authentic purposes, they become successful writers (Calkins, 1994; Clay, 2001; Graves, 1973, 1983). Children want to be engaged and invested in sharing through writing if participation is meaningful to them in reading and writing (Clay, 1991; Graves, 1983; Hiebert & Raphael, 1998; NAEYC, 2009). Clay (2001) adds that when students are doing writing in complex and purposeful activities, while able to refine their developing knowledge, they will achieve success as well as continue to improve. Furthermore, when students are allowed to write in the language they are comfortable and familiar with (L1 or L2), they will be better able to express themselves and to communicate meaningfully about their experiences (Dyson & Genishi, 2005) through shared interactions and context (physical setting of people's actions) that make meaning (sense).

The home language experience, when respected and valued by the school, can have a positive influence in the motivation of the student to want to become an active participant in their learning (August & Shanahan, 2006; Hakuta & Gould, 1987; NAEYC, 2009). Additionally, language helps children to communicate in order to make sense of their world (Clay, 1991; Dyson, 1983). Accordingly, there are reciprocal benefits in

reading and writing helping the learner become an efficient seeker of information in reading or writing with oral language serving both activities as a rich resource (Clay, 1991, 2005a). Hiebert and Raphael (1998) endorse that “Literacy learning is embedded in oral language” (p. 76). When integrated, reading, writing and oral language lend themselves to literacy development (Clay, 2004) in an intervention.

### **Problem Statement**

Early literacy interventions for children who initially struggle to learn to read, write, and speak are elements that can impact the academic experience and success of a student. There are limited interventions for at-risk students that show the high achievement rates and proven success like Reading Recovery (D’Agostino & Harme, 2015; May et al., 2014; May et al., 2015; U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse, 2014). There are even fewer literacy interventions for bilingual students who are Spanish speakers (August et al., 2009; Ramirez, 2000), specifically studies that look at conversations before and during writing. The foundation of literacy begins with oral language (Clay, 1975; Dyson, 1981). For emerging bilingual Spanish-speaking students, oral language is important as it is the link between parents and children and how they impart cultural knowledge (Fillmore, 1991; Hakuta & Gould, 1987) and is a resource that is often overlooked.

This study will focus acutely on the conversations between the teacher and the child prior to and during the writing portion of a series of *Descubriendo la Lectura*

lessons, an intervention delivered in Spanish (L1), in order to scaffold (Wood, Bruner, & Ross, 1976) the instruction for at-risk first grade students.

### **Purpose of the Study**

This study will focus specifically on students for whom Spanish is the first language (L1) in the home and students for whom the parents have elected to be educated in a Spanish-speaking one-way bilingual classroom setting. The purpose of this study is to examine information gleaned from the valuable conversations that occur between a teacher and child prior to writing in a Spanish language setting (the native language of the student) through individualized intervention lessons.

### **Research Question**

The overarching question guiding this inquiry is: What is the nature of teacher-child conversations when composing written messages during a bilingual intervention?

- In what ways are topics of interest developed through the co-construction of messages in teacher-child conversations prior to writing?
- In what ways do teacher-child conversations prior to writing provide opportunities for the expansion of language structures and new vocabulary?

### **Significance**

This study is important because current research abundantly focuses on monolingual English classroom instruction, monolingual early literacy interventions, and monolingual literacy skills (August et al., 2009). There is insufficient research available related to students who are at risk with second language literacy acquisition (August &

Shanahan, 2006) and even less with bilingual students who are at risk or in literacy interventions in their native language (Escamilla & Andrade, 1992) specifically related to oral language, conversations, and the development of writing. The limited research available continues to be presented through an English lens with monolingual students (August et al., 2009).

The results from this study will add to the limited research available on the early writing development with Spanish-speaking students through the use of oral language in conversation in an early literacy intervention delivered in Spanish. I will look closely at the conversations prior to writing and the topics that were of importance and influenced each of the student participants. I, the teacher/researcher, will also look at the conversations prior to writing and how they encouraged flexibility for oral language development through their language structures and vocabulary, and supported students to expand their writing and reading knowledge through their composed messages.

### **Overview of Methodology**

#### **Qualitative Design**

Qualitative researchers acknowledge that a key philosophical assumption in qualitative research is that realities are socially constructed within their worlds by the individuals involved rather than discovered (Stake, 1995). Qualitative researchers “are interested in understanding the meaning people have constructed” (Merriam, 1998, p. 6) in their natural settings with minimal disruptions through their lived experiences. By using a qualitative design, I interacted with individual children in our customary

academic setting in the field (school) to provide a literacy intervention (Descubriendo la Lectura) through a series of lessons to better understand the nature of our conversations.

A qualitative research design was used because of the nature of the research question. Creswell (1998, p. 17) affirms that “the research question often starts with a *how* or a *what* so that the initial forays into the topic describe what is going on.” A qualitative design permitted me to look at the nature of the conversations between four individual students (cases) and their teacher (me) prior to their writing composition in an early literacy intervention (Descubriendo la Lectura) delivered in Spanish. This study involved the Descubriendo la Lectura® (DLL) intervention, which is the reconstruction of Reading Recovery in Spanish.

While quantitative research examines the components or variables of the study, I used qualitative research to see how all the parts work together contributing to the creation of a whole (Merriam, 1998). I borrowed the following characteristics of qualitative research for this study from Merriam (1998) and Creswell (1998):

1. *Researcher as the primary instrument for data collection and analysis.*

Not only was I the researcher but also the teacher providing instruction in the Descubriendo la Lectura lesson.

2. *Qualitative research usually involves fieldwork.* Each child and I created a dyad and were in the natural school setting during regular school hours. The students who were part of the study were students who qualified to receive the early literacy intervention delivered in Spanish. Each child

received a daily 30-minute individualized lesson. The writing portion was nested within the Descubriendo la Lectura lesson. The writing part of the lesson was the portion transcribed and analyzed for the study.

3. *Qualitative research employs an inductive research strategy.* Findings from this study would be in the form of themes and categories resulting from the collected data using a priori codes initially, then open coding followed.
4. *The product of qualitative data is richly descriptive.* I used words, researcher's descriptions of the context (setting, background, and perspectives), participant's words and direct citations and excerpts from the audio recordings. I used "thick description" (Geertz, 1973) to analyze the emerging details and patterns of interactions. I presented detailed explanations of the social interactions between the teacher and the child. "Thick description" included details of physical location, events and actions that took place, the participant, and interactions that took place in order to assist my descriptions of what was occurring during the intervention in order to understand the nature of teacher-child interactions prior to writing. I also included what was occurring between us in our conversation prior to writing.

In qualitative research the design is flexible in that it allows for the phenomena or design to emerge and evolve as a response to the morphing conditions of the study

allowing for the constant comparing of data (Glasser & Strauss, 1967; Merriam, 1998; Stake, 1995). While the lessons were provided daily with each individual student, the interactions within the lessons were unique and ever-changing on a daily basis. The lessons were designed and planned for each individual learner. The qualitative design was fitting for this study in that it allowed for the collection of daily audio data, observational data and notes, and student journals of Spanish-speaking children as they engaged in conversations prior to writing their messages in an early literacy intervention delivered in Spanish.

Students who qualify for Descubriendo la Lectura (DLL) at the beginning of the school year (typically considered “first round”) had the opportunity to receive intervention services from 12 weeks and up to 20 weeks. Students who qualified for lessons in the spring (typically considered “second round” lessons) received one-to-one services from 12 to 15 weeks. A typical DLL lesson occurs during a span of 30 minutes each day. The individual lesson includes one DLL teacher and one student (called a dyad). The framework of a DLL lesson includes the following structured activities: familiar book reading, taking a running record on the new book from the previous day, word work, writing, and the introduction of a new book. Within the lesson framework, each lesson is designed specifically for the individual student to support accelerative learning (Clay, 2005a).

## **Theoretical Framework**

In the theoretical framework I present three theories I borrow from: social constructivist, funds of knowledge, and literacy processing. The present study is framed from a social learning perspective (Tracey & Morrow, 2012) specifically a social constructivist lens (Vygotsky, 1978) as literacy is a socially constructed activity. The emphasis lies on the social aspect of learning with the core belief that all learning is a consequence of interactions between people. Ideas, values, and attitudes develop as a result of our social interactions with other people and include oral language, thoughts, and knowledge (Vygotsky, 1978).

### **Vygotsky**

Lev Vygotsky (1978) firmly believed that a child's behaviors are continually changing along a continuum of learning. His concept was that a child who was taught within the proximal (nearest) development, the Zone of Proximal Development (ZPD), could achieve and learn intended goals. With the assistance of more capable others (adults, peers, siblings, or parents) through guidance, modeling, or orientation, the child could reach set goals. By being offered opportunities to rehearse the intended goal, a child would eventually solve the task independently, with it ultimately becoming an effortless task. The level of learning increases in complexity for the child as he or she becomes more capable. Both the teacher and the child are active participants in the learning process. Vygotsky (1978) also believed that the role of play was an integral activity in the development of children. Through play, children could express themselves

through language and be imaginative, expressive, and creative and generate ideas, therefore giving meaning to their world.

Furthermore, Vygotsky (1978) claimed that language played a greater role in cognition — specifically thinking and speech. Through conversations, children share and create ideas, as well as take on new language. This will be especially important for the child participants in the present study, as they are emerging bilinguals learning a second language while also developing literacy in their first language.

The present study is set in an environment where a more knowledgeable other, the teacher, scaffolds learning (Wood et al., 1976) at the student's zone of proximal development in his or her literacy learning. In an intervention delivered in Spanish, through the use of dialogue and interplay, the child and teacher are able to co-construct stories meaningful to the child that result in a story written by the child.

### **Funds of Knowledge**

Another approach grounded in Vygotskian (1978) social constructivist theory is that of funds of knowledge (Gonzalez, 2005; Moll, Amanti, Neff, & Gonzalez, 1992; Vélez-Ibañez & Greenberg, 1992). Funds of knowledge are the cultural systems and social resources that children bring to school that have the potential to be used to facilitate academic learning but are not always used appropriately. Children's resources include family, community knowledge, and lived experiences. The social networks that are of significant value include family rituals. Vélez-Ibañez & Greenberg (1992) confirm that family rituals such as birthdays, wedding showers, quinceañeras, and baptisms in

which students participate lend themselves to the acquisition of children's cultural identities.

Though a student may be young, the background knowledge and the experiences the learner has lived provide possible venues to conversations that delve into the interests of the learner. A learner's knowledge of the world is ever-changing and ongoing. By using the child's background knowledge and experiences to make connections and expand what the child knows, teachers serve as facilitators to scaffold the child (Wood et al., 1976), to take the child as the apprentice in thinking (Rogoff, 1990) from where he or she is, to model and guide what they want the student to learn during instruction, and to facilitate new learning.

The focus of this study is on the valuable time and conversations, including interactions, prior to writing. The teacher has the opportunity to decide how that instructional time of conversation is used and valued. By providing space and time for the students to converse about experiences lived outside of the school environment, I will use their funds of knowledge as resources.

### **Literacy Processing Theory**

Yet another theory employed in this study includes that of literacy processing, which involves the linking of complex neural networks (Clay, 2001). Clay's theoretical explanation for literacy processing theory involves perceptual and cognitive working systems, as well as how the complex in-the-head processes occur. The learner is involved in decision-making actions as he or she attends to all sources of information available

(Rumelhart, 1994). These sources include language structure, meaning, visual information, schema, etc. Additionally, the learner is assembling working systems (Singer, 1994). The learner is constantly constructing meaning by monitoring, searching, and self-correcting with information available (Singer, 1994). The learner constructs these working systems by being involved in working with continuous texts to recognize meaningful messages (Clay, 2001). Once the reader becomes fluent at working with the perceptual working systems without conscious effort, the learner is free to focus his or her attention on the cognitive systems which involve thinking about the meaning of the stories (Singer, 1994).

Application of literacy processing theory in Clay's work includes the constructive learning of active learners as they make sense of their world (Clay, 2001). It is the manner in which a child processes complex information in print as an active learner with the teacher in the co-construction of knowledge and then takes the process to independence. The child independently takes what he or she already knows and uses reading and writing reciprocally to make gains which lead to new learning through his or her own efforts. Children become able, independent processors of "new" information in order to expand their learning repertoire from what they know by developing strategies, therefore developing a self-extending system.

Clay's theory of literacy processing is the foundation for Reading Recovery® (Doyle, 2013), a research-based early literacy intervention designed to support first graders who are at risk of reading difficulties. The goal of Reading Recovery is to

provide individualized instruction for struggling first-grade students and to accelerate them within the average range of their peers within a short-term time frame, ranging from 12 to 20 weeks (Clay, 1991, 2001, 2005). Daily 30-minute, individualized lessons allow students to gain a new perception of themselves as capable readers and writers in the eyes of others (Rhodes-Kline & Quaglia, 2003; Rumbaugh & Brown, 2000) while orchestrating successful literacy processing (Clay, 2001). As the student works with the teacher, the student has multiple opportunities woven throughout the lesson to make decisions as he or she monitors, anticipates, confirms and revises, self-corrects, and makes appropriate links in his or her reading, writing, and oral language (Clay, 2001, 2004). The teacher provides support for the learner until the child gains control. It is through these interactions with the teacher that the student also has the opportunity to actively engage in the co-construction of language, by hearing and trying new language structures and acquiring new vocabulary (Clay, 2004, 2005). Reading Recovery is not a packaged program that can be purchased, but it is a strategic approach that involves the careful planning of lessons individualized daily for each learner. Reading Recovery involves year-long training and subsequent ongoing professional development for Reading Recovery teachers. The ongoing training for the teacher, professional development opportunities for teacher leaders, and collection of data and collegial analysis of the data help teachers accelerate learners to becoming independent readers (Pinnell, 1990). The foundational literacy supports provided by early interventions, such as Reading Recovery, present individually tailored instructional opportunities for the

future achievement of each student designed to improve the self-extending system of problem-solving (Clay, 2005; Doyle, 2013) where the transfer of responsibility is shifted to the student (Rogoff, 1990; Wood et al., 1976).

### **Researcher as Instrument**

For this particular study, I was the teacher and participant researcher, and the primary instrument who observed, gathered, and analyzed data throughout the study. This was a limitation as I was a human instrument, and as such, was not above imparting bias, making mistakes, or missing possible opportunities (Merriam, 1998). As the teacher, I may have influenced the instructional decisions I made daily with each student, especially after I had time to listen to our recorded lessons and had time to reflect on my instructional decisions. Additionally, my analysis of the data was influenced by the human component. Because this was a qualitative study and took into account my interpretations of the findings, it was filtered by my views, and my lens of language, gender, race, ethnicity, and experiences (Denzin & Lincoln, 1998).

The fact that I am a Hispanic female served as a resource in this study. Because I lived in the community and was familiar with the culture and traditions, I was able to gain access and trust more easily.

### **Definition of Terms**

Academic language: The academic language used for formal discourse in educational settings in the academic disciplines. The different disciplines can include but

are not limited to math, science, social studies, and literacy (What Works Clearinghouse, 2013).

**Bilingual Education:** Includes a large and broad range of frameworks (models) in which the students first language is used for classroom instruction with varying levels of English also introduced (Hakuta & Gould, 1987).

**Code-switching:** In conversation, alternating between two or more languages.

**Descubriendo la Lectura (DLL):** The Spanish reconstruction of Reading Recovery for Spanish-speaking students. A short-term one-to-one literacy intervention delivered in Spanish for low-achieving first graders. DLL is an accelerated reading intervention that entails half-hour lessons each day for 12 to 20 weeks (Escamilla, Loera, Ruiz, & Rodriguez, 1998).

**English Language Learner (ELL):** Students who are not native English speakers. ELLs can be any students or persons who know another language besides English as their native language. Students who fall under this label can be new immigrants to the United States, or children born in the United States but raised in a home where another language other than English is spoken. Other terms that may be used interchangeably include Second Language Learner (SLL), language-minority (LM) students, bilingual students, emergent bilinguals (EBs), English Learners (ELs), English as a Second Language (ESL) students. Limited English proficient (LEP) are the words used by the federal government (Genishi & Dyson, 2009; What Works Clearinghouse, 2013). *Emergent Bilingual* will be a term also used to include Spanish-speaking bilingual students with a potential for

developing their bilingualism and viewing it as a resource (Garcia, 2008). All terms will be used interchangeably throughout the paper to include citations.

**Exchanges:** Turn-taking responses between speakers that serve at the micro-level of discourse analysis (Riggenbach, 1999, as cited in Fullerton & De Ford, 2001). An “exchange” informs who the speaker is, and the type of response produced.

**Home language:** The language used for social discourse by the student for everyday communication and in social contexts.

**Intervention:** As offered by Neal and Kelly (1999), a proactive support that identifies children and supports them to learn to read and write successfully in primary school in order to prevent later potential long-term help.

**Instructional conversation:** Discourse that supports learning by merging together spoken and written language with previous understanding (Tharp & Gallimore, 1988); Instructional conversation is a generic name; “It is through the instructional conversation that babies learn to speak, children to read, teachers to teach, researchers to discover, and all to become literate” (Tharp & Gallimore, 1988, p. 111). Humans are born with the capacity to learn language naturally.

**Language structures:** The variation and complexity of sentences including simple sentences and compound sentences. The use of phrases, present tense verbs and past tense verbs in the formation of sentences.

**Literacy:** The area of study that includes reading, writing, oral language, listening, speaking and comprehension (Clay, 2001; Snow et al., 1998).

Moves: The talk, including conversation, around a topic by the involved speakers at the macro-level of discourse analysis; a “move” is the conversation focused on a single idea and is coded as a unit/cycle of interaction (Riggenbach, 1999, as cited in Fullerton & De Ford, 2001).

Ownership: The decision-making process by the child related to sentence construction. The child taking control of the decisions concerning his or her story on what parts to talk about, to write, when to write or extend certain parts of his or her story, and demonstrating a sense of independence and pride for his or her decisions.

Reading Recovery: A short-term intense literacy intervention for first-grade English-speaking students.

Progress in composition: Includes change over time in literacy development, including change in language structure, text complexity, topic selection, increased vocabulary, and the length of the composition (expansion of sentences or topic over various days).

Reciprocity: In reading and writing the child’s use of letter, word, and sentence knowledge to inform details in print in reading and vice versa (Clay, 1998, 2001).

Self-extending system: Early, “in the head” (Clay, 1991) strategic behaviors a child develops in order to problem-solve on his or her own in order to access new learning. The child is able to monitor, search, cross-check various sources of information, self-correct in an integrated fashion, and discover new learning for himself/herself (Clay, 2005a). This includes the development of an independent problem-solving system by the

child in order to learn new information for himself/herself with increased flexibility (Clay, 2005b).

Translanguaging: A social accomplishment in which a person draws from all the languages in his or her collection to communicate. It involves shuttling between languages brought by others in order to co-construct meaning (Canagarajah, 2011). Participants move fluidly between the languages, both the standard and the vernacular (Garcia, 2009; Garcia & Menken, 2015) that allow the student to make sense of his or her worlds (Garcia & Menken, 2015) and his or her learning and language (Garcia & Sylvan, 2011).

### **Summary**

Findings from this study will add to the body of knowledge presently available for bilingual Spanish-speaking students in the area of writing development and the value of conversations prior to writing. This chapter presents a framework for the study at hand and addresses the research question. The next chapter consists of a review of the literature.

## CHAPTER II

### REVIEW OF LITERATURE

#### **Second Language Acquisition**

According to August and Shanahan (2006), a key finding of the *Executive Summary of Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth* was that research on literacy acquisition on a second language remained limited. Language acquisition, as it pertains to Second Language Learners, is of interest to the research community and public educators due to the growing numbers of ELLs in schools, and the search for best instructional practices for the educational success of ELLs. As children go through developmental changes in their early years and enter school, a shift occurs in which language is valued differently, whether it is *home language*, *academic language*, or English. *Home language* is the language the student uses for everyday communication versus *academic language*, the formal language used in school for each specialized discipline such as math, science and literacy (What Works Clearinghouse, 2013). Additionally, becoming literate in a second language is dependent on the quality of teaching, the content covered, the thoroughness of the instruction, and the methods used to support English Language Learners that build on students' strengths (August & Shanahan, 2006). Each student has unique experiences that he or she brings to school. It is these unique experiences that

open the window to the insights each learner has encountered and that are revealing regarding his or her oral language development.

Several researchers have contributed to the field of second language acquisition and bilingual education by explaining the different processes and challenges involved in learning more than one language (August et al., 2009; Hakuta & Gould, 1987; Moll, 2010). Researchers vary in the numbers of years they say it takes to acquire a language. The range is from 4-10 years (Collier, 1995; Collier & Thomas, 1989; Cummins, 1989; Thomas & Collier, 2002). Cummins (2001) strongly supports the use of the primary language for the acquisition of a second language. He stresses the value of the native language (L1) as a strong predictor in second language acquisition as well as the flexibility associated with the thinking processes. Cummins (2001) and Echevarria et al. (2008) all discuss the reciprocity of using one language to nurture the other and the transfer of knowledge across both languages. New language development takes place in personal and educational learning where the child can transfer what he or she knows in one language, such as skills or knowledge, to facilitate the learning of a second language, in an environment where the student feels safe to take risks (Krashen, 1985a). In other words, Krashen (1985a) claims that “people acquire second languages only if they obtain comprehensible input if their affective filters are low enough to allow the input ‘in’” (p. 4). However, as researchers have found, “For non-native speakers, the goal of proficiency equal to a native speaker is a moving target” (Thomas, 1992, as cited in Collier, 1995). The academic and cognitive work is ever increasing in complexity with each year of

school, therefore requiring the learner to continually increase the complexity of learning to try to attain a new level of mastery with each academic year.

By being provided instructional learning opportunities to learners in their native language, especially literacy interventions, at-risk students will be able to build a strong literacy foundation that will enable them to transition to L2. Utilizing the language a student brings to school enables the learner to value himself or herself as a contributing member through a social setting (Freeman & Freeman, 2001; Ramirez et al., 1991). Students can also be open to discovery in a second language for which they have their first language to rely.

One way schools have attempted to support Second Language Learners is through bilingual education. The following section provides further information about the various literacy models available in bilingual education. For the purpose of this study, when referring to bilingual or bilingual education, I am focusing on Spanish and English only. I have chosen to discuss bilingual instructional models based on program duration from least amount of time in program (9 months-SIOP) to long-term duration programs (K-6, dual language). The success rate of each model is dependent on the implementation and the optimal academic conditions set for students to learn and are arranged by English models designed to teach the student English as quickly as possible to models of highest success rate where students are encouraged to become bilingual/biliterate learners. (Mora, Wink, & Wink, 2001).

## **Bilingual Education**

Research at the federal, state, and local policy levels has been gathered to inform the public policy on early literacy but has failed to share findings that include bilingual students (August et al., 2009). The English Language Learner population has continued to grow over the past 20 years where ELLs in the U.S., and globally, are now the fastest growing group (DaSilva Iddings et al., 2012). There are many models of instruction available in bilingual education. However, there is no standard model by which all students are instructed. It is important to note that while bilingual education is an optional instructional framework for ELLs, not all states are willing supporters of bilingual education and have therefore opted to be English-only states (California: Proposition 227, 1998; Arizona: Proposition 203, 2000; and Massachusetts: Question 2, 2002; as cited in August et al., 2009). Other states have implemented bilingual education based on demographic needs and funding. These states offer a variety of instructional models which are determined and implemented at the local level, and the instructional models are district-selected.

Researchers have recognized the long-term effects, including enhanced cognitive ability, of the use of native language (L1) for non-English-speaking children with regard to transfer of knowledge from the native language (L1) to a second language (L2) (Collier & Thomas, 1992; Cummins, 1989). The need to meet the educational needs of the growing numbers of Spanish-speaking students in U.S. schools has made bilingual education a possibility in many states. Despite the efforts to assist non-English-speaking

students there remain states with huge populations of language-minority students that choose anti-bilingual education (August et al., 2009; DaSilva Iddings et al., 2012). Many schools experience a reality that includes a need to assist Spanish-speaking students through language support. The decision for selection and implementation of any bilingual education framework in any given school, district, or state depends on various local factors. One of the great concerns for bilingual students is the quality of Spanish instruction in reading for students in regular bilingual classrooms (Escamilla, 1994). The way in which some districts implement bilingual programs and policies on instruction often varies (Rodriguez, Askew, & Frasier, 1997). Traditionally, bilingual education has argued for the teaching of languages to be kept separate (Creese & Blackledge, 2010). Findings by Collier and Thomas (1992) suggest that for English Language Learners the L1 (native language) should be used to support the development of the L2 (English), and not as a standalone (L1) support. This makes the case for children at risk who have not developed early literacy skills as they should receive their intervention in their native language (L1), in this case, Spanish. In order for students to have a positive view of their identity and to value their literacy knowledge as a resource, they must have opportunities with peers in order to develop their English and Spanish through positive learning experiences that meet their developmental needs (Cummins, 2001; Escamilla, 2000; Ramirez et al., 1991; Thomas & Collier, 2002).

Over the years, various models have been presented to support the development of English among Spanish-speaking students. The following are brief descriptions of the

various models available in bilingual education. These models serve as the “road maps” for the implementation and evaluation of the bilingual program (Mora et al., 2001). The first two models support English development and are provided with English as the language of instruction.

### **Immersion Model**

Students who come with different language backgrounds can be offered instruction through an English immersion program with English as a Second Language (ESL). The instruction in these classes is all in English (Collier & Thomas, 1992). Teachers do not provide support in the primary language (L1), but students can speak in Spanish to assist each other (Collier & Thomas, 1992). Students whose parents refuse bilingual services have this linguistic option. However, this choice is shown to have the least successful results with Spanish-speaking students in developing their native language or learning English with great mastery.

At the time of this study, Massachusetts, California, and Arizona have passed laws to offer immersion as the only option for educating ELLs.

### **Sheltered Instruction SIOP Model**

Sheltered Instruction Observation Protocol (Echevarria et al., 2008) is an instructional framework that provides English instruction to Second Language Learners through content teaching (Echevarria & Vogt, 2010; Ovando, et al., 2003) in bilingual, ESL, and two-way immersion classrooms. Teachers facilitate the learning of content and new concepts by incorporating hands-on experiments, interactive activities, visuals,

realia, and tangible supports to facilitate comprehension. The end goal is English acquisition. Teachers provide opportunities for authentic discussions in order for students to develop their language skills. The teacher facilitates learning by scaffolding the student and making connections to students' background while also utilizing funds of knowledge as a resource (Gonzalez, 2005; Moll et al., 1992; Vélez-Ibañez & Greenberg, 1992). Content is introduced in English and students are encouraged to talk in English or clarify in Spanish in order to develop a deeper understanding of content knowledge through peer interactions (Echevarria et al., 2008; Echevarria & Vogt, 2010; Ovando et al., 2003). This model has been applied with greater frequency with speakers of different languages and has been noted to be effective with older students. It is an instructional model that all teachers can use to benefit all learners in all content classrooms (pre-K – 12); the model provides effective ways of teaching if English is the language of instruction (Echevarria & Vogt, 2010). Instructional practices from the SIOP model are used in many of the other bilingual instructional models to help ELLs develop English (Echevarria & Vogt, 2010). Program duration for SIOP is 9 months (Mora et al., 2001).

Two prevalent bilingual models for working with ELLs are Transitional and Dual Language Models. Instruction for students in these models is delivered in both English and Spanish.

### **Transitional Model**

Transitional bilingual education programs range from gradual transitional models to all English instruction (Ovando et al., 2003) and include early exit and late exit

models. The usual program duration of early and late transitional model programs ranges from three to four years for the early exit transitional model (K-3) (Mora et al., 2001) and can provide support through 6<sup>th</sup> grade for the late exit transitional model. In this model the primary language literacy is developed before the second language literacy is introduced and is then supported with a more balanced exposure to Spanish and English (Collier & Thomas, 1992; Hakuta, 1986). The goal of transitional bilingual programs is to move students into English as soon as possible (Fradd & Tikunoff, 1987, as cited in Escamilla, 1994) with an end goal of assimilating the student into English, therefore losing much of the native language.

### **Dual Language Models**

Enrichment models, such as the dual language frameworks, are taught in both English and Spanish, and serve majority and minority students (Thomas & Collier, 2002; Mora et al., 2001). The hallmark of this model is that the two languages are introduced early and presented separately. In the U.S., the rationale behind the two-way bilingual immersion program is to help children keep the languages separate (Creese & Blackledge, 2010) while acquiring two languages.

Students who use this model learn by peer teaching and practicing cooperative learning strategies. The central goal of the dual language program is that students use both languages proficiently for communication, promoting biliteracy, developing bilingualism, and reaching high academic achievement (Cummins, 1999; Gomez, Freeman, & Freeman, 2005; Mora et al., 2001).

Within the dual language model there exist one-way instructional models and two-way instructional models. In the one-way instructional model, the students enrolled are native Spanish speakers, and the population served is the language minority. The two-way instructional model is comprised of students who are native Spanish speakers (language minority) and students who are native English speakers (language majority). Students selected for the two-way dual language program are encouraged to commit to remaining in dual language for the duration of their academic education in order to foster the long-term benefits of dual language instruction. The design of two-way dual language programs is dependent on individual campuses' decisions and needs.

Findings from the *Long-Term Academic Achievement Executive Report* (Thomas & Collier, 2002) revealed that the 90-10 and 50-50 one-way and two-way bilingual developmental models assisted students in reaching the 50<sup>th</sup> percentile in L1 and L2 across all subjects. In the 90-10 model, 90 % of instruction was in the minority language (Spanish), gradually increasing English instruction each academic year through Grade 5, where all instruction was mainstreamed to English (Thomas & Collier, 2002). In the 50-50 model, 50 % of the instruction was delivered in the minority language (Spanish) and 50 % was in English. Students in these program models achieved higher levels in their schooling, and the dropout rate of students in these program models was lower than other instructional bilingual models (Thomas & Collier, 2002).

Students who participated in this study were enrolled in a school where the instructional model was a one-way dual language model. The students were all native

Spanish speakers. Language arts, science, and social studies instruction for these students was provided in Spanish. The math curriculum was delivered in English through all grades, as well as special areas (PE, art, music, and library). The students also had days where the Language of the Day was alternated (Language of the Day for Monday, Wednesday, and Friday was Spanish, and Language of the Day on Tuesday and Thursday was English).

### **Students Who Struggle**

Different sources make contrasting claims about the number of students who need literacy support. The joint position statement by the International Reading Association (IRA) and the National Association for the Education of Young Children (NAEYC, 1998), estimated that 20% of children will fall behind in literacy development without the additional support needed to acquire phonemic awareness skills. Likewise, Clay (2005a) asserts “the lowest 20 percent of children near the beginning of their formal schooling” (p. 3) require short-term intense intervention to catch up to their peers. Furthermore, not only the children who struggle have needs but all children need exemplary classroom instruction (Allington & Baker, 2007), and this is the initial step to addressing instruction to meet the needs of students with reading and writing differences.

For complex reasons, there are students who struggle to develop skills in reading and writing in their native language. These students have difficulty making the connection between oral language and the symbols that represent text in print and in writing. These small numbers of students require additional accelerated support in order

to catch up to their peers in their literacy development. The benefits of intervening early within a year of entering school reduces later reading problems in school (Clay, 1991; Snow et al., 1998). The benefits include smaller learning gaps between at-risk students and their peers, fewer undesirable errors practiced or habituated, less re-teaching to unlearn the unwanted behaviors, and less time to build confidence in the student (Clay, 2002). Clay (2002) cautions that results of efforts begun at a later stage are much more likely to fail. Clay's literacy processing theory promotes the concept of reciprocity between reading and writing. Clay (2001) states, "Writing can contribute to building almost every kind of inner control of literacy learning that is needed by the successful reader..." (p. 12). Allington and Baker (2007) also suggest that for students to read and write with a feeling of success, instruction should include substantial opportunities at the student's instructional level. Here the instruction matches the instructional needs of the learner (Vygotsky, 1978).

### **Early Literacy Intervention**

The instruction of reading and writing are essential to build a strong foundation for becoming a contributing member in a literate society. On the individual level, as well as the societal level, it is difficult to put a price on proficient literacy (Hiebert, 1994). Likewise, lack of literacy is related to unemployment, crime, lack of awareness and regard for civic responsibilities, as well as poor health practices and the association to reading ability (KPMG, 2006; Shanahan & Barr, 1995). Interventions in early literacy are of great interest to educators and policymakers in the United States due to children who

are at risk of developing difficulties in learning to read and write. Recommended policies and resources for all young children to benefit from early literacy experiences include essential resources such as high quality tutoring, intensive focused instruction, and for some children, individualized intervention strategies (NAEYC, 2005, 2009). The following definition for *intervention* will be used for this paper as offered by Neal and Kelly (1999): a proactive support that identifies children and supports them to learn to read and write successfully in primary school in order to prevent later potential long-term help.

### **Reading Recovery/Descubriendo la Lectura Intervention**

Reading Recovery® is one highly successful short-term early literacy intervention for at-risk first graders. Children who qualify for Reading Recovery are identified as the lowest achieving in their first-grade class for literacy development. Instruction is delivered in a one-to-one setting by a specially trained teacher for 30 minutes daily. The duration of the lesson series can range from 12 to 20 weeks depending on the progress of each individual learner. The teacher provides an apprenticeship experience on all literacy tasks helping the learner develop a self-extending system. This means that children learn from their own attempts at reading and writing (Clay, 1993, 2001) “Reading Recovery is a system-wide intervention that involves a network of education, communication, and collegiality designed to create a culture of learning that promotes literacy for high-risk children” (Lyons, Pinnell, & De Ford, 1993, p. 2).

Reading Recovery was developed by Marie Clay, a developmental psychologist, in New Zealand. The intervention was brought to the U.S. via The Ohio State University in 1984-85. Currently, Reading Recovery is implemented in 42 states in the U.S. (International Data Evaluation Center, 2014-2015). Over 2.2 million students have been served in the U.S. over the past 30 years (Briggs, 2014; Reading Recovery Council of North America Annual Report, 2013-2014; Reading Recovery National Summary Report for the United States, 2014-2015). The intervention is implemented in 5 countries and 5 languages around the world (International Reading Recovery Trainers Organization, 2015; Reading Recovery Council of North America Annual Report, 2013-2014). Reading Recovery is recognized as one of the most effective early literacy interventions (What Works Clearinghouse, 2013) and one of the best professional development programs for teachers (Wasik & Slavin, 1993).

The goal of the Reading Recovery lessons is for students to reach the average band of their peers as independent readers and writers who have strong enough literacy processing systems underway to become self-extending in their learning within their classrooms.

Descubriendo la Lectura (DLL) is the reconstruction of Reading Recovery in Spanish. The following is a brief historic description of how Descubriendo la Lectura was developed. Due to a sense of urgency to assist a large number of Spanish-speaking students at risk with literacy development, a group of bilingual educators came together in 1988 to look for instructional alternatives (Escamilla, 1994). This group of bilingual

educators from Southern Arizona, in collaboration with Marie Clay, undertook the task of reconstructing Reading Recovery for Spanish-speaking students. The Spanish reading intervention was named “Descubriendo la Lectura” meaning “discovering reading” and was designed to support learners in danger of failing in the areas of reading and writing (Escamilla, 1994; Escamilla & Andrade, 1992; Rodriguez, et al., 1997). The intent of the program was to give low-achieving bilingual students a second opportunity to discover reading (Escamilla & Andrade, 1992). The Spanish adaptation was not a direct translation of Reading Recovery (Standards and Guidelines of Reading Recovery of the United States, 2012); instead it was a reconstruction containing similar tasks in Spanish (Escamilla, Andrade, Basurto, & Ruiz, 1993). The instrument developed to measure the literacy growth of native Spanish-speakers is the *Instrumento de Observación* (IDO) (Escamilla, Andrade, Basurto, Ruiz, & Clay, 1996). Similar to Reading Recovery, the daily lessons last for 30-minute increments from 12 to 20 weeks of accelerated individualized lessons tailored to each individual student. The Descubriendo la Lectura lessons are supplemental to classroom instruction and serve as a response to intervention, not as a replacement. Resembling Reading Recovery, Descubriendo la Lectura is intended to be a short-term intervention used exclusively for first-grade Spanish-speaking students with learning difficulties (Escamilla & Andrade, 1992). Results from studies on children in Descubriendo la Lectura (DLL) show that impacts are positive and that children make significant gains in literacy acquisition. Children not only catch up to their peers but also surpass them at statistically significant levels (Escamilla, 1994).

Researchers have gone to great lengths to ensure that this intervention works and that it is recognized as an effective literacy intervention for Spanish-speaking students demonstrating high outcomes for DLL students (Borman & Rodriguez, 2013; D'Agostino & Harmey, 2015; Escamilla et al., 1998).

### **Oral Language and Instructional Conversations**

The foundation of all literacy begins with oral language (Dyson, 1981). Regarding learning language, Halliday (1975) properly states it as “learning how to mean,” that is, how to say what is intended in verbal and nonverbal ways. Most children acquire language regardless of race, class, or family background (Carrasquillo, 1994; Clay, 2004). However, children who have underdeveloped oral language skills run the risk of falling further behind their peers prior to starting school (Roskos, Tabors, & Lenhart, 2009; Snow et al., 1998).

For bilingual, Spanish-speaking students, oral language is important since language is the foundation of literacy, and special consideration needs to be given to how children think about the first and second-language development work, especially when English is not the primary language in the home (Roskos et al., 2009). “Talk is a crucial link between parents and children: It is how parents impart their culture to their children and enable them to become the kind of men and women they want them to be” (Fillmore, 1991). For children who have more than one language, advocating for instructional approaches and the practices of using the multiple and various languages alongside each other is valuable (Creese & Blackledge, 2010). Children who are knowledgeable in more

than one language are encouraged to flexibly co-construct and negotiate meanings between languages in order to communicate. The shuttling between languages is what has recently been termed as translanguaging (Canagarajah, 2011). Emergent bilinguals use all the languages in their control to communicate, including codeswitching — referring to shifting between two languages — which includes translating (Garcia & Sylvan, 2011). Translanguaging is part of the discursive practice that allows bilingual students to make sense of their learning and language and to be able to function using academic language (Garcia & Sylvan, 2011). Students are able to flexibly use the linguistic resources in order to make sense of their world, all the while engaging in fluid languaging practices (Garcia & Menken, 2015).

The reciprocity between reading, writing, and oral language is another area of interest that lends itself to literacy development (Clay, 1991, 1998, 2005). Reading and writing stem from a foundation in oral language (Roskos et al., 2009). Everyday experiences enable children to gain command of oral language skills necessary to become skilled readers and writers (Roskos et al., 2009). Similarly, oral language is seen as the foundation to emergent reading and writing and is important for future achievement in these areas (Roskos et al., 2009). Some children will have experience successfully linking oral language and writing while others will require more opportunities to undergo the transformations necessary to link reading in the presence of print (Clay, 1991). Children need all three activities — reading, writing and oral language — which build on each other and develop the more they are used. Similarly, Clay (2004) acknowledged that the

three activities — reading, writing, and speaking — are slightly different, and that the learner is always constructing and composing, as each feeds the other into any number of structural possibilities.

Oral language occurs naturally for children across the world and is learned without formal instruction (Clay, 2004; Genishi & Dyson, 2009; Lindfors, 1987; Wells, 1986). The conversations a student is willing to share with a teacher reveals much about what a student knows about the world around him or her, and his or her control of language; these conversations create optimal chances for the expansion of language (Clay, 2004). For the purpose of this paper I borrowed the following explanation of *instructional conversation* from Tharp and Gallimore (1988) “The instructional conversation (the text that is continually becoming)- the fabric of book, memory, talk, and imagination that is being woven- that instructional conversation is the medium, the occasion, the instrument for rousing the mind to life” (p. 109). Instructional conversations occur throughout the day as teachers interact with students and other peers (Hiebert & Raphael, 1998). However, Clay (2004) cautions teachers not to be afraid to introduce difficult texts to children when trying to expand a child’s language. Hiebert & Raphael (1998) encourage teachers to take opportunities to read aloud to students and to create occasions to converse in order to introduce and experiment with new oral language. Dyson’s (1983) work with prekindergarten students and young learners in writing presented insight into how children used oral language processes while developing written language. Children manipulate language by producing and analyzing it in order to

write it down (Dyson, 1983). In order to get to know the student, the teacher must be responsive to opportunities that lend themselves to authentic conversation. The teacher can collaborate as a conversational partner, observing the child's body movements, vocalizations, and verbal and nonverbal gestures, all of which lead to literacy development (Lindfors, 2008). Wells (1986) suggests one-to-one instruction or small group settings for teachers to assist students in elaborating their thinking and expressing their ideas (Hiebert & Raphael, 1998). In conversations, the role of the teacher is to create opportunities and support for rich conversations. The child is no longer viewed as an empty vessel; the teacher and child are active participants in the construction of meaning and knowledge (Clay, 1998; Dyson, 1983; Van Bramer, 2003). Clay (1998) explains the features of conversation that set the conditions for good communication where both the teacher and learner play the active role of speaker sometimes and the active role of listener sometimes in the following way:

When we speak we do not assume that our listeners cannot think; we expect them to bring knowledge to bear on what we are talking about. Yet probably the most common error made by adults about the learning of young children is that we can bypass what the child is thinking and just push new knowledge into the child. We often assume that knowledge out here gets put inside their heads by means of the things we do. However, any learning situation is like a conversation, for it requires the learner to bring what he or she already knows to bear on the new problem being explored. (p. 15)

For some children, talk is a manner of providing meaning and a way of transferring meaning onto paper (Dyson, 1983). Dyson (1983) in her research with kindergarten children found that “oral language was an integral part of the early writing process” (p. 17). Dyson (1981) was a participant-observer in her study with an interest to describe how the activity of early writing occurred among emergent writers in a kindergarten classroom. She wanted to capture all the supports (drawings, symbols, talking) from the point of view of the child. In order to do this, she selected five case study students and collected data about how the children structured their own engagement with writing and their learning of the written language. Data included their writing, drawings, and talk (to themselves, to their peers, and to her) all within the classroom environment (Dyson, 1981). By being in close proximity to the children and observing and interacting, the adult was able to assist the child in the negotiation of a message or the intended meaning of a message.

Talk is an integral part of the early writing process (Clay, 1975, 2001, 2004; Dyson, 1983). The manner in which we listen to our students, the genuine interest, demonstrates to learners that we value them as fellow writers. As teachers, we can create and support our emerging writers, but in order to teach we have to create true conversations as dialogue, and through these authentic conversations the educator teaches the learner (Genishi & Dyson, 2009; Roskos et al., 2009; Tharp & Gallimore, 1988). The collaboration between the student and the teacher is a favorable opportunity to negotiate the intended meaning of the child (Lindfors, 2008; Wells, 1986). Additionally, the oral

language exchanges between the teacher and child are like a conversational “dance” where “both partners move in relation to each other; each depends on the other for safety and production” (Kelly, Klein, & Pinnell, 1996).

Fullerton and De Ford (2001) conducted a study very similar to the present study, except it was conducted in English with English-speaking students. In their study, they looked at teacher-child interaction in the context of Reading Recovery. Similarly, they looked at the conversations before writing during the Reading Recovery lesson and the co-construction of the message. While Fullerton and De Ford (2001) maintained a researcher stance, I inserted myself as a participant observer and the teacher of the students in the Descubriendo la Lectura intervention. While my study was underway, their study helped guide me with the initial a priori codes I used with my students and the kinds of interactions we were having together. Fullerton and De Ford (2001) looked at how the teacher and child engaged in a conversation to negotiate a topic while providing ownership in addition to great learning opportunities for the child. Through the interactions, the teacher scaffolded the child to independence as they co-constructed a message. From this study, I found that there was limited research that examined the teacher-child interactions, especially when it was an in-depth analysis of interaction throughout the lessons or across a child’s program (Fullerton & De Ford, 2001). Though Fullerton and De Ford (2001) did not evaluate the quality and growth of writing, from the teacher-child interactions they found that the struggle of control to establish topics could limit a child’s growth and independence in writing development. From the number of

moves and responses, they found that though they quantified the number of moves for each participant and categorized responses by type (codes) across the lessons, and the numbers were similar, the nature of the talk was very different for each dyad.

In my review of the literature, there were few studies on conversations before writing with emerging bilingual literacy students. I found studies about bilingual students in classrooms in various grades (Edelsky, 1986), longitudinal case studies on English-speaking students on the writing process and how they approach writing (Calkins, 1982; Graves, 1973) and case studies on English-speaking emergent writers and their oral language (Dyson, 1983). While there were other studies on early writing in Reading Recovery lessons (Askew & Frasier, 1999), the focus was not on conversations before writing.

This study looked at oral conversation between a teacher and her students during an early literacy intervention prior to composing the written message where instruction is provided in Spanish in a one-to-one setting. Of particular importance are the topics of conversation that arise during the co-construction of the message for the student and the expansion of language structures and vocabulary over time.

### **Writing**

Children have different experiences with writing, but they all have valuable experiences to contribute as symbol users and social participants even if they are not yet writing with the conventional writing system (Dyson, 1983; Genishi & Dyson, 2009). For some children, the talk that occurs before writing provides a rehearsal and systematic way

for the child to get their understanding and meaning on the page (Dyson, 1983).

“Children bring their symbol-producing predilection to school- their talking, drawing, playing, storytelling, and, in our society, some kind of experience with print” (Genishi & Dyson, 2009). Rosenblatt (1994) looked at the writer and how in the process of writing he or she interacts with factors at the personal and social level, as well as the individual and environmental levels, having only their individual linguistic capital to depend on.

Writing has to be personal to the child and consider where children are bringing messages that are meaningful into print (Askew & Frasier, 1999). It is in the meaningful involvement in reading and writing that is at the center of learning (Clay, 1991; Hiebert & Raphael, 1998). In order for young students to become proficient writers, it is imperative that teachers model various kinds of writing for different purposes. The tools of the writer are also important — paper, pencil, markers (Graves, 1983; Murray, 2009), and time, for writers need time to listen for writing (Murray, 2009). Clay (2002, 2005) proposes that in order to support emerging writers, we must encourage students to contribute what they are knowledgeable of as we accept their approximations in order for them to gain confidence in their writing. Young writers bring their personal understandings and interpretations to their writing, which may include drawings, talk, and dramatic play to add meaning to their written message (Dyson, 1990, 1983; Wells, 1986). Dyson (1983) suggests that we use these rich resources (drawing, talk, play) to accomplish written language activities with students and Clay (1991) recommends maintaining as much of the original message the child composes, as it encourages fluency

in the reproduction of the child's writing and shows the child that his or her individual contributions in writing are respected. Through writing, children are given opportunities to experiment with a variety of features such as abbreviations, compound words, syllables, and silent letters (Askew & Frasier, 1999) as they convey their messages through their oral language (Clay, 2002). Additionally, Clay (2002) affirms that what children know in writing is supportive to their reading and vice versa. Lastly, children need many opportunities to write in order to learn about writing (De Ford, 1980).

Lindfors (2008) presents two facts about emergent readers and writers: Children are involved in real reading and real writing, and their writing is an earlier version of an ability that will develop over time. These young learners are doing reading and writing that resembles what accomplished readers and writers do (Lindfors, 2008). Though there may be suggested approaches to beginning a writing piece, "writing does not begin with deskwork but with lifework" (Calkins, 1994, p. 3). For older writers, Flower and Hayes (1981) present a model that divides writing into three interacting writing processes: planning, translating, and reviewing. In the planning stages, the students are generating ideas, organizing their thoughts, and setting goals. In the translating process, children are putting their ideas into visible language, making the meaning visible. Reviewing happens when the child reads to evaluate in order to edit what they have written. Writing is not only the process of recording but also the process of growing meaning (Calkins, 1994).

Relevant to my study, Graves's (1973) seminal study explored the writing process and the related variables with a group of seven-year-olds. He was interested in what

children were doing during writing, especially if they were given opportunities to write in formal and informal learning environments. He went further to look at one child as a case study. Findings revealed that time to write and choice were variables that allowed the learner to engage in writing episodes. Positive feedback encouraged the learner to grow as a writer. Variability in writing among the children was unique to each learner. Graves discovered that there was more to a writing episode than the child's act of composing and writing words on the page. He found that the researcher must take stock of the territory before, during, and after the composing of the child, not only as the child writes but what the child writes (Graves, 1973). His major recommendation was for the future use of more case study method investigations related to writing. Similar to what happens in a DLL lesson, the teacher has the opportunity to get to know the child during Roaming Around the Known (RAK) and build them up from their strengths. It is during this time that the teacher can begin to find out the child's interests and to understand their worlds.

Calkins (1982) followed shortly after with a longitudinal study of one child and her writing development. Susie was a student in 3<sup>rd</sup> and 4<sup>th</sup> grade whom Calkins observed as a participant-observer in the context of teaching writing. The study proposed connections between reading and writing. Of great importance was the value of maintaining a file of the child's work so the teacher could learn and note the growth of the writer without formal instruction. This record-keeping process was similar to the record keeping in *Descubriendo la Lectura* as the teacher documents the growth of the learner over time and makes immediate instructional adjustments based on the growth of

each individual learner. The growth the child made in Calkins' study was due to the adult interactions as the teacher of writing participated in conferences (revising, writer's workshop). Reading Calkins' dissertation helped me to think about avoiding coding sheets for the purpose of only collecting data, but to remember "we were watching youngsters, not variables, and our first challenge was to understand individuals..." (p. 84). This challenge was applied to my research question and how it connected to the interaction with children prior to writing.

In an effort to expand the research on writing, Rubin and Carlan (2005) collected writing samples to try to understand the writing process with bilingual children's literacy development. Their samples included the work of children ages 3-10 in a tutoring program. The authors also interviewed the children in order to better understand their thinking process. The authors encouraged the children to first draw something they liked. Then they asked the children to orally describe the drawing in the language of their choice. Finally, without assistance or guidance, the children proceeded to write about their pictures. The coded data from the writing samples provided valuable information on bilingual children's writing development and the writing process in two languages. The children code-switched, or used a mixture of the two languages to communicate their ideas during the writing process. The authors found that teachers provided many opportunities for writing and ultimately saw their bilingualism as strengths and resources (Rubin & Carlan, 2005).

Ferreiro and Teberosky (1982) had similar interests in young Spanish-speaking students who were failing to develop in literacy. They looked at Spanish-speaking 4-6 year old children in their native language. The similarities were that these students had a native language that was not English, they were at risk of failure for becoming repeaters in the education system and possibly ending up labeled with learning disabilities. Ferreiro and Teberosky (1982) interviewed the students to better comprehend their understanding of what reading and writing entailed, and what words represented. Like the students in the Ferreiro and Teberosky (1982) study, the students in *Descubriendo la Lectura* are also considered the most at-risk students in first grade. The students are given a second chance to learn literacy and catch up to the average band of their peers within 12-20 weeks in the intervention. The instruction is tailored around the strengths of the child.

Edelsky (1986) looked at process writing with multiple grades in 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup>. Her research team looked at the relation between reading and writing, the “process” perspective, oral and written language and refrained from offering a curriculum to the teachers in the study. This study was conducted in a bilingual program. Similar to *Descubriendo la Lectura*, it was not a scripted program. While Edelsky’s study included various grade levels, *Descubriendo la Lectura* only includes first-time 1<sup>st</sup> graders.

Bodrova and Leong (1998) found that Scaffolded Writing, through materialization and private speech, could assist young emergent writers. With the use of highlighted lines to indicate where words in a sentence went, the child could monitor how to write his or her story. The study was conducted with at-risk kindergarten children who were learning

to write in English. The researchers used highlighted lines to represent words as placeholders for the children's words on paper. Over the course of a year the children were writing meaningful messages that contained more than one sentence due to the teacher's help in providing assistance and scaffolded support (Bodrova & Leong, 1998).

Another study conducted by Dyson (1983) found that children write for different purposes in a different manner not resembling that of adults. For example, children use the following writing process components: Message Formulation, Message Encoding, and Mechanical Formation recursively and in an overlapping fashion. Message Decoding may or may not exist, but for certain Mechanical Formation is present as it is the message in print. Additionally, oral language is an essential part of the early writing process as it supplements meaning and assists in getting meaning on the page (Dyson, 1983).

### **Writing in Descubriendo la Lectura (DLL)**

Dr. Marie Clay, the developer of Reading Recovery, provided a theory of writing (1983) in which she shared that young children construct their stories from topics that motivate them and are familiar to them. Topics for writing can include personal feelings and the child's use of his or her own familiar language. The topics students choose to write about are things that are of interest to them, for example, personal experiences, and prior knowledge (Clay, 1983). The integration of oral language, reading, and writing help the child to develop his or her understandings of language through varied language activities. Clay (1983) suggested that educators consider the oral language of children as a resource, that children have opportunity for discovery and exploration, and that teachers

be careful observers in order to notice and set optimal learning conditions for children to write with teacher support. This part of the lesson cycle remains the same for the English and Spanish interventions. The 10 minutes or so set aside for this portion of the lesson allows the child and the teacher to share in an authentic conversation in order to negotiate a topic (Clay, 2004).

While there are studies that look at writing in Reading Recovery (Askew and Frasier, 1999; Boocock and McNaughton, 1998) only Fullerton and De Ford (2001) looked at the conversations before writing. Still none of the studies included conversations before writing in an early literacy intervention with emerging bilingual children.

This study looked at the nature of conversations between the teacher and child when composing written messages during a bilingual intervention. In the next section I describe the methodology implemented for this study. First, I present the research design by introducing the four cases individually and then a cross-case analysis was conducted across the four cases.

## CHAPTER III

### METHODOLOGY

The purpose of this study was to examine the conversations that took place prior to writing, during the composing stage, between the teacher and the student in a Spanish early literacy intervention.

“What seems to be a casual conversation between child and adult... is actually an excellent example of a highly skilled adult moving a child through his zone of proximal development. It was the role of the teacher to point up discrepancies to the student. It identified how the teacher does that: through her questioning, telling, directing, demonstrating, praising and confirming moves” (Rodgers, 2000 as cited in Clay, 2005, pp. 79, 89).

This is the role of the Descubriendo la Lectura (DLL) teacher in the intervention lesson.

This section also explains the methodology I selected to answer my research question:

- What is the nature of the teacher-child conversations when composing written messages during a bilingual intervention?
  - In what ways are topics of interest developed through the co-construction of messages in teacher-child conversations prior to writing?

- In what ways do teacher-child conversations prior to writing provide opportunities for the expansion of language structures and new vocabulary?

### **The Research Design**

This study was qualitative in nature (Denzin & Lincoln, 1998) and is a cross-case study design (Borman, Clarke, Cotner & Lee, 2006; Creswell, 2013; Merriam, 1998) of four dyad case studies in a Descubriendo la Lectura (DLL) intervention. Only the composing before writing portion of the Descubriendo la Lectura lesson was selected and analyzed for this study. This study, inclusive of the four descriptive case studies (Merriam, 1998) and the further qualitative cross-case analysis (Borman et al., 2006; Creswell, 2013; Merriam, 1998), used a constructivist lens. Constructivists believe that knowledge is developed through social interaction by way of the social influences (Vygotsky, 1978). I was the participant researcher and also the Descubriendo la Lectura teacher for each of the four student participants. Each case study occurred in a natural school setting during the conversation before the writing portion of the intervention in Spanish (Merriam, 1998; Stake, 1995). It was my attempt to capture the essence of the conversations before writing and during lessons for each learner, and to convey my findings through my interpretations of the data drawing upon grounded theory (Glasser & Strauss, 1967) in a qualitative fashion (Denzin & Lincoln, 1998).

## Case Studies

This qualitative study incorporated a case study approach (Creswell, 2013; Merriam, 1998). Merriam (1998) defines a case as “a person such as a student, a teacher, a principal; a program; a group such as a class, a school, a community; a specific policy; and so on” (p. 27). Additionally, Creswell (2013) defines a case as a “bounded system,” bounded by time and place. My study included four case studies. Each case study was composed of a dyad. Each dyad included an individual Descubriendo la Lectura (DLL) student and the DLL teacher (me, the researcher). Each DLL lesson was delivered within a 30-minute time span on a daily basis for the duration of 12 to 20 weeks occurring during the instructional day in an academic school year. The conversational interactions prior to writing during the writing portion of the DLL lesson were the focus in order to better understand how the interactions influenced each child and his or her literacy development. Of further interest were the topics that surfaced, the language structures that developed over the series of lessons and the vocabulary that was introduced or revisited by the child and/or me throughout the series of lessons.

Despite the varying definitions of case studies, common features of case studies include the following: *identification of case*; an *in-depth understanding* of the cases; *data analysis* in order to make sense of the data; *description of the case through themes* in the findings; and *analysis across* the four cases for similarities and differences; concluding with the *results and conclusions* of the researcher (Creswell, 2013; Merriam, 1998). The

aforementioned features were considered for this study and were included as part of each case.

In order to strengthen reliability, multiple sources were used to triangulate (Lincoln & Guba, 1985) the data. The multiple sources used for data triangulation were physical artifacts and participant observation (Yin, 2006). Merriam (1998) refers to triangulation as using multiple data sources to confirm the emerging findings. Physical artifacts included the transcripts from the audio data recorded, student writing journals for each student in the study, and the daily teacher lesson records for each student in the study. Participant observation was possible as I, the researcher, was also the teacher in the study present at each lesson with each student learner.

### **Cross-Case Analysis**

In this qualitative study, multiple cases were analyzed to better understand how meaning and language were co-constructed during the conversation before writing in order to examine student interest, expansion of language structures and new vocabulary. Cross-case analysis (Borman et al., 2006; Creswell, 2013; Merriam, 1998), was used to look at themes across four cases. Creswell (2013) states that a typical format used with multiple case studies is the description of individual cases to examine themes within each case, also referred to as *within-case analysis*. Once the within-case analysis is completed, the researcher follows up with an examination and analysis of themes across the multiple cases, otherwise known as *cross-case analysis* (Borman et al., 2006; Creswell, 2013; Merriam, 1998). This is the process I used for my study.

### **Gaining Access**

Institutional Review Board (IRB) approval from the local university was requested in the summer of 2013 and was gained in the fall of the same year (see Appendix A). Access was immediately obtained from the public school district and from the selected campus for this study. During the planning stages of the study, I visited with my campus administrator regarding the possibility of conducting research within our district. My administrator was supportive in contacting fellow administrators who might be interested in opening their campuses as possible sites. I presented her with a letter requesting participation in the study, and I ultimately gained access on my own campus. IRB approval was available in November of 2013, as well as district permission to conduct the study. Consent forms in English and Spanish were sent home with students to be signed by the parents, or hand delivered to parents who were present in the school building. The signed forms that were returned the following day were the student participants in the study. For the protection of the innocent, pseudonyms were used for the school and the participating students. The study began immediately in November 2013 and continued until May 2014.

### **Setting**

This study took place in the southwestern region of the U.S. in the town of Edmonton (pseudonym). Edmonton is considered a university town as there is a community college and two public state universities. During the 2013-2014 school year

there were 21 elementary schools, 7 middle schools, and 4 high schools in Edmonton. Lincoln Elementary was one of 10 bilingual campuses in the district.

The school was located on the outskirts of town in a middle class subdivision immediately surrounding the campus. There were additional housing communities of low income housing students who also attended the school.

During the year of the study, the campus was reported by the Texas Education Agency (TEA, 2013) to be Title I with 76% students in the school being economically disadvantaged and 46.9% English Language Learners. Campus enrollment for Lincoln Elementary was 683 students with the three largest demographic student populations represented by African American (7.8%), White (33.1%), and Hispanic students (55.8%).

The school offered instruction in English for mainstream students and bilingual instruction for Spanish-speaking students. During the year of this study, the school had the following classes in each grade level: kindergarten: 3 bilingual and 3 monolingual; 1<sup>st</sup> grade: 3 bilingual and 4 monolingual; 2<sup>nd</sup> grade: 3 bilingual and 3 monolingual; 3<sup>rd</sup> grade: 2 bilingual and 4 monolingual; 4<sup>th</sup> grade: 2 bilingual and 3 monolingual; and 5<sup>th</sup> grade 2 bilingual and 3 monolingual. Within the state accountability rating system categories (Met Standard, Met Alternative Standard, and Improvement Required) the school's performance rating for the 2012-2013 year was "Met Standard." This means the school met the threshold to attain the "Met Standard" rating.

## **School**

My interest in Lincoln Elementary was two-fold. I had been employed at Lincoln Elementary since the establishment of the bilingual program at this campus in 2001. Over the years I became familiar with many of the families and staff at this campus. Access into the school was facilitated because of my role as a literacy specialist. Descubriendo la Lectura (DLL) lessons during the day at my campus were accessible, and my principal granted me permission to conduct this study as long as data collection did not interfere with my instructional responsibilities.

The student population in most of the bilingual classrooms was composed of low socioeconomic status (SES), English Language Learners (ELLs). The reason for choosing first grade for this study was that I wanted to take a closer look at emergent literacy learners who were Spanish-speaking students considered at risk. As the Descubriendo la Lectura teacher for this campus, I also had access to first-grade, low-achieving readers. This allowed me to examine more closely the conversations before writing to see if the co-constructed conversations affected the topics students wrote about, including the expansion of language structures and vocabulary. Student selection for this study was possible from three classroom sections of Spanish-speaking first-grade students at Lincoln Elementary School. I was the teacher providing the intervention, and as such, I would be looking at my contributions to the conversation in collaboration with each individual student participant.

The writing curriculum at Lincoln Elementary School included *Write from the Beginning* (Buckner, 2000) which highlighted the use of organizational tools such as thinking maps. This information is relevant to my study because this resource, with training, was provided as an initial systematic guide to deliver consistent writing instruction in classrooms across the district, therefore providing comparable access to writing instruction to all students across all schools. However, the school administrator at Lincoln Elementary strongly believed in instruction that provided authentic, engaging writing opportunities, writer's workshop, and the writing process. The administrator encouraged classroom teachers and support staff to use tools from their teaching toolkits to help students develop a love for writing through the writing process.

### **Room**

The room where Reading Recovery and Descubriendo la Lectura took place was equipped to accommodate four teachers. Throughout the day literacy specialists provided lessons to individual students and small groups of students. The room also had three teachers' desks. One desk was for the Reading Recovery teacher, one desk was for the DLL teacher, and one desk was for the visiting teachers who provided reading support so they could plan and have their personal materials situated. Only two of the desks had computers.

Originally this room was where the lessons were going to take place. However, in preparing for the study to take place, trial audio recordings indicated that background feedback noise was loud and was being picked up by the recording device. I also tried to

adjust the times lessons occurred for the students in the study from morning to afternoon. Without knowing which of the four students would be in the study, I decided to move the lessons to the afternoon. One student was tired and showed evidence of sleepiness by yawning, rubbing his eyes, and putting his head on the table. Another student was also tired, voiced that he felt sick, and vomited during the lesson. Due to these occurrences, I decided to visit with the school principal to find another location for the lessons to occur in the morning and also allow for the recordings to occur with minimal outside noise interference. The principal provided a rolling cart for the daily transport of materials and provided a small room in the library, the heart of the school, for the lessons to remain in the morning hours during the literacy block. To maintain the anonymity of the two students in the study, all four students I was teaching at the time were given DLL instruction in the library conference room.

The room was small with two walls covered with shelf space from floor to ceiling. Professional books for teachers and student magazines were located on the shelves. One wall was solid white with nothing on it. The fourth wall was also empty and had the door with a long, vertical rectangular window. The librarian assisted me in moving in a rectangular table and two chairs to accommodate our lessons. The table was placed opposite of the entrance facing the back bookshelf. A portable easel was also in the room with one side for chalkboard work and one side for dry erase marker. Both sides of the easel were magnetic. The room was accessible to the students and me for lessons from 8 a.m. to 10 a.m. Rotating classes came into the library after that time for book checkout

and library lessons. This room was also used for small group tutoring during other times of the day by other educators. For the purpose of the study, all furniture and materials remained intact in this room and imitated the usual lesson setup provided for Reading Recovery and DLL lessons.

### **Participants**

**Teacher as researcher.** At the time of the study, I was in my 13<sup>th</sup> year of teaching. All of my years of teaching experience were at Lincoln Elementary School. This campus began bilingual education with four units (K-3) when I began my teaching career in 2001. During the 2013-2014 year, Lincoln Elementary had 15 bilingual units and was still projected to add bilingual sections. I spent the first three years of my teaching career in a kindergarten bilingual classroom, and then I transitioned into the Descubriendo la Lectura specialist role.

Prior to the study, I considered myself an effective teacher and literacy specialist. My background interests and studies included certifications in horticulture, and education, primarily with English Language Learners and young at-risk learners. Because of these interests, I found that my science background, the common cultural experiences with my students, and my literacy interests as a literacy teacher could serve to help me better understand emergent learners in their literacy development, especially in writing. I also knew there were some areas where I could improve. The area of writing had always been of interest to me. My involvement with North Star of Texas Writing Project as a student and then as a teaching consultant allowed me to further ponder how I was

developing as a writer, as well as how I influenced my students to develop as writers. Additionally, the ongoing collegial support and professional development associated with Reading Recovery/Descubriendo la Lectura provided avenues for me to take a closer look at the conversations involved during the writing component of the lesson. By taking a closer look at conversations with my students prior to writing, I was going to see for myself what these conversations truly entailed. By looking at my own lessons records, audio recordings and transcripts of our conversations, I was able to reflect on the topics the students brought, topics we discussed during the lesson, and my instructional decisions related to our conversations before writing from day to day.

During the year of my study, my role at Lincoln Elementary School was as the Descubriendo la Lectura teacher during half of the day. The remainder of the day I was the bilingual dyslexia teacher for students needing this support. I was also the literacy intervention teacher for K through 2<sup>nd</sup> grade. I provided literacy support by pushing into classrooms to co-teach with the classroom teachers, or by supporting students in small groups.

**The students.** During the 2013-2014 year, Lincoln Elementary was part of Edmonton ISD's district-wide deployment model for Reading Recovery and DLL. As a district, Edmonton had a mission to meet and serve the most at-risk first graders through the Reading Recovery and Descubriendo la Lectura interventions by deploying Reading Recovery and DLL teachers to serve where the need was. I worked with a total of eight DLL students who were selected from among three first-grade classrooms across the

year. A total of four students participated in the study and were enrolled in Spanish one-way bilingual classrooms.

At the beginning of the school year, the three first-grade classroom teachers and I revisited the kindergarten end-of-year Spanish early literacy district inventory assessment to identify students who were at risk or below grade level in the area of literacy entering first grade. During the first days of school, the students were also asked to write in their classrooms in order to collect writing samples to identify additional students who were at risk for literacy support. The classroom teacher then used an alternate rank sheet to order the students in alternate ranking of high and low. The students ranked on the lower spectrum were identified to be tested with the *Instrumento de Observación* (Escamilla et al., 1996) for DLL selection during the first week of classes in August. Once all at-risk students had been tested in the district and after the Observation Survey and the *Instrumento de Observación* (Escamilla et al., 1996) were completed, the scores for all the tested students were pooled as a district, rather than by campus. The two Teacher Leaders then identified the students eligible for the intervention according to the student selection process (North American Trainers Group, 2015). The Reading Recovery and DLL teachers then traveled to the various campuses to provide the intervention to the eligible students.

During the year of this study, every child at Lincoln Elementary that qualified for Reading Recovery or DLL received services. This school was fully implemented, and

during the year I served every child who needed DLL. I was able to serve all students in DLL including those not in the study (see Table 3.1).

Table 3.1

*Lesson Series Timeline for all Descubriendo la Lectura Students*

		Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	
1 <sup>st</sup> round Fall	Names										
	Andres										
	Marcos										
	Boy 1	Not in study									
	Girl 1	Not in study									
2 <sup>nd</sup> round Spring	Monica										
	Linda										
	Boy 2						Not in study				
	Girl 2						Not in study				

Five students were eligible to receive the intervention during first round selection in the fall, but only four were serviced in the fall in order for me to perform my role effectively per the Reading Recovery standards (Standards and Guidelines of Reading Recovery in the United States, 2012) while also conducting research. In the study, two of the students from the fall were in the lowest 20%. The other two students in the study were selected in the spring (second round) and were in the lowest achieving range for that time of year. One of the second round participants was also the student from first round who was unable to receive services in the fall (see Table 3.1).

Participants selected for the study were selected in the following manner after they were identified to receive the DLL intervention in August. In mid-November, I received approval from the Institutional Review Board (IRB). I immediately requested access from the district and received approval from the district. Letters of consent were sent home

with all four DLL students. In order to select students for the study, I took the first two students from the pool of four fall DLL students who returned their letters of consent signed. One participant from the fall successfully completed his lesson series early (January). The next at-risk student, the fifth eligible student, was selected for DLL and lessons began immediately (January). In order to randomly select students for the spring, I waited until spring testing had been completed in February and four students had been identified for DLL. Once this occurred, I sent home four letters of consent. The first two letters returned with a parent signature were the next two participants in the study for the spring.

The two students participating in the fall were male (Andres and Marcos), and the spring students were female (Monica and Linda). Three of the students were in speech for either language articulation or vocabulary. Spanish was spoken as the primary language in the homes of all four students.

### **Assessment Instruments**

The assessment instruments used to identify students at risk in literacy included the Spanish early literacy district inventory and *Instrumento de Observación* (Escamilla et al., 1996). For fall student selection, the kindergarten scores from the Spanish early literacy district inventory were used to test at-risk students for DLL entering first grade in August. Any students identified as overall at risk were then tested with the *Instrumento de Observación* (Escamilla et al., 1996).

The *Instrumento de Observación* (Escamilla et al., 1996) contains the following six observational tasks that are used to create a profile of the student's reading repertoire: (1) Identificación de Letras (Letter Identification); (2) Prueba de Palabras (Word Test); (3) Conceptos del Texto Impreso (Concepts About Print); (4) Escritura de Vocabulario (Writing Vocabulary); (5) Oír y Registrar Sonidos en Palabras- Prueba de Dictado (Hearing and Recording Sounds in Words-Dictation); and (6) Registro Progresivo del Texto (Running Records of Text Reading). The lowest achieving students are selected for literacy intervention lessons through Reading Recovery or Descubriendo la Lectura (North American Trainers Group, 2015; Standards and Guidelines of Reading Recovery in the United States, 2012). In this study, the students assessed with the *Instrumento de Observación* (Escamilla et al., 1996) qualified for Descubriendo la Lectura lessons.

### **Procedures and Typical Lesson Framework**

Students identified as the lowest achieving in the fall semester of the school year are said to qualify for first round. Their program can last from 12 to 20 weeks depending on student progress. The goal of all learners is to reach the average band of their peers as independent readers and writers who have strong enough literacy processing systems underway to become self-extending in their learning within their classrooms. There are two positive outcomes for children completing their series of lessons: (1) returning to their classroom reading within the average band of their peers, and (2) being referred for further specialist help after an intensive intervention.

Once the fall students complete their series of lessons (12-20 weeks), a second round of students are tested and selected within two days for participation in the intervention during the spring (Standards and Guidelines of Reading Recovery of Reading Recovery in the United States, 2012). It is possible to have third round students if children exit the intervention, and more children are selected to participate after the second round student exit.

Students selected for Descubriendo la Lectura support began the intervention within the first 10 days of school by Roaming around the Known (RAK) (Clay, 2005). During this time the student and teacher read and write together. The teacher is building a relationship and firming up what the child knows. During RAK the teacher is not teaching anything new, but is making the child fast and fluent with the known (Clay, 2005).

On the eleventh lesson, the structure of the lessons changed. The lesson took on a more formal structure consisting of the following components: familiar reading of yesterday's new book, running record taken to document reading behaviors, word work with magnetic letters and other mediums, writing and cut-up story reassembly, and the daily introduction of a new book. The lesson lasted 30 minutes, and this structure was maintained for the remainder of the program.

The 30-minute time allocated during the DLL lesson for each component generally can be divided in the following approximate time frame; however, this may be adjusted over time based on the needs of the individual student.

Table 3.2

*Typical Tutoring Session (Clay 2005a, page 37)*

Reading two or more familiar books	Text	10 min
Rereading yesterday's new book and taking a running record	Text	
Working with letter identification	Letters and words	
Breaking words into parts	Letters and clusters	
Writing a story	Word work and text	10 min
Hearing and recording sounds	sounds	
Reconstructing the cut-up story	Text	
Listening to the new book introduction	Text	10 min
Attempting to read the new book	Text	

This study focuses on the first activity of the writing component of the lesson. In this part of the lesson the child is invited to tell a story (Clay, 2005). The teacher elicits a story by starting up a conversation with the child about something that interests the child and assisting reluctant children to compose their stories. The teacher creates the conversation by asking appropriate questions with little elaboration or changes on the child's ideas. At the appropriate point, the teacher asks the child to formulate the message to be written down. The teacher and child co-construct a message negotiating the story. It is during this time that the teacher encourages the student to expand on his or her statement. Early in the lessons, teachers are discouraged from correcting the child's grammar, although the teacher can model the correct grammar in conversation for the child to hear. Once the

child becomes an eager writer the teacher may suggest how the sentence can have more ideas added or be changed in structure. Clay (2005) strongly suggests that if the child cannot go with the offered suggestions, then the teacher should back off as the child is the composer of the story, and the goal is for him or her to want to continue to write tomorrow.

Early in lessons the teacher may ask the child to repeat sentences to be sure he remembers his story (Clay, 2005). As the lesson series progresses the child's construction of messages increases in complexity, expanded vocabulary, and developed language structures. The teacher should notice any attempts by the child of what he or she composes and greet them with enthusiasm (Clay, 2005). By the end of the lesson series, children will usually be composing on the run, similar to the work in the classroom. This study focused on the conversation before writing.

### **Timeline**

All data for the study were collected between the months of November 2013 and May 2014. Though I planned to record lessons early each week, the data were not always collected on the same day of the week sometimes due to unforeseen events (see Appendix C).

### **Technology Tools**

Finding compatible software and storage room for audio became a complex issue. After trying several recording devices and iPad applications, and discovering I was limited by time and large storage capacities, I decided to use an application on the iPad

called DropVox where all data were collected on an iPad mini. Access to this device was protected by password. The audio data were then downloaded to a personal Dropbox so the file might be converted to an MP3 file on my personal laptop. The file was then saved on a personal external hard drive and copied to a password protected laptop from the university with Nvivo10 to be able to hear the audio recordings at a slower rate. The files were then transcribed by hand (see Appendix D) and then typed up each night and saved in two password protected locations. Audio files saved on the iPad and school laptop were deleted daily once they were converted to an MP3 file, transcribed, and transported to a personal laptop.

### **Data Sources Collected**

Various types of qualitative data sources were collected separately for the analysis of data in each case (Merriam, 1998; Stake, 1995) and included audio recordings, lesson records and field notes, and student writing journals. Each case included a dyad (teacher-child). The focus of the analysis was on the nature of the teacher-child conversation when composing a written message during a daily Descubriendo la Lectura lesson looking at the co-construction of a message during the interaction. The field notes of observations or conversations with the students or parents and teachers are used to gather more information about the child. The lesson plans contain the instructional plans for the lessons of each individual learner on any given lesson as well as notes and reflections related to the lesson or the child. The student journals are the documents gathered from the child by the researcher that hold the daily messages co-constructed, composed, and

written by the child and teacher. Additionally I looked at the topics that developed during the conversations, topics that resurfaced, and the resources the students used to expand their language structures and vocabulary throughout their lesson series. Over the series of lessons, I served as a scaffold (Wood, et al., 1976) by reminding the child of his or her negotiated sentence restating words or phrases until the student was able to do this task on his or her own.

A cross-case analysis (Merriam, 1998) was conducted of all four cases after the analysis for similarities and differences in the cases. Data collection methods included primarily the student writing journals, my lesson records and field notes (Merriam, 1998), and transcripts from the audio recordings. I also kept additional thoughts, observations, and reflections in the lesson journal books and in the transcript journals.

Records of the conversations before writing were transcribed. Data triangulation (Lincoln & Guba, 1985) was accomplished through the transcripts of audio recordings, student journals, teacher lesson records, and teacher reflective notes. A priori codes from the Fullerton and De Ford study (2001) were initially used to begin data analysis of the transcripts. Other codes were added as they emerged. All sources were compared for emerging themes and patterns within each case study and then across all four case studies using a cross-case analysis (Borman et al., 2006; Creswell, 2013; Merriam, 1998).

Student journals were analyzed in the following manner. Daily messages were audio recorded on an Excel spreadsheet for each child. Each week I would look over the topics the child continued to write about to search for recurring topics. I also looked at

language choices in the message and language structures the child was incorporating.

When all data were collected, I had to make a determination on how much data from all four children I would use in order to have samples from the beginning, middle, and end of their lesson series.

Teacher lesson records were also analyzed. The messages of the students were recorded on the lesson record. If negotiations in the co-construction of the message were made, they were noted in the lesson records. Observational notes and thoughts were recorded on the lesson records. After I listened to the audio tapes, I also noted overarching themes or big thoughts that stood out from the lesson. The lesson records were used to triangulate with the student journals and the transcripts.

The following sections describe the data sources in further detail. Each section describes what was collected and how the data were collected. Examples are provided for each data source.

### **Student Writing Journals**

Student journals provided authentic documentation of the student's work and were a primary data source in this study. As part of the daily lessons, the student had the opportunity to write in his or her journal every day. The student writing journals served to record the co-constructed story the student and I composed prior to co-writing the message in the journal. While some lessons included more negotiations than others, the ultimate story was the decision of the student. For the most part, I tried to initiate conversations through a daily greeting and events that were occurring in students' lives.

The children would then respond, or navigate the conversation with topics that interested them. Our conversations included questions and answers. Either speaker could ask questions for the other participant to respond to.

Clay (2002) suggests using unlined paper because it offers opportunities for the teacher to reduce the demands associated with print size, straight lines, making writing look good, directional rules, page layout, and punctuation, all the while giving the child opportunities to write. The expectations for well-formed writing are not abandoned or dismissed by the teacher, but are more patiently introduced as the teacher and child focus on literacy knowledge (Clay, 2002). Each student had an unlined writing journal that was turned sideways for our writing purposes. The top page provided a working space for the child and me to problem-solve and co-construct together. The child could use the top page for the processing of strategic behaviors. Examples of processes of strategic behaviors included the analysis of hearing the sequence of sounds through the use of Elkonin boxes (Clay, 2005b), hearing and recording letter sounds in letter boxes, recording known words quickly, practicing almost known high utility words, and analyzing new words through analogy. The student could practice writing the word three or four times fluently. The bottom page was where the student wrote the decided upon message. We co-wrote the message together with the student gaining independence as the lesson series evolved (see Appendix E).

### **Lesson Records and Field Notes**

Teacher lesson plans were gathered for each student participant in the study. Daily lesson plans include field notes (Merriam, 1998) of observations during the lessons which were later analyzed for this study's findings. I tried to write notes on the lesson records of key words the student might say to remind myself of information for later use. I also made notes of objects the students brought (if any), and recurring topics or requests they made. During the evenings when I transcribed I would also make notes of thoughts of particular patterns from the conversations that stood out during the lessons with each individual student. Notes of conversations with parents in passing were added to the lesson records as field notes when available for possible use as funds of knowledge (Moll et al., 1992; Vélez-Ibañez & Greenberg, 1992). Additional field note information was also gathered from the classroom teacher and support staff who worked with the student participants through conversations and emails and that information was stored in a separated folder, but used to triangulate (Lincoln & Guba, 1985) information. The daily lesson plans also included my notes and reflections (see Appendix F).

### **Audio Recordings**

The writing portion of the DLL lesson was audio recorded to capture the conversation prior to writing. Audio recordings were collected during two consecutive lessons each week on the iPad mini. Consecutive lessons were selected to try to find patterns or themes that might be carried for multiple days. Audio recordings were not always done on the same days of the week. However, I did try to record at the beginning

of each week to avoid room for error due to things that were beyond my control which might include bad weather or absences. The recordings were transcribed as they were recorded each week (see Appendix C).

Audio collection of two consecutive lessons each week began in November. The first two lessons were recorded using Quick Voice but required large amounts of memory for storage. This quick discovery led to the selection of the app DropVox from iPad because of the use of smaller memory storage. Additionally, DropVox synced recorded data into Dropbox, a cloud storage service. DropVox saved each audio recording as an MP4 file. However, in order to use the data in the NVivo10 program the file needed to be in a compatible format. The browser [online-converter.com](http://online-converter.com) was used to convert each file into the MP3 format. Each file had to be uploaded one at a time in order to save individually on my laptop. I then transferred each file to the university laptop to use the NVivo10 program in order to transcribe the audio recordings. NVivo10 allows the user to slow down or speed up audio in order to transcribe and replay multiple times. Because the conversations were in Spanish and the process of finding special symbols to type in Spanish was cumbersome, I transcribed each audio recording by hand into composition notebooks. On the same night I typed up the transcript in a Word document table on my personal laptop with the university laptop by my side to confirm all audio data. Once the transcripts were typed, the audio recordings on the university laptop were deleted and the document was saved on my personal laptop secured by password (see Appendix D).

Data collection was done through observations and audio taped conversations where I, the researcher, could obtain a first-hand view of what the student was doing and saying during the conversation prior to writing and during the writing activity (Merriam, 1998).

### **Data Analysis**

The conversation before writing was the portion of the lesson that was the focus of this study. The writing component of the lesson consisted of an authentic conversation between the teacher and child resulting in a negotiated story (a sentence or two) that the child wrote supported by the teacher.

The units of analysis include four dyads: four individual students with me during their individual literacy intervention program delivered in Spanish. Two of the students participated in the fall of 2013, and two of the students participated in the spring of 2014. In order to manage the work involved in transcribing data, I transcribed one audio recording per night. The last transcript was completed in May 2014 (see Appendix D).

After all transcripts were collected I scheduled a time with the Center for Qualitative Inquiry assistant at the university to assist me in transferring all of my tables into the NVivo10 program so I could code my transcripts. Because my cases were in Word tables, I decided to perform searches by speaker (teacher-child) and codes. In order to look at patterns in each case, I utilized the Find key and sorted by individual codes. This allowed me to see which codes occurred with higher frequency for each student as well as for myself with each student, revealing patterns in our interactions. I proceeded to

use the Snipping Tool to save pictures of the data. Copies of the pictures were printed and stored in a binder for use as a data triangulation source (Lincoln & Guba, 1985; Stake, 1995) in the analysis of the data (see Appendix H).

The lesson series for each student can last for up to 20 weeks in *Descubriendo la Lectura*, but the length of the intervention differs for each student based on his or her progress. Marcos was reading within the average range of his peers in 13 weeks. Andres and Linda completed their series in 20 weeks. Monica reached the average range in 18 weeks. After transcribing all of the audio recordings for each lesson, I analyzed three consecutive lessons at the beginning of each case study, three consecutive lessons at the mid-point, and three consecutive lessons at the end of the program for each student participant in the study. (See Table 3.3, which shows the lesson dates of the first set of three lessons, second set of three lessons, and third set of three lessons for each of the four participants within their lesson series.) I chose Andres to analyze his complete set of data first. I selected Andres because he presented the longest conversations, had the most diverse interactions throughout his lesson series, and by starting with him, I would see a wider range of codes and themes. The reason for the collection of three sets of lessons at the three intervals was to see continuity of the conversation over a short period of time. To address my research questions in looking at topics of interest, expansion of language structures, and new vocabulary, I looked for patterns in the sets of data. In the first set of three consecutive lessons, I began by looking for possible topics of interest, complexity of language used, complex or new vocabulary, and the level of teacher support. In the

second set of three consecutive lessons, I looked for shifts in the negotiation of topics between the teacher and child, writing topics, and shifts in language structures. In the third set of three consecutive lessons, I looked for patterns over all three sets, consistencies or changes, level of independence, topics, complexity of the composition, and teacher support.

Table 3.3

*Data Analysis Timeline*

	Nov	Dec	Jan	Feb	March	April	May
Andres	21-1.1 22-1.2	3-1.3	8-2.1 13-2.2 14-2.3	10-3.1 12-3.2 13-3.3			
Marcos	21-1.1 22-1.2	3-1.3 13-2.1 16-2.2 17-2.3	14-3.1 21-3.2 22-3.3				
Monica				17-1.1 18-1.2 26-1.3	31-2.1	1-2.2 7-2.3	6-3.1 12-3.2 13-3.3
Linda				17-1.1 18-1.2 24-1.3	31-2.1	1-2.2 7-2.3	6-3.1 12-3.2 13-3.3

*Note: The first number indicates the day of the month the lesson was audio recorded. The second number is the lesson I chose to analyze in the first set of three, second set of three, or third set of three.*

Looking at the data included a recursive process. I began thinking about the analysis of the data not knowing what kind of themes or patterns would emerge and therefore did not have predetermined codes prior to the start of the study. The Fullerton and De Ford (2001) study initially helped me to think about possible codes to consider for my study. Some of the parts in their study were different, such as that the teachers

were not the researchers. While considering the codes from the Fullerton and De Ford study and without knowing how they conducted their study, I proceeded to search for the most obvious patterns that surfaced, which for me were looking at topics and themes the students chose to write about and their interactions during the lesson. I began a table for each student which contained the date and the story he or she composed in his or her journal, and I jotted notes for the noticed interactions.

Sifting through the data requires looking for patterns on different levels in a recursive manner. Using the Fullerton and De Ford article (2001) as a guide for discourse analysis coding at the “micro” and “macro” level (Riggenbach, 1999, as cited in Fullerton & De Ford, 2001), I ran through several cycles of analysis, each time using a different focus/lens. During the first cycle of analysis, I began open coding using Andres’s transcript only. Initially, I coded at the “micro” level (Riggenbach, 1999) for turn-taking responses between us. I read through his transcripts multiple times looking at each interaction between me and him. I reread the transcript multiple times to confirm I did not overlook turn-taking exchanges with Andres. The codes specified who the speaker was (teacher-child) and the type of response given (question, response), as well as the purpose of the response (see Appendix B). Codes that I had not considered surfaced, and some that I anticipated did not appear and were therefore removed from my study. I then proceeded to open code at the “micro” level in the same manner with the other three students (Marcos, Monica, and Linda) repeating the same process.

The next cycle of analysis was at the “macro” level (Riggenbach, 1999) using only Andres’s transcript. The responses were then coded for units of interaction (single idea) and revealed different topics discussed (see Appendix G). Most of the lessons analyzed revealed the initiation of multiple ideas. Each idea was one interaction cycle. I might initiate a topic and the child would then redirect to another idea in the conversation. This would be a second cycle of interaction. Some ideas could be revisited multiple times in the conversation. Either speaker could redirect the conversation through questions or responses. For each lesson I determined the number of moves the child initiated topics during the writing portion of the lesson before deciding on a message, as well as if the additional topics were discussed as we wrote the co-constructed message, as this was valuable conversation for possible future use. After I completed the second cycle of analysis on Andres’s transcript, I open coded at the “macro” level (Riggenbach, 1999) repeating the same process for the other three students (Marcos, Monica, and Linda).

For the last cycle of analysis, I reread the transcripts in their entirety and listened to the audio searching for patterns that might stand out (Patton, 1990). I looked at each student individually for patterns of interaction that only occurred during our lessons within each case study. I looked for categories and patterns of behaviors during the conversation in order to help me finalize the codes, but also triangulate (Lincoln & Guba, 1985) with notes I had noticed in the lesson and recorded in the lesson records. I questioned myself to see if I was flexible to listen to the conversation and guide the

student, or to see if I was imposing my ideas, topics and my language on the conversation.

To summarize, after I identified patterns and coded the data that were analyzed, I revisited the student writing journals to make connections to other writing across their series of lessons. I looked at the findings and how they fit into each student's series of lessons to give me more insight into each child's literacy learning.

After each cycle of analysis (1<sup>st</sup> cycle of coding; 2<sup>nd</sup> cycle of coding; 3<sup>rd</sup> cycle of coding), the transcripts were re-read multiple times to ensure consistency in coding across all four cases.

### **Cross-Case Data Analysis**

In order to analyze themes across multiple case studies, also known as cross-case analysis (Borman et al., 2006; Creswell, 2013; Merriam, 1998), I had to find a way to visually search for commonalities and differences among the themes I found with all four students. In order to be able to see salient emerging themes, I used chart paper so I might be able to visually scan the information all at once (see Appendix I). I located the names of all four students across the top of the paper. I folded the paper into four equal sections for each student. I then divided the paper in two sections: the top for themes that corresponded to the co-construction of the message and the bottom for the themes that corresponded to themes related to the expansion of language structures and new vocabulary presented. Similar to how themes were presented for each child in each case study, the vertical axis on the left-most side listed nine themes in the following order for

co-construction of message: give-and-take exchanges, flexibility, resources, balks, affirmation, my interpretations, future topics introduced today, extending our time, and child pride. Three themes were listed for the expansion of language structures and vocabulary: English for different purposes, English to self-monitor, and pronunciation.

I then reread each child's transcripts and narratives searching for the most salient examples from each section. If I selected examples from the first set of lessons, the second set of lessons, and third set of lessons, I placed them on the chart for that theme under that child's name. I divided the work to read three themes per day. For example, Day 1, I charted themes for give-and-take exchanges for Andres, Marcos, Monica, and Linda. After I wrote the most salient examples for each child in the box under the corresponding child, I reread across all four children and highlighted all the similar examples in the same highlighter color, or as many examples that were the same. If there were examples that were unique or stood out, I identified them with a different color. I then proceeded to write up the narrative for that section. Once I wrote up the narrative for give-and-take exchanges, I continued to chart the next theme, flexibility, and proceeded in the same fashion. Once this theme was complete and the narrative was written I continued with resources, the next theme, in the same fashion.

Day 2, I continued with the next three themes on the chart paper for each child under the section co-construction of message. The themes included balks, affirmation, and my interpretations. I filled in the boxes for each theme that corresponded to each child. I then reread across the themes looking for similarities first among all four

students, and then differences to be noted. I looked at one theme at a time and wrote up the narrative before continuing with the next theme.

Day 3, cross-case analysis included the following themes under co-construction of message: future topics introduced today, extending our time, and child pride. Each theme was completed in its entirety before proceeding to the next in order to avoid confusion.

The final section of the cross-case analysis included the sub-section for expansion of language structures and new vocabulary. The themes explored were English for different purposes, English to self-monitor, and pronunciation. First, I looked at English for different purposes for Andres, Marcos, Monica, and Linda. I looked for salient things that stood out for each child first and located it in each child's box. I then reread across all four children's boxes for similarities and unique findings. I then wrote my findings. I proceeded with the other two themes in a similar fashion.

### **Summary**

In this qualitative study of conversations prior to writing between teacher and child, I was able to collect data for four students over a period of six months. The data I collected included student writing journals, transcripts obtained from audio recordings, and field notes from my lesson records. I then analyzed each case study and did the cross-case analysis across the four cases. In the next section I will present the results of my study. First, I will present each case individually to answer the research question, and then I will present the results from the cross-case analysis.

## CHAPTER IV

### RESULTS

The purpose and principal question of this study was: What is the nature of teacher-child conversations when composing written messages during a bilingual intervention? The following are subquestions that help support the research question:

- In what ways are topics of interest developed through the co-construction of messages in teacher-child conversations before writing?
- In what ways do teacher-child conversations prior to writing provide opportunities for the expansion of language structures and new vocabulary?

This study looked at four at-risk students from one-way first grade bilingual model classrooms in an early literacy intervention delivered in Spanish. In this chapter I present each student-teacher dyad as a case study and then a cross-case analysis of all four cases. In the cross-case analysis, I present the commonalities and differences amongst the four cases. The data sources from which I constructed the cases included the student journals, lesson records and field notes, and transcripts and audiotapes.

Each of the four cases is presented in a format that answers the research question and reflects the categories that emerged from the data. The names of the students have been presented as pseudonyms for their protection. Portions of the transcripts are included within each case study to provide specific examples of the major findings.

Narrative sections precede and follow the sections of the transcripts to help the reader understand the findings.

The major themes that were identified across the four cases studies were:

- Co-construction of messages
  - Give-and-take exchanges
  - Flexibility
  - Resources
  - Balks
  - Affirmation
  - My misinterpretations
  - Future topics introduced today
  - Extending our time
  - Child pride
- Expansion of language structures and new vocabulary
  - English for different purposes
  - English to self-monitor
  - Pronunciation

For the purpose of this paper, the term *Hispanic* will be used to describe the demographic population of students in this study, including the researcher. In the transcripts, each speaker will be identified by the following letters: Teacher (T), Andres (A), Marcos (C), Monica (D), and Linda (E).

## Case Study Analysis

### Case Study One - Andres

Andres is a Hispanic male, an only child who was born premature. He had experienced a kidney transplant early in life and spent his first two years in hospitals. He was short in stature with a frail body structure. He presented with overall low muscle tone which included disturbances in muscle control when he tried to speak. Due to his premature birth and this health condition, he had difficulty with both gross and fine motor skills. He had received support for oral motor exercises to strengthen his tongue movements. He had a peg tube to supplement meals. He was developmentally delayed on milestones both physical and cognitive behind most of his peers. He conversed in Spanish mostly but on occasion included English he had learned during his hospital stays. He had a cheerful personality and enjoyed socializing with everyone.

**Special services.** Services Andres received in kindergarten and first grade included time in the motor lab to help with the development of his gross and fine motor skills, Descubriendo la Lectura, and speech therapy. He received occupational therapy to assist with manual grip and physical exercises with movement to cross the midline because his exposure to physical movement had been delayed. In the short amount of time he was in public school from kindergarten to first grade, he had learned to dress himself, to walk, and to eat through his mouth.

In an interview with his speech therapist, I was able to gather detailed information about why Andres received speech therapy services. To a speech therapist, he presented

like a child who had lacked opportunity with a limited vocabulary. His goals in speech therapy addressed language for both receptive and expressive development. His language support for receptive and expressive development had goals with an emphasis on understanding concepts such as *all, none, before, after, all but one, and during*. Additional goals included *synonyms* and *antonyms*, as well as answering *wh-* questions in stories.

Andres received speech services for these issues throughout kindergarten and first grade while he was also receiving DLL intervention in first grade. To the average person he appeared to have strong oral language, as he had a desire to share his stories and understandings of his world. Despite all of these health issues, his mind appeared alert, and he enjoyed being involved with his classmates and friends. He also enjoyed the attention he received from all the adults that worked with him or people who visited his classroom. He was well behaved in all of his intervention classes and often made an attempt to complete what was asked of him. His parents were supportive and very involved in his education and every aspect of his life, emotional and health especially.

**Andres: How we met.** Andres and I first met each other when he was in kindergarten. Although I knew he was behind in literacy, his kindergarten teacher had advised me not to work with him at that time because Andres was receiving multiple supports from other specialists with more pending urgencies than literacy. In kindergarten he was working on independent goals such as walking, eating through his mouth, learning to get dressed after bathroom visits, and gross motor skills.

In first grade Andres qualified for first round DLL services, which immediately started in September once the beginning of year *Instrumento de Observación* assessments (Escamilla et al., 1996) were administered. Due to the urgency of the intervention, he and I had begun DLL literacy lessons before his parents gave consent for him to participate in this study. Things I noticed about him were that his mother walked him into the school building daily, usually to the cafeteria and then to the classroom. It was not unusual to hear him reprimand his mother out loud in the hallway for how she dressed (in pajamas), or if they were running behind, for their tardiness. In his confident little voice, it was comical to hear his concern for his education, or the mood he might be in on any given day. Before Andres and I first started working together, I noticed that he spoke a lot, and always had many things to say. During our conversations before writing, he enjoyed negotiating the portion of the lesson he wanted to do next. He was not afraid to discuss topics, express his ideas, or hold firm to his thoughts if I tried to suggest other topics.

When I went to pick him up for his lesson, he would peer through his little glasses and question “¿Que? ¿Yo?” (Who? Me?) I would nod to respond. He would usually say “¡Aahhh!” or “Yes,” grab his reading bag, and lightly run to the door in a semicircular motion into the hallway, much like a small airplane about to take flight. He always came to lessons wearing a smile and was generally happy.

From the beginning of his series of lessons, Andres initiated a unique quality of preparation. He brought small action figures in his pants pockets and sometimes in his backpack if the objects were bigger. He would often give me a glance when I was at the

door to pick him up, as if asking if he could bring his props to his daily lesson. I did not see a problem with this request and I was curious if this might lend itself to more elaborate stories. Since no other students had asked to bring items before I decided to allow him to bring his toys in order to see what topics might surface surrounding his toys. The action figures he brought varied in size and color, but they were typically superheroes. He often walked to our room and work table acting out action noises of his superheroes dialoguing or enacting a fight. In his dialogue, there always ensued a struggle.

As each lesson began, I would often see his action figures placed in front of us, between the two of us, facing us. The toys remained there throughout the lesson, never causing too much of a distraction. I am almost certain the toys were there for support, as place holders, and for reassurance. Andres was very animated in telling his stories. He surprised me by his knowledge of the different superheroes, their human identities, and their alternate superhero lives.

Andres knew many letters by sight. While he had been working on gaining control of his gross motor skills as well as fine motor skills, he struggled to manipulate writing utensils the way most students his age could. Letters with vertical lines and horizontal lines were easier to manipulate than letters with diagonal lines or circular motions. He quickly made it his goal to learn to write small words quickly as if to feel independence. Words like *yo* and *mi* were amongst the first words over which he gained control.

During his early lessons, his stories seemed to be well thought out. Trying to put his thoughts on paper was the bigger challenge for him than orally expressing them. My initial goal for him was to have him hear and record the initial sounds of words and to get him fluent at writing the initial letters of words with ease. The stories for Andres were continually playing in his head. His challenge was in working on his ability to physically write the story by strengthening his writing strokes and letter formations.

Even though the lessons began in September, the data collected for this study were collected for Andres from mid-November 2013 until mid-February 2014. Andres's parents were very involved in his academic success. His mother visited the school regularly in the morning, and his father made sure he worked on his homework in the evenings while Andres's mom worked. While Andres did not make the required gains to successfully complete his program, he did make great progress during his intervention, which cannot be minimized.

The number of moves or units of interaction, which are the number of ideas discussed before settling on a composition topic, for each set of three lessons appear in the following table.

Table 4.1

*Andres – Number of Moves (Topics Discussed)*

Set	First set of three Beginning of series			Second set of three Middle of series			Third set of three End of series		
Lesson	1	2	3	1	2	3	1	2	3
Moves/topics	6	7	6	6	4	7	4	5+1	3+2

For Andres, the number of moves did not get easier but became slightly less over time as generally we discussed between five to six topics before deciding on a composition message. The (+) sign indicates additional ideas or topics presented after the composed message was decided. The next sections will describe the nature of these interactions.

### **The Nature of Our Conversations**

For Andres and me, the conversation prior to writing provided new insight for me as the teacher. Andres came to me as an eager student with many things to say about few topics. Andres was unique in that he had specific topics of interest, and that is what he spoke about and wrote about most of the time. Throughout all three sets of lessons there was evidence in our transcripts of lots of give and take in our dialogue prior to writing due to the many topics I offered. I tried to initiate topics in our conversation, and Andres would balk with noises or actual words letting me know that certain topics were not what he wanted to write about. There were occasions where I had an idea of what I thought might be of interest to him to write about, and he felt frustrated with me for not accepting his responses. After taking time to transcribe the conversations, I realized that he indeed responded to what I asked, but on occasions, in my narrow understanding, I had missed an opportunity and lost time during a lesson. As I recorded my data, I realized that even during well-planned lessons with the best intentions, one can miss a teachable moment due to our own presuppositions of the child (Clay, 1993). Andres reminded me that in

order to have genuine conversations I had to get to know him, know his likes and dislikes, and be attentive and follow the conversation, as each learner is unique.

### **Overview of Interactions**

For most children the teacher tries to draw on their interests or books previously read to initiate a conversation that would end in a composition to write, but for Andres, he was set on his topic of superheroes. Over Andres's series of lessons there were minimal shifts in topics that were of interest to him. He mainly wrote about his mom and dad, hospital visits, and superheroes. The nine journal entries that were analyzed were representative of these topics over the 20 weeks of instruction, as seven of the nine journal entries were about superheroes.

I approached the beginning of each lesson by offering multiple topics, not to persuade him to write about topics I wanted him to select, but rather to offer him choices to select from a variety of topics that could be of interest to him and any child his age, such as birthdays or special celebrations. A consistent pattern I noticed about myself, the teacher, is that I began lessons with Andres by initiating topics and expanded topics to get the lesson underway. I went as far as to add personal details to make the connections more realistic or relevant/relatable to the child and to me in a genuine conversation. The conversation enabled me to get to know the child on a more personal level and to better understand his or her interests, likes, and dislikes. Andres might expand on the conversation verbally with me, but he would revert to his favorite topic, superheroes, for his composition.

The second set of lessons selected for analysis for Andres occurred in January after the winter break. During the second set of lessons, I observed the same pattern of inquiry emerge at the beginning of lessons with my questioning the student about various topics to write about. He balked and redirected the topic to “de los vengadores” (about the avengers). The following is an example from our transcripts that was typically occurring during this time.

Table 4.2

*Andres Second Set of Three, Lesson 1(a)*

0:21	Oh, no, no movin', no movin' (xxx)... de los vengadores.	A	Oh, no, no movin', no movin' (xxx)... about the avengers.
0:28	De los vengadores.	T	About the avengers.
0:29	mm- I'm gonna write, de los avengers.	A	mm- I'm gonna write, about the avengers.
0:36	Ok, pero tienes que quitarte las manos de la cara si no, no te entiendo. ¿Qué quieres decir de los vengadores?	T	Ok, but you have to remove your hands from the face if not, I can't understand you. What do you want to say about the avengers?
0:42	Y...s... primero Andrés estaba, mm, peleando con los vengadores, y...yo estaba peleando con Hulk.	A	And...s... first Andres was, mm, fighting with the avengers, and... I was fighting with Hulk.

While I had offered another topic at the beginning of the lesson, Andres responded to my comment and rejected the topic offered. He did not wait for me to offer another topic but instead quickly added that he wanted to write about “de los vengadores” (about the avengers).

In analyzing the last three lessons toward the end of the lesson series, I noticed that Andres brought action figures every day. He was becoming more independent in creating his stories and writing them down. I had learned to not bring up so many topics

at the beginning of the lesson, and there was less give-and-take negotiation in selecting a topic to write about. Furthermore, Andres was taking ownership of this time, and as he wrote his story, he offered suggestions for future writing sessions, such as extensions for stories at a later time or just added details to extend his stories.

### **Co-construction of Messages**

In this section I will discuss the various ways topics were developed for the daily written message throughout the entire series of lessons. Andres and I co-constructed messages through various venues. Different factors contributed to how the message was composed. The following subsections will provide examples of the different events and activities that contributed to the formation of a message and will answer the first research question: In what ways are topics of interest developed through the co-construction of messages in teacher-child conversations before writing?

Topics discussed in many of Andres's writing entries included superheroes (see Table 4.56). Because of Andres's early medical experiences, he lived his life as if he was a superhero. On one occasion I visited with his mother after she walked him to class. She stepped into my classroom and expressed to me that because of his experiences as a young child, when he grew up he wanted to become a doctor in order to help other sick children. After this conversation it was no surprise to me of his fascination with Tony Stark, who becomes the superhero Ironman, or Captain America.

In our lessons I would try to introduce topics that I thought might be of interest to him that might lend themselves to events occurring in his life, or to any child that age. In

looking at the transcripts, I noticed my tendency to try to introduce a number of topics at the beginning of the lesson to offer him variety from which to choose. I strongly believe he also felt success in learning from the familiar (Graves, 1983). Andres felt comfort learning through the same topic regularly and developing his writing mechanics through the familiar topics. As he undertook the ability to write the names of his superheroes, he practiced his letter form, he extended his daily stories, and he planned for future stories. For Andres and me the co-construction of the stories was in arranging the composition and extending it over days.

**Give-and-take exchanges.** Give-and-take exchanges are the turn-taking responses between the speakers (Riggenbach, 1999, as cited Fullerton & De Ford, 2001), between the teacher and the child. For this paper, each time a speaker takes a turn speaking, an exchange will have occurred. The number of give-and-take exchanges between the teacher and child dyad for each set of three lessons until a topic for the story was determined were as follows:

Table 4.3

*Andres – Give-and-Take Exchanges*

Set	First set of three Beginning of series			Second set of three Middle of series			Third set of three End of series		
	1	2	3	1	2	3	1	2	3
Lesson									
Exchanges T-C	50	28	40	49	36+	37	37	62	50

For exchanges with a (+) sign, this indicates that during the writing portion, the student presented additional responses that extended his message that might be considered for future use after the initial composition message had been selected.

The lesson structure was the same daily as I would turn on the iPad, give a salutation, and immediately introduce multiple topics surrounding his life through questions. The first three lessons where I collected data from Andres occurred days before and after Thanksgiving. During the first three lessons analyzed, I noticed that Andres and I covered a number of topics before deciding on a story. Examples of this included a give-and-take dance between topics related to his class, his parents, his toys, his superheroes, a movie, and a discussion about me taking him to a movie about Thor. It was not unusual for us to discuss six or seven topics before he decided on a story. The discussion of different topics would occur by way of questions and answers. At the beginning of his lessons, our conversations were more like an interrogation, with me asking questions for him to answer. Usually I was asking the questions, and he provided the answers. However, on occasion Andres and I would switch roles in who asked questions, as in Table 4.4. Over time our conversations became more equally balanced and more authentic.

Table 4.4

*Andres First Set of Three, Lesson 1(b)*

1:18	Ya va a salir. Yo quiero ir a verla. Esa es una de mis favoritas.	T	It's about to come out. I want to go see it. That is one of my favorites.
1:22	¿Y por qué tú no me llevas?	A	And why don't you take me?
1:24	Pues le decimos a tu mami a ver si podemos ir juntos, ¿ok?	T	Well we can tell your mom to see if we can go together, ok?
1:26	(laughs)	A	(laughs)

The way the give-and-take role played out was not always manipulated by the teacher. I did not always ask the questions in the conversations. When Andres had a question, he

simply asked, and I responded with an answer that might result in a satisfied response. I then made a quick decision to try to take that conversation to writing, but Andres would laugh. I proceeded to ask “¿Qué podemos escribir?” (What can we write?). I asked this question referring to asking his mom about going to the movies together to see Thor, to which he balked and diverted the conversation to other superheroes.

During the second set of three, Lesson 2, Andres and I continued to engage in more give-and-take exchanges. The transcript below shows a typical example of give-and-take exchanges between Andres and me.

Table 4.5

*Andres Second Set of Three, Lesson 2 (c)*

0:34	¿Qué le podemos aconsejar a Ironman para, cuando esté enfermo?... Cosas que no haga Ironman...	T	What can we advise Ironman for when he is sick? ... Things for Ironman to not do...
0:43	Picarse los mocos.	A	Pick his boogers.
0:44	Uy, fúchila. ¿Le podemos decir a Ironman eso?	T	Uy, yuck. Can we say that to Ironman?
0:48	No.	A	No.
0:49	Para que no se enferme porque podemos-	T	So he doesn't get sick because we can-
0:50	También yo me pique los mocos en la casa.	A	I also picked my boogers at my house.
0:53	¿De veras? Y ¿Qué hiciste con esos mocos tan feos? Ugh	T	Really? And what did you do with those ugly boogers? Ugh
0:56	(laughs)	A	(laughs)
0:58	¿Qué hiciste? ¿Te lavaste las manos?	T	What did you do? Did you wash your hands?
1:00	Uh, sí.	A	Uh, yes.
1:02	Sí, y ¿tiraste los mocos en un Kleenex?	T	Yes, and did you throw your boogers in a Kleenex?
1:05	Uh, nope.	A	Uh, nope.
1:07	No tiraste los mocos. ¿Qué hiciste? ¿Los guardaste?	T	You didn't throw the boogers away. What did you do? Did

			you save them?
1:10	No.	A	No.
1:11	¿Entonces?	T	Then?
1:13	mm- no sé qué los hizo ma'	A	mm- I don't know what my ma' did
1:16	Hay que tirarlos. No puedes guardar eso. Tiene muchos microbios. Ok	T	We need to throw them away. You can't save those. They have many germs. Ok.
1:20	Ok	A	Ok
1:21	Vamos a pensar en el cuento que vas a poner hoy.	T	Let's think about the story that you are going to write today.
1:23	Ah, podemos decir: Mi mamá me compró un Ironman.	A	Ah, we can say: My mom bought me an Ironman.
1:29	Te compró un Ironman, y ¿Qué le vas a aconsejar a Ironman?... Mi mamá me compró un Ironman, y	T	She bought you an Ironman, and what are you going to advise Ironman? ... My mom bought me an Ironman, and
1:33	Y Ironman se picó los mocos	A	And Ironman picked his boogers
1:37	¿De veras?	T	Really?
1:38	mm-hmm	A	mm-hmm
1:39	Ok. Mi mamá	T	Ok. My mom
1:40	No, no, no, no, no voy a decir... Ironman que se picó los mocos. Eso no... a mi ma-	A	No, no, no, no, no I'm not going to say... Ironman that he picked his boogers. Not that... my ma-
1:49	Quítate la mano de la boca.	T	Remove your hand from your mouth.
1:50	Mi mamá me compró...un Ironman y Ironman...se...'fermó.	A	My mom bought me... an Ironman and Ironman... got...sick.

During our walk to my room Andres had mentioned a conversation about classmates being sick, and germs. In order to continue the topic, I added Ironman into the conversation and discussed what we could suggest to help him not get sick. Andres elaborated and then added a personal connection (that he picked his boogers at home) in addition to what we could tell Ironman so he would not get sick. We negotiated that Ironman picked his nose, but then he balked and changed his mind because he thought his

mom might not appreciate the topic we wrote about. I tried to salvage part of the conversation accepting his contribution that his mom had bought him an Ironman. For Andres, finding just the right words and the perfect story each day was a challenge. I had to be aware of the small cues he gave in order to adjust all of the story or parts of the story. Our interactions usually entailed a give and take of negotiations until we reached a story he liked the way he liked it, which in some cases included him in third person. This was not uncommon and usually part of our daily give-and-take exchange.

In the third set of three, Lesson 3, while I spoke to him in Spanish he responded in English about the Monster Trucks he could write about, “all of them.”

Table 4.6

*Andres Third Set of Three, Lesson 3 (d)*

0:00	(cough)	A	(cough)
0:03	¿Cómo estas hoy?	T	How are you today?
0:04	Bien... ‘n gotta en take, my shirt.	A	Good... ‘n gotta en take, my shirt.
0:09	No te quites la camisa.	T	Don’t take off your shirt.
0:10	No	A	No
0:11	¿Traes comezón?	T	Do you have an itch?
0:12	Nope... mira.	A	Nope... look.
0:15	Sí. Tápate. Porque si no te da frío...	T	Yes. Cover up. Because if not you will get cold...
0:17	No me da frío.	A	I will not get cold.
0:19	Ok. Ayer escribimos de tus Monster Trucks.	T	Ok. Yesterday we wrote about your Monster Trucks.
0:22	Now we can write Captain America. Mohawk, Captain America, and Toro Loco; and Monster Mupp (Mutt).	A	Now we can write Captain America. Mohawk, Captain America, and Toro Loco; and Monster Mupp (Mutt).
0:29	¿Que, qué quieres decir de Monster Mutt?	T	What, what do you want to say about Monster Mutt?
0:32	No, all of them.	A	No, all of them.

(continued)

0:34	¿Qué vas a decir de todos ellos?	T	What are you going to say about all of them?
0:36	Que, no... um... que... Captain América... es-taba... haciendo vueltas. ¿Qué sabes que haga black flip? Así, mira.	A	That, no... um... that... Captain America... was... doing flips. What do you know that he does black flip? Like this, look.

The give and take for Andres looked different across his series of lessons. While his story began with actions he was displaying by trying to take off his shirt, after I mentioned his Monster Trucks, he quickly decided to direct his attention to Captain America and his Monster Truck characters. Negotiating the topic was one form of give and take. To add complexity, Andres also negotiated between languages. This is called translanguaging, which means learners moving fluidly between languages to co-construct meaning and make sense of their world with the languages they have available (Canagarajah, 2011; Garcia, 2009; Garcia & Menken, 2015; Garcia & Sylvan, 2011). While this did not hinder the message Andres was trying to get across, I had to be mindful that the language of instruction for him was Spanish. Our conversation could weave between Spanish and English, but the writing portion had to be in Spanish as the language of instruction was Spanish and DLL is instructed in Spanish. This was just another component added to the give-and-take exchange which included accepting his contributions to his story in either language.

**Flexibility.** During each lesson I made an attempt to begin the conversation with multiple topics to give Andres the opportunity to select a new topic. I assumed he would write about superheroes again each day, but I offered various other topics anyway hoping he would pick one. In this case he selected a topic from a previous lesson. I attempted to

converse with him about the snow, and the Thanksgiving celebration with his family. Instead, without prompting he went back to a conversation we had the previous day about a class Thanksgiving party. Andres composed the following story for his journal, “Todos los niños van a comer pavo y Andres va a comer también.” (All of the kids are going to eat turkey and Andres is going to eat too.) If I tried to insert myself in his story, he would remove me from the story but not the conversation. And if I did not mention myself, he would insert me in the conversation. Another observation from our transcripts about Andres is that he was flexible to quickly adjust his story to sound right and make sense to him. He adjusted his final story to read, “Todos los niños van a comer pavo y Andrés también.” (All of the kids are going to eat turkey and Andres too.) Rather than compose a compound sentence that restated the same message he adjusted it to have the same meaning with different words. Over time his flexibility shifted to include acceptance of suggestions, the ability to change on the run, to expand his story even if only verbally and to allow the story to carry over days. He took control as in the following example.

Table 4.7

*Andres Second Set of Three, Lesson 2(e)*

1:50	Mi mamá me compró...un Ironman y Ironman...se...’fermó (enfermó).	A	My mom bought me... an Ironman and Ironman... got sick.
2:09	Se enfermó... Tony Stark se enfermó. Ok. Y... ¿se va a quedar enfermo...por hoy o quieres que se alivie pronto?	T	He got sick... Tony Stark got sick. Ok, and... is he going to stay sick... for today or do you want him to get better soon?
2:18	Ahh, no think so...	A	Ahh, no think so...
2:21	Mi mamá me compró un Ironman y Ironman se enfermó... de la gripa, de los	T	My mom bought me an Ironman and Ironman got

	mocos, de la tos....		sick... from a cold, from boogers, or a cough...
2:29	(ah)	A	(ah)
2:30	¿De qué se enfermó?	T	What did he get sick from?
2:31	Del vómito	A	From vomit

If I heard Andres say words that were incorrect or mispronounced, I repeated his phrase/story with the correct pronunciation in a phrase. I also proceeded to add suggestions to extend his story. Sometimes he would insert those suggestions in his writing journal. Other times, he would converse about them, but not take them to writing. In the preceding example, I offered reasons for Ironman getting sick: a cold, boogers, or a cough. Andres's verbal response was "del vómito" (from vomit). This response enabled me to see his flexibility to contribute responses related to his story, not just my suggestions. This was not the response I expected as he took me by surprise, but I accepted it. I was curious to see if he would hold to his story when it came to writing it down.

Table 4.8

*Andres Second Set of Three, Lesson 2(f)*

2:54	Se enfermó del vómito	T	He got sick from vomiting
2:56	Del eww-	A	From eww-
2:57	Ok. Vamos a ponerlo	T	Ok. Let's put that
2:58	¿Sabes porque se vómito?	A	Do you know why he vomited?
2:59	No	T	No
3:00	Porque no comió nada.	A	Because he did not eat anything.

As I accepted his response and I suggested we write it down, he proceeded to ask me if I knew why Ironman got sick. Since I did not, and I was genuinely interested in

finding out, I responded. He replied that it was because Ironman had not eaten anything. Because of Andres’s medical history, I knew his answer was related to personal experience. Small comments like this often allowed me to understand his complex and flexible thinking and the way he linked his knowledge of the world to his fantasy superhero world.

Table 4.9

*Andres Second Set of Three, Lesson 2(g)*

6:15	-mo, se enfermó... y	A	-mo, he got sick... and
6:20	¿De qué?	T	From what?
6:21	De la tos	A	From a cough

Later in his story, Andres changed his ending about Ironman and the cause of his sickness from “de la tos” (from a cough). As he finished writing, I again reminded him (in the following example) through a question about the boogers, or not, and he chimed in asking about the vomit as a previous suggestion.

Table 4.10

*Andres Second Set of Three, Lesson 2(h)*

7:12	Mi mamá me compró un Ironman y Ironman se ‘fermó (enfermó) de la tos y, uy	A	My mom bought me an Ironman and Ironman got sick from a cough and, ugh
7:25	¿Y los mocos? ¿O no?	T	And the boogers? Or not?
7:27	¿Vómito?	A	Vomit?
7:29	mm-	T	mm-

His conversation was flexible in acknowledging the suggestions from before writing, and flexible in not writing them even though we discussed them. He then proceeded to enact an episode with his action figure. In this one lesson Andres

demonstrated many ways he was becoming flexible. He was able to compose his story, to accept new ways of pronouncing words to expand his language structure, extending his story, and of offering suggestions for a possible future story.

In the third set of three, Lesson 1, Andres demonstrated flexibility by asking questions and also being able to answer them.

Table 4.11

*Andres Third Set of Three, Lesson 1(i)*

1:10	Ironman es—taba...lnlnn...lestruyendo (destruyendo) a los robots y Hulk estaban aplastando... porque los robots pueden, el Hulk estaban, “Hulk smash!”	A	Ironman wa—was... lnlnn... lestroying (destroying) the robots and Hulk were smashing... because the robots can, the Hulk were, “Hulk smash!”
2:11	¡Ha! Hulk smash. What it means, Hulk smash? ¿Qué nifi-, qué significa eso?	A	¡Ha! Hulk smash. What it means, Hulk smash? What nifi-, what does this mean?
2:17	¿Qué significa?	T	What does it mean?
2:19	Hulk smash	A	Hulk smash
2:20	¿Qué quiere decir?	T	What does it mean?
2:21	Que aplasta	A	That it crushes
2:23	Oh, ok, pues yo no sabía eso.	T	Oh, ok, well I did not know that.

As Andres composed his story from the action figures he brought that day, he continued to ask me if I knew what “Hulk smash” meant. I did know, but I was curious if his understanding might align with the true meaning and the explanation he might offer. Since Andres was an expert in superheroes, I asked him what it meant. He explained that it meant “to crush.” From this example I was able to see that he was concerned that I knew exactly what the words he was telling me meant. In whatever language we composed, he was thoughtful in making sure I had a certain understanding of actions in

his story. Andres was flexible in checking with me for my understanding of the stories he was telling me.

Andres also demonstrated flexibility by extending his stories over multiple days.

The following are such examples of messages from consecutive days.

Table 4.12

*Andres Third Set of Three, Lesson 2(j)*

2-12	Max D estaba chocando con Grave Digger y Grinder estaba saltando.	A	Max D was crashing with Grave Digger and Grinder was jumping.
------	---	---	---

Table 4.13

*Andres Third Set of Three, Lesson 3(k)*

2-13	Capitán América estaba haciendo vueltas y Mohawk estaba corriendo rápido.	A	Captain America was doing back flips and Mohawk was running fast.
------	---	---	---

The day Andres wore his Monster Truck shirt happened to be the week prior to a Monster Truck event showing in the local area. He also brought three action figures. I acknowledged that he brought his action figures and mentioned that I noticed his shirt and that the Monster Trucks were coming to town. He engaged in the conversation and asked if they were coming to school. As I made small talk about all the different trucks on his shirt and the names on each truck as if I were knowledgeable, he proceeded to educate me on his likes and dislikes concerning the trucks. He also corrected me when I mispronounced the names of the trucks. I took his responses as confidence on his part for being bold to reciprocate in what I had done for him when he mispronounced words. Andres suggested his story with many flexible components. Part of his responses were in

English, and parts of his story were acted out. Because his story had many characters, we decided to write part of it on one day and extend the other part the next day, including a superhero. His demonstrations of all these components coming together were evidence of many systems flexibly working together over more than one lesson.

**Resources.** The first time Andres brought his superheroes was the third lesson in the first set of three during the first week of December. On this day Andres brought his toy Ironman and included himself in the conversation in third person again. Andres occasionally had trouble organizing his thoughts to which I simply offered to listen to his story, and then we could co-construct the message together with me offering multiple options. He frequently had a story to tell, but sometimes he had trouble pinpointing the words he wanted to say. In all the excitement from his telling me that he was going to write me a letter, I proceeded to ask him which of the many stories he would like to write about, as in the following example.

Table 4.14

*Andres First Set of Three, Lesson 3(1)*

2:12	y... te voy a escribir.	A	And... I'm going to write you.
2:14	¿De veras? ¿Me vas a escribir algo a mí también? Estoy muy feliz. No puedo esperar a que me escribas una carta. Ok pues... ¿Qué parte? Tienes muchos cuentos hoy. ¿Cuál de esos podemos escribir hoy?	T	Really? You're going to write me something also? I am so happy. I can't wait until you write me a letter. Ok then... What part? You have many stories today. Which of those can we write today?
2:30	Mmm-de...Andres y Ironman. Andres versus Ironman. O...yo (chap?) versus Ironman	A	Mmm-of...Andres and Ironman. Andres versus Ironman. Or...me (chap?) versus Ironman

Unfortunately by asking him that question, I gave him opportunity to return to his heroes and select that as his topic for writing. Yes, Ironman came to the rescue, and the story that developed was, “Capitán América estaba aventando el escudo Ironman a la ciudad” (Captain America was throwing Ironman’s shield into the city.) Andres had brought his toy Ironman during the lesson, and it served as a reminder for Andres when it came to composing his story. This was the first time I started to make connections about how Andres relied on his superheroes for support.

Through the second set of lessons and after that, the appearance of the action figures became part of our daily routine as evidenced from my notes in the second set of lessons, Lesson 2. I tried to start conversations that might be of interest to Andres and children his age, including his birthday, but he was loyal to his superhero friends, and he balked until I gave in to his topic on Ironman, Captain America, Hulk, or Superman. I tried to expand the topic to include his peers, but he instead applied my attempts to his hero friend. Once he was happy with a topic and we began to write it, he would interject with comments and details related to his story, and sometimes side comments which were not related. As he added details and finished writing his story, he would pick up his action figure and enact episodes which we could save for a future story. I would then suggest saving that story for tomorrow and quickly make note of possible topics on tomorrow’s lesson to remind myself to bring up the suggested topic then.

During the third set of lessons, Andres continued to bring his toys as friends for moral support. Hulk and his red Ironman came during the third set of three, Lesson 1.

During the third set of three, Lesson 2, he brought three toys which were chunky Ironman figures. He was also wearing a new shirt I had not seen before with Monster Trucks on the front. In the third set of three, Lesson 3, he brought Batman and Superman to accompany us. The toys were there for reassurance. Andres did not always write about his toys, as in Lesson 2 he actually changed the topic to his Monster Trucks. However, in Lesson 3, he expanded the story from the previous day about his Monster Trucks, and included a Superhero. The regularity of Andres's bringing physical action figures revealed that he was intentional about topics he wanted to write about, and the combining of his story characters into one story showed complexity in his writing.

**Balks.** In trying to pinpoint what Andres was doing through his behaviors, I was confused by what I saw revealed to me, as the actions were different from one lesson to another, just as my affirmation was expressed in different forms to the child. Though I knew Andres was resisting work and I did not have a word for this action, I discovered the word *balk*, which was new in my vocabulary. There were many ways in which balking surfaced in many of our lessons because he expressed this concept in different forms. For Andres, balking came in the form of sounds, words in English phrases, dialogue with his action figures, banging on the table, or simply stating he was not going to write that “eso no” (not that). Either way, the signal to me from a balk was to halt and relinquish control or to help the child by taking our conversation in a different direction.

For Andres, diverting the conversation to superheroes or balking if the topics were not what he wanted to write about was typical. I would try to redirect the

conversation to the discussion for writing topics in class, but he would deliberately redirect to topics about superheroes.

Table 4.15

*Andres First Set of Three, Lesson 1(m)*

0:21	Oh, no, no movin', no movin' (xxx)... de los vengadores	A	Oh, no, no movin', no movin' (xxx)... about the avengers
0:28	De los vengadores	T	About the avengers
0:29	mm- I'm gonna write, de los avengers.	A	mm-I'm gonna write, about the avengers.

It was not uncommon for him to dance around the topic of superheroes lending small details about each superhero and mentioning “solo de los vengadores” (only about the avengers) as in the above example. The most obvious way for Andres to let me know we were not in agreement was to simply state that he was not going to write about it.

New forms of balking continued to become apparent during the three lessons I analyzed in the second set of three lessons. Andres began to verbalize in both languages the need for think time in order to gather his thoughts. When he did this, my instinct was to give him time, a few seconds, before I offered suggestions or ideas. At this point my strategy was to revisit an extension from a previous lesson, and this would usually help him generate a story if it was about superheroes.

Table 4.16

*Andres Second Set of Three, Lesson 3(n)*

0:43	Ay, puedo pensar. Think Andres.	A	Ay, I can think. Think Andres.
0:44	Piensa rápido.	T	Think fast.
0:46	Bam- Bam- a ver.	A	Bam- Bam- let me see.

Andres would also self-talk to organize the words in his story. During his think time, which occurred quickly, I continued to offer other topics that might be extended. Once I began the conversation about Ironman, Andres repeated to himself to “think” by verbalizing in English.

Table 4.17

*Andres Second Set of Three, Lesson 3(o)*

1:03	(whispers... think, think)	A	(whispers... think, think)
------	----------------------------	---	----------------------------

He accepted the topic related to Ironman and the story was developed.

Table 4.18

*Andres Second Set of Three, Lesson 3(p)*

1:25	Podemos escribir 100 Ironman o What you think?? Uh, podemos escribir muchos Ironman.	A	We can write 100 Ironman or What you think?? Uh, we can write many Ironman.
------	--	---	---

Andres further elaborated that we could write about 100 Ironman. To my surprise, he expanded the story and then he asked me, “What do you think?” I believe he asked me this question for affirmation to see if I was ok with his decision after I had waited for him. He then proceeded to elaborate on what he meant by 100 Ironman, and suggested we could write about many Ironmen. Andres was careful about the story he wanted to write as well as considerate in asking my opinion about his selection of topics while giving him validation that his topics were acceptable. I believe in this instance this example reveals that Andres used balking to let me know I needed to wait for him to think.

Though there were fewer moves related to selecting a topic by the end of the series of lessons, Andres still would balk when notifying me that he was not willing to settle with the direction the conversation was going or the topic discussed. These forms of balking were through actions. On Lesson 3 of the first set of lessons, I observed that Andres snapped his fingers throughout the lesson as if giving himself time to think. I took these actions as diversions and forms of balking.

Often Andres would use words to signify a disagreement; however, in the third set of three, Lesson 2, he began to bang on the table with his hand. The following are parts of his transcript that capture those actions of balking.

Table 4.19

*Andres Third Set of Three, Lesson 2(q)*

0:57	¿Cuál es tu favorita?... (points to pictures on his shirt) no sé cómo se llaman esas.	T	Which one is your favorite?... (points to pictures on his shirt) I don't know the names of those.
1:02	Max D and Gray Dien (child bangs table)	A	Max D and Gray Dien (child bangs table)

The examples above show where Andres balked to indicate he disagreed, refused, or was in disagreement with my comments. As previously noted, Andres had different forms of balking. He was not consistent over the series of lessons, but he was consistent in balking if the topic of writing was not of his liking.

Table 4.20

*Andres Third Set of Three, Lesson 2(r)*

4:41	(child bangs table) ow- again, I hurt.	A	(child bangs table) ow- again, I hurt.
4:44	No te pegues. Órale. Grave Digger	T	Don't hit yourself. Hurry. Grave Digger

Table 4.21

*Andres Third Set of Three, Lesson 2(s)*

5:13	¿Cuál es la /g/?	T	Which one is the /g/
5:14	(child bangs table) Otra /g/	A	(child bangs table) Another /g/

It was not surprising to hear Andres insert small comments of information throughout the lesson. I often took his additional comments as distractors to balk and either responded if I thought the comments might extend his story or ignored them. I kept the lesson going by redirecting our attention to the story. During one particular lesson, after we had selected a story about his class party, he inserted, “Mi mamá no viene” (My mom is not coming). I chose to ignore the comment during the writing portion, and to his surprise his mother did attend the class celebration and luncheon on that day.

**Affirmation.** Affirmation to the student came in several forms from me. I quickly noticed that giving Andres affirmation and praising him for the many stories (topics) he shared encouraged him to add more to his stories as his lesson series went on. I also noticed that when he had many stories to share, I would limit his writing, as in the following example.

Table 4.22

*Andres First Set of Three, Lesson 3(t)*

2:14	¿De veras? ¿Me vas a escribir algo a mí también? Estoy muy feliz. No puedo esperar a que me escribas una carta. Ok pues... ¿Qué parte? Tienes muchos cuentos hoy. ¿Cuál de esos podemos escribir hoy?	T	Really? You are going to write me something also? I am so happy. I can't wait until you write me a letter. Ok then... Which part? You have many stories today. Which of those can we write today?
------	---	---	---

In this example I revealed my delight as I let him know that I was happy he was going to write me a letter, and that he had many things to say today. I believe this comment encouraged him to continue sharing his stories and extending them. Prior to this, Andres would engage in conversation, but he did not seem to know that our conversation and his interests could be the stories we wrote about.

Although Andres was struggling to coordinate many early writing components, it appeared that Andres needed affirmation that he was on the right track. Initially he did not see the connection between our conversations and what we were going to write about. From his writing journal he wrote, “Yo me puse el traje de Ironman y destruí a los malos.” (I put on the Ironman suit and destroyed the bad guys). He envisioned himself taking on the role of Ironman and defeating the bad guys.

Table 4.23

*Andres Second Set of Three, Lesson 3(u)*

2:16	A ver. Yo me puse el traje de Ironman	T	Let's see. I put on the Ironman suit
2:17	-ronman	A	-ronman
2:19	Y destruí a los malos.	T	And I destroyed the bad ones.
2:20	a los malos	A	the bad ones
2:21	Ándale. Ese me gusta: y destru-i	T	Hurry. I like that: and I destroy-
2:24	A los malos	A	The bad ones
2:25	A los malos. Ese me encan-	T	The bad ones. I love that one-
2:27	Y los robots me ayudaron a mí.	A	And the robots helped me.
2:30	Ok. Podemos poner eso sí tenemos tiempo, y si no, lo guardamos para mañana.	T	Ok. We can put that if we have time, and if not, we can save it for tomorrow.
2:34	Sí	A	Yes

Simply telling Andres, “Ándale. Ese me gusta” (Hurry. I like that) or that I liked his story indicated to him he was on the right track about telling stories. Small positive comments, such as “Ok” let him know that what he was saying was interesting and that it could be written every day without my managing the topics or manipulating our writing time with my prompts.

Giving Andres confirmation seemed to give him validation that his stories were valuable and that they could be extended with the same topics on a different day. He would mention that he had written “en los vengadores” (in the avengers). He had copied it from his tablet. Simple acknowledgments or sounds of surprise, such as a gasp or a “wow,” propelled him forward with explanations of his stories. Those same acknowledgements showed him that I was genuinely interested in his stories and that I was surprised by what he knew and was mastering each day.

During the third set of lessons, one thing that was evident was that Andres was getting to the topics for his stories slightly quicker with fewer moves. The ratio of teacher to child exchanges before identifying a message to write did not become less; however, the number of topics (moves) discussed prior to writing in each session became less before he settled on the message he would write for the day. The number of interaction exchanges between Andres and me on average remained the same, and we discussed fewer diverse topics. He also became more masterful in planning his stories by carrying the story over more than one day. It was evident that superheroes were important in his life because he included them in our conversations almost daily. I believe that because of his life experiences in hospitals and his health condition, Andres felt comfort in visualizing himself as a superhero character in life and for that reason sometimes wrote about himself in third person as evidenced in his journal. His topics of choice for writing were primarily the characters he watched on his tablet and his action figures. His parents made great efforts to provide him with toys that had meaning and value for him. Andres went further by enacting episodes which included him as he partook a role in battles combatting evil. By listening to his stories and helping him co-construct them and providing positive affirmation that he could write those stories in his journal, Andres was able to develop his writing. I also noticed that if I could relate to his stories from my knowledge of the superheroes, we could engage and expand in our conversation more naturally.

**My misinterpretations.** The way a child tells a story from his or her world perspective is often not the way the adult hears it or understands it. Andres was a student who received speech support for receptive and expressive development. However, his language could be understood. On one occasion, Lesson 3 of the first set of lessons, Andres shared the story “Capitán América estaba aventando el escudo Ironman a la ciudad.” (Captain America was throwing the Ironman’s shield into the city.) I did not clearly understand his story so I also asked him where he saw this part of the story happening. He responded, “En mi tableta” (on my tablet). I knew his story was likely true, but I still had doubts about what I heard (oscuro) and what he said (escudo) so I initiated the first part of his story so he might restate and co-construct the middle part of his story again, and he did. Because I did not know the word “escudo,” and I was unsure, I inserted the closest word I knew thinking he mispronounced “escudo” (shield) for “oscuro” (dark) as there is a dark Ironman suit. It was not until the evening when I was transcribing the lesson that I realized I had changed his story and the meaning of his story. Although it was not intentional on my part, I realized the flexibility Andres was exhibiting to allow his story to be changed. As a teacher, this lesson also quickly made me reflect on how important it is to listen closely for the unexpected knowledge and vocabulary our learners bring every day.

During the second set of three, Lesson 1, I found myself misunderstanding the student again. I was thinking I was being explicit only to realize it was I who did not understand the student. Andres had expressed that he wanted to write about “los

vengadores” (the avengers). I thought I would be helpful by asking him if he wanted to be a superhero and what superhero he wanted his name to be. Multiple times he answered my question, and multiple times I turned down his responses. I thought I was helping him identify a superhero name unique to him, but all Andres wanted was to be an existing superhero. I finally realized that it was okay for him to be any superhero he chose because the point was not to invent a superhero but to help him write about a superhero he wanted to be, even if it was one that already had a different human identity. It really was all right for him to select any hero, but my adult thinking interfered with his responses. This portion of the transcript illustrates my misunderstanding:

Table 4.24

*Andres Second Set of Three, Lesson 1(v)*

1:00	So, ¿Tú crees que tú eres un superhéroe?	T	So, you believe you are a superhero?
1:03	Sí.	A	Yes.
1:04	¿Cuál va a hacer tu nombre?	T	What is going to be your name?
1:06	Pfff... Ironman.	A	Pfff... Ironman.
1:07	Pero ya, otro se, Tony Stark es Ironman	T	But that, another, Tony Stark is Ironman
1:11	Oh, o, ah.	A	Oh, o, ah.
1:12	¿Cuál puedes ser tú?	T	Which one can you be?
1:13	Oh, Captain America	A	Oh, Captain America
1:14	Capitán América ya es otra persona también.	T	Captain America is another person also.
1:17	¡Ah! Hulk, no	A	¡Ah! Hulk, no
1:18	Hulk es otra persona.	T	Hulk is another person.
1:19	Aaaayyy	A	Aaaayyy
1:21	¿Cuál superhere, -héroe puedes ser tú?... ¿Cómo te puedes llamar?	T	Which superher-, -hero can you be? What can your name be?
1:27	Ironman...ri	A	Ironman...ri

1:30	Ese es Tony Stark.	T	That is Tony Stark.
1:32	Aaayyy- ji, no- no	A	Aaayyy- ji, no- no
1:36	¿Cuál podemos escoger para ti un nombre pa', especial para ti?	T	Which one can we choose for you, a name for, special for you?
1:40	mm-, mm-...	A	mm-, mm-...
1:45	¿Qué... fuerzas supernaturales puedes tener tú?	T	What... superpowers can you have?
1:50	Como Hulk	A	Like Hulk
1:51	Como Hulk, ¿Te vas a soplar y te vas a hacer músculos así grandes? (laugh)	T	Like Hulk, are you going to blow up and you're going to make big muscles like this? (laugh)
1:53	No, no. Y, no yo no quiero convertirme en Hulk. Me quiero convertirme de... Capitán América.	A	No, no. And, no I don't want to become Hulk. I want to become... Captain America.
2:01	¿Y por qué Capitán América?	T	And why Captain America?
2:03	Porque yo quiero.	A	Because I want to.

During this lesson I felt frustrated, but probably not as aggravated as Andres was with me as I thought I could not make the child understand what I was asking and continued sidetracking the conversation. After I had an opportunity to listen to our conversation during transcribing, I realized that it was all right whatever superhero character he chose. I was wrapped up in helping him identify a unique character I was not willing to accept his response and let him choose the character because of my limited belief on that particular day. For a brief moment I lost sight of the objective of what we were doing. We were simply composing a story. I continually kept turning down his multiple responses, and it took the child to help me understand that whatever character he chose was acceptable for the purpose of writing his story. After I relinquished control and allowed him to be “Capitán América,” he went on to say that he was “Capitán América” and was fighting with the avengers because he was the bad/evil of Captain America.

My misinterpretations of the information the student offered during the lesson helped me to think about the many instances when learners try to make themselves understood, and we, the adults, do not receive the same message. The opportunity to record and transcribe the conversation allowed me to reflect on my interactions during the conversation and other possible directions I could have gone to handle the lesson. This also helped me to realize that such misunderstandings can lead to loss of instructional time and inefficient time management in a lesson.

**Future topics introduced today.** As Andres discovered that our dialogue would result in stories from his choosing, he noticed he could also select a topic and I would help him co-construct the story. He would offer occasional phrases after we had begun writing his story in his writing journal. Upon completely writing down his story, I would always ask him to reread his story to check and make sure his story said what he composed. This is the time he would sometimes realize he forgot to say something or to include a superhero. On the first set of three, Lesson 3, and nearing the end of our time I suggested the following:

Table 4.25

*Andres First Set of Three, Lesson 3(w)*

7:58	Wait. Wait. He said... ¿Y Thor que?	A	Wait. Wait. He said... And what about Thor?
8:01	Léelo todo.	T	Read it all.
8:03	No pusimos Thor.	A	We didn't put Thor.
8:03	Podemos escribir de Thor hoy o ¿quieres escribir de Thor mañana?	T	We can write about Thor today or do you want to write about Thor tomorrow?
8:07	Hoy.	A	Today.

Andres had forgotten to include Thor in the story. When I suggested he could write it today or save it for tomorrow, he decided to add Thor to his story today. While Andres was set on adding this information to his story today, this gave me the idea that for his longer stories we could expand them over several days. This would allow Andres to be thoughtful about his story and to decide what portions he would like to record each day.

As the lesson series progressed, Andres became accustomed to the structure of the lesson. I too became more familiar with how to have a conversation with him and to anticipate how to react to him. There was always dialogue between us, some give and take with questions and answers. Then he would select a topic, and we would co-construct the story to write in his journal. Not only was I saving bits and pieces of Andres's stories for later journal stories, but Andres began to take charge and think for himself of topics he could write about for later dates. Additionally, the language structures (the complexity of sentences and the varied verb tenses or addition of phrases) in his stories started to get longer and become more complex. I would make notes for myself in my lesson plan book in the margins and in the transcription journal. I would attach sticky notes to his lesson plans for the following day to remind myself to bring these topics up during the lesson to see if Andres was interested in continuing his stories as in the following examples.

Table 4.26

*Andres Second Set of Three, Lesson 1(x)*

4:46	De... a ver si yo quiero escribir de mi mamá o	A	About... let's see if I want to write about my mom or
------	--	---	---

In the middle of writing his story Andres would make small comments suggesting things he might want to write in the future. One such suggestion included his mom.

Table 4.27

*Andres Second Set of Three, Lesson 1(y)*

5:28	/t-t/... mañana porque, podemos escribir un cuento de Sonic...Car	A	/t-t/... tomorrow because, we can write a story about Sonic... Car
------	---	---	--

Later in the same lesson he added another topic we could write for tomorrow about Sonic car. Andres was revealing that he was thinking about topics throughout the lesson he could write about in the near future.

The following day, in the second set of three, Lesson 2, he inserted the following verbal comments throughout the lesson.

Table 4.28

*Andres Second Set of Three, Lesson 2(z)*

3:31	¿Por qué no podemos hacer me, de mi cuento? Amm-... en el, la... ¿de la lluvia?	A	Why can't we make, about my story? Amm-... in the, the... about the rain?
3:42	Podemos hacerlo mañana.	T	We can do that tomorrow.
3:43	mm-hmm	A	mm-hmm

After we composed our story for the day, he quickly gained the confidence to suggest other topics for other days. As we wrote, he inserted small phrases that carried across the lesson but did not interfere with his composition.

Table 4.29

*Andres Second Set of Three, Lesson 2(aa)*

7:30	Uy, yo sé. Yo vi Ironman....y...y yo, yo... yo no fui a verlos. Solo yo, yo estaba... watch him.	A	Uy, I know. I saw Ironman...and...and I, I... I didn't go see them. Only I, I was... watch him.
7:45	Ok bueno. Vamos a, a parar aquí. Y luego mañana le podemos pegar un poquito más.	T	Ok then. Let's, stop here. And then tomorrow we can add a little more
7:49	A ver si puedo yo, pue- puedo escribir: Andres estaba viendo los trajes y... Ironman estaba volando y... Ironman lo estaba destruyendo los malos.	A	Maybe I can write, I can, can write: Andres was looking at the suits and... Ironman was flying and... Ironman was destroying the bad guys.
8:00	Muy bien. Eso lo podemos poner mañana.	T	Very good. We can do that tomorrow.
8:04	Sí.	A	Yes.

As he reread his story he continued to add more details he had not included before. My suggestion to him was to expand today's story tomorrow. He was flexible in agreeing and was beginning to see that this was an acceptable strategy for writing stories.

Table 4.30

*Andres Second Set of Three, Lesson 3(bb)*

7:39	Punto. Per- pero dijiste que me ayudaban los robots.	A	Period. But- But you said the robots helped me.
7:44	¿Lo quieres poner hoy?	T	Do you want to put it today?
7:47	Mañana podemos.	A	Tomorrow we can.
7:48	Ok. Bueno, lo dejamos para mañana.	T	Ok. Good, we can leave it for tomorrow.
7:50	Sí.	A	Yes.

Andres began to take on the suggestions and apply them himself. In the aforementioned lesson he again had negotiated a story, but as he reread what he wrote, he realized he did not add a final detail: that the robots helped him. I asked him if he wanted to add this

detail today. He suggested we could add it tomorrow. I was beginning to notice that Andres was taking on more ownership (independent decision-making related to his story) for stories he wanted to develop by thinking of possible future stories, and his flexibility in suggesting that he expand his story over more days was becoming evident.

Though Andres was able to compose his stories from topics that interested him, he sometimes felt the need to add comments or small details after he had settled on a story. I noticed that he did this in order to tie his story back to his superhero friends. The following is such an example.

Table 4.31

*Andres Third Set of Three, Lesson 2(cc)*

3:58	Max D estaba chocando con...	A	Max D was wrecking with...
4:03	Con	T	With
4:03	Con, con... con...	A	With, with... with...
4:09	Grave Digger, ¿Puedes empezar Grave Digger, o no?	T	Grave Digger, Can you start Grave Digger, or not?
4:12	Oh, g-guess what?... Era yo vi con mi papá yo estaba viendo los Monster ems (sound), y ¿sabes que 'bía (había)?	A	Oh, g-guess what?... was I saw with my dad I was seeing the Monster ems (sound), and you know what there was?
4:18	No	T	No
4:19	Un Captain America	A	A Captain America
4:20	¿Un Capitán América?	T	A Captain America?

These small comments revealed that it was important to Andres that he and his dad were sharing an activity and sharing information I should know. The information he shared about Captain America would then be saved for the following day.

By the end of the lesson series, Andres was becoming comfortable with talking about parts of his story he would save for tomorrow. Sometimes he would ask questions

as if maybe he had forgotten to write down part of his story, but this I believe was his way of extending his writing time, which I will discuss in further detail in the following section. His suggestions to continue writing names of other characters after he finished writing his story indicated to me that he enjoyed showing me the new learning he was taking on and strategies he was discovering for himself. He felt pride in becoming more independent and capable.

Table 4.32

*Andres Third Set of Three, Lesson 2(dd)*

3:08	estaba... y podemos escribir mañana, Monster Mupp (Mutt), and this one, and Toro Loco.	A	was... and we can write tomorrow, Monster Mupp (Mutt), and this one, and Toro Loco.
------	--	---	---

From Lesson 2 in the third set of three, prior, Andres suggested that tomorrow we could extend his story and add this character to his story at that time. This example enabled me to understand that he was knowledgeable of the various trucks that were important to him, and that he had an idea of expanding his story for more than one day.

Table 4.33

*Andres Third Set of Three, Lesson 2(ee)*

6:28	Pero no (child bangs table) termina todo, (child bangs table) mira. Lo quería escribir todo doco (Toro Loco) Mohawk, de this one, and Toro Loco.	A	but no (child bangs table) finish all, (child bangs table) look. I wanted to write todo doco (Toro Loco) Mohawk, of this one, and Toro Loco.
6:36	So, mañana podemos poner Mohawk, um, el Toro Loco, y ¿Cuál otro?	T	So, tomorrow we can put Mohawk, um, the Toro Loco, and which other one?
6:42	Es. Mm-, el Monster (child bangs table) Mutt	A	It's. Mm-, the Monster (child bangs table) Mutt

6:45	Monster Mutt	T	Monster Mutt
6:45	No, no, quiero escribir Captain America.	A	No, no, I want to write Captain America.
6:47	Mañana.	T	Tomorrow.

The aforementioned example illustrates that Andres and I took turns making suggestions about saving portions of the story for other days. Andres wanted to continue adding more names of his Monster Trucks to the story, as well as Captain America. I suggested we could add it tomorrow but he balked because he also wanted to write about Captain America. I simply said “mañana” (tomorrow). While he wanted to keep writing to show me what he knew, my challenge this day was to help him understand that we could continue the story tomorrow and that I would honor that decision, which I did.

By the end of the lesson series Andres was understanding that during any part of the writing time, he could make suggestions and that we could negotiate when we could write about them. The following example shows his suggestion to write about a different topic tomorrow, and then what he suggested for that topic. (Story extended from previous day.)

Table 4.34

*Andres Third Set of Three, Lesson 3 (ff)*

2:50	Estaba corriendo rápido... rápido. Ok, vamos a ponerlo. Capitán América	T	Was running fast...fast. Ok, let's put it. Captain America
2:59	Y mañana podemos escribir otro cuento.	A	And tomorrow we can write another story.
3:01	Es cierto.	T	That's true.
3:02	¡De Batman y de Superman!	A	About Batman and Superman!

It was important that I follow through with any suggestions I made to Andres. A large part of our working relationship was built on trust and a commitment to following through by allowing him to write about topics we had discussed before.

Table 4.35

*Andres Third Set of Three, Lesson 3(gg)*

6:26	Fantástico.	T	Fantastic.
6:27	Y faltó el Toro Loco, que	A	And we missed Toro Loco, that
6:29	Lo tendremos que hacer mañana.	T	We will have to do it tomorrow.
6:31	Ok. ¿Y sabes que-?	A	Ok. And you know what?

By this time in our lesson series, we both realized that our composing time was centered on genuine conversation and negotiation. Andres decided what topics we would write. As we wrote together and he reread his story, if he realized we forgot something, either he or I would suggest saving it for tomorrow, a compromise we both understood. When we saw a small problem, we would resolve it together in a manner that was acceptable to him, extending topics and stories over days.

**Extending our time.** Despite the many mistakes I made during our lessons Andres was forgiving of my imperfections as his teacher. At the end of one of his lessons, after a lengthy discussion, he reread his story after writing it and he proceeded to add, "... ay, ese punto está... mel, mal." (...oh, that period is, bad, bad). I reassured him that his period at the end of his story looked fine, but he was not satisfied. Andres balked over his period in the story, and this discussion over a period made me wonder why it bothered him so much. After I listened to the audio, I realized that part of his balking at such a

point in his composition was because this was his way of showing me he enjoyed writing and was trying to extend our time in writing. He pushed through the discussions when I did not understand him to make his point be heard and understood, and he was determined to write about what was meaningful to him. Our conversations before and during writing were sometimes a give and take, but as Andres approached the end of lessons, he found ways to extend our time in dialogue; in addition, he was monitoring his work, showing evidence that he expected his writing to look good as he gained control of his fine motor skills. He also revealed the new learning he was gaining control of, as in the following example.

Table 4.36

*Andres Second Set of Three, Lesson 2 (hh)*

4:51	Muy bien. Ponlo abajo. “un”... Yo te voy a poner Ironman.	T	Very good. Put it on the bottom. “un”... I will put Ironman for you.
4:57	Pues yo sí sé cómo escribir Ironman.	A	Well I do know how to write Ironman.
5:00	Ok. Léelo todo.	T	Ok. Read it all.

After we began writing his story, Andres revealed that he knew how to write *Ironman* independently. I was curious if this was true and how he learned to write *Ironman*. I believe Andres was motivated by the gains he was making in his writing that he was practicing on his personal time. Ironman was also one of his favorite superheroes and interest played a big part in what motivated him. He was challenging himself to learn to write the names of his superheroes in order to continue writing about them in lessons.

Table 4.37

*Andres Third Set of Three, Lesson 2(ii)*

6:06	Léelo todo.	T	Read it all.
6:07	Max D estaba chocando con Grave Digger y Grinder estaba saltando... y, ¿Qué?	A	Max D was wrecking with Grave Digger and Grinder was jumping... and, what?
6:16	No sé, no me dijiste más. Eso fue todo...	T	I don't know, you didn't say more. That was all...
6:20	Ah-ja... ok, voy a escribir todos los Monster Trucks.	A	Ah-ja... ok, I'm going to write all the Monster Trucks.

In the third set of three, Lesson 2, (example above) Andrés was asking me, “y, ¿Qué?” (And what?) as if I had forgotten to add something, or write something down in his story. This comment left me thinking he expected to have more to write. He was questioning me and at the same time telling me he was not done; I have more to say because that cannot be all. When I told him that was all he shared, he added that he was going to write the names of all the Monster Trucks. Again, I believe Andres was finding ways to extend our writing time together.

**Child pride.** The way a child views himself as a capable writer is expressed differently by all children. Andres was discovering that he was capable of contributing to his message more than the meaning of the story. The following are examples of his reactions during the lessons to his emerging independence.

Table 4.38

*Andres First Set of Three, Lesson 3(jj)*

9:13	Pegó...pegó	T	Hit... hit
9:15	(ay)...Oh my God...oh my God...A lot.	A	(ay)...oh my God... oh my God... a lot.
9:25	Y Thor le pegó.	T	And Thor hit him.

Andres noticed that his message was long and he stated his observation.

Table 4.39

*Andres Second Set of Three, Lesson 2(kk)*

4:51	Muy bien. Ponlo abajo. “un”... Yo te voy a poner Ironman.	T	Very good. Write it down. “un”... I am going to write Ironman for you.
4:57	Pues yo si se cómo escribir Ironman.	A	Well I know how to write Ironman.
5:00	Ok. Léelo todo.	T	Ok. Read it all.

In our conversation I offered to write the name of the superhero for Andres, but he was confident and informed me that he knew how to write *Ironman*.

Table 4.40

*Andres Third Set of Three, Lesson 3(ll)*

3:44	estaba	T	estaba
3:45	Estaba. En los vengadores, yo lo escribí allí. Capitán América	A	Estaba. On the avengers, I wrote it there. Captain America
3:50	Muy bien...	T	Very good...
3:52	Y lo estaba copiando en mi ese tablet. Y mi tablet estaba escribiendo Capitán América.	A	I was copying in my this tablet. And my tablet was writing Captain America.
3:58	Muy bien.	T	Very good.

In our final lesson Andres stated that he could write *Capitán América* because he was copying it on his tablet. It was not my expectation for Andres to be able to write the names of all the superheroes we talked about, but it quickly became evident to me that Andres had a genuine interest in being able to write about his heroes. He was discovering different ways he could learn to write the names of the heroes he deemed important for his stories.

## **Expansion of Language Structures and New Vocabulary**

In this section I will discuss the ways in which oral language, language structures, and vocabulary were developed during the conversation prior to selecting a message. The child and I co-constructed messages through our conversation prior to writing. The child's oral language, his experiences, and his interests contributed to the language presented during our conversation. The following subsections will provide examples of the different factors that contributed to the formation of a message and will answer the second research question: In what ways do teacher-child conversations prior to writing provide opportunities for the expansion of language structures and new vocabulary?

Andres was an expert on superheroes. The brief time prior to writing gave Andres an opportunity to share his stories in Spanish and English. If he had trouble formulating his stories, I would be able to restate parts of his story in order to see if he might accept a different way of stating his thoughts (co-construct). For Andres, the meaning of his story was always present as well as the vocabulary. The portion of writing I helped him develop was the pronunciation of words and the formation of letters in his journal. Additionally, because Andres was given the freedom to select his topics for the writing portion of the lesson, he was further invested in the stories that developed. He was interested in learning to spell words, the names of his favorite superheroes, and high utility words which would help him get his thoughts on paper, not only in our lessons but also in other places.

**English for different purposes.** The DLL lesson was offered in Spanish to Spanish-speaking students in their native language, which was also their language of instruction in class. I would like to add this note as an observation of this child in regard to English responses during his lessons because bilingual students are unique in their exposure to English, and their expressive development of English was unique to each learner. For various reasons, children used both languages to respond, often translanguaging, flexibly going back and forth between both languages to get their thoughts and ideas across (Canagarajah, 2011; Garcia & Menken, 2015; Garcia & Sylvan, 2011). For Andres, it was not uncommon to hear him respond to questions in English, or insert words or phrases in English to his stories. I would be talking to him in Spanish, and he would offer comments or responses in the language he chose.

Andres was aware that our discussions were conducted in Spanish. In the first series during the second lesson collected, upon selecting a story to write, he proceeded to add, “Hoy es, no es inglés. Hoy es español.” (Today is, is not English. Today is Spanish), which was an acknowledgment that he was aware of the language to use in class. On this occasion I continued the lesson acknowledging his comment but not responding to it. However, the previous day he had blurted out the following phrase in reference to Thor, Lord of the Dark World, as in the following example:

Table 4.41

*Andres First Set of Three, Lesson 1(mm)*

1:29	¿Qué le queremos pedir permiso a tu mami si podemos ir a ver la película de Thor?	T	That we want to ask your mom for permission to see if we can go see the Thor movie?
1:32	La Dor a The Dark (Lord of the Dark)	A	La Dor a The Dark (Lord of the Dark)
1:35	Lord of the Dark... ese es el ...Batman, ¿No?	T	Lord of the Dark... that is the...Batman, No?
1:37	No.	A	No.
1:38	O ¿Es Thor?	T	Or, It's Thor?
1:39	Ese es Thor que sabe ta-a ch-ch	A	That is Thor that knows ta-a ch-ch

While Andres knew what the language of the day was, and he knew the lesson was conducted in Spanish, he still continued to insert small comments in English. Inserting small comments in English did not stop him from adding to his stories or sharing his knowledge of each of the characters.

Additionally, during the first set of lessons, Lesson 3, he shared the following comment.

Table 4.42

*Andres First Set of Three, Lesson 3(nn)*

4:07	Can you fix it?	A	Can you fix it?
------	-----------------	---	-----------------

His comment was in reference to the appearance of a word he wrote, “Capitán” (Captain). The form of the “C” was not to his satisfaction nor did it meet his expectations, and he asked me if I could fix it. I did not fix it or give him correction tape for him to re-do it as it was legible and the appearance of the letters was readable. I did not want Andres to get hung up on the formation of the letters but rather to focus more on the meaning of his

story. As long as the letters were recognizable and legible, our focus would remain on the story and not the appearance of the letters.

His composed story for this lesson was “Capitán América está aventando el escudo Ironman en la ciudad.” (Captain America is throwing the Ironman’s shield into the city.) During the same lesson Andres slowed his writing for the word “está.” He knew how to write this word but was unsure what to write next, so I reminded him we had just assembled this word with magnetic letters during his word work and he knew how to write it.

Table 4.43

*Andres First Set of Three, Lesson 3(oo)*

4:48	Tú sabes hacer “está”. Lo tenías en el pizarrón. –está. Ponlo aquí arribita. –está. Yo te ayudo a terminarlo. Rápido. T	T	You know how to make “está.” You had it on the board,-está. Put it up hear.-está. I will help you finish it. Quickly. T
4:56	En- (Copy it).	A	En- (Copy it).

His comment was then, “En- (Copy it)” in English, indicating he could copy it from the copy made with magnetic letters on the magnetic board to his practice page on his writing journal. When scaffolds like the one mentioned above were available, I used them to help Andres further his writing. His verbal contributions in English were simple confirmation that he understood what to do with those scaffolds.

In his lessons, when Andres used English I responded in Spanish. For the most part his English comments did not hinder his lessons although it revealed to me his knowledge of words and phrases he was taking on and controlling. There was, however,

one instance where I did interject and directed him to write in Spanish and read his story in Spanish.

Table 4.44

*Andres First Set of Three, Lesson 3(pp)*

8:08	Léelo todo.	T	Read it all.
8:09	Wait. Cap-... lo podemos hacer en inglés.	A	Wait. Cap-... we can do it in English.
8:13	No. En español.	T	No. In Spanish.
8:14	(in English) Captain America es-es Cap- (laughs)	A	(in English) Captain America is-is Cap- (laughs)
8:18	Ok. Vamos a leerlo bien lo que escribiste.	T	Ok. Let's read it right the way you wrote it.
8:21	Capitán América estaba aventando el oscuro Ironman en la ciudad.	A	Capitán América was throwing the dark Ironman in the city.

Toward the end of the lesson after Andres had written his story, I asked him to reread it to make sure we wrote the story in the manner he wanted. At that point Andres told me to wait because some words in this story could be read in English, such as Cap- for Captain America, as it was the same as *Capitán América*. While the name of this character contains the same letters slightly changed in both languages, I made the decision that if we dictated the story for writing in Spanish and wrote the character names in Spanish, then we needed to follow through and read the names in Spanish after writing the story. For characters with English names, or words spoken in English, I took the marker and wrote the words for Andres the way he told the story to honor the meaning of his message. Because this intervention is conducted in Spanish and his verbal story was told in Spanish, including Spanish superhero names, I had to insist that the story be read in the language it was dictated and written in order to avoid sequential letter confusions

in names that were similar in both languages. Some of the other instances he used English included responses to answers, to balk (“whispers...think, think”; Lesson 3, second set of lessons), and to reveal additional information about the characters. He also used English verbally to self-monitor in the last series of the lessons.

Andres proceeded to insert English into his lessons sporadically in the second set of three. After our debate about what superhero he would be, Andres spoke to me in English the following statements: “I’m gonna use, aw man red, black.” I believe he made this comment to let me know he was making decisions while he verbally notified me of his decision on what color marker he wanted to write with. He also commented, “Oh, can you fix my name please?” His question indicated he is verbally self-monitoring his name, including the size and form of his letters. For the most part, his comments did not interfere with his composing, but this did reveal he knew more than what I expected in relation to his story and other things about writing and decisions he was mentally making.

Our daily lessons continued in Spanish throughout the series. By the third set of three, Andres was comfortable with my speaking to him in Spanish, but he was also comfortable in responding to me in English even if it was to balk, as in the following example.

Table 4.45

*Andres Third Set of Three, Lesson 1 (qq)*

1:00	Ok, podemos decir-	T	Ok, we can say-
1:01	No, I’m gonna write not write that. I’m gonna write “Hulk and Ironman...”	A	No, I’m gonna write not write that. I’m gonna write “Hulk and Ironman...”

He responded to me in English letting me know that he did not want to write about our conversation (his dad, Beron, and him, Spiderman, wrestling), rather he wanted to write about Hulk and Ironman. For this lesson he had his topic already selected and this was supported and carried through by the action figures he brought to class.

Table 4.46

*Andres Third Set of Three, Lesson 1(rr)*

2:10	Hulk smash	T	Hulk smash
2:11	¡Ha! Hulk smash. What it means, Hulk smash? ¿Qué nifi-, qué significa eso?	A	¡Ha! Hulk smash. What it means, Hulk smash? ¿What does, what does this mean?

A little later in the same conversation he asked me a question to which I responded with the same question, “¿Qué significa?” (What does it mean?), and he explained to me what the words meant in Spanish. I believe this kind of conversation was Andres’s way of thinking aloud and thinking in both languages as he talked through their meaning and making sure I understood what he was trying to tell me.

During the third set of three, Lesson 2, the following conversations appeared. He balked to let me know he was not going to write what I offered. I continued to speak in Spanish as he repeated himself in English. His English was not always grammatically correct, but his intentions were understood, and for such a young learner, he felt safe enough to speak English with me to express his disagreements. In the following conversation about the Monster Trucks coming to town during the upcoming weekend, Andres trusted me enough to express his stance on what he did not like and what he was not going to write about.

Table 4.47

*Andres Third Set of Three, Lesson 2(ss)*

0:53	I not like, I not gonna write that.	A	I not like, I not gonna write that.
0:56	¿No? ¿Esa no te gusta?	T	No? You don't like that one?
0:57	No like write.	A	No like write.

I responded to his comments in Spanish, and he continued to respond to me in English.

Language was not a barrier in our conversations.

While I was trying to find out which Monster Truck was his favorite, he deviated from the trucks he was mentioning, but as I repeated the question, he made his selection of the trucks he liked and the ones he disliked.

Table 4.48

*Andres Third Set of Three, Lesson 2 (tt)*

2:28	“Sal-tan-do.” Vamos a ponerlo. Max D	T	“Sal-tan-do.” Let's write it. Max D
2:32	Ay, Max D. Could I count this day?	A	Ay, Max D. Could I count this day?
2:38	Ayúdame.	T	Help me.
2:38	Can I copy this day?	A	Can I copy this day?
2:41	Tú lo sabes, Max	T	You know it, Max

In the above example, Andres was trying to explain himself and find ways of writing his choice of characters. Andres was discovering strategies for when it came to writing the names of characters for his story. One alternative for him was to copy the name of the Monster Trucks from his shirt. Another such instance included the aid of his tablet.

**English to self-monitor.** As students continue to work daily in lessons with their teacher, they often take on new terms to help them express their thinking. Andres was

becoming more independent in the words he was able to write for himself. One new thing that started to appear in his lessons was his ability to self-monitor with self-regulated speech in his writing. This became apparent in later lessons when Andres began to make attempts to self-monitor during his writing. He was not always correct in using terms for self-monitoring, but there was evidence that he was making attempts to monitor his work when trying to reread his stories.

Table 4.49

*Andres Third Set of Three, Lesson 1(uu)*

3:41	Léelo.	T	Read it.
3:42	Ironman estaba destruyendo; that, neber da make sense. Can I read it again?	A	Ironman was destroying; that, neber da make sense. Can I read it again?
3:48	Por favor.	T	Please.

I asked Andres to reread his story to make sure it looked right. He was monitoring *esta/estaba*. Something did not look right to him when he reread his story, but his verbal self-monitor was for meaning. He asked if he could reread it to make it right.

During the same lesson, Andres had letter boxes on his practice page for the word *robots*. Trying to verbally self-monitor, he intended to say “no se mira bien” (it doesn’t look right), but instead used a meaning prompt, “That’s e, no make.”

Table 4.50

*Andres Third Set of Three, Lesson 1(vv)*

4:23	Ay, te comiste la e- /t/	A	Ay, you ate the e- /t/
4:25	Tú, te comiste la /t/, (laugh)	T	You, you ate the /t/, (laugh)
4:27	That’s e, no make...	A	That’s e, no make...
4:28	Órale, /t-t/ robots	T	Hurry, /t-t/ robots

Andres was considered to be an at-risk learner and behind his peers, yet in the two previous examples I was able to observe his attempt to self-regulate by self-monitoring. When he reread his story he noticed that “está” did not look right and yet his story was “Ironman estaba destruyendo...” (Ironman was destroying...). His prompt was incorrect; however, he was noticing that something was not right, and the prompt that came to mind for him was related to meaning when it should have been for visual information. That his prompt was incorrect did not prevent him from self-regulating as he was beginning to notice discrepancies. All his self-monitoring was in English.

Another example of his English self-monitoring came from the third set of three, Lesson 3, after Andres was explaining the meaning of “black flip” and who was doing “para atrás” when he realized that was not what he intended to say about Mohawk, a Monster Truck, and he retracted his comment with this prompt.

Table 4.51

*Andres Third Set of Three, Lesson 3(ww)*

1:09	Para atrás... ¿y luego?	T	To the back... and then?
1:12	Y luego Mohawk... es-ta-ba. No, yo no dije, y Mohawk. ¿Qué es eso? Eso not make sense. Y Mohawk	A	And then Mohawk... es-ta-ba. No, I did not say, and Mohawk. What is that? That not make sense. And Mohawk

The example shows that Andres was becoming confident and noticing discrepancies in what he said and what he wanted to write. Although the self-regulated responses thus far were incorrect, I was able to detect that he was noticing discrepancies in his oral language and his written message.

Lastly, when I asked him which word was in his story, he responded that the word was “estaba.” To monitor himself he again self-monitored with a meaning prompt for “do not make s-(sense).” His verbal prompt should have been for visual information, yet while it was incorrect, it was apparent that Andres was noticing inconsistencies and was making attempts to verbalize those discrepancies with prompts he had heard elsewhere but was applying them to our lessons.

Table 4.52

*Andres Third Set of Three, Lesson 3(xx)*

3:59	¿Aquí dice “estaba,” o “esta”?	T	Here does it say “estaba,” or “esta”?
4:01	“estaba”, voy a escribir “estaba”... oh, oh, that’s do not make s-, o ¿sí?	A	“estaba”, I’m going to write “estaba”... oh, oh, that’s do not make s-, or Yes?

In analyzing these last three lessons, it was becoming evident that patterns were no longer isolated but that they were intertwined. For example, Andres was trying to verbally self-monitor expressing this in English. His attempt to share his new insights in English revealed new learning that was surfacing for him.

**Pronunciation.** Pronunciation plays a minimal part in DLL lessons. However, for students who receive speech services, it is sometimes necessary for the teacher to model the correct pronunciation of words in order for the student to hear the initial parts of words, or other parts of words that may be omitted. The correct pronunciation of a word by the teacher allows the student to hear the parts of a word in order to isolate, detect, and write the sounds heard. This in turn enables the student to become familiar with the visual

spelling pattern of some words which also helps the student monitor his or her reading with the words he or she is able to write.

In general, when Andres conversed with me, his Spanish structure was correct. His English was still developing as most listeners could understand what he was saying. Andres might have some errors in English, but this did not discourage him from making more attempts to express his thoughts. The verbal part Andres worked on was the pronunciation of some words, although that was not the focus of our writing lessons. If I noticed he said something incorrect, I simply repeated his story inserting the word pronounced in the correct form. If Andres accepted my pronunciation, he would immediately insert the word in his story without discussion.

Table 4.53

*Andres Third Set of Three, Lesson 1(yy)*

1:10	Ironman es—taba...lnlnn...lestruyendo (destruyendo) a los robots y Hulk estaban aplastando... porque los robots pueden, el Hulk estaban, “Hulk smash!”	A	Ironman was— ...lnlnn...lestroying (destroying) the robots and Hulk were smashing... because the robots can, the Hulk were, “Hulk smash!”
1:33	Hulk smash	T	Hulk smash
1:34	Yes	A	Yes
1:35	Ok, so ¿cómo puedo poner eso en tu libro hoy?	T	Ok, so how can I put this in your book today?
1:37	Ironman... Iro---	A	Ironman... Iro---
1:44	Ya lo puse, Ironman	T	I already put it, Ironman
1:45	Esta-ba... estaban, lestruyendo (destruyendo)	A	was ... was, lestroying (destroying)
1:52	Destruyendo	T	Destroying
1:53	-yendo... los robots y Hulk estaban diciendo “Hulk smash.”	A	-ing... the robots and Hulk were saying “Hulk smash.”

If he did not accept the word in the way I pronounced it, then I would write it for him in his journal to keep from focusing on pronunciation, as that was not our objective.

An example from the second set of lessons, Lesson 2, also illustrates this point. Andres had no trouble conveying his message about Ironman's being sick. When he mispronounced a word I simply repeated what he said with the word the way it was intended. If he accepted it, then he would repeat his story with the new word; if not, we would simply proceed with my writing the word for him.

Table 4.54

*Andres Second Set of Three, Lesson 2 (zz)*

1:50	Mi mamá me compró...un Ironman y Ironman...se...’fermó.	A	My mom bought me... an Ironman and Ironman... got...sick.
2:09	Se enfermó... Tony Stark se enfermó. Ok. Y... ¿se va a quedar enfermo...por hoy o quieres que se alivie pronto?	T	He got sick... Tony Stark got sick. Ok. And... is he going to stay sick... for today or do you want him to get better soon?

From the third set of lessons, Lesson 3, Andres had a similar example of pronouncing words the way he heard them. Again, I followed his lead and offered a repetition of his story with the correct pronunciation.

Table 4.55

*Andres Third Set of Three, Lesson 3(aaa)*

0:22	Now we can write Captain America. Mohawk, Captain America, and Toro Loco; and Monster Mupp (Mutt).	A	Now we can write Captain America. Mohawk, Captain America, and Toro Loco; and Monster Mupp (Mutt).
0:29	¿Que, qué quieres decir de Monster Mutt?	T	What, what do you want to say about Monster Mutt?

The mispronunciation of words, (Mupp for Mutt) did not interfere with the message Andres was trying to get across to me. Because Andres was also accustomed to speaking in both languages during the lesson, when I repeated a word to pronounce it, he was not distracted by my interjections.

### **Summary**

Andres reminded me that writing about topics one is passionate about can extend one's knowledge about writing. The conversation prior to writing allowed me to delve into what Andres was interested in, how knowledgeable he was about the topic, and the precise vocabulary and language related to heroes he knew. Not only was he passionate about superheroes, but he also inserted himself in the episodes he envisioned. I can only assume that because of his health issues he spoke of himself in third person. He occasionally shared details about his family and friends, as well as his knowledge of the English language. Andres revealed that he was the expert of his heroes.

Because I was unable to obtain IRB approval until mid-November, I was not able to analyze data from lessons in Andres's early program for this study. However, I was able to look through his writing journal to note the following information about him as a writer over time. By the end of lesson series, at 20 weeks, Andres was writing the majority of his stories with minimal assistance with verbs in present tense, and I would assist to complete the endings of those words. In his early lessons the language structures of his stories were simple. From lesson #11- "El Capitán America es Andres" (The Captain America is Andres.) Over time the structures expanded. In lesson #50-"Capitán

América estaba aventando el escudo Ironman en la ciudad y Thor le pegó al martillo”

(Captain America was throwing Ironman’s shield into the city and Thor hit the hammer.)

At the end of his lesson series there was evidence that the language structures were becoming more complex. Lesson #81 “Cuando yo tenía 3 años me regalaron un brincolín de Disney Universe” (When I was 3 years old they gave me [gift] a Disney Universe trampoline.) Andres did not make the required gains to successfully complete his series of lessons, the gains he made show evidence that he was taking on much new learning related to his writing development during the intervention.

In reflection, I believe I learned more vocabulary from him than he gleaned from me. His gains from me during the writing portion of the lesson were unique. He worked hard in his classroom and in DLL to gain control of his gross motor skills in order to manage his letter forms in writing. Andres always seemed aware of things going on around him. He practiced in all academic settings to be successful with all invested support systems (DLL, speech, motor lab, etc.), including his parents, who supported him. He made great gains and continued to do so even after his intervention. The following are the messages that were analyzed from Andres’s lessons in the first set of three, second set of three, and third set of three.

Table 4.56

*Andres's Messages of Lessons Analyzed*

Student	Week	Date	Message-Spanish	Message- English
A	1	11-21	Ironman estaba peleando con Thor y Capitán América vino a pelear.	Ironman was fighting with Thor and Captain America came to fight.
A		11-22	Todos los niños van a comer pavo y Andres también.	All of the kids are going to eat turkey and Andres too.
A	2	12-3	Capitán América estaba aventando el oscuro (escudo) Ironman en la ciudad y Thor le pegó al martillo.	Captain America was throwing the dark Ironman in the city and Thor hit the hammer. (Captain America was throwing Ironman's sword into the city and Thor hit the hammer )
A		1-8	Andres era un superhéroe de Capitán América y estaba peleando con los vengadores.	Andres was a (continued) America superhero and was fighting with the Avengers.
A	6	1-13	Mi mamá me compró un Ironman y Ironman se enfermó de la tos.	My mom bought me an Ironman and Ironman was sick From a cough.
A		1-14	Yo me puse el traje de Ironman y destruí a los malos.	I put on the Ironman suit and destroyed the bad ones.
A	10	2-10	Ironman estaba destruyendo los robots y Hulk estaba diciendo "Hulk smash."	Ironman was destroying the robots and Hulk was saying "Hulk smash."
A		2-12	Max D estaba chocando con Grave Digger y Grinder estaba saltando.	Max D was crashing with Grave Digger and Grinder was jumping.
A		2-13	Capitán América estaba haciendo vueltas y Mohawk estaba corriendo rápido.	Captain America was doing back flips and Mohawk was running fast.

**Case Study Two - Marcos**

Marcos is a Hispanic male who is tall. He has multiple siblings. His siblings include an older half-brother and two younger sisters. His conversations are usually in Spanish with the occasional words in English that were synonymous in both languages,

or which he only knew in English. He enjoyed participating in all events other students did and on occasion an adult could sense his reluctance or worry when an event was about to take place he was unaware of. Once an activity was explained to him, he was put at ease to participate.

Writing was Marcos's least favorite activity and he sometimes showed a lack of confidence when it came to writing activities by refusing to write or expressing his refusal to write through comments. He was artistic and often provided many details in his drawings and oral stories, but he created distractions from having to write. The act of writing sometimes required some coaxing from the teacher. He enjoyed participating in various other school activities and his parents were very supportive of his education.

**Special services.** Marcos received speech therapy and DLL services during his first-grade year. When interviewed, his speech therapist shared that his speech services were for articulation. Language support for this student included articulation for /r/ and although this was the only identified difficulty, his intelligibility was not a problem. He was intelligent and would oftentimes respond for other students. He did require extra response time in order to decide which thoughts he would like to express or to decide how to express his ideas. He sometimes had trouble getting his thoughts across and became frustrated or hesitated to answer in order to organize his thoughts. He never lacked ideas, and his difficulties with /r/ did not impede him from responding. If he noticed he had trouble with saying a particular word or sound, he was self-motivated and took it upon himself to improve the articulation of the challenging word or sound.

**Marcos: How we met.** I first met Marcos when he was in kindergarten. Marcos and I had worked together in a small group setting on literacy activities through the integration of science curriculum. His kindergarten teacher had scheduled planting a garden outside her classroom in the spring. This project provided hands-on experiences that led to various authentic learning and writing opportunities. The few weeks we worked together, I observed that Marcos was uninterested in tasks involving pencil or paper. He was not shy about expressing his dislikes. He made it a point to verbalize his dislikes about activities involving writing.

In first grade Marcos qualified for DLL services during the first round selection in August. He was administered the *Instrumento de Observación* (Escamilla et al., 1996) in August and immediately started lessons in September. Marcos was receiving DLL support before his parents gave consent to participate in the study. Data for this study were collected for Marcos from mid-November to mid-January.

One observation I noticed about Marcos was his occasional tardy arrival. I noticed this because I was also arriving late to this school. His family lived in a subdivision zoned for another school, but because the three schools closest to him did not offer bilingual services, he was driven daily to Lincoln Elementary by his mother. The morning commute sometimes caused him to be late. On occasion, if he was driving up as I was arriving, he would walk in with me through a school side door. For the most part Marcos enjoyed attending school and participating in school activities.

It is important that I mention that Marcos's mom delivered a baby girl early in the school year. While I thought this event might impact his behavior in school and his schoolwork, Marcos missed only one day of school. The arrival of his new baby sister was a welcoming event and never appeared to cause a disturbance in his behavior, nor did it seem to cause much adjusting for him. Marcos appeared to be very loving towards his sisters. His mother made sure that he was in school as his education was a priority and that it remained uninterrupted with as few distractions as possible.

When I picked Marcos up for lessons, he would usually drop what he was doing and collect his materials for his lesson. On occasion he brought items to show me important events occurring in his life. Bringing an artifact to lessons was not a regular routine practice for him. If he brought objects, he would spend a great deal of time showing them to me. On those rare occasions, we would write a story from his prop. For example, one time he brought a set of books his mom purchased for him from a visiting author. The books were bilingual and Marcos was excited to show me the many games that were in each book as well as the author's page.

Marcos seldom refused to attend lessons, but it was not unusual for him to sometimes say "Aagghh" in a negative tone if he was engaged in a classroom activity which he did not want to miss. His classroom teacher was very patient and understanding of his need to finish missed assignments and would reassure him he could continue his work upon returning from his DLL lesson. His teacher highlighted his new

accomplishments to me on a daily basis which further motivated him to continue to improve his learning.

From conversations with Marcos, I gathered that adults who interacted with him talked at great length about important upcoming events prior to their happening to provide reassurance and reduce concern. Marcos was usually very willing to share information that was important in his life.

From early lessons, Marcos enjoyed verbally sharing stories that demonstrated new learning and that mentioned his family or extracurricular activities with friends. Marcos also inquired about what other students in DLL were learning. These inquiries made me think that he was gauging his learning, almost like a competition, to hold himself accountable to learn what others were learning and to gauge the pace they were learning.

Marcos was independently determined to improve on his own learning. His mother also worked with him daily to ensure his academic progress and success. He set personal goals for himself to improve on his reading, monitoring, fluency, writing, and pronunciation. He was developing his self-extending system. Marcos successfully completed his lesson series in DLL in mid-January and for that reason, data on him were collected for a shorter time span than for the other students.

The number of moves or units of interaction, which is the number of ideas discussed between the teacher and the child before settling on a composition topic for each set of three lessons, was as follows:

Table 4.57

*Marcos – Number of Moves (Topics Discussed)*

Set	First set of three Beginning of series			Second set of three Middle of series			Third set of three End of series		
	1	2	3	1	2	3	1	2	3
Moves/topics	12	8+3	6	14	9+3	6+3	6	8+3	7

With Marcos, the number of moves over the three sets of lessons shows we covered many topics during our conversations. On average, we covered between eight and ten topics. On four of the nine lessons analyzed, he decided on a topic to write about, and after we began writing his message he continued to discuss more topics, or we engaged in additional units of interaction, which is indicated with a (+) sign. Following will be the sections that describe our interactions and the nature of our interactions.

### **The Nature of our Conversations**

For Marcos and me, the conversation prior to writing provided new insight. Marcos was an eager learner who was excited to try new things all the time. He had many things to say about his family, friends, and important events in his life. He had many likes and dislikes and was not reserved about expressing his sentiments. Adults played a major part in his life to help him feel reassurance in upcoming events or new activities. There is evidence of plenty of give-and-take interactions before writing throughout all three sets of lessons. I tried to initiate topics from previous discussions, and Marcos would engage in the conversation, but as it came time to write, he would balk and divert the conversation to another topic. Writing was perceived by him as a labored task. Marcos

could write and had many stories to tell, but for some reason he felt or believed writing was a challenging task to complete. After listening to our audio recordings I realized that for this student building up his confidence and helping him to see the connection, the reciprocity, between reading, writing, and speaking was going to be important.

### **Overview of Interactions**

With Marcos, I tried to initiate conversations around topics related to his interests, his family, and events occurring in his life. The first set of lessons in the study for Marcos occurred around Thanksgiving. Marcos had a competitive nature in that he wanted to be selected for activities with specialist teachers that visited his classroom. While he was not aware of the services each individual provided, he wanted to be chosen. If he noticed that other peers were selected, he questioned when he might get a turn to go also. Marcos also set personal goals to improve himself, voiced his noticed improvements, and asked if other students were doing the same. I did not respond to his questions that compared his work to other students but rather avoided answering his questions with direct answers.

The oral conversations were easy in comparison to the act of writing. When I asked him if this might be a topic we could write about, he balked and diverted the conversation to another topic. Marcos could hear and record most sounds in words but the task of putting a story on paper caused him to avoid wanting to write. Marcos also asked me questions to change the direction of the conversation. Diverting the conversation was his strategy to avoid writing. I would then revisit previously mentioned

topics, and once he realized that writing was not difficult within the same lesson, he would verbalize his accomplishment and his satisfaction with his effort.

From the nine journal entries analyzed, he primarily wrote about topics that were important and immediate in his life. Four of the nine lessons were about different activities or actions related to his birthday. One journal entry was about a school celebration and one message was about an event with a friend, while three were about gifts from his mom or dad (this extended over two days).

The variety of topics shared between Marcos and me allowed me to get to know Marcos better. I was able to observe the strategies he attempted in order to avoid writing. I was able to self-reflect about how I could keep the many topics focused to help him identify a topic to write in his journal. I also looked at the language or phrases I could use to help him carry the conversation to writing. In this manner we could identify and negotiate which topics were most important to him that he could write about in his journal.

Besides topics of interest, I tried to initiate the conversation by relating to books we had read. Marcos would refuse the topic and I would try another approach. I might present personal events at school, but then he would make excuses about why he did not want to participate. From the transcripts I gathered that he was insecure, and he worried his mother would not be present or bring the foods he wanted. He was aware of his likes and dislikes, and he voiced those concerns during our conversations. Helping him feel at ease about events and then writing was a continuous effort in our lessons.

For Marcos, the middle set of lessons selected for analysis occurred days before leaving for Christmas break. At this point I saw a shift in him and his reaction to writing. I began to notice that he was more self-motivated to set personal goals and to work to achieve them.

Marcos continued to share many different topics and emotions about how he felt about writing. He balked in expressing disapproval of certain topics. In one lesson he might talk about his birthday, his classroom teacher, me, and my daughter, and then realize he did have much to share. He showed his satisfaction with his conversation by saying, “Tengo muchos” (I have many.) At this point it became evident that he was noticing he was capable and that he had many things of value to say. However, in his lessons he still had moments where he reverted to limiting himself, as if not quite confident, but considering bigger possibilities, or maybe not quite yet.

Other observations that continued to surface during this time include the continued comparisons of his work to that of a former classmate. In our lessons Marcos voiced a concern, a worry, about wasting consumables (correction tape). This supply was an integral part of our lesson and availability was almost limitless; however, he expressed a concern about the tape running out. This made me think that perhaps his idea of writing was more about accuracy. I had to be mindful to encourage him that errors are a part of learning and acceptable in the writing process.

The introduction of some of the topics occurred during our walk to my classroom. During the writing portion I asked questions to gather more information and to try to

expand on one of the many topics we had discussed. Marcos was willing to respond but he was also willing to include “... y solo eso” (...and only that.) He limited himself in what he wanted to do. In the same lesson though I was able to see some confidence show through.

Table 4.58

*Marcos Second Set of Three, Lesson 2(a)*

4:30	Muy fácil. Es que ya escribí mucho.	C	Very easy. It’s just that I already wrote a lot.
------	-------------------------------------	---	--

During this time Marcos continued to share about a multitude of topics and events at school. However, his choice for writing was on the topper from his birthday cake.

Marcos continued to make comparisons of his work to that of a former classmate. The formation of some of his letters was part of the conversation as he stated there are other forms of writing his letters. This statement sometimes appeared when he reversed the direction of a letter. He knew enough to say that there was another form of writing it, meaning he would turn the letter in the opposite (flip) direction. In some instances, I provided the magnetic letter to show him the example of the letter he should have in his word.

Marcos was certainly noticing things, and he was verbalizing what he noticed. He was also stating ways in which he resolved the parts that were not solid for him yet. And lastly, he was beginning to take risks with some hesitation but still making attempts.

The end of lesson series for Marcos happened at the middle of January. In analyzing the third set of lessons, I noticed that although we still discussed many topics, there were generally fewer topics discussed than at the beginning of his lesson series.

Table 4.59

*Marcos Third Set of Three, Lesson 1(b)*

3:20	Voltea la “L” al otro lado.	T	Turn the “L” to the other side.
3:21	Uh, el palo chiquito...	C	Uh, the little stick...
3:24	(tape)	T	(tape)
3:25	No hagas la cara así, ¿ok?	C	Don’t make your face like that, ok?
3:26	Ok. Espérate.	T	Ok. Wait.
3:27	Es que, es que me devoque (equivoque).	C	It’s just that, it’s just that I made a mistake.

Marcos was the only student who made comments to me about my facial expressions. He was observant and commented to me when he noticed my surprise or disagreement. At the same time, he was also becoming more aware of his work abilities and was able to self-monitor. While he was not able to verbalize specifically what his errors were, he was able to identify some of his mistakes as part of his self-monitoring.

Our give-and-take negotiations were more natural by way of question-and-answer interactions. His answers appeared more positive as if he were trying to please me, the teacher. There was evidence of confidence in words he was able to write independently for himself. During the writing portion if he had additional thoughts, he would comment freely. I provided placeholders in order to signal to myself his intent to come back to a thought.

Table 4.60

*Marcos Third Set of Three, Lesson 2(c)*

5:50	Table-. Luis también tien- tiene ahorita te digo lo que tiene Luis.	C	Table-. Luis also ha- has in a minute I will tell you what Luis has.
------	---	---	--

I would try to revisit those placeholders to find out what else he might expand. His responses at the end of the writing lesson might include additional dialogue that occurred between him and a friend.

Finally, by this time in his lesson series, he was becoming firm in the topics he wrote in his journal. I would bring up a topic from a previous lesson, and if he felt it was going in a different direction from what he wanted, he would give me an explicit comment by balking such as, "... voy a escribir otra cosa" (I'm going to write another thing). This statement would redirect his story to the initial story he liked. He also expressed confidence stating words he was able to write on his own.

Table 4.61

*Marcos Third Set of Three, Lesson 3(d)*

2:14	Yo ya sé, pr-o-	C	I already know, pr-o-
------	-----------------	---	-----------------------

The integration of several components was coming together for Marcos. He was generating his topics through several negotiations, co-constructing, and self-monitoring. My observations of Marcos at this point still revealed that writing was not his favorite activity, but it was not his least favorite activity either. Marcos was capable of participating in writing with me and in his classroom with some degree of independence.

He also successfully completed his series of lessons in his DLL program earlier than his peers.

### **Co-construction of Messages**

In the next section I will share the numerous ways topics were negotiated for the daily message of the writing journal. Marcos and I co-constructed messages through much negotiation and redirecting of topics. Different techniques contributed to how Marcos and I arrived at and agreed on a message for writing.

The subsequent sections will demonstrate examples of events and actions that helped formulate a message. These examples will also answer the first research question: In what ways are topics of interactions developed through the co-construction of messages in teacher-child conversations before writing?

Marcos and I discussed many different topics during the writing portion of the lesson before he selected a message for his journal (see Table 4.168). Four of the nine stories composed for his writing journal that were analyzed involved preparations and objects for his birthday or things that occurred during or after his party. Three of the nine entries involved objects purchased for him that he highly valued, including books, a tablet, and the tablet case (protección). One of the stories included a friend who was also a classmate. I was fortunate to personally be able to attend some of the functions that took place in and out of school for this student. Personally being able to see these accounts take place helped me to better understand how important each step was for him in some of his stories.

During our lessons I would try to discuss topics I thought might be of interest to a child his age, such as events relevant to his life or school activities. From the transcripts I observed my tendency to ask questions, his reaction of balking at my attempts, and some redirecting of topics previously discussed (either by me or him). Reassurance through affirmation proved to give him some confidence in his ability to compose and write his stories. Marcos also balked (es todo; solo eso; that's all; only that) if he realized we would try to write his story. Then after he saw his daily finished product he realized he was capable as a writer and was pleased with his effort. Marcos was then able to see how much he had to say by the number of words he noticed he could write. Being a vocal child, he also acknowledged his satisfaction with his effort.

**Give-and-take exchanges.** Give-and-take exchanges are the turn-taking responses (Riggenbach, 1999, as cited Fullerton & De Ford, 2001) between the teacher and the child. For this paper, each time a speaker takes a turn speaking, an exchange will have occurred. The number of give-and-take exchanges between the teacher and child dyad for each set of lessons until a topic for the story was determined are shown in Table 4.62.

Table 4.62

*Marcos – Give-and-Take Exchanges*

Set	First set of three Beginning of series			Second set of three Middle of series			Third set of three End of series		
	1	2	3	1	2	3	1	2	3
Lesson									
Exchanges T-C	78	36+33+45	29	65	85	40+42	39	22+14	13+17

The positive sign (+) during the writing segment indicates additional responses that were presented by the student with additional teacher responses. These additional responses were noted for later lessons or as additional information to get to know more about the child regarding likes and dislikes.

The structure of the lesson always began with my turning on the iPad to record this section of the lesson indicating it was writing time. Marcos and I generally did not start with a salutation but rather with an obvious introduction to objects he brought to our lesson or events occurring in his life. For Marcos the give-and-take exchanges varied from lesson to lesson. The first three lessons analyzed occurred on the days surrounding Thanksgiving. There were various levels to our give-and-take exchanges: selection of topics, negotiation of when to write, and building confidence when he was insecure. The give-and-take dance for topics discussed included books he brought to our lesson and games and activities in the books. He asked questions to keep the conversation going in the direction he wanted rather than engage in writing.

Table 4.63

*Marcos First Set of Three, Lesson 1(e)*

1:16	¿Quieres jugar un juego?	C	Do you want to play a game?
1:17	A ver...enséñame.	T	Let's see... show me.
1:18	Un juego... ¿Dónde anda? ...Games	C	A game... Where are they?... Games
1:24	Games y Juegos... tiene los dos... y te dice como jugar.	T	Games y Juegos... it has both... and it tells you how to play.
1:26	Aquí esta. ¿Cuál lopa (ropa) tiene?	C	Here it is. Which clothes does it have?
1:29	mmm-	T	mmm-
1:30	Este	C	This one
1:30	Tienes que encontrar las diferencias.	T	You have to find the differences.

1:32	¿Cuál lopa (ropa) tiene?	C	Which clothes does it have?
1:34	Mira. Fíjate en las dos páginas... ¿Qué es diferente?	T	Look. Look on both pages... What is different?
1:37	No, pero ¿cuál es la misma del libro?	C	No, but, which is the same in the book?
1:38	O ¿Cuál es la misma?	T	Or, which is the same?
1:40	Este.	C	This one.
1:41	Oh... mira, se parece a la tuya.	T	Oh... look, it looks like yours.
1:42	Check...sí...check	C	Check...yes...check
1:47	Muy bien.	T	Very good.
1:48	Aquí... y ¿luego que anda haciendo...este libro?... ¿esto?	C	Here... and, then what is it doing... this book?... This?
1:53	¿Qué es eso?	T	What is that?
1:54	Check	C	Check
1:59	Está muy bien.	T	That is good.
2:00	¿Cómo paso a esto?	C	How do I go to this?
2:00	Me parece muy bien este libro con juegos adentro.	T	I think this is great this book with games inside.
2:03	Todos tienen.	C	They all have them.
2:04	¿Todos tienen juegos adentro?	T	They all have games inside?
2:06	Sí, yo ya jugué este.	C	Yes, I already played this one.
2:07	Muy bien.	T	Very good.
2:09	Porque este ya lo vi el ratero de esta un la-o (lado).	C	Because this one I saw the robber is on the side
2:13	Muy bien... y ¿tu hermana no los ha visto todavía?	T	Very good... and, your sister hasn't seen them yet?
2:15	No	C	No
2:15	Qué bueno que los vas a compartir hoy con...	T	That's good that you're going to share them today with...
2:17	Aquí andan...aquí hay games...otros games. Aquí. Aquí andan. ¿Cómo se llaman los...? Aquí andan todos.	C	Here they are... here are games... other games. Here. Here they are. What are the names of...? Here they are all.
2:29	mm-hmmm	T	mm-hmmm
2:29	Todos los juegos de (xxx). Yo te enseño los juegos de este libro...este.	C	All of the games of (xxx). I will show you the games from this book... this.
2:34	mm-hmmm, Ahora, Marcos	T	mm-hmmm, Now, Marcos
2:35	¿Qué?	C	What?
2:36	Quiero que escribamos un poquito de tus libros hoy en el cuaderno.	T	I want us to write a little about your books today in your

			journal.
2:39	¿Ahorita?	C	Now?
2:39	Sí... porque tú me trajiste una buena sorpresa. Me trajiste dos: primero tus libros y también veo que traes tú... um... tu sombrero de indio. Quiero poner uno de estos cuentos.	T	Yes... because you brought me a good surprise. You brought me two: first your books and also I see you brought your... um... your Indian hat. I want to put one of these stories.
2:49	No pero ya escribimos de eso.	C	No but we already wrote about that.
2:51	Ya escribimos de eso.	T	We already wrote about that.
2:52	(hmmm)	C	(hmmm)
2:52	Entonces hoy vamos a escribir de tus cinco (mmm) libros. ¿Podemos hacer eso?	T	Then today we are going to write about your five (mmm) books. Can we do that?
2:56	Pero lo quiero hacer al ratito. O si...quieres hacerlo tú ahorita.	C	But I want to do that later. Or if... you want to do that right now.
3:00	Ya ahorita. Porque ya vas a ir a comer.	T	Right now. Because you are about to go eat.

The give-and-take exchange was not always manipulated by the teacher. The child would continue to ask questions in order to cause distractions to keep from writing. Initially I allowed him to continue asking questions, with me giving responses. I had to be mindful of the time, maintaining the writing portion to under 10 minutes with the goal of helping him select a topic to write in his journal in our limited time frame.

Table 4.64

*Marcos Second Set of Three, Lesson 2(f)*

0:34	Mmm- podemos escribir otra cosa. Oye. Um, dijo la maestra que van a hacer una fiesta hoy.	T	Mmm- we can write something else. Listen. Um, the teacher said that y'all are going to have a party today.
0:39	Si pero...	C	Yes but...
0:40	¿Vas a comer tú aquí o no?	T	Are you going to eat here or not?
0:41	Si pero algún, poquitas mamás van a ir pero yo, mi mamá no.	C	Yes but some, a few moms are going to go but I, my mom is not.
0:46	That's ok. Ellas no mas van a venir a servirles. Y van, a lo mejor van a traer comida. Pero si viene tu mamá, quiero que me vengas a buscar. ¿Ok?	T	That's ok. They are only going to come serve y'all. And they are, maybe they are going to bring food. But if your mom comes, I want you to come find me. Ok?
0:54	Pero ya no vas a estar.	C	But you're not going to be here.
0:56	Un ratito nada más. Um. ¿Quieres hablar de tu fiesta? ¿Se van a poner la gorra y? Um	T	For a little while only. Um. Do you want to talk about your party? Are you going to wear the hat and? Um
1:02	El chaleco.	C	The vest.
1:02	¿El chaleco? Para comer.	T	The vest? To eat.
1:03	¿Quieres ver el chaleco?	C	Do you want to see the vest?
1:04	Lo quiero ver ahorita que vayamos al cuarto.	T	I want to see it soon when we go to the room.
1:07	Ah, pero yo quiero que te queles (quedes).	C	Ah, but I want you to stay.
1:09	mmm-	T	mmm-
1:10	Un ratito.	C	For a little while.

Table 4.65

*Marcos Second Set of Three, Lesson 2(g)*

2:11	Pero no sé qué. Yo quiero que mi mamá cocine algo. Yo quiero que cocine tamales eso...para que mí.	C	But I don't know what. I want my mom to cook something. I want her to cook tamales that... so that me.
2:17	(gasp) Yo también. Tú tienes mi número de teléfono.	T	(gasp) Me too. You have my phone number.
2:22	No pero, pero pala (para) la escuela. Pala (para)...porque no me gusta nada; de eso.	C	No but, but for the school. But... because I don't like anything; of that.
2:27	¿De qué hace tu mamá los tamales?	T	What kind of tamales does your mom make?
2:29	A pues de todo. Puede, puede calgal (encargar) tamales también.	C	Well of everything. You can, can ask her for tamales too.
2:32	¿Cómo de pollo?	T	Like of chicken?
2:34	Si puede ke-	C	She can ke-
2:35	De carne	T	Of meat
2:35	Si también de chile.	C	And of chile.
2:37	(gasp) No. De chile no porque esos me pican. ¿De frijoles?	T	(gasp) No. Of chile no because those are spicy to me. Of beans?
2:40	Si.	C	Yes.
2:41	¿De dulce? (sweet)	T	Of candy? (sweet)
2:42	No-o-	C	No-o
2:43	Esos no me gustan a mí los de dulce. A mi mamá si le gustan.	T	Those I don't like of candy. My mom likes those.
2:46	So-o-y-y	C	So-o-y-y
2:47	Ok. So dijiste que en la escuela va a haber una fiesta. ¿Quieres poner que tú quieres que tu mamá traiga comida? O ¿Qué ya sabemos que no va a venir? Podemos ponerlo.	T	Ok. So you said that at school there will be a party. Do you want to say that you want your mom to bring some food? Or that we know she isn't coming? We can write that.
2:55	Na, es que yo quiero la 'scuela (escuela) porque a mí no me gusta nada. So-solo voy tomar un jui...una cosa de mi vida, y ya no voy a comer na y luego voy a tenel (tener) hamble (hambre). Y luego mi	C	Na, it's just I want school because I don't like anything. I am only going to drink ju-one thing for my life, and I'm not going to eat anything and

	mamá no me va tlael (traer) tamales.		then I'm going to be hungry. And then my mom isn't going to bring me tamales.
3:09	Y ¿Qué tal si otra mamá trae tamales? ¿No los vas a probar?	T	And what if another mom brings tamales? You're not going to try them?
3:12	Nalie, (nadie) nadie va a traer.	C	Nobody, nobody will bring.
3:13	Nadie...ok. Bueno. Vamos a empezar y luego si tú le quieres agregar más tú le puedes poner más. Ten. En la escuela...	T	Nobody... ok. Well. Let's get started and then if you want to add more you can add more. Here. At the school...

Sometimes finding the topic to write about was not difficult, but rather the actions involved to write the story required work. With Marcos, I tried to link a story from his books to our conversation which he quickly ignored. Festivities at school were topics all students were familiar with, but for Marcos this created more worry and anxiety about what he was going to eat. The give and take involved calming him down to want to participate in the classroom, assuring him I would be in close proximity, and reassuring him that there would be something for him to eat at the celebration, while redirecting him to write his original story.

Table 4.66

*Marcos First Set of Three, Lesson 3(h)*

0:00	Yo quiero...es que...a mi mamá le dije...llame mi maestra.	C	I want... it's just that... I told my mom... call my teacher.
0:05	¿Quieres que, le que...tu maes-, tu ma'?...Le dijiste a tu mamá que quieres que la maestra la llame.	T	Do you want, that, your tea-, your mom?... You told your mom that you want the teacher to call her.
0:10	Sí, si tú quieres algo.	C	Yes, if you want something
0:12	Ok	T	Ok
0:13	Porque tal vez tú quieres algo...y...para...si...si viene mi ma'...tu	C	Because maybe you want something... and... for...if...if your ma' comes...you

0:21	Yo puedo hablar con ella.	T	I can talk to her.
0:23	s- pero no vas a venir porque no tú sabes cuan- cuando le voy a llamar.	C	s- but you aren't going to come because you don't know when I am going to call her.

Table 4.67

*Marcos First Set of Three, Lesson 3(i)*

2:00	Qué bonito cuento tu traes. ¡Wow! Ok. So, vamos a escribir tu cuento.	T	What a nice story you bring. Wow! Ok. So, let's write your story.
2:05	Ahorita te digo lo que...lo que todavía no te digo.	C	In a minute I will tell you... that which I haven't told you yet.
2:08	Ok.	T	Ok.

Other forms of give-and-take exchanges included child verbal manipulation (CVM). On the days when I noticed the child verbally manipulate during the lesson, he seemed to have a story selected but he withheld information. Marcos tried to redirect a topic and offered only enough information to attract my attention by saying, "I will tell you in a minute." In the lessons at the beginning of his series, I did not follow his lead and revisit those small comments, but as they resurfaced in later lessons I took a chance to ask what he wanted to share "in a minute."

For the middle set of lessons the give-and-take exchanges continued though the negotiation of the number of topics and the number of exchanges between the both of us.

Table 4.68

*Marcos Second Set of Three, Lesson 2(j)*

0:11	Hizo... "Tengo la alba mágica" y mi, y mi hermano glande (grande) dijo, "Hay es la mágica. Les voy a pegar. Ya-"	C	She did... "I have the magic alba" and my, my big brother said, "There is the magic. I am going to hit you. Now-"
------	--	---	---

Table 4.69

*Marcos Second Set of Three, Lesson 2(k)*

1:12	La,... e, sí, la espada mágica, y les dije, “Oh, la espada mágica que esta dura. Y que luego le...”	C	The,... e, yes, the magic sword, and I said to them, “Oh, the magic sword that is hard. And that then I...”
1:20	Ok. ¿Cómo l-?	T	Ok. How do I-?
1:21	Yo lo galé (garré).	C	I grabbed it.
1:22	Ok. Ayúdame a componerlo para tu libro.	T	Ok. Help me organize it for your journal.
1:24	No, pero eso lo quiero hacer al ratito.	C	No, but I want to do it later.
1:26	Vamos a hacerlo ahorita porque ya vas ir a comer.	T	Let’s do it right now because you are about to go eat.

Marcos quickly shared his story about an event at his birthday party. As I was listening to him I unintentionally changed a word in his story. He was agreeable with my insertion and continued with his explanation. As we were preparing to write his story in his journal, he added that he wanted to do this later, that is, write his story later. I redirected his suggestion and added that we write now as he would soon be going to lunch. Shortly after we had established a topic, he balked and we changed the topic by revisiting other actions occurring at his birthday party.

Table 4.70

*Marcos Second Set of Three, Lesson 2(l)*

1:28	Ay, pues-	C	Well, then-
1:31	¿Quieres decir la parte que Juliana te cargó, o esa parte no?	T	Do you want to say the part where Juliana carried you, or not that part?
1:36	...No	C	...No
1:37	Porque ya se te andaban cayendo los pantalones y luego se te mojó el calcetín.	T	Because your pants were falling down and then your sock got wet.
1:40	A que...	C	It did...

1:42	(laugh)	T	(laugh)
1:43	No, el razón que...	C	No, the reason that...
1:44	Y andabas descalzo de...	T	And you were barefoot from...
1:44	No, es que, es que... es que así estuve... es que los jugábamos las escondidas.	C	No, it's that, it's that... it's that I was like this... it's that we played hide and seek.
1:49	Sí,	T	Yes,
1:50	Y, Jul-, y me escondía en la... de mi baño y luego, con mi calcetín y luego, aaah, me, me lo mojé.	C	And, Jul-, and I hid in the... from my bathroom and then, with my sock and then, aaah, I, I got it wet.
1:58	Te mojaste de algo, es cierto.	T	You got it wet from something, it's true.

Table 4.71

*Marcos Second Set of Three, Lesson 2(m)*

2:55	Mi calcetín se mojó.	T	My sock got wet.
2:56	Cuando	C	When
2:58	Cuando...	T	When...
3:00	Se	C	It
3:01	se	T	It
3:03	No, cuando estuvimos	C	No, when we were
3:04	(Laugh) cuando estuvimos...-vimos, jugando...	T	(Laugh) when we were... were, playing
3:09	Jugando...la, las	C	Playing... th-, the
3:13	A las escondidas	T	Hide and seek
3:14	A las 'con-, escondi-, 'scon, 'scon	C	Hide and seek
3:18	Mi calcetín se mojó cuando estuvimos jugando a las escondidas.	T	My sock got wet when we were playing hide and seek.
3:22	Sí eso solo.	C	Yes only that.
3:22	En, en mi cumpleaños. ¿O no? ¿Eso no?	T	On, on my birthday. Or not? Not that?
3:24	No.	C	No.
3:25	Ok, está bien así.	T	Ok, it's fine like this.

In this exchange he tried to explain why his sock got wet. He and his guests were playing hide and seek. As I repeated the initial phrase to his story, he co-constructed the remainder of the story by adding words each time I repeated what he said. He negotiated

which words were best for his story. He ended the discussion by telling me that was all he was going to write. In some lessons I tried to push him by adding more phrases as options, but I left that choice open for him to decide. In this case Marcos was not ready to extend his story, and I accepted his decision.

In January, by the end of his lesson series, the transcripts revealed that the give-and-take exchanges led to a discussion, but when it came time to work, Marcos was satisfied with writing a very short story.

Table 4.72

*Marcos Third Set of Three, Lesson 2(n)*

0:45	Muy bien. Muy bien. Ok, so ¿tienes un cuento que quieres decir hoy acerca de tu tableta nueva?	T	Very good. Very good. Ok, so do you have a story to say regarding your new tablet?
0:51	Estoy feliz.	C	I am happy.
0:52	Eso es todo: Estoy feliz. O...	T	That is all: I am happy. Or...
0:54	(laugh)	C	(laugh)
0:55	Estas re-, esta cortito ¿verdad?	T	Are you, it's very short, right?
0:57	Eso está muy chiqui-titititito.	C	That is very, very, very short.

I acknowledged his feelings about his gift and pointed out that his story was short. He too noticed he had little to say in his composed message and laughed about it. I knew Marcos had more to share verbally and helping him to see this connection between what he shared and what he could write was my challenge during the lesson. The following example demonstrates how I continued with probing questions in order to help him expand his story.

Table 4.73

*Marcos Third Set of Three, Lesson 2(o)*

1:07	Hacemos palabras. Ok, so ¿qué vamos a decir? ¿Por qué estas feliz?	T	We make words. Ok, so what are we going to say? Why are you happy?
1:12	Estoy feliz porque tengo ya mi tableta con juegos.	C	I am happy because I have my tablet with games.
1:17	Y en 3 días, le van a poner...	T	And in three days, they are going to put...
1:22	Y le, y 3 días le van a pon-, No	C	And they, and 3 days they are going to put, No
1:25	No	T	No
1:25	Estoy feliz por-, porque mi papá me trajo... estoy feliz porque mi papá me trajo	C	I am happy bec-, because my dad brought me... I am happy because my dad brought me
1:39	Trajo... ¿Qué te trajo? ¿Una tableta? Una tableta; ok. ¿Está bien así o quieres po-pe, ponerle más? Perdón. Estoy feliz porque mi papá me trajo una tableta.	T	Brought... what did he bring you? A tablet? A tablet; ok. Is it ok like that or do you want to add more? Pardon me. I am happy because my dad brought me a tablet.
1:54	Sí, y ya.	C	Yes, and that's all.

To help him extend his story I asked why he was happy, and then he engaged in the conversation contributing that his father brought him a tablet. He also made sure I knew that was all he was going to say. I repeated what he stated and then gave him the option to add more to his story. He was satisfied with adding details about his dad.

Table 4.74

*Marcos Third Set of Three, Lesson 2(p)*

5:50	Table-. Luis también tien- tiene ahorita te digo lo que tiene Luis.	C	Table-. Luis also has, has I will tell you in a minute what Luis has.
5:55	Ok...	T	Ok...
5:58	Estoy feliz porque mi papá me trajo una ta-... ta-ta-ble-ble— (ta) —y no lo sabes	C	I am happy because my dad brought me a ta-... ta-ta-ble-

	cuál película se graba.		ble— (ta) – and you don't know what movie it records.
6:16	No sé.	T	I don't know.
6:16	Ironman 3.	C	Ironman 3.

Though the conversation for our message was a challenge, Marcos was not short on sharing information. He then slowly informed me of movies he could record on his tablet. He multitasked to write his message and share information about his technology device.

Table 4.75

*Marcos Third Set of Three, Lesson 2(q)*

6:29	Ok. ¿Qué me ibas a decir de Luis?	T	Ok. What were you going to tell me about Luis?
6:31	(tra- una) (whispers)	C	(bring one) (whispers)
6:33	¿Qué me ibas a decir de Luis?	T	What were you going to tell me about Luis?
6:34	Ok. Tie-, él tiene una.	C	Ok. He has, he has one.
6:37	¿Le compraron una también?	T	They bought him one too?
6:38	(nods yes)	C	(nods yes)
6:39	¿Sí?	T	Yes?
6:40	Me dice, él me dijo- ¿Quieres conseguir una? Y yo le dije –Sí, pero, mi papá no me, le dije, ¿Por favor traes un algo, como un algo un iPad? Y dijo –No. Y era, y luego me trajo un iPad. Me trajo una tableta.	C	He tells me, he told me- Do you want to get one? And I told him –Yes, but, my dad won't, I told him, please will you bring something, like something like an iPad? And he said- No. And it was, and then he brought me and iPad. He brought me a tablet.
6:55	Muy bien.	T	Very good.
6:56	Me legañó (engañó), era una broma.	C	He tricked me, it was a joke.

Marcos was determined to let me know specifically what he was willing to write, and only that. Once the message for his journal was established he proceeded to add small details in increments. He displayed the will to monitor how much of a story he was willing to take to writing. It took the give-and-take exchanges to help him realize that our

discussions required many exchanges between us, and that I would not settle for minimal effort after our discussion. The give-and-take exchanges gave me the opportunity to see how capable Marcos was in maneuvering several tasks during his writing composition and to reflect on why he used these strategies in writing.

**Flexibility.** The beginning of the conversation before writing was started by me, the teacher. The conversation started with comments of current topics or questions leading to information gathering by me. Marcos was flexible with me in that he heard me present topics and was quick to reject topics through excuses (balk) if they were not of interest to him. The following are examples throughout his lesson series that demonstrated flexibility.

Table 4.76

*Marcos First Set of Three, Lesson 2(r)*

0:34	Mmm- podemos escribir otra cosa. Oye. Um, dijo la maestra que van a hacer una fiesta hoy.	T	Mmm- we can write something else. Listen. Um, the teacher said that you were going to have a party today.
------	---	---	---

Table 4.77

*Marcos First Set of Three, Lesson 2(s)*

1:36	O-k. En la escuela va haber una fiesta. En la escuela...va...	C	O-k. At the school there is going to be a party. At the school... there...
1:48	-va...	T	There...
1:49	ver	C	'll
1:50	Haber	T	Will be
1:51	(haber)	C	(will be)
1:52	Una fiesta	T	A party
1:52	Una fiesta. (xxx)	C	A party. (xxx)
1:57	Fiesta...	T	Party...

1:58	Es fiesta	C	Is party
1:58	Y van a venir-	T	And there will come-
2:03	Solo eso, ya.	C	Only that, now.

I suggested that we write about a celebration they were having at school and on this particular day he was flexible to accept the topic that I initiated. I then proceeded to add a little more detail. I offered a phrase to expand the story but Marcos rejected it by telling me, “Solo eso, ya” (Only that, now.)

Table 4.78

*Marcos First Set of Three, Lesson 2(t)*

6:09	En la escuela va haber...una fiesta...el salón.	C	At the school there will be... a party... the classroom.
6:16	En el salón. –en	T	In the classroom. –in
6:21	En el...salón (sa-lon-lo-o). Qué bueno que escribí más.	C	In the... classroom (whispers). It’s a good thing I wrote more.

Previously I tried to expand his story but he balked and explicitly told me that was all he would write. As we were physically writing his story in his journal, he seemed to be contemplating adding more. When he finished writing his message, he reread it. He gave a short pause and decided to add a short phrase. He was flexible to add more and he was proud of his decision. After the message was recorded in his writing journal, he was usually pleased with his effort and verbally acknowledged his delight in himself.

Table 4.79

*Marcos Second Set of Three, Lesson 1(u)*

2:08	También como el, un cuento como el cuento de adentro. ¿Puedo ‘garrar mi libro? Mira como... hice 2 cuentos en, en la misma hoja. ¿Te recuerdas? De la, vamos a escribir de los 2 cuentos. Mira así cuando yo me patiné y luego me (compró un avión).	B	Also like the, a story like the story inside. Can I get my book? Look like... I made 2 stories on, on the same page. Do you remember? Of the, let’s write about the 2 stories. Like this when I skated and then I (bought a plane).
2:24	Ok, so, vamos a hacerlo hoy.	T	Ok, so, let’s do it today.
2:25	Ok.	C	Ok.
2:25	¿Cómo los quieres acomodar tus 2 cuentos?	T	How do you want to arrange your 2 stories?
2:27	Ay; ok.....lo mejor, solo esto...	C	Oh, ok..... maybe, only that...

Over the next few lessons Marcos was flexible in considering writing more for his message as in a preceding transcript. Whether it was the length of the story or the complexity of the message, he was pleased with his effort. He wanted to attempt to write a compound sentence for his message as he had done on a previous lesson. As we discussed his goal, he realized his goal might be too ambitious for him, and he reconsidered verbally limiting what he might want to write.

Table 4.80

*Marcos Second Set of Three, Lesson 2(v)*

0:11	Hizo... “Tengo la alba mágica” y mi, y mi hermano grande (grande) dijo, “Hay es la mágica. Les voy a pegar. Ya-”	C	She did... “I have the magic alba” and my, my big brother said, “There is the magic. I am going to hit you. Now-”
------	--	---	---

Table 4.81

*Marcos Second Set of Three, Lesson 2(w)*

1:03	Uno de los dos cuentos.	T	One of the two stories.
1:05	Pero, de... yo le pegue y tengo la malo, la, los	C	But, of... I hit him and I have the bad, the, the
1:08	Muy bien.	T	Very good.
1:09	La, mágica	C	The, magic
1:11	¿La espada mágica?	T	The magic sword?
1:12	La,... e, sí, la espada mágica, y les dije, "Oh, la espada mágica que esta dura. Y que luego le..."	C	The,... e, yes, the magic sword, and I said to them, "Oh, the magic sword that is hard. And that then I..."

In the previous two examples Marcos showed flexibility when I misinterpreted the word I heard in his message. He did not stall, but rather he restated his story and proceeded to repeat it in detail for me. Marcos was not only flexible with the complexity of sentences. In the following example, he was willing to change words in his sentence from what he originally shared with me, even if it was accidental. During one particular lesson he came prepared to share his story.

Table 4.82

*Marcos Second Set of Three, Lesson 3(x)*

1:45	También, también ando jugando con mi mono de Superman luego, el de mi pastel.	C	Also, also I am playing with my Superman action figure then, the one from my cake.
------	---	---	--

Table 4.83

*Marcos Second Set of Three, Lesson 3(y)*

2:02	Yo juego con mi mono, Yo juego con mi mono de Superman... y... y... el malo.	C	I play with my action figure, I play with my Superman action figure... and... and... the bad one.
2:21	Y el malo. Ok. So, yo juego con el mono	T	And the bad one. Ok. So, I

	de Superman y el malo. ¿Quién es el malo?		play with my Superman action figure. Who is the bad one?
2:26	Es el negro. Es que tenía...	C	He's the black one. It's just that he had...

Table 4.84

*Marcos Second Set of Three, Lesson 3(z)*

4:10	Na-, quiero llenar la hoja...	C	Na-, I want to fill up the page...
4:11	(tape)	T	(tape)
4:12	...como Andres.	C	...like Andres.

For several days Marcos was intentional about sharing events and objects from his birthday celebration as in the previous transcript. He stated goals he wanted to achieve in comparison to other classmates. The interesting fact is that Marcos compared his gains to a student who was not presently in his class.

Table 4.85

*Marcos Second Set of Three, Lesson 3(aa)*

4:26	Ok. Lee todo tu cuento.	T	Ok. Read all your story.
4:28	Yo jugué con mi mono de Superman...y...	C	I played with my Superman action figure...and...
4:37	El...	T/C	The...
4:39	/m/-ma-malo... (ma-malo), en, en mi casa.	C	/b/-ba-bad one... (bad one), at , at my house.
4:46	En mi casa.	T	At my house.
4:48	e- en mi... ca-sa, casa, m-mucho. Mucho.	C	at my... house, house, a lot. A lot.

In the aforementioned transcript Marcos took small steps to add a phrase to his message. After he added the phrase, he verbally stated his delight in his effort. Examples such as this one allowed him to see his ability to write and extend his story.

Toward the end of his lesson series Marcos continued to engage in conversation and he elected to write a short composition. As I pointed out the brevity of his story, he restated the obvious too, that his story was indeed quite short. I gave him the option to expand his story, and he added details verbally, but he was stern about how much more he wanted to add.

Table 4.86

*Marcos Third Set of Three, Lesson 2(bb)*

0:45	Muy bien. Muy bien. Ok, so ¿tienes un cuento que quieres decir hoy acerca de tu tableta nueva?	T	Very good. Very good. Ok, so do you have a story you want to say today related to your new tablet?
0:51	Estoy feliz.	C	I am happy.

Table 4.87

*Marcos Third Set of Three, Lesson 2(cc)*

1:12	Estoy feliz porque tengo ya mi tableta con juegos.	C	I am happy because now I have my tablet with games.
1:17	Y en 3 días, le van a poner...	T	And in 3 days, they are going to put...
1:22	Y le, y 3 días le van a poner-, No	C	And they, and 3 days they are put-, No
1:25	No	T	No
1:25	Estoy feliz por-, porque mi papá me trajo... estoy feliz porque mi papá me trajo	C	I am happy bec-, because my dad brought me... I am happy because my dad brought me
1:39	Trajo... ¿Qué te trajo? ¿Una tableta? Una tableta; ok. ¿Está bien así o quieres ponerle más? Perdón. Estoy feliz porque mi papá me trajo una tableta.	T	Brought... what did he bring you? A tablet? A tablet; ok. Is it ok like this or do you want to put more? Pardon me. I am happy because my dad brought me a tablet.
1:54	Sí, y ya.	C	Yes, and that's it.

Even when Marcos decided he knew all he was going to write for a message, he remained flexible to expand his story. He was willing to engage in the verbal discussion. As I offered restated phrases from what we had discussed, he continued to repeat and extend his message. Along the way he would make adjustments to his story.

Additionally, he demonstrated flexibility in his letter forms. I believe Marcos was aware he had some letter confusions. The letters that caused him confusions were letters with similar features. The following transcript shows such an example of our exchange. He knew there were letters that looked alike. In such cases if I mentioned an irregularity, he tried to resolve the error by inserting the alternative letter form.

Table 4.88

*Marcos Third Set of Three, Lesson 2(dd)*

3:19	Porque.....	T	Because.....
3:29	Solo la...	C	Only the...
3:31	Se volteó la “p”. Vamos a (laugh) arreglarla. Ok. Vamos a ponerlo acá arriba: “por”	T	The “p” turned around. Let’s (laugh) fix it. Ok. Let’s put it up here: “por”
3:35	(gasp)	C	(gasp)
3:36	Si	T	Yes
3:36	Uu- está bien. No, no, no, no. Tengo una forma.	C	Uu-it’s fine. No, no, no, no. I have a form.

For Marcos this was the solution to some errors. His attempts to resolve incorrect letter forms indicated he had knowledge of possible solutions. Part of the learning process in writing was monitoring one’s message, noticing when something was wrong or figuring out a way to resolve inaccuracies. Marcos was flexible in that he noticed and offered possible solutions.

**Resources.** Typically the students do not bring toys or objects to their lesson although the possibility to bring personal objects is an option. The first time Marcos brought objects to his lesson was the first day we were recording data. One day prior, 11-20-14 (Wednesday), the school was hosting a visiting author who had written bilingual books. The author was promoting a special on the purchase of five books. Marcos's mom was supportive in providing any resources recommended and available to her son. She purchased the five books which he wanted to show me. The same day, in preparation for a friendship feast, the students had been making Native American headdresses. Marcos brought his headdress to his lesson.

The books Marcos brought had many topics to talk about. He wanted to talk about the books, the activities, and the author. His books contained pictures of the author in the back of each book. He continued to add details after he chose his message for his journal. He added details about his books, as well as his headdress.

Table 4.89

*Marcos First Set of Three, Lesson 1(ee)*

3:04	Tiene la foto todos (author's picture). ¿Quieres que te lo enseñe?	C	They all have the picture (author's picture). Do you want me to show you?
3:07	Ahorita que acabemos de escribir. Es el autor. Es cierto. ¿Quieres decir eso? ¿Qué el autor está dentro? ¿La foto de tu autor está dentro del libro?	T	In a minute when we finish writing. It is the author. It's true. Do you want to say that? That the author is inside? The picture of the author is inside?
3:18	¿Puedo contar de mi sombrero? (Feathers on hat have things they are thankful for)	C	Can I talk about my headdress? (Feathers on hat have things they are thankful for)

3:19	Sí. Pongo en la mesa.	T	Yes. Put it on the table.
3:21	Le hice esto. Y mira. Escribí esto.	C	I did this to it. And look. I wrote this.
3:24	Me parece muy bien...las cosas que das gracias. Ok. Vamos a escoger uno de tus cuentos para apuntarlo hoy.	T	I think it is good... the things you are thankful for. Ok. Let's choose one of your stories to write today.

The headdress was part of a writing activity the classroom teacher had asked the students to do. The students were to write something they were thankful for on each feather. For his journal entry, he wrote, “Yo compré cinco libros en la biblioteca.” (I bought five books at the library) after a lengthy conversation.

One other occasion, during the second set of three, Lesson 3, Marcos shared objects from an activity for Christmas around the world. The children were visiting different first-grade classrooms in a rotation. Each classroom represented a different country for which the students learned about traditional customs and then participated in making cultural objects or enacting a custom of that region. When I first went to pick up Marcos for his lesson, he was engaged in the activity, so I waited until he had travelled to all the countries before picking him up for his lesson. I figured he would have much to share during his writing lesson. During our conversation prior to writing, he shared whom he visited and what they did or what they made in those classes. However, much to my surprise on this particular day, he decided to write about the cake topper from his birthday cake.

For Marcos, it was not always necessary for him to bring items for reassurance or to remind him of something to write about. If he brought an item, it was because the item

might be novel or something he was proud of attaining. I believe he brought his new books because our work together was on reading and writing through books. He valued books. The fact that his mother purchased the books for him when he requested them was important to him, and he valued them and what they represented. Marcos was knowledgeable of the games and the activities each book contained. He was also aware of some of the book features included.

**Balks.** Behaviors for balking manifest themselves differently for each student.

What I discovered and observed is that these were strategies each learner used to signal to me that perhaps what I suggested was not what he or she had in mind to do, or to write. I believe that a balk could also indicate for a child that I might be trying to take a risk.

From the first lesson with Marcos, it was evident that writing was not one of his favorite activities to do. His engagement in the books he brought to lessons and his desire to show me all the games in each book was a tactic to distract me from having to write.

Table 4.90

*Marcos First Set of Three, Lesson 1(ff)*

2:56	Pero lo quiero hacer al ratito. O si...quieres hacerlo tú ahorita.	C	But I want to do it in a little while. Or if... you want to do it right now.
3:00	Ya ahorita. Porque ya vas a ir a comer.	T	Right now. Because you are about to go eat.

Table 4.91

*Marcos First Set of Three, Lesson 1(gg)*

4:05	No, no...yo compré un libro, no. Yo compré 5 libros en la biblioteca- solo eso.	C	No, no... I bought one book, no. I bought 5 books at the library- only that.
------	---	---	--

During the first 2:56 minutes of this lesson he and I covered 11 different topics. In trying to help him focus the many topics into one story from the many stories he shared, he then let me know he wanted to do this later. I quickly let him know that right now was my intention. He accepted to write, but then shared he was only willing to write a portion of what he shared in our conversation.

Table 4.92

*Marcos First Set of Three, Lesson 2(hh)*

1:30	Muy bien. Marcos, ayúdame con tu cuento para hoy.	T	Very good. Marcos, help me with your story for today.
1:33	Ok, ¿me dejas pensar?	C	Ok, can you let me think?
1:35	Rápido.	T	Quickly.
1:36	O-k. En la escuela va haber una fiesta. En la escuela...va...	C	O-k. At the school there will be a party. At the school... there...

Another example of the child balking occurred the following day, which was also Lesson 2 from the first set of three. After a lengthy discussion of eight different topics, he expressed concern about the class party and made excuses for the parents attending, his festivity attire, and his need for me to stay. He added “ok, ¿me dejas pensar?” (Ok, can you let me think?) He was requesting wait time. At this point I noticed a pattern from two consecutive lessons and called his name sternly in order to get him to focus on the task of writing. Marcos knew many stories and upon hearing me address him by his name he balked to request think time for him to select the words for his message.

Analyzing the reasons for Marcos’s balking revealed that he did not see the link between his conversation and the selection of a message to write in his journal. He had

many topics to share with details, but when it was time to write, he felt he needed time to think about what he needed to say on paper.

As lessons went on, Marcos began to reveal that he wanted to take risks. One day before he had written a story with a compound sentence. He was pleased with his outcome. On this day he wanted to replicate his work, but upon quick reflection he reconsidered the effort it might take. However, as we repeated the story, he decided to take the risk with the compound sentence. He noticed the quality and quantity of his work, and he was pleased with his decision. Some of the balks were with me and even with himself, but Marcos was good about evaluating his work and also verbalizing his accomplishments, even if he had doubts along the way, as in the following transcript.

Table 4.93

*Marcos Second Set of Three, Lesson 1(ii)*

2:08	También como el, un cuento como el cuento de adentro. ¿Puedo ‘garrar mi libro? Mira como... hice 2 cuentos en, en la misma hoja. ¿Te recuerdas? De la, vamos a escribir de los 2 cuentos. Mira así cuando yo me patiné y luego me (compró un avión).	C	Also like the, a story like the story inside. Can I get my book? Look like... I made 2 stories on, on the same page. Do you remember? Of the, let’s write about the 2 stories. Look like this when I skated and then I (bought a plane).
2:24	Ok, so, vamos a hacerlo hoy.	T	Ok, so, let’s do that today.
2:25	Ok.	C	Ok.
2:25	¿Cómo los quieres acomodar tus 2 cuentos?	T	How do you want to arrange your 2 stories?
2:27	Ay; ok.....lo mejor, solo esto...	C	Ay; ok..... well maybe, only that...

Some days the lessons included a variety of balks that represented different meanings. Such lessons seemed to be charged with lots of emotions and some

manipulation. Days like this required astuteness, patience, and flexibility to maneuver the conversation during the writing lesson.

Table 4.94

*Marcos Second Set of Three, Lesson 2(jj)*

1:22	Ok. Ayúdame a componerlo para tu libro.	T	Ok. Help me to organize it for your journal.
1:24	No, pero eso lo quiero hacer al ratito.	C	No, but I want to do that in a little while.
1:26	Vamos a hacerlo ahorita porque ya vas ir a comer.	T	Let's do it now because you are about to go eat.
1:28	Ay, pues-	C	Ay, well-
1:31	¿Quieres decir la parte que Juliana te cargó, o esa parte no?	T	Do you want to say the part that Juliana carried you, or not that part?
1:36	...No.	C	...No.
1:37	Porque ya se te andaban cayendo los pantalones y luego se te mojó el calcetín.	T	Because your pants were falling down and then your sock got wet.
1:40	A que...	C	It did...
1:42	(laugh)	T	(laugh)
1:43	No, el razón que...	C	No, the reason that...
1:44	Y andabas descalzo de...	T	And you were barefoot from...
1:44	No, es que, es que... es que así estuve... es que los jugábamos las escondidas.	C	No, it's that, it's that... it's that I was like this... it's that we played hide and seek.
1:49	Sí,	T	Yes,
1:50	Y, Jul-, y me escondía en la... de mi baño y luego, con mi calcetín y luego, aaah, me, me lo mojé.	C	And, Jul-, and I hid in the... from my bathroom and then, with my sock and then, aaah, I, I got it wet.

This lesson was inundated with different forms of balking. I attribute these fluctuations to the mood of the day. Marcos sometimes had direct answers that indicated a firm rejection but also to make excuses.

Table 4.95

*Marcos Second Set of Three, Lesson 2(kk)*

2:22	Nah, pero...	C	Nah, but...
2:23	Ayúdame.	T	Help me.
2:23	Pero, voy a pensar.	C	But, I am going to think.

Within the same lesson he added his own think time. While I was curious what he might do with the additional time, I knew that our writing time was limited. I proceeded to give him options between two choices to move the lesson along. His dislike was expressed by smacking his lips to my suggestions. As I restated his choices, he made sure I understood that he was in agreement and that this was all he was going to write.

Table 4.96

*Marcos Second Set of Three, Lesson 2(ll)*

2:25	No. Vamos a escoger uno de los dos cuentos. De la espada o del calcetín.	T	No. Let's choose one of the two stories. About the sword or the sock.
2:29	(smacks lip)	C	(smacks lip)

Table 4.97

*Marcos Second Set of Three, Lesson 2(mm)*

3:18	Mi calcetín se mojó cuando estuvimos jugando a las escondidas.	T	My sock got wet when we were playing hide and seek.
3:22	Si eso solo.	C	Yes only that.

When a lesson like the previous one presented itself, I had to be sure I was prepared to continually redirect the conversation when he did not want to engage and be sure to give him positive affirmation for his efforts. At this point I found it valuable to acknowledge his concerns and turn them into validations. I worked on letting him know that these conversations could also be written down. He never wrote stories that mentioned his

concerns although the tone was evident in our verbal conversation, and this was part of our dialogue.

Following are some patterns of dislike that were evident throughout the lesson. The manifestation of this balk (smacking lips) was to show me his disagreement. He smacked his lips to indicate he did not want to take homework home. In making an error and asking him to turn the letter in the other direction, he smacked his lips in frustration. Last, when I asked him to reread his message he smacked his lips. From the transcripts I gestured to him that I noticed the consistent pattern. He noticed the pattern too and whispered he would not do it again. He proceeded to reread his story.

Table 4.98

*Marcos Second Set of Three, Lesson 3(nn)*

2:40	mm- ¿Voy a hacer esa tarea hoy? Oh, nada más.	C	mm- Am I going to do that homework today? Or just.
2:43	Sí, la vas a llevar.	T	Yes, you are going to take it.
2:44	(smacks lip)	C	(smacks lip)

Table 4.99

*Marcos Second Set of Three, Lesson 3(oo)*

4:07	Al otro lado.	T	The other direction.
4:08	(smacks lip)	C	(smacks lip)

Table 4.100

*Marcos Second Set of Three, Lesson 3(pp)*

5:03	Lee tu cuento primero.	T	Read your story first.
5:04	(smacks lip) Ok... a-a-a-a. (ok, ya no lo voy a hacer) Yo jugué con mi juguete de Superman y el m-malo en mi casa.	C	(smacks lip) Ok... a-a-a-a. (ok, I'm not going to that anymore) I played with my Superman toy and the bad one at my house.

While he continued to carry some of the same balking behaviors across several lessons, he also showed some evidence of observations he made in his work. After a lengthy discussion and many give-and-take exchanges to negotiate what he would write and how much he would write, he noticed that he had done much work. He then confirmed this observation.

Table 4.101

*Marcos Second Set of Three, Lesson 3(qq)*

6:15	Ok. Revísalo todo.	T	Ok. Check it all.
6:17	Es mucho, ¿lle- llené la hoja?	C	It's a lot; Did I fill the page?

Once again Marcos showed evidence of his pride in his work. Though this lesson was consumed with an abundance of exchanges that included a considerable number of balks, he continued to see part of his efforts.

Toward the end of his lesson series Marcos continued to balk, but the reasons he might balk changed in some instances. He would engage in a conversation but then he might balk to indicate he had a topic he wanted to write about rather than follow our conversation.

Table 4.102

*Marcos Third Set of Three, Lesson 3(rr)*

0:29	Ok. Y entonces tú quieres acabar rápido ahorita para, para	T	Ok. And then you want to finish fast now so, so that
0:32	Para que sea líder.	C	So that I can be leader.
0:34	Tú quieres ser líder. Ok. Me quiero apurar entonces. ¿Qué puedo poner hoy?... ¿Qué te vas a apurar rápido para que tú seas el líder?	T	You want to be leader. Ok. I want to hurry then. What can I write today? ... That you are going to hurry quickly so that you can be the leader?

0:40	No, voy a escribir otra cosa.	C	No, I am going to write another thing.
0:41	¿Qué cosa?	T	What else?
0:43	Mi ta-, mi, mi protección ya casi llega para mi tableta y ya, es todo.	C	My ta-, my, my case is about to arrive for my tablet and there, that's all.

Marcos had reasons for completing writing tasks, sharing his stories, and being present in his class. By the end of his lesson series he knew the reason for writing and would balk to indicate he had a specific story in mind for his journal. He would also continue to balk to state “solo eso” (that’s all.) Though he was direct about all he was going to write by what he said to me, he was still willing to add one or two small details to his messages. He simply had to be in control of what was written and how much was written and to be aware and in control of what he was willing to do in his journal.

**Affirmation.** To give a student affirmation is a way of letting him or her know he or she is on the right track in whatever we are asking them to do. In writing with Marcos, I discovered that positively acknowledging all of his attempts was crucial to easing his insecurities about writing. From looking over all the transcripts I also realized that while we engaged in many topics during our conversation time, there might have been a misperception for him with regard to what writing was about. Perhaps he had a misconception about the link between reading, writing, and oral language.

I remained uncertain about what caused Marcos to feel uneasy about writing. Since I knew him in kindergarten, he had expressed a behavior of hesitation toward writing. He had the capacity to generate stories. He could hear and record most sounds in

words. Yet while he was more capable than other students, he struggled with himself in the act of writing.

Table 4.103

*Marcos First Set of Three, Lesson 1(ss)*

3:32	A me gusta...yo creo este cuen-... uno de estos cuentos. Quiero escribil (escribir) esto.	C	I like... I think this stor-... one of these stories. I want to write this.
3:39	Ok. Vamos a escribir de tus cuentos. ¿Qué pongo en mi libro?	T	Ok. Let's write about your stories. What do I put in my book?

After a lengthy conversation which included 12 different topics, he decided on a message. I gave him affirmation with "Ok. Let's write one of your stories."

Table 4.104

*Marcos First Set of Three, Lesson 1(tt)*

4:05	No, no...yo compré un libro, no. Yo compré 5 libros en la biblioteca- solo eso.	C	No, no... I bought one book, no. I bought 5 books at the library- only that.
4:12	Ok.	T	Ok.

Later he restated his story and I accepted the new story. He added the comment that THAT was all he wanted to write. Small victories were milestones for Marcos.

Table 4.105

*Marcos First Set of Three, Lesson 1(uu)*

7:23	Que 'ueno que hoy 'sistimos muy temprano.	C	It's good that today we (inaudible) very early.
7:26	¿Verdad que si?	T	Right?
7:26	Hoy te digo muchos cuentos.	C	Today I told you many stories.

Then at the end of the writing lesson, it was evident that he realized we worked diligently throughout the writing portion. He verbalized that he had many stories to share. He shared his accomplishment for the day.

Table 4.106

*Marcos First Set of Three, Lesson 2(vv)*

2:55	Na, es que yo quiero la 'scuela (escuela) porque a mí no me gusta nada. So-solo voy tomar un jui...una cosa de mi vida, y ya no voy a comer na y luego voy a tenel (tener) hamble (hambre). Y luego mi mamá no me va tlael (traer) tamales.	C	Na, it's just I want school because I don't like anything. I am only going to drink ju- one thing for my life, and I'm not going to eat anything and then I'm going to be hungry. And then my mom isn't going to bring me tamales.
------	---	---	--

In some instances this child showed he had a justification for his worries. His explanation was that he would not be able to eat anything during the class celebration because he wanted his mom to make tamales for him as he did not like many foods. His concern was that he would not be able to eat anything and that he would remain hungry. I acknowledged his concern, and I prompted him to only start his story. By the end of the lesson, I gave him affirmation and asked if that was all he had to say. He decided to add a small phrase and he was proud of himself for writing more. Small hints of affirmation in strategic places helped Marcos see that he was capable of writing good stories despite his anxieties in class.

With Marcos I had to build trust in order for him to share stories that were personal and genuine to him. Genuine praise and affirmation were expressed toward him for sharing personal details. This allowed him to know that everything he shared had value if it was important and worthy of being written down as in the next transcript.

Table 4.107

*Marcos First Set of Three, Lesson 3(ww)*

1:38	Ok. Yo voy a hacer hoy las invitaciones y mañana... voy a traerlas. Yo voy...	C	Ok. I am going to make today the invitations and tomorrow... I am going to bring them. I am going...
------	---	---	--

Table 4.108

*Marcos First Set of Three, Lesson 3(xx)*

2:00	Qué bonito cuento tu traes. ¡Wow! Ok. So, vamos a escribir tu cuento.	T	What a beautiful story you bring. Wow! Ok. So, let's write your story.
------	---	---	--

I tried to be especially obvious when he shared very personal information. I was intentional and explicit by linking my surprise to his statements and my delight for the great stories he shared. I did this to make it apparent to him that this was more of what I wanted him to do.

I continued to give him praise and affirmation for things he was doing that I liked as his lesson series continued. Though sometimes his doubt peered through, Marcos was motivated by his accomplishments.

Table 4.109

*Marcos Second Set of Three, Lesson 1(yy)*

1:51	Tengo, tengo muchos.	C	I have, I have many.
1:52	Yo se. Tenemos...(teacher points to recorder)	T	I know. We have... (teacher points to recorder)
1:53	Tengo como cinco m- ¡hay! Ok.	C	I have like five m- Oh! Ok.
1:56	Vamos a escoger uno...me gustó la broma, y me gusta lo de tu fiesta. Pero la broma...	T	Let's choose one... I liked the joke, and I like that about your party. But the joke...

Table 4.110

*Marcos Second Set of Three, Lesson 1(zz)*

3:06	...mucho	C	...lots
3:07	Ok. So, ya lo tienes tu cuento. Hoy voy a la iglesia. Qué bueno.	T	Ok. So, you already have your story. Today I go to the church. That's good.

He appeared to notice and verbalize he had many stories. I encouraged him to select a story by restating specific examples. By helping him to see the value of the stories he had to share, Marcos was able to verbalize the many things he had to share. There remained a constant struggle for him between limiting his writing and noticing that he had much to say and write. The lack of confidence occasionally crept in, creating self-doubt. He was fearful of the amount of work involved and tried to self-talk himself out of taking risks in his writing.

Table 4.111

*Marcos Second Set of Three, Lesson 2(aaa)*

1:12	La,... e, sí, la espada mágica, y les dije, “Oh, la espada mágica que esta dura. Y que luego le...”	C	The,...e, yes, the magic sword, and I said to them, “Oh, the magic sword that is hard. And that then I...”
1:20	Ok. ¿Cómo l-?	T	Ok. How do I?
1:21	Yo lo galé (garré).	C	I grabbed it.
1:22	Ok. Ayúdame a componerlo para tu libro.	T	Ok. Help me arrange it for your journal.

The transcript above shows that simply stating “ok” goes a long way by providing momentum. Marcos continued to add to his story. Knowing the student was willing to add details, even if only orally, allowed me to know that he was taking new risks in the construction of his story.

Every time I asked Marcos to help me arrange his story was an opportunity for him to formulate his story independently. If he was still unable then, I restated a small portion so he could repeat what I said and he could continue to expand the story in the manner he wished. This strategy for co-constructing made writing more manageable for Marcos when it came to composing his message.

Table 4.112

*Marcos Second Set of Three, Lesson 3(bbb)*

1:55	Vamos a escribir de eso.	C	Let's write about that.
1:56	¿Del monito de pastel? Podemos poner eso.	T	About the action figure on the cake? We can put that.
1:59	Está muy limpio.	C	It's very clean.
2:00	Ok. Ayúdame a escribir tu cuento, pues.	T	Ok. Help me write your story, then.

In the prior transcript I gave Marcos affirmation and directed him to help write his story down. Affirmation in this instance let Marcos know that I accepted his story, and now I expected him to help me.

I continually added short comments of affirmation to maintain the momentum of the conversation. This indicated to Marcos to tell me more. He continued adding details to the conversation.

Table 4.113

*Marcos Third Set of Three, Lesson 1(ccc)*

0:11	Me voy a quedar en la casa de Luis pero mi hermana con una señora que se llama Goya.	C	I am going to stay at Luis's house but my sister with a lady whose name is Goya.
0:16	Ok, so, ¿tú te vas a ir a la casa de Luis?	T	Ok, so, you are going to stay at Luis's house?
0:17	Con Jocel, Jocelyn	C	With Jocel, Jocelyn

0:20	Ok. ¿Y tu hermana, Valeria, se va a ir con una señora que se llama Goya? Jocelyn. Ok.	T	Ok. And your sister, Valeria, is going to go with a lady named Goya? Jocelyn. Ok.
0:25	Tiene muchos niños.	C	She has many kids.
0:26	Ok	T	Ok
0:27	¿Te recuerdas... cuales niñas? La que esta con, Mr. Aberasturi.	C	Do you remember... which girls? The one that is with Mr. Aberasturi.
0:32	Sí, yo sé quién es. Um, ok, so traes un cuento; te vas a ir a quedar a la casa de Luis. ¿Cuándo va a pasar esto?	T	Yes, I knew who she is. Um, ok, so you have a story; you are going to go stay at Luis's house. When is this going to happen?
0:39	El, el primer día que no vamos ir a la escuela.	C	The, the first day that we do not go to school.
0:42	Excelente. Vamos a poner todo eso en tu cuaderno.	T	Excellent. Let's write all that in your journal.

I gave Marcos continuous affirmation to let him know that what he had to say was valid and important to him, and I honored what he contributed. At this point there was a reduction in the number of topics presented. I believe this occurred because the short insertions of affirmation as the conversation developed signaled to Marcos that what he was sharing was valuable. He continued to add details to the story he shared. By restating what he shared and what he was going to write including all the details he mentioned and then co-constructing the message made composing and writing the message manageable for him.

Table 4.114

*Marcos Third Set of Three, Lesson 2(ddd)*

1:39	Trajo... ¿Qué te trajo? ¿Una tableta? Una tableta; ok. ¿Está bien así o quieres po-pe, ponerle más? Perdón. Estoy feliz porque mi papá me trajo una tableta.	T	Brought... what did he bring you? A tablet? A tablet; ok. Is it ok like this or do you want, want to put more? Pardon me. I am happy because my dad brought me a tablet.
1:54	Sí, y ya.	C	Yes, and that's all.
1:55	¿Eso está bien?	T	That is ok?
1:56	Sí.	C	Yes.
1:56	Ok. Vamos a escribirlo. ¡Wow! No puedo esperar para ver tu tableta.	T	Ok. Let's write it down. Wow! I can't wait to see your tablet.

With this example Marcos chose to write about events occurring in his life and things that were important to him. His parents provided resources for him that were academic as well as recreational, but they primarily emphasized the academic value. Marcos was expressive in how he felt about events in his life and writing. He did not hold back on his concerns. By listening to him and his worries, I was able to follow his conversation in many directions and then try to redirect him to familiar stories, offer him choices from what he shared, and show affirmation for however much he was willing to try on any particular day. Finally, praising his efforts and being explicit about what he shared in conversation and then wrote about revealed to him he had many things to say and showed him he was capable of writing his message.

**My misinterpretations.** The reasons a child engages in a particular action can sometimes have a different meaning both for the child and for the teacher. Marcos was a student receiving support for speech, and though he sometimes had trouble because his

spoken words became entangled, the meaning of his message could be understood for the most part. Marcos found alternative ways to arrange the phrases for his explanations. The first day Marcos and I audio recorded our lesson, I initially thought he had many wonderful things to say. In the first 2 ½ minutes of our conversation we covered 11 different topics. It finally dawned on me that I needed to redirect the conversation back to one topic for our written message.

Table 4.115

*Marcos First Set of Three, Lesson 1(eee)*

2:34	mm-hmmm, Ahora, Marcos	T	mm-hmmm, Now, Marcos
2:35	¿Qué?	C	What?
2:36	Quiero que escribamos un poquito de tus libros hoy en el cuaderno.	T	I want us to write a little about your books today in your journal.
2:39	¿Ahorita?	C	Right now?
2:39	Sí...porque tú me trajiste una buena sorpresa. Me trajiste dos: primero tus libros y también veo que traes tú... um... tu sombrero de indio. Quiero poner uno de estos cuentos.	T	Yes... because you brought me a good surprise. You brought me two: first your books and I also see that you brought you... um... your Indian headdress. I want to put one of those stories.

Upon calling his name to get his attention, he again tried to divert the conversation away from having to commit to a topic he might have to write in his journal. He added two more topics related to realia he brought (headdress and books). Whether he knew it or not, he was manipulating the conversation before we wrote, and I had to be mindful to not misinterpret the distractions and different topics initiated in conversation by the child for genuine talk.

On another occasion I did find myself misunderstanding the student, and I had changed the words in his story from (0:03-0:11) *alba mágica* and (1:08-1:21) *espada*

*mágica*. I believe this misinterpretation occurred because I was unfamiliar with the terminology of the topic involved.

Table 4.116

*Marcos Second Set of Three, Lesson 2(fff)*

0:03	Me estabas diciendo hace ratito que mi hija Juliana que te cargó en tu casa.	T	You were telling me a while ago that my daughter Juliana carried you at your house.
0:08	Aahhh, y me pegó.	C	Aahhh, and she hit me.
0:09	Te pegó... ¿Dónde te pegó?	T	She hit you... Where did she hit you?
0:11	Hizo... “Tengo la alba mágica” y mi hermano grande (grande) dijo, “Hay es la mágica. Les voy a pegar. Ya-”	C	She did... “I have the magic alba” and my, my big brother said, “There is the magic. I am going to hit you. Now-”

Table 4.117

*Marcos Second Set of Three, Lesson 2(ggg)*

1:08	Muy bien.	T	Very good.
1:09	La, mágica	C	The, magic
1:11	¿La espada mágica?	T	The magic sword?
1:12	La,... e, sí, la espada mágica, y les dije, “Oh, la espada mágica que esta dura. Y que luego le...”	C	The,...e, yes, the magic sword, and I said to them, “Oh, the magic sword that is hard. And that then I...”
1:20	Ok. ¿Cómo l-?	T	Ok. How do I?
1:21	Yo lo galé (garré).	C	I grabbed it.

As our conversation continued I grasped for the meaning of the discussion and unintentionally changed the words in his story. This change remained only in the oral conversation and did not carry into the writing. However, the conversation expanded and the next part added was what Marcos decided to write about, playing hide and seek and his sock getting wet in the process.

My misunderstanding of what the child said, even if one word during a conversation helped me to reflect on the value of attentive listening and more accurate note-taking. With this student, I was also able to see that the misinterpretation of actions or behaviors can lead to inefficient time management and a lack of focus and purpose during a writing lesson. Sometimes, not even the child understands nor can he or she verbalize why he or she does certain things to cause distractions during the lessons, but it is up to the teacher to be observant and reflective of what occurs in the lesson in order to help the child become a more capable, focused writer.

**Future topics introduced today.** With Marcos persistence sometimes paid off. Getting Marcos to see the link between the stories he shared and the messages in his writing journal was initially a challenge. While negotiating a topic was usually a lengthy process of turn-taking exchanges between us, I continued to make attempts to introduce future topics throughout the lessons, as in the following example.

Table 4.118

*Marcos First Set of Three, Lesson 2(hhh)*

5:58	Polque (porque) aquí solo escribimos cuentos. ¿Muchos?	C	Because here we only write stories. Many?
6:01	Sí.	T	Yes.
6:02	Pero mira.	C	But look.
6:03	Ok. Vamos a terminar este cuento primero y luego puedes mirar los otros que tienes en tu cuaderno.	T	Ok. Let's finish the story first and then you can look at the others you have in your journal.
6:09	En la escuela va haber...una fiesta...el salón.	C	At the school there will be... a party... the classroom.
6:16	En el salón. -en	T	In the classroom. -in
6:21	En el...salón (sa-lon-lo-o). Qué bueno que	C	In the... classroom. It's a

	escribí más.		good thing I wrote more.
6:32	Verdad que sí. Qué bueno que le agregaste un poquito. Good. A ver si cuando regreses me puedes decir que fueron las comidas que comieron. ¿Ok?	T	Right? It's a good thing you added a little. Good. Let's see if when you return you can tell me what foods you ate. Ok?

Marcos stated that all we do here is write stories in this journal. I acknowledged his observation, and he noticed his effort. Then I tried to plant a seed for the future so maybe next time he could tell me more about the foods the parents brought for the class celebration. I did not see Marcos for an entire week as it was Thanksgiving break. Upon his return, we did not revisit this topic again, so I was unable to see if my suggestions might have worked due to the extended amount of time we were out of school and did not have lessons.

Table 4.119

*Marcos First Set of Three, Lesson 3(iii)*

0:28	Es cierto. Yo voy a estar en mi cuarto un ratito. Voy a estar aquí en la escuela también pero tú me puedes buscar. Amm... ¿Tienes algún cuento que me quieres decir hoy? Me estabas diciendo de tu amigo Luis...de tu fiesta.	T	It's true. I am going to be in my room for a little while. I am going to be here at the school also but you can find me. Amm... Do you have a story you want to tell me today? You were telling me about your friend Luis... about your party.
0:40	d-e...es que no es un cuento.	C	o-f... it's just that it's not a story.
0:42	Ya escribimos de tu fiesta.	T	We already wrote about your party.
0:44	Pero...puedo...tengo más cuentos de mi fiesta. Que voy a hacer, las, mi (mis) invitaciones y la tuya.	C	But... I can... I have more stories about my party. That I am going to make, the, my invitations and yours.

With Marcos I did notice some contradictions in our work together. Marcos had much to say in our lesson. After all that work to engage in conversation and after I listened to the audio recordings, I noticed there were instances where I (the teacher) limited his expansions by asking him to select what part of his story he wanted to write. This question suggested to the child to select a part of the conversation to write in his journal rather than encouraging him to write his entire story, which is contradictory to assisting the child to write an elaborate story.

Table 4.120

*Marcos First Set of Three, Lesson 3(jjj)*

1:24	A las personas grandes de tu camión. Muy bien. Ok. So... vas a trabajar con tus invitaciones hoy... y las vas a traer mañana. Y tu mamá te está ayudando a hacerlas...pero no sabes qué hora va a hacer. So,... ¿Qué parte de ese cuento quieres poner hoy en tu libro?	T	To the big people on your bus. Very good. Ok. So... you are going to work on your invitations today... and you are going to bring them tomorrow. And your mom is helping you make them... but you don't know what time it's going to be. So... What part of that story do you want to write in your journal today?
------	---	---	--

At this point I could have salvaged part of his story but instead I restated all the topics he shared. Then I gave him the option to choose only the part of the story he wanted to write. The error was on my part because Marcos had many personal comments to share and I was feeling overwhelmed from the conversation that I limited him in what he could write. However, this information was not permanently lost and could therefore be recalled for later writing sessions.

There were instances where Marcos continued to share topics during the time we were sharing the pen. He asked questions, and I provided answers. He inquired more, and I truthfully responded as in the following example.

Table 4.121

*Marcos Second Set of Three, Lesson 2 (kkk)*

5:42	¿Puedes ir en el cumpleaños de mi hermana?	C	Can you go to my sister's birthday?
5:45	Sí, yo creo que sí.	T	Yes, I think so.
5:46	¿Con tus hijas?	C	With your daughters?
5:47	A lo mejor. Si me invitas. "Jugando"	T	Maybe. If you invite me. "Playing"
5:50	/n/-jugan- jugando. ¿Viste la carta? (letter to Santa Claus)	C	/n/-play-playing. Did you see the letter? (letter to Santa Claus)
5:57	mm-hmm	T	mm-hmm
5:58	A ver ya me regalé lo que me (xxx), lo que le pedí. Mi calcetín se mojó...cuando estuvimos jugando...la escondidas, e-, es-co-co-di-di-	C	Let's see I received what I (xxx), what I asked from him. My sock got wet... when we were playing... hide and seek, e-, es-co-co-di-di

Marcos genuinely asked because he was proud of his effort to write a letter to Santa. This was the first time his mother and I witnessed his potential to write independently for an authentic purpose. Marcos had written Santa a letter making his request without assistance, and everything he wrote was genuine and legible. He was engaged in the conversation without feeling like this was an interrogation. There were other topics he mentioned that I jotted down for future use, though we never revisited them again.

There were other examples where Marcos presented phrases for future topics, but because of my fear of the lesson halting or the conversation going in a different direction

as previously done, I did not allow Marcos to immediately tell me details he wanted to share. When Marcos said (5:58) “ahorita te digo” (I will tell you in a minute), I waited until he finished writing his message in his journal in order to hold him accountable to his committed message, then I would entertain what he wanted to share with me.

For Marcos, by the end of his lesson series, he was presenting his message much sooner in the writing lesson. I restated and presented choices for possible future topics from our conversations.

Table 4.122

*Marcos Third Set of Three, Lesson 1(III)*

1:26	Yo voy a quedarme en, en la casa de Luis en junio.	C	I am going to stay at, at Luis’s house in June.
------	--	---	---

Table 4.123

*Marcos Third Set of Three, Lesson 1(mmm)*

1:48	Ok. Yo voy a quedarme en la casa de Luis el primer día de junio. Y después otro día podemos poner que tu hermana se va ir a quedar ¿con la señora Goya? Y con otros niños.	T	Ok. I am going to stay at Luis’s house on the first day of June. And then another day we can put that your sister is going to stay with Sra. Goya? And with other children.
------	--	---	---

I tried to suggest future topics from prior discussions. Marcos listened to my suggestions, but he continued with his version of the story. Marcos did not revisit this topic regarding his sister as his interest was in staying at his friend’s house. He did, however, mention his friend in a future message as this was an important friend to him.

Throughout the lesson series for Marcos the discussion of different topics remained high. Marcos was able to generate and compose stories for his writing lessons.

Table 4.124

*Marcos Third Set of Three, Lesson 2(nnn)*

5:50	Table-. Luis también tien- tiene ahorita te digo lo que tiene Luis.	C	Table-. Luis also ha-, has in a minute I will tell you what Luis has.
5:55	Ok...	T	Ok...
5:58	Estoy feliz porque mi papá me trajo una ta-... ta-ta-ble-ble— (ta) —y no lo sabes cuál película se graba.	C	I am happy because my dad brought me a ta-...ta-ta-ble-ble—(ta)—and you don't know what movie it records.
6:16	No sé.	T	I don't know.
6:16	Ironman 3.	C	Ironman 3.
6:17	Muy bien. ¿La estabas viendo? Léeme tu cuento.	T	Very good. Were you watching it? Read me your story.
6:23	Estoy feliz porque mi papá me trajo una tableta.	C	I am happy because my dad brought me a tablet.
6:29	Ok. ¿Qué me ibas a decir de Luis?	T	Ok. What were you going to tell me about Luis?
6:31	(tra- una) (whispers)	C	(brought a) (whispers)
6:33	¿Qué me ibas a decir de Luis?	T	What were you going to tell me about Luis?
6:34	Ok. Tie-, él tiene una.	C	Ok. Ha-, he has one.
6:37	¿Le compraron una también?	T	They bought him one also?
6:38	(nods yes)	C	(nods yes)
6:39	¿Sí?	T	Yes?
6:40	Me dice, él me dijo- ¿Quieres conseguir una? Y yo le dije –Sí, pero, mi papá no me, le dije, ¿Por favor traes un algo, como un algo un iPad? Y dijo –No. Y era, y luego me trajo un iPad. Me trajo una tableta.	C	He tells me, he told me, “Do you want to get one?” And I told him, “Yes, but, my dad won't” I told him, “please will you bring a something, like something like an iPad? And he said, “No.” And it was, and then he brought me an iPad. He brought me a tablet.

Table 4.125

*Marcos Third Set of Three, Lesson 2(ooo)*

7:00	Pues eso lo podemos poner mañana, ¿está bien?	T	Well that we can write tomorrow, is that ok?
------	---	---	--

It was fascinating that he had the mental capacity to introduce topics as he wrote his elected story in his journal. He multitasked several topics while writing his story and rereading it. Intrigued, I asked him about a previous topic he mentioned in conversation as he wrote. Because the experience was personal to him, he shared the details of his private conversation with me. I mentioned that this was a story we could revisit on the following day. Marcos did not record this story the following day, though he did extend the story on his tablet and the accessories he was awaiting.

The many topics we discussed could all be revisited for future messages. On a couple of occasions I tried to make suggestions to Marcos, but getting him to commit to a topic was a challenge. He understood he had many things to say, but I still had to work on helping him find a way to make this a mere anticipated part of the lesson.

**Extending our time.** For many of our students there has to be a balance between balking and pride in what the child is able to do. A balk might extend our time to share the pen, but during this time the child has moments where confidence shines through and the child wants to show what he can write on his own.

From the beginning of our lessons, Marcos was observant and he noticed things in his learning during the lesson. Part of this distraction was unintentional, but it contributed

to extending our time. He added verbal comments about the lesson that pleased him and that he liked.

Table 4.126

*Marcos First Set of Three, Lesson 1(ppp)*

4:39	Siempre traes tus cosas para que no se te olvide nada.	C	You always bring your things so you won't forget anything.
------	--	---	--

Table 4.127

*Marcos First Set of Three, Lesson 1(qqq)*

5:46	Siempre...me gusta estos es cue...me gusta este salón porque hago cosas...un algunas divertidas.	C	Always... I like these sto... I like this room because I do things... some fun.
------	--	---	---

Marcos verbalized the reason he liked participating in the lessons. He also stated that he participated in fun activities during his lessons. I believe he felt this way because the lessons were individualized to his strengths, and he was given the choice to select the topics he wanted to write about. I also believe he felt success when he completed writing his message and saw his completed work.

Without knowing he was doing this, he was stating what was occurring around him during the lesson. He quickly noticed the voice lines on the iPad move as his voice fluctuated.

Table 4.128

*Marcos First Set of Three, Lesson 2(rrr)*

0:11	La raya.	C	The line.
0:12	Sí. Esa es tu voz que está marcando. Um	T	Yes. That is your voice it is marking. Um

Table 4.129

*Marcos First Set of Three, Lesson 2(sss)*

1:07	Ah, pero yo quiero que te queles (quedes).	C	Ah, but I want you to stay.
1:09	mmm-	T	mmm-
1:10	Un ratito.	C	For a little while.
1:10	¿Qué tal si acabo mi trabajo y luego me quedo un ratito con ustedes? ¿Está bien? Pero tengo que acabar mi tarea también.	T	What if I finish my work and then I stay a little while with y'all? Is that ok? But I also have to finish my homework.
1:16	¿Cuál es tu tarea?	C	What is your homework?
1:18	Tengo que poner listo para el lunes... cuando regreses.	T	I have to leave ready for Monday... when you return.

He was also direct in saying he wanted me to stay at the school during the day. This comment may have been due to a feeling of trust and comfort, or maybe due to the success he was seeing and feeling during his lessons. Additionally he also asked questions to distract the conversation and extended our time from writing. I think he may have been genuinely interested in what I did when he was not around. After he left from his lesson I “had homework,” which included the analysis of his work and lesson planning for the following day. I do not believe he asked questions to purposely divert the conversation and extend our time together, but the reality was that every curiosity he had was an opportunity to get to know him better.

Marcos’s mom maintained open communication with his classroom teacher.

Marcos was aware of this and initially mentioned this in our lessons.

Table 4.130

*Marcos First Set of Three, Lesson 3(ttt)*

0:00	Yo quiero...es que...a mi mamá le dije...llame mi maestra.	C	I want... it's that... I told my mom... call my teacher.
0:05	¿Quieres que, le que...tu maes-, tu ma'?...Le dijistes a tu mamá que quieres que la maestra la llame.	T	Do you want, that... your tea-, your mom?... You told your mom that you want the teacher to call her.
0:10	Sí, si tú quieres algo.	C	Yes, if you want something.
0:12	Ok.	T	Ok.
0:13	Porque tal vez tú quieres algo...y...para...si...si viene mi ma'...tu	C	Because maybe you want something... and... for... if... if my mom comes... you
0:21	Yo puedo hablar con ella.	T	I can talk to her.
0:23	s- pero no vas a venir porque no tú sabes cuan- cuando le voy a llamar.	C	s- but you're not going to come because you don't know whe-, when I am going to call her.
0:28	Es cierto. Yo voy a estar en mi cuarto un ratito. Voy a estar aquí en la escuela también pero tú me puedes buscar. Amm... ¿Tienes algún cuento que me quieres decir hoy? Me estabas diciendo de tu amigo Luis...de tu fiesta.	T	It's true. I am going to be in my room for a little while. I am going to be here at the school also but you can find me. Amm... Do you have a story you want to tell me today? You were telling me about your friend Luis... about your party.

From our transcripts I sometimes thought he was manipulating the conversation, and I countered what he said. In this case I encouraged him to find me when his mother called if that was the case.

Table 4.131

*Marcos First Set of Three, Lesson 3(uuu)*

2:05	Ahorita te digo lo que...lo que todavía no te digo.	C	In a minute I will tell you... that which I haven't told you yet.
------	---	---	---

Table 4.132

*Marcos First Set of Three, Lesson 3(vvv)*

2:37	También...la “o” no me gusta mucho.	C	Also... I don’t like the “o” much.
2:40	¿Qué tal si sacamos esta página? Lo podemos empezar aquí. Órale. (laugh). “Yo voy” aquí. Bien bonita letra (laugh)	T	What if we take out this page? We can start here. Hurry. (laugh). “I go” here. Very nice letter (laugh)
2:46	Pero eso va acabar las paginas muy rápido	C	But that will waste the pages very fast
2:48	No te preocupes. Tengo más papel en mi cuarto (laugh). Órale. “Yo voy” bonita letra...	T	Don’t worry. I have more paper in my room (laugh). Hurry. “I go” nice letter...

Marcos used various explanations to extend our time. He verbally manipulated the discussions by offering an introduction to something he was going to tell me. If I inquired, the conversation might continue in a different direction. I tried to not question him until he had most of his story started in his journal. He also commented when he did not like the form of the letters he wrote. He made comments that were probably lingering due to his worries about his journal running out of pages. All of these explanations were valid concerns for him that extended our time together. I do not believe he inserted them to delay our work together, but rather that they were rather valid concerns for Marcos.

Some explanations were to extend our time together. Marcos did enjoy the individualized time he received for literacy support. When he attempted to revisit me for writing time, I knew it was to extend his personal time, while also deviating from writing.

Table 4.133

*Marcos Second Set of Three, Lesson 2(www)*

1:24	No, pero eso lo quiero hacer al ratito.	C	No, but I want to do that in a little while.
1:26	Vamos a hacerlo ahorita porque ya vas ir a comer.	T	Let's do it right now because you are about to go eat.

When Marcos presented this suggestion I had to be ready to justify why we needed to write at this time during his lesson. Other students also had lessons to complete, and while I enjoyed spending quality time with each learner, I had to be mindful of the different ways each student tried to distract me from writing in the writing lesson.

Table 4.134

*Marcos Second Set of Three, Lesson 2(xxx)*

2:25	No. Vamos a escoger uno de los dos cuentos. De la espada o del calcetín.	T	No. Let's choose one of the two stories. About the sword or the sock.
2:29	(smacks lip)	C	(smacks lip)
2:29	Que andabas jugando a las escondidas.	T	That you were playing hide and seek.
2:31	Y, la de, de mi abuelita que se llama también Juanita.	C	And, the one, the one about my grandmother whose name is also Juanita.
2:35	Ok. Pues entonces ayúdame porque... yo no sé componer todo ese cuento.	T	Ok. Well then help me because... I don't know how to arrange all of this story.
2:39	Ok... Mi calcetín se mojó en mi cumpleaños.	C	Ok... My sock got wet at my birthday.

Table 4.135

*Marcos Second Set of Three, Lesson 2(yyy)*

5:58	Ahorita te digo lo que (xxx), lo que le pedí. Mi calcetín se mojó...cuando estuvimos jugando...las escondidas, e-, es-co-co-di-di-	C	In a minute I will tell you (xxx), what I asked him for. My sock got wet... when we were playing... hide and seek, e- es-co-co-di-di-
------	--	---	---

In the same lesson Marcos tried to extend our time by repeating topics we had previously mentioned in our conversation. He was also masterful at introducing phrases to keep me asking questions. He tried various strategies for extending our time together.

As Marcos’s lesson series came to an end, he continued to try to extend our time together. He was able to manage several topics as he wrote his message. He continued to offer parts of stories as he talked to me and wrote his message in his journal.

Table 4.136

*Marcos Third Set of Three, Lesson 2 (zzz)*

4:57	Tableta, ta-	T	Tablet, ta-
4:58	Yo, yo ya se ta-blet	C	I, I already know ta-blet
4:49	Oh, perdón, ok. Síguele, tab-	T	Oh, pardon me, ok. Continue, tab-

Table 4.137

*Marcos Third Set of Three, Lesson 2(aaaa)*

5:50	Table-. Luis también tien- tiene ahorita te digo lo que tiene Luis.	C	Table-. Luis also ha- has in a minute I will tell you what Luis has.
------	---	---	--

Table 4.138

*Marcos Third Set of Three, Lesson 2(bbbb)*

6:40	Me dice, él me dijo- ¿Quieres conseguir una? Y yo le dije –Sí, pero, mi papá no me, le dije, ¿Por favor traes un algo, como un algo un iPad? Y dijo –No. Y era, y luego me trajo un iPad. Me trajo una tableta.	C	He tells me, he told me, “Do you want to get one?” And I told him, “Yes, but, my dad won’t” I told him, “please will you bring a something, like something like an iPad? And he said, “No.” And it was, and then he brought me an iPad. He brought me a tablet.
------	---	---	---

The introduction of multiple topics was plainly a way to extend our time in conversation to avoid writing. Sometimes Marcos wanted to spend time in our room, but other times he simply wanted to extend our time sharing more details through dialogue. He took risks often by saying “ahorita te digo” (I will tell you in a minute). This was an opportunity to pick up the conversation and extend it in a different direction for the child in the middle of a conversation. For me, this was an opportunity to get to know him better and possibly offer a topic at a later time.

**Child pride.** Convincing Marcos to view himself as a writer remained a challenge throughout his lesson series. There were, however, glimpses of success and evidence that he caught himself doing more than he expected. Marcos was able to notice that his efforts to write paid off.

Table 4.139

*Marcos First Set of Three, Lesson 2(cccc)*

6:21	En el...salón (sa-lon-lo-o). Qué bueno que escribí más.	C	In the...classroom. It's a good thing I wrote more.
------	---	---	---

Though he made it clear to me that he would only write a certain part of the story, as he wrote, he contemplated adding more. He changed his mind and extended his story. After he was done composing and rereading his message, he stated he was glad he wrote more.

As time went on Marcos and I continued to negotiate which stories he would write and how much of them he would write. Upon reflection though, he was observant to notice his efforts as in the next example.

Table 4.140

*Marcos Second Set of Three, Lesson 3(ddd)*

6:17	Es mucho, ¿lle- llené la hoja?	C	It's a lot; Did I fill the page?
------	--------------------------------	---	----------------------------------

Marcos noticed he was expanding his work, but he was still unsure about what I considered to be a large quantity of work. While in DLL, the amount of writing was not quantitatively measured or emphasized, Marcos was concerned about the amount of words he wrote on the page. Visually, he perceived he wrote a lot by the amount of writing on the page and was proud of his work now compared to his earlier work.

As Marcos became more capable of contributing to his written message in his journal, his confidence grew. He verbally explained what he could do.

Table 4.141

*Marcos Third Set of Three, Lesson 1(eee)*

3:10	Luis (writes "L" backwards). Al otro lado.	T	Luis (writes "L" backwards). The other way.
3:13	Oh. Yo ya sé Luis. Ya sé escribir todo.	C	Oh. I already know Luis. I know how to write everything.
3:17	Espérate. Déjame te doy tape.	T	Wait. Let me give you tape.
3:18	Esta fácil todo, (ya pa')	C	Everything is easy, (ya pa')

Marcos demonstrated confidence in being able to write everything. The success he felt from being able to write words independently gave him confidence to initiate new words in his message and communicate this fact. If he felt capable of writing a word independently, he stated that and made an attempt to write the word for me in his journal.

This is precisely the kind of ownership I was looking for Marcos to take over. He was constantly thinking of ways to write things down for himself on little papers, on his

tablet, in his classroom journal, and in his student journal in DLL. He was finally feeling success as a writer and able to verbally express that success on occasion.

### **Expansion of Language Structures and New Vocabulary**

For this section I will share the ways oral language, language structures, and vocabulary were settled through the conversational interactions prior to the selection of a message. Through our conversation the learner and I co-constructed stories prior to writing. The oral language the child brought, his experiences, and his interests were all contributing elements to the language shared during our conversations. Subsequent subsections show examples of the varying factors that contribute to the message. These subsections will answer the second research question: In what ways do teacher-child conversations prior to writing provide opportunities for the expansion of language structures and new vocabulary?

Marcos was an expert storyteller. He used the time before writing to share many interests to keep from writing. If he had difficulty narrowing his focus, then I redirected previously mentioned topics that did not cause him to worry or to feel anxious. Marcos had a sense of story in him, but he simply had trouble making the link between oral story and writing. The part of writing I assisted him with was in identifying a story each day for his writing journal. He had many great things to share, but the act of writing overwhelmed him. The freedom to choose his topics eventually eased some of his anxiety as discussion of familiar topics allowed him to feel comfortable to add details and ask questions. The success of writing high utility words and important words independently

on paper motivated him to write his thoughts down. In daily retrospect, Marcos was able to observe that he was a capable writer, not only with me, but also transferring his newfound potential to his classroom and at home. He continued to make gains in writing in his classroom after he successfully completed his lesson series from the DLL intervention.

**English for different purposes.** The DLL lesson was conducted in Spanish, which was also the language of instruction for Marcos in the classroom. Some people use all their knowledge of other languages, often translanguaging, to get their point across (Garcia & Menken, 2015; Garcia & Sylvan, 2011). From early lessons I was able to gather that Marcos used English to describe or explain verbally. I also found myself using English to give verbal affirmation.

Table 4.142

*Marcos First Set of Three, Lesson 1(ffff)*

1:01	Les dió un papel. ¿Y luego tu mamá los pidió? ¡Wow! That's wonderful.	T	He gave you a paper. And then your mom ordered them? Wow! That's wonderful.
1:06	Y mi mamá quiere un to-a (toda) mi familia quiero uno, pero yo no quiero...ese es mío.	C	And my mom wants one all my family wants one, but I don't want one... that one is mine.
1:12	¿Qué vamos a escribir de tus nuevos libros?	T	What are we going to write about your new books?
1:14	Puedo leer...	C	I can read...
1:15	Me parece fantástico.	T	I think it's fantastic.
1:16	¿Quieres jugar un juego?	C	Do you want to play a game?
1:17	A ver...enséñame.	T	Let's see... show me.
1:18	Un juego... ¿Dónde anda? ...Games	C	A game... where is it? ...Games
1:24	Games y Juegos... tiene los dos... y te dice como jugar.	T	Games y Juegos... it has both... and it tells you how to play.

Table 4.143

*Marcos First Set of Three, Lesson 1(gggg)*

1:42	Check...sí...check	C	Check...yes...check
1:47	Muy bien.	T	Very good.
1:48	Aquí... y ¿luego que anda haciendo...este libro?... ¿esto?	C	Here... and then what are they doing... this book?... this?
1:53	¿Qué es eso?	T	What is this?
1:54	Check	C	Check

Table 4.144

*Marcos First Set of Three, Lesson 1(hhhh)*

2:17	Aquí andan...aquí hay games...otros games. Aquí. Aquí andan. ¿Cómo se llaman los...? Aquí andan todos.	C	Here they are... here are games...other games. Here. Here they are. What are they called the...? Here they all are.
------	--	---	---

Table 4.145

*Marcos First Set of Three, Lesson 1(iiii)*

6:56	Cuando vayamos en lonch, en lonch, ¿podemos ir al salón, guardal (guardar) mis libritos?	C	When we go to lunch, to lunch, can we go to the classroom, to put away my books?
------	--	---	--

This lesson contained more English than most as I found myself sharing with Marcos what his books contained. Inevitably, as I confirmed what his books read, they contained both Spanish and English. The books were bilingual and contained both languages on the pages. He also used some words that were a mixture of English and Spanish to explain where he was going next (lonch/lunch).

In the moment of a lesson it is sometimes difficult to have readily available words or phrases for every situation. In some lessons the occasional English word might be included, and the child might immediately adopt it into his or her daily repertoire. Such was the case when I tried to let Marcos know that some words had hard to hear sounds, such as consonant blends. Marcos did not feel the word was difficult to write as he heard me pronounce the sounds he could not produce.

Table 4.146

*Marcos First Set of Three, Lesson 3(jjjj)*

5:49	Ok. Esto va hacer un poquito tricky... ok, porque tiene unos sonidos que están pegados. “tra-e-r”... Van a ir dos letras aquí ... “traer”	T	Ok. This is going to be a little tricky... ok, because it has some sounds that are together. “tra-e-r”... There will be two letters here... “traer” (bring)
------	---	---	---

Table 4.147

*Marcos First Set of Three, Lesson 3(kkkk)*

6:13	No son tricky para mi hoy.	C	They are not tricky for me today.
6:15	Para ti no es...ok... “traer.” Póngalo mijo.	T	For you it is not...ok... “traer.” Put it here son.

Later lessons contained the occasional verbal English phrase or words of affirmation. In the second set of lessons, Marcos used English terms to get his ideas across. I also continued to use English to give him praise or affirmation. He also used English words for technology devices as some of the words were only available in English, such as iPad.

Table 4.148

*Marcos Second Set of Three, Lesson 1(III)*

0:19	Yo si la hic-...no, era broma, era...	C	I did it... no, it was a joke, it was...
0:21	I know. Eso me gusta mucho. Eso era buena broma. Esa la podemos escribir hoy. Que tú me hiciste un engaño.	T	I know. I like that very much. That was a good joke. We can write that one today. That you played a joke on me.

Table 4.149

*Marcos Second Set of Three, Lesson 1(mmmm)*

1:04	Voy a, mañana va a ser mi birthday.	C	I'm going to, tomorrow is going to be my birthday.
1:06	¿Mañana va a ser tu fiesta?	T	Your party is going to be tomorrow?

Table 4.150

*Marcos Second Set of Three, Lesson 1(nnnn)*

4:06	Igle-glesia, con la... -angli-... vo-Hoy voy la iglesia...y...y...muy e-scare.	C	Igle-glesia, with the... -angli-... vo- Today I go to the church... and...and... very e-scare.
------	--	---	--

Table 4.151

*Marcos Second Set of Three, Lesson 2(oooo)*

0:40	Joseph, se llama. El que me plestó (prestó) su iPad, el que... cuando, ese.	C	His name, Joseph. The one who loaned me his iPad, the one who... when, that one.
------	---	---	--

Table 4.152

*Marcos Second Set of Three, Lesson 2 (pppp)*

4:39	Mo-jó. Mojó. Ay no. Uy, lo siento.	C	We-t. Wet. Oh no. Uy, I'm sorry.
4:44	That's ok. Léelo otra vez... Lee tu cuento otra vez.	T	That's ok. Read it again... Read your story one more time.

Small phrases continued to be interjected unintentionally by me. Marcos also inserted English words when they were more accessible for the meaning of the message he was trying to get across.

Table 4.153

*Marcos Third Set of Three, Lesson 2 (qqqq)*

0:15	Y, tu papá te regaló algo.	T	And, your dad gave you something.
0:17	Una tableta.	C	A tablet.
0:19	Ok.	T	Ok.
0:20	Una tablet.	C	A tablet.

Table 4.154

*Marcos Third Set of Three, Lesson 2 (rrrr)*

0:24	Mm-hmm ¿pero sabes qué? (xxx) mí me dieron la tableta me van a traer, como 3 días voy a quedarme a esperarme.	C	Mm-hmm but you know what? (xxx) They gave me the tablet they are going to bring, like three days I'm going to stay to wait.
0:34	Muy bien.	T	Very good.
0:34	También la protección.	C	The case also.
0:35	Te van a comprar la protección.	T	They are going to buy you the case.
0:36	Es que yo ya quiero.	C	It's just that I want it now.
0:38	Eh, that's ok. Faltan 3 días. En el fin de semana va llegar.	T	Eh, that's ok. In three days. It will arrive on the weekend.

Table 4.155

*Marcos Third Set of Three, Lesson 2(ssss)*

4:57	Tableta, ta-	T	Tablet, ta-
4:58	Yo, yo ya se ta-blet.	C	I, I already know ta-blet.

Table 4.156

*Marcos Third Set of Three, Lesson 2(tttt)*

5:28	That is tricky, ok. Déjame te lo pongo con lápiz (letter boxes) y tú lo haces con marcador. Ta-BLE-ta... al otro lado, al otro lado...	T	That is tricky, ok. Let me put it with pencil (letter boxes) and you do it with marker. Ta-BLE-ta... the other way, the other way...
------	--	---	--

He went flexibly back and forth between both languages verbally in the same conversation. He used the same word in both languages interchangeably throughout the conversation. However, for the purposes of writing, he slowed down to quickly articulate the letters in the word “tableta” and placed them in letter boxes.

Table 4.157

*Marcos Third Set of Three, Lesson 3(uuuu)*

1:08	Voy así... voy a... texting.	C	I’m going like this...going to...texting.
------	------------------------------	---	---

While Marcos also let me know the different terms he knew for his technology in English, I learned that he brought vocabulary terms to our conversation for the iPad case, “la protección.” Each individual learner brought with him or her new vocabulary related to their topics of interest which I discovered I was sometimes unfamiliar with. What was interesting was that because of their interests, they took it upon themselves to learn the vocabulary related to the topics of interests, which included English if necessary.

**English to self-monitor.** There was minimal evidence of English used for self-monitoring. What was evident was that Marcos was able to monitor, but not verbalize what he was self-monitoring. He knew there was an error, that something was wrong, and that he required correction tape. His insertion of the word “tape” was probably an inadvertent insertion by me, the teacher, due to code-switching, or words commonly used in both languages that Marcos adopted into his language use. In either case, Marcos used the word “tape” to signify a mistake he noticed, and this indicated he wanted to correct it.

Table 4.158

*Marcos First Set of Three, Lesson 2(vvvv)*

3:48	Sh- ¿me das tape?	C	Sh- can you give me tape?
------	-------------------	---	---------------------------

While the DLL lesson is conducted in Spanish, the language of instruction, the occasional limited use of English words or phrases did not hinder the conversation. Marcos used English words only to get his point across if the Spanish word was inaccessible, but was flexible to then use both languages when the Spanish word was offered.

**Pronunciation.** The pronunciation of words was not a principal focus in DLL lessons, but for students who have speech goals the teacher sometimes needed to correctly model the pronunciation of words. The teacher verbally stressed the part of the word the child needed to hear in order to distinguish the sounds and be able to record the omitted sounds. Once the word was in printed form, the child could become more familiar with the visual representation and monitor not only visually but also with auditory discrimination.

Marcos found verbal ways to make himself and his message be understood. While he may not have known the academic word for “author,” he described the writer of the book and located him in the book to describe what he wanted to say.

Table 4.159

*Marcos First Set of Three, Lesson 1(wwww)*

3:04	Tiene la foto todos (author’s picture). ¿Quieres que te lo enseñe?	C	They all have the picture (author’s picture). Do you want me to show you?
3:07	Ahorita que acabemos de escribir. Es el autor. Es cierto. ¿Quieres decir eso? ¿Qué el autor está dentro? ¿La foto de tu autor está dentro del libro?	T	In a minute when we finish writing. He’s the author. It’s true. Do you want to say that? That the author is inside? The picture of the author is inside?
3:18	¿Puedo contar de mi sombrero? (Feathers on hat have things they are thankful for)	C	Can I talk about my headdress? (Feathers on hat have things they are thankful for)
3:19	Sí. Ponlo en la mesa.	T	Yes. Put it on the table.
3:21	Le hice esto. Y mira. Escribí esto.	C	I did this to it. And look. I wrote this.
3:24	Me parece muy bien...las cosas que das gracias. Ok. Vamos a escoger uno de tus cuentos para apuntarlo hoy.	T	I think it is good...the things you are thankful for. Ok. Let’s choose one of your stories to write today.
3:32	A me gusta...yo creo este cuen-... uno de estos cuentos. Quiero escribir (escribir) esto.	C	I like... I think this stor-... one of these stories. I want to write this.
3:39	Ok. Vamos a escribir de tus cuentos. ¿Qué pongo en mi libro?	T	Ok. Let’s write about your stories. What do I put in my book?

Table 4.160

*Marcos First Set of Three, Lesson 1(xxxx)*

3:56	(snaps finger) Hoy me complé (compré) libros de la escuela en la biblioteca.	C	(snaps finger) Today I bought books at school at the library.
4:03	En la biblioteca, y Mr. Brown los tenía para ti.	T	At the library, and Mr. Brown had them for you.
4:05	No, no...yo compré un libro, no. Yo compré 5 libros en la biblioteca- solo eso.	C	No, no...I bought a book, no. I bought 5 books at the library- only that.

Marcos tried to explain “foto todos” (author’s picture). I helped the child with new vocabulary words he might not have readily accessible though he used words within his command to get his point across to me. Later in the same lesson, I noticed that he was having difficulty articulating specific sounds in words. I recast the words to assist with the final sounds and medial blends he was having trouble articulating. Once Marcos chose his story, I slowly articulated the words he had trouble pronouncing. As I slowly articulated the words for him, I stressed the sounds he could not produce. He recorded the sounds in his journal. When Marcos repeated his message back he articulated the difficult sounds in his words.

Because of the personal information I was privy to about his family and school activities, I was able to figure out what Marcos was trying to tell me during most of our conversations. As we discussed his story, I was able to help him co-construct his message from the main gist he offered.

Table 4.161

*Marcos First Set of Three, Lesson 2(yyyy)*

2:29	A pues de todo. Puede, puede calgal (encargar) tamales también.	C	Well of anything. You can, can order tamales too.
2:32	¿Cómo de pollo?	T	Like of chicken?

Table 4.162

*Marcos First Set of Three, Lesson 2(zzzz)*

2:55	Na, es que yo quiero la 'scuela (escuela) porque a mí no me gusta nada. So-solo voy tomar un jui...una cosa de mi vida, y ya no voy a comer na y luego voy a tenel (tener) hamble (hambre). Y luego mi mamá no me va tlael (traer) tamales.	C	Na, it's just I want school because I don't like anything. I am only going to drink ju-one thing for my life, and I'm not going to eat anything and then I'm going to be hungry. And then my mom isn't going to bring me tamales.
------	---	---	---

He mostly had difficulty with the pronunciation of words that included blends with /r/.

The meaning of his message was rarely compromised and though he spoke fast his language could be understood.

Table 4.163

*Marcos Second Set of Three, Lesson 3(zzzz.1)*

0:51	A, (xxx) ayer... con la smadi (Mrs. Dunning) hicimos el zapato y...	C	Yes, (xxx) yesterday... with la smadi (Mrs. Dunning) we made the shoe and...
------	---	---	--

The pronunciation of English proper names presented some problems for Marcos.

However, because I was aware of the activities occurring in the grade level, I was able to decipher whom he was referring to in our conversation.

Table 4.164

*Marcos Third Set of Three, Lesson 1(zzzz.2)*

3:27	Es que, es que me devoqué (equivocé).	C	It's just that, it's just that I was wrong.
------	---------------------------------------	---	---

Some words Marcos said the way he heard them. In trying to verbally self-monitor his work, he articulated the prompt the way he heard it. His mispronunciation of words did not impede him from getting his point across.

Table 4.165

*Marcos Third Set of Three, Lesson 2(zzzz.3)*

6:56	Me legaño (engaño) era una broma.	C	He tricked me it was a joke.
6:57	Era (laugh)	T	It was a (laugh)
6:58	Es que, es que era una sorpresa.	C	It's just that, it's just that it was a surprise.

As with any child his age, Marcos did his best to articulate his message with words accessible to him. He was not afraid of conversations with adults. As a matter of fact, he was comfortable speaking with most adults. He did his best to use words he knew to get his point across, or words that sounded like what he thought meant what he intended (revolcó/revolví).

Table 4.166

*Marcos Third Set of Three, Lesson 3(zzzz.4)*

3:55	Oh, perdón. Tape, tape, tape, espérate. Perdón; “blanca.” Ponlo acá. Al otro lado la /bl/	T	Oh, pardon me. Tape, tape, tape, wait. Pardon me; “blanca.” Put it here. The other direction the /bl/
4:03	Hay, me revolcó (revolví), mucho, solo la pienso de la “d”... (bl---ca-ca-)	C	Oh, I got mixed up, a lot, only I think about the “d”... (bl---ca-ca-)

Mispronouncing words did not prevent Marcos from expressing his thoughts. My attempts to recast words did not distract or confuse him, nor did they interfere with his thoughts. He never went back to repeat the words I recast to him. We simply understood the message he was trying to get across, and that was enough for both of us.

### Summary

Marcos was a student who had many things to talk about. I can only assume that in the beginning of his lesson series his strategy to keep from writing was to keep talking

and keep the conversation going. The time we spent together talking before writing enabled me to get to know him better and to see his skills in avoiding writing. He was interested in sharing about events going on in his life and items that were important to him. He enjoyed sharing topics that made him happy and motivated him. He expressed verbal likes and dislikes but showed evidence only of his likes in his writing journal.

In reflecting on my time with Marcos, I believe he taught me that even young writers have ways of letting themselves be understood and strategies to get that point across. Marcos had vocabulary knowledge that I was unfamiliar with in Spanish. He used English words for technology when there were no words equivalent in Spanish, such as iPad or texting.

Table 4.167

*Marcos Third Set of Three, Lesson 2(zzzz.5)*

0:24	Mm-hmm ¿pero sabes qué? (xx) mí me dieron la tableta me van a traer, como 3 días voy a quedarme a esperarme.	C	Mm-hmm but you know what? (xx) They gave me the tablet they are going to bring, like three days I'm going to stay to wait.
0:34	Muy bien.	T	Very good.
0:34	También la protección.	C	The case also.
0:35	Te van a comprar la protección.	T	They are going to buy you the case.

In this example he presented the context of what he was receiving and then language I was unfamiliar with, “la protección.” As I thought about our conversation I realized this was the word for the casing around the device. He was knowledgeable of topics that interested him and he helped me understand what those topics were.

Due to IRB approval in mid-November, I was not able to analyze data from lessons in Marcos's early program for this study. However, in looking through his writing journal I was able to note the following information about him as a writer over time. In his early lessons he was more dependent on my help and seemed to try to distract the lesson with verbal interruptions. Lesson #11-"Mi mamá me va comprar un disfraz" (My mom is going to buy me a costume.) for Marcos showed evidence of simple sentence structures. As time went on, we still engaged in many exchanges, but he was writing more of his message. Marcos not only expanded the length of his message but also composed more compound sentences, as in Lesson # 51-"Yo voy a hacer invitaciones hoy y mañana las voy a traer" (I am going to make invitations today, and tomorrow I am going to bring them.). By the end of his lesson series, his attempts and goals were more independent and complex. He was exploring with more complex language structures and integrating English into his explanations, as in Lesson #65- "Yo vi la película de Despicable Me 2 y creo que me dormí a las 10 de la noche" (I saw the Despicable Me 2 movie, and I think I went to sleep at 10 at night.) Although all his attempts at English structures were not always accurate, his efforts were noticed and praised because as a language learner he felt comfortable in taking risks. All of these efforts contributed to his literacy development. Marcos successfully completed his lesson series from the intervention before the 20 weeks' timeline. He was able to transfer his new learning in other places besides my classroom. At the end of the school year, he continued to show evidence of growth and independence on his writing ability.

Topics he wrote about included celebrations at school, his birthday preparations, his birthday celebration, cake decorations, time spent with a friend, and items that were purchased for him. The following table shows the messages that were analyzed for this study from Marcos's writing journal from the first set of three, second set of three, and third set of three lessons.

Table 4.168

*Marcos's Messages of Lessons Analyzed*

Student	Week	Date	Message-Spanish	Message- English
C	1	11-21	Yo compré libros en la biblioteca.	I bought books at the library.
C		11-22	En la escuela va haber una fiesta en el salón.	At the school there will be a party in the classroom.
C	2	12-3	Yo voy a hacer invitaciones hoy y mañana las voy a traer.	I am going to make invitations today, and tomorrow I am going to bring them.
C		12-13	Hoy voy la iglesia y voy a hacer las bolsas de mi cumpleaños.	Today I go church and I am going to make baggies for my birthday.
C	4	12-16	Mi calcetín se mojó cuando estuvimos jugando las escondidas.	My sock got wet when we were playing hide and seek.
C		12-17	Yo juego con mi mono de Superman y el malo en mi casa mucho.	I play with my Superman action figure and the bad one at my house a lot.
C		1-14	Yo voy a quedarme en la casa de Luis el primer día de junio.	I am going to stay at Luis's house on the first day of June.
C	7	1-21	Estoy feliz porque mi papá me trajo una tableta.	I am happy because my dad brought me a tablet.
C		1-22	Mi protección ya casi llega para mi tableta blanca.	My (protection) case is almost here for my white tablet.

### **Case Study Three - Monica**

Monica is a Hispanic female. She is tall for her age and is quiet in general. She is the older of two children, enjoyed school, and was very compliant to complete anything academic asked of her. She often took her time to respond to questions and frequently was satisfied with giving nonverbal responses. She regularly took advantage of the wait time given to her for responses. She appeared to lack the confidence to respond even when she knew the answers to questions to the point that she was painfully quiet. Her family was supportive and involved in her education.

**Special circumstances.** Monica did not receive any special services in school for disabilities. She did however receive small group literacy support during the first semester of first grade. During the second semester of first grade, she qualified for DLL literacy support as she was still identified as at risk. Her initial small group lessons were begun in the classroom with me, the teacher, pushing in to provide small group guided reading instruction. The group size was adjusted to accommodate the rate of progress the students made and the dynamics of the group including participation and to fit the activities occurring in the classroom.

In the fall there were two girls in the group and three boys. The boys responded loudly in the group, as did one of the girls. Although Monica worked at the same rate as the boys in the group, she was quite reserved in participating. She was more at ease working with the other female student and the group then split into two groups, a boy group and a girl group. While Monica was comfortable working with the other female

student, they were not at the same level. Monica continued to be extremely quiet when responding. For the initial part of the lesson, the girls worked together. Then the instruction was split to assist each student on her individual goals in literacy. While the other student worked on monitoring for meaning, one-to-one correspondence, the initial parts of words and pronunciation, Monica was focusing on monitoring one-to-one, reading fluently, and reading louder. As previously mentioned, small group literacy support began in the classroom, but depending on the classroom activities the remainder of the class was working on, we would sometimes move our small group into the hallway to be able to hear what Monica was saying or reading in her books. She required more time to become comfortable speaking around her classmates, and because she was so quiet in class she usually stayed behind the group to allow me to hear her, to talk to me, or just share any thoughts without feeling pressured to talk.

Monica's classroom teacher expressed her concern for Monica's quiet demeanor in class and inability to respond quickly in front of her classmates. I took this information into consideration when working with her to help her gain confidence in responding in class, to get to know her, and to help her practice responding in general. The entire time I worked with Monica I made mental and anecdotal notes of my observations of her in different situations where she was more at ease in responding or interacting in order to try to help her feel at ease to talk.

**Monica: How we met.** I first met Monica in kindergarten. She was not the most at-risk student, but her teacher felt she could benefit from the targeted attention of a small

group setting. In kindergarten, Monica shared the classroom with a cousin who was loud and displayed acts of behavior considered immature for this age. Monica was the opposite of her cousin as she was quiet, observant, and compliant. While Monica was in one of my literacy small groups, she did not require much attention for writing at the time. She participated and documented her work about the garden they planted.

In first grade Monica did not qualify for first round DLL services because she did not have the most at-risk scores. However, her beginning of year assessment did indicate she was at risk and could benefit from additional literacy small group support. Monica began her small group literacy support from September through mid-February. In mid-February, Monica was reassessed with *Instrumento de Observación* (Escamilla et al., 1996), and she qualified for DLL. Her parents gave consent immediately after being selected for DLL services.

Observations I noticed about Monica were that she enjoyed the individualized time during lessons. The topics she selected for discussion included family. She loved her little sister very much, her baby cousins, and family. We wrote about them often in our lessons. She also asked me personal questions about my own children, and she cared much about her work.

Monica quickly learned the structure of the lesson and the daily expectations. During most school activities and daily routines at school, she participated but she remained very quiet. There was, however, an occasion that Monica showed different behaviors, a district-wide celebration for all the Reading Recovery and DLL readers,

which Monica, her mother, and little sister attended. Monica's mom had purchased her a new dress and shoes to attend the function. At the beginning of the event, Monica was waiting quietly with her family. Her mom was also very quiet and spent the evening standing alone away from the other families. I would walk over to her to visit, but she would not interact with any of the other parents at the celebration. I had encouraged Monica and her family to visit the stations where book characters were listening to other first-grade readers, eating refreshments, and reading to district administrators. Monica and her family quickly visited the stations and returned to their original location designated for our school. When they returned, I introduced Monica to my teenage daughter. Monica quickly took my daughter by the hand and asked her to take her to visit the stations again. This particular evening was the only time I saw Monica take charge, speak loudly, and interact freely with other people. There were other school celebrations and public places where I ran into Monica and her family, but I never saw her interact like that again. I did ask her mom once if Monica was always so quiet, and she commented that at home she talked a lot. At the time I asked, I did not believe Monica's mom, but after this incident, I knew there must be places where Monica felt free to express herself, but school did not appear to be one of those places.

Monica knew a lot about reading and writing, but because she came across as painfully shy and she did not take an initiative to respond aloud, it appeared as though she might be at risk. Monica could write most letters with ease. She had good

penmanship and could write most words by slowly articulating under her breath (sub articulating) the sounds.

At the beginning of the lesson series, I asked a lot of questions to get information from Monica. My initial goal for her was to build trust with her so she would naturally share her stories without me asking so many questions. She was a person of few words and many nonverbal responses. Our conversation usually occurred as we walked to the room after I picked her up. I might be talking about a topic or asking questions, and if she had something to share, she would usually tell me at that point and keep the discussion brief. Later in the lesson when I tried to bring a topic up during our writing portion, it was not so easy to weave our previous topics into a conversation. This was where I struggled by asking her many questions as she was a child who did not naturally engage in conversation.

The number of moves or units of interactions is the number of ideas discussed before settling on a composition topic. Following are the number of ideas for each set of lessons:

Table 4.169

*Monica – Number of Moves (Topics Discussed)*

Set	First set of three Beginning of series			Second set of three Middle of series			Third set of three End of series		
	1	2	3	1	2	3	1	2	3
Moves/topics	6+2	4+4	5+2	15+2	8	4+1	4	4	9+4

For Monica, the number of moves did not diminish over time. The moves, or units of interactions to reach a topic, were between seven and eight. However, with Monica I noticed that in six of the nine lessons she continued to add different topics after we decided on her message. A (+) sign indicates additional topics mentioned after we decided on the composed message. The subsequent sections will describe in further detail those interactions (nature of the interactions).

### **The Nature of our Conversations**

For Monica and me the conversation prior to writing provided a different awareness. Monica was a sweet student with a quiet demeanor and few things to say about things that mattered most to her, especially her family. Monica was unique in that she liked school and liked to learn although this did not appear evident to her classroom teacher. Monica liked to please her teachers but did not require this fact to be public knowledge. She loved her family, was proud of her accomplishments, and demonstrated her abilities by applying what she learned without too many words. She only shared verbally what was absolutely necessary.

Throughout the three sets of lessons, there was evidence of interrogation. I would initiate topics during the writing portion of the lesson through questions. Monica would respond with nonverbal responses, mostly nods or one-word answers. At times I would offer ideas of topics previously discussed hoping she might continue, but she would simply redirect the topic to events that were of significance to her. Monica was perfectly content with the individualized time she had during her literacy lessons.

After looking over the transcripts with Monica, I realized that knowing her and her family on a more personal level could have expanded our conversations more. The audio recording with this student made me think I only knew her on a surface level when compared to the other students in the study. Though I knew a lot about her, I did not feel like we were close and personal like the other students.

### **Overview of Interactions**

Getting to know what was important to Monica was not difficult as her family was evidenced in many of her journal entries through her choice of topics for writing. As Monica and I had the opportunity to work together one-to-one, I discovered through the audio recordings that our conversations included teacher talk with some child nonverbal responses. I either had to document those nonverbal responses well in my field notes, and/or cue the child to respond verbally. I realized that the verbal reminders on my part were to remind the child to verbally respond and to also help the child become comfortable at responding in other places that were not my room or not with me. Monica's classroom teacher had expressed concern about the lack of participation and response and the extended wait time it took for Monica to respond in front of her peers. However, such a focus on verbal response was not an accurate indicator of her lack of understanding, but rather a personal preference which the child did not intentionally choose to display. Instead, Monica was a quiet student who was satisfied with remaining quiet and absorbing the knowledge from activities happening around her. From her

journal stories that were analyzed, six of the nine were about family members and outings or celebrations with family members.

Monica was a student who did not require extensive discussion on a multitude of topics. Our conversation usually started on our walk to my classroom. At this time I gathered ideas that I could later bring up during the writing portion. During the writing part of the lesson I usually began with a salutation and asked her if there was anything in particular that occurred which she might want to write about. My approach with Monica was different from the other students because I knew her choice of topics would be primarily about family and the events that occurred outside of the academic school day. I tried to keep in mind that important events in her life at school could also be writing topics, but I did not push those topics on her, as they did not naturally surface in our conversations with frequency. I tried to follow her interests or bring up family members and events she had mentioned and on occasion I mentioned school events I was aware of. While she might offer a phrase for a topic, it became quickly obvious that restating phrases or co-constructing a message would ease the formulation of her story. As she wrote, I could hear the uncertainty in her voice as she verbalized the next word in a questioning tone, to which I repeated in a firm voice to confirm an answer.

Observations made during the first set of lessons include the following type of responses. Monica's responses were one-word answers or short phrases to questions I asked. She also would give nonverbal responses for yes or no answers. I would then recast the response inserted in a question and add other details in order to give an

example of a response in a complete sentence. There was also evidence of insecurity from Monica as she spoke with pauses. I would then repeat her responses in fluent phrases to model how I wanted her to sound.

Other observations included questions made by Monica as well as statements. She was quick to try what I modeled for her with regard to using statements although this was also not consistent. I immediately gave affirmation in order to encourage her to continue this pattern. I also restated phrases she gave and paused to wait for her in order that she would chime in and co-construct the story together. Monica showed signs of trust as she shared small bits of personal information, such as her birthday. As I continued to add personal information she engaged and inquired about my daughter to gather information for herself.

The pattern that evolved from here was that Monica offered a phrase at the beginning of the writing lesson, and from there I asked questions in order to help her expand her stories. Monica responded to the cues as I restated portions she offered and we both co-constructed her message.

The middle lessons analyzed for Monica occurred at the end of March and the beginning of April. I continued to greet her at the beginning of her writing lessons and expressed to her how happy I was to see her. I tried to initiate a personal topic to which she responded with an important event in her life. I continued to ask questions in order to gather information about her and her family, but these questions expanded the topic in

too many other directions. Monica held on to the main topic, but I changed part of her story. It was still important to her, but I simply interrogated too much.

Observations revealed that she still reverted to the nonverbal response of nodding on occasion. I tried to elicit verbal responses by looking away and telling her, “no te entiendo” (I don’t understand.) I also noticed myself prompting her to hurry as she physically wrote. During this time I gave her affirmation for the things she was doing that I liked during any part of the lesson to encourage her to continue.

Family was a theme that remained constant and important. A pattern that was appearing again was the consistency of teacher-child co-construction of stories. We would take turns repeating phrases, inserting wait time for the other to respond and then expanding the story with an added phrase.

For Monica, the end of lesson series occurred the first half of May. I noticed that although salutations were how we began our lesson, some of our conversations were now being introduced on our way to my classroom instead of just the topic introduction. Monica was quick and to the point in our conversation. If I wanted more information, I had to ask questions, and she was brief in her responses.

Monica was capable of writing most of her stories independently. She required a little help on words with irregular spelling patterns. She slowly articulated her words in syllables and consonant blends in order to record them.

By this time in her lesson series, we seldom engaged in question-and-answer patterns for selecting a topic. Our question-and-answer exchanges were to gather

information from each other in order to get to know each other better. There were many topics at one point, but this was rare, and questions came from both Monica and me. She was genuinely interested in finding out more about me and my family. I responded truthfully. When we finally got the personal talk out of the way, she knew what she wanted to write about, and she proceeded to tell me her message for her journal. I found it interesting that though she was quiet she asked only what she needed to in order to gather the information she wanted.

### **Co-construction of Messages**

In this section I demonstrate the manner in which topics were established for the daily message. Monica and I co-constructed messages through unique interactions for her. Little variation contributed to how the message was created for this student. The subsequent subsections show examples of the kinds of exchanges that assisted Monica in the formation of her message. These subsections also answered the first research question: In what ways are topics of interest developed through the co-construction of messages in teacher-child conversations before writing?

For Monica, the majority of topics discussed in her journal entries included family (see Table 4.201). Six of the nine stories composed included family members. Two of the nine stories were about teachers, and one of the nine stories was about an event that happened to other students. I think that Monica's shyness, or quiet manner, was also complemented by her observation skills of the world and things that were important to her. Monica was an observer of life around her. Her family was most

important, especially her little sister, and she was satisfied by how she fit into the daily occurrences. Her quiet nature though was a bother and concern for some teachers, and this view was expressed as a deficit that could have negative outcomes for her.

In our daily lessons I tried to engage in conversations with Monica by asking questions about her family or school activities as well as about friends. From the transcripts, I observed that I did much of the talking/questioning by asking questions. Monica responded with nonverbal responses or short answers. Though she was capable of recording most letter sounds, she still appealed by responding the correct answer through a questioning tone. I believe her success was evident in writing when it entailed writing about family and family festivities. Her messages allowed her to write stories and practice inserting familiar words arranged in different manners or in varied phrases, but also trying new words. The co-construction of stories for Monica and me was through repeating phrases and allowing her to extend the story by adding phrases for added details. This strategy allowed her to hear what she had already established.

**Give-and-take exchanges.** Give-and-take exchanges are the turn-taking responses (Riggenbach, 1999, as cited Fullerton & De Ford, 2001) between the teacher and the child. For this paper, each time a speaker takes a turn speaking, an exchange will have occurred. The number of give-and-take exchanges between the teacher and child dyad for each set of three lessons until a topic for the story was determined was as follows.

Table 4.170

*Monica – Give-and-Take Exchanges*

Set	First set of three Beginning of series			Second set of three Middle of series			Third set of three End of series		
	1	2	3	1	2	3	1	2	3
Lesson									
Exchanges T-C	22+11+66	22+119	31+67	44	18+20	30	14	34	24+8

The positive sign (+) indicates the child or teacher added responses through words or phrases after a topic had been selected for her writing journal.

The daily structure for the lessons with Monica included either me or Monica turning on the iPad, a salutation, and me (the teacher) asking questions to begin the conversation. Monica’s first three lessons began in mid-February.

Table 4.171

*Monica First Set of Three, Lesson 1(a)*

0:06	Bien. Ok, um. Pues este fin de semana yo no te vi porque no había escuela. ¿Tienes algo que pasó en tu, en tu fin de semana que quieres compartir conmigo?... Piensa. Tienes que hablar conmigo. Dime en palabras. ¿Sí? Algo que pasó..... ¿Qué estabas haciendo con tu familia?...	T	Good. Ok, um. Well this weekend I didn’t see you because we didn’t have school. Do you have something that happened on your, on your weekend that you want to share with me?... Think. You have to talk to me. Tell me in words. Yes? Something that happened..... What were you doing with your family?...
0:34	Jugando	D	Playing

I encouraged Monica to respond with words. I offered extensions to her story by offering choices in the form of phrases. Monica then began responding in short phrases or one-word responses.

Table 4.172

*Monica First Set of Three, Lesson 3(b)*

0:02	Ok Monica. Me da mucho gusto que has regresado... ¿Qué podemos poner hoy? ¿Qué ha pasado desde la última vez que no te vi?	T	Ok Monica. I am so glad that you have returned... What can we put today? What has happened since the last time I didn't see you?
0:10	Ah,... Mi hermana	D	Ah,... My sister
0:13	Mm-hmm. ¿Ella estaba en la casa ayer cuando tú estabas enferma?...	T	Mm-hmm. Was she at home yesterday when you were sick?
0:17	(nods yes)	D	(nods yes)
0:18	No te entiendo.	T	I don't understand you.
0:19	Sí.	D	Yes.
0:20	¿Sí? ¿Qué andaban haciendo tú y tu hermana?	T	Yes? What were you doing you and your sister?
0:23	Mi hermana le dolía su panza-	D	My sister's stomach hurt-
0:25	Oh.	T	Oh.
0:26	-porque comió mucha Sabrita picosa.	D	-because she ate many spicy Sabrita.
0:29	Sabrita picosa, ¿Qué es eso?	T	Spicy Sabrita, What is that?
0:31	Sabritas de chile verde.	D	Sabritas of green chili. (pepper)
0:33	¡Oh! ¿Quieres escribir de eso?	T	Oh! Do you want to write about that?
0:36	(nods yes)	D	(nods yes)
0:36	Y n-, y cuando estaba malita ¿no más tenía que estar acostada, o, jugaron tú y ella?... ¿Qué pasó ayer?	T	And n-, and when she was sick did she have to stay in bed, or, did you and she play?... What happened yesterday?
0:45	Jugamos.	D	We played.
0:46	Jugaron. Ok, so sentía mala pero, se quedaron en la casa y jugaron juntas ¿verdad? Ok, so, voy a decir que mi hermanita	T	You played. Ok, so felt bad but, you stay at the house and played together, right? Ok, so, I'm going to say that my little sister
0:55	Y...	D	And...
0:57	¿Qué me dijiste, que le dolía la panza?	T	What did you tell me, that her stomach hurt?
0:59	Ah-ja.	D	Ah-ha.

Monica had a story to share, but she required some nudging which required questioning. During our walk to my room, she briefly mentioned her sister, but no other details were offered. Again in the writing portion, she only offered a word or phrase. As I asked her questions, she responded and added details.

In a short amount of time, the give-and-take exchange took a shift. I knew Monica had something to share as I began to initiate what I personally wanted to share, and she interjected with her story.

Table 4.173

*Monica Second Set of Three, Lesson 1(c)*

0:03	¿Sí? Qué bueno. Me da mucho gusto de verte hoy. Um, Yo te quería platicar un poquito de lo que pasó este fin de semana...	T	Yes? Very good. I am so glad to see you today. Um, I wanted to talk to you a little about what happened this weekend...
0:13	Yo y mi mamá fuimos, digo, Yo y Haley fuimos, a la misa.	D	Me and my mom went, I mean, Haley and I went, to mass.

This was a wonderful surprise that I did not have to begin the lesson by prompting with questions. I did, however, continue to ask questions to gather more information as Monica was direct and brief and only shared what was minimally necessary. Monica continued to struggle to elaborate verbally on her stories in our dialogue. Once I gathered enough information from her, I encouraged her to restate her message. I did this by

initiating a phrase from her message and waiting with a pause to give her time to add the following phrase, as in the next example:

Table 4.174

*Monica Second Set of Three, Lesson 3(d)*

0:12	Mi tía--	D	My aunt--
0:16	Tu tía ¿Qué?	T	Your aunt what?
0:18	Me traje un pastel.	D	Brought me a cake.
0:20	¿De dónde?...	T	From where?...
0:23	De la Azteca.	D	From Azteca.
0:24	Muy bien. ¿Y por qué te traje un pastel?	T	Very good. And why did she bring you a cake?
0:27	Para mi cumpleaños.	D	For my birthday.

Table 4.175

*Monica Second Set of Three, Lesson 3(e)*

0:35	Excelente. Vamos a ponerlo. ¿Quién era tu tía? ¿Cuál tía era?	T	Excellent. Let's write it. Who was your aunt? Which aunt was it?
0:40	Leti.	D	Leti.
0:41	Leti, ok, so mi tía Leti; Ayúdame.	T	Leti, ok, so my aunt Leti; Help me.
0:44	Mi tía Leti	D	My aunt Leti
0:47	Leti-- ¿así? ¿O con "y"?--	T	Leti—like this? Or with "y"?
0:51	No se.	D	I don't know.
0:52	Ok. Me dices mañana si me equivoco. Mi tía Leti	T	Ok. Tell me tomorrow if I was wrong. My aunt Leti
0:56	Mee traje...	D	Brought me...
1:00	Un pastel	T	A cake
1:01	Un pastel—para	D	A cake—for
1:04	mm-hmm	T	mm-hmm
1:05	Mi cumpleaños.	D	My birthday.

Helping Monica get started with the writing composition was the charge. She had the story, but did not seem confident about what to write or how much to write.

Monica and I engaged in conversation prior to writing about daily events. We both had opportunities to ask questions, and Monica took advantage of the opportunity and asked questions about my daughters. I felt it necessary to ask her if she had something to share at the beginning of many lessons because she was so quiet, and I was often unsure.

Table 4.176

*Monica Third Set of Three, Lesson 3(f)*

0:56	¿Sí? Lo siento mucho- Ok muchacha pues nos falta escribir de hoy.... ¿Tienes algo que me quieres compartir?-	T	Yes? I am so sorry- Ok gal well we need to write about today... Do you have something you want to share with me?
1:06	Si.	D	Yes.
1:07	A ver, pláticame--	T	Let's see, talk to me--
1:09	A-----	D	A-----
1:14	¿Qué estás pensando?-----	T	What are you thinking? ----- --
1:27	Ayer—unos, unos niños- andaban—afuera en el parque.	D	Yesterday—some, some kids were--- outside in the park.

Because she was so quiet, I did not want to influence her choice of topics. By asking her if she had something to share, I felt she could initiate a topic without having to write about something I introduced. She decided to share about an event that occurred with some children outside the previous day in the playground.

**Flexibility.** In an attempt to begin the conversation with Monica, I would try to ask questions or use personal examples from my life with my daughters to make connections. I would also remind her to use words for responses in place of nods. I tried to not look directly at her so she would need to verbally respond even though I could see her through my peripheral vision.

Monica demonstrated flexibility from the beginning in that I expected her to respond verbally. She challenged herself to respond and with each response she mimicked the examples provided. I would imagine that for a student who was comfortable being quiet, being required to respond verbally required some feelings of anxiety.

Table 4.177

*Monica First Set of Three, Lesson 1(g)*

0:06	Bien. Ok, um. Pues este fin de semana yo no te vi porque no había escuela. ¿Tienes algo que pasó en tu, en tu fin de semana que quieres compartir conmigo?... Piensa. Tienes que hablar conmigo. Dime en palabras. ¿Sí? Algo que pasó..... ¿Qué estabas haciendo con tu familia?...	T	Good. Ok, um. Well this weekend I didn't see you because we didn't have school. Do you have something that happened on your, on your weekend that you want to share with me?... Think. You have to talk to me. Tell me in words. Yes? Something that happened..... What were you doing with your family?...
0:34	Jugando	D	Playing

Table 4.178

*Monica First Set of Three, Lesson 1(h)*

1:23	Yo... y Haley	D	Me... and Haley
1:27	Yo y Haley	T	Me and Haley
1:29	Fuimos	D	Went
1:30	mm-hmm	T	mm-hmm
1:31	Al parque con... mi... familia.	D	To the park with...my...family.

Table 4.179

*Monica First Set of Three, Lesson 1(i)*

2:05	¿Verdad que sí? Está bien lindo. Ok. So podemos decir que, Yo y Haley fuimos al parque con mi familia, y puedes también, si tenemos tiempo, poner que, comieron carne en el parque; hicieron carne asada. Ok muchacha, vamos a empezarlo pues. ¿Está bien ese cuento? ¿Sí? Tienes que hablar conmigo, ¿ok?... ok, ten. Yo y Haley...	T	Right? It is very cute. Ok. So we can say that, Me and Haley went to the park with my family, and you can also, if we have time, put that, you ate meat at the park; you cooked out. Ok gal, let's start it then. Is that story ok? Yes? You have to talk to me, ok?... ok, here. Me and Haley...
------	--	---	---

Table 4.180

*Monica First Set of Three, Lesson 1(j)*

5:57	Ok. Léelo todo a ver si que-, a ver si es todo, o si quieres ponerle más.	T	Ok. Read it all to see if, to see if it's all, or if you want to add more.
6:01	Yo y Haley fuimos al parque con mi familia y	D	Me and Haley went to the park with my family and
6:11	Y....	T	And...
6:16	hicimos	D	we made
6:17	Hicimos. Yo te ayudo con "hicimos." Es una palabra larga "hicimos."	T	We made. I will help you with "hicimos." It's a long word "hicimos."
6:23	Carne	D	Meat
6:24	Carne...	T	Meat...
6:27	/c-----/ carne... en	D	/c-----/ carne...at
6:37	en.....	T	at.....
6:46	El	D	The
6:47	¿En el parque o en la parrilla? Como tú quieras... ¿en el parque? Ok, "el"...	T	At the park or on the grill? Whichever you want...at the park? Ok, "the"...
6:55	El	D	The
6:56	El..... parque	T	The.....park
7:02	Parque, /p-/	D	Park, /p-/

Monica started our conversation with one-word responses to my invitation to talk. She answered my questions and slowly added a phrase. As I recast what she told me, she added yet another phrase to her message. Part of helping Monica select a story for her journal included asking questions and offering her choices. Helping her organize her message by restating and pausing helped her be flexible in phrases she could add. By the end of the lesson, she was adding her own phrases as she reread her composed message. As she wrote, she usually had time to think “on the run” of possible phrases she could add in order to extend her story.

Table 4.181

*Monica Second Set of Three, Lesson 2(k)*

0:18	Ah, Mi mamá me compró... unos tacones...	D	Ah, my mom bought me... some heels...
0:28	¿Por qué te compró tacones?...	T	Why did she buy you heels?
0:31	Para mi cumpleaños.	D	For my birthday.
0:33	¿Es tu regalo o es para tu vestido?..	T	What is your gift or were they for your dress?..
0:36	Para mi vestido.	D	For my dress.

Monica demonstrated flexibility in changing phrases in her story. Her original story was perfectly acceptable. I thought she might write it with both phrases, but ultimately it was up to her and her message. Monica showed that she was flexible in verbally sharing her story, but she was not always ready or willing to write down everything from our conversation in her journal. Even though we negotiated talking about her mom buying her some high heels for her birthday, she wrote that her mom bought her high heels for her dress. Ultimately, the final decision of the composed message was up to Monica.

Table 4.182

*Monica Third Set of Three, Lesson 3(l)*

0:29	Yo sí, estaba- en la calle- y estaba lloviendo bien fuerte, y me mojé toda.-----	T	I was, on the street and it was raining real hard, and I got all soaked.-----
0:39	¿Y Nicole?	D	And Nicole?
0:41	Nicole estaba aquí con ustedes. Juliana andaba conmigo. La llevé al doctor.-	T	Nicole was here with y'all. Juliana was with me. I took her to the doctor.-
0:45	Por- ¿se enfermó?--	D	For- did she get sick?--
0:47	No, le- arreglaron los dientes---- Tu todavía andas malita ¿verdad?--	T	No, they fixed her teeth---- You're still a little sick, right?--
0:55	(nods yes)	D	(nods yes)

By the end of lessons, Monica demonstrated flexibility by asking questions for her own interest. While the entire beginning conversation was about one general topic, she inquired about what she needed to know and then selected her topic related to our conversation. It intrigued me that I asked questions to get to know my students, but so did they. Finally, throughout all her lesson series, Monica was flexible to co-construct her message by taking turns restating phrases. This turn-taking practice gave the story momentum and broke the conversation task into smaller, manageable phrases for the child.

**Resources.** For Monica, toys and objects were not a part of our DLL lessons. However, at the beginning of her series Lesson 2, Monica did make a request for magnetic letters. For DLL, working with magnetic letters is part of the lesson structure. Monica enjoyed manipulating the magnetic letters, and as a result she surprised me by taking initiative and making a bold request for a set of letters.

Table 4.183

*Monica First Set of Three, Lesson 2(m)*

0:00	Mm-hmm. Para ustedes. Para que- puedan usar letras... um, so me gusta que me acabas de preguntar que donde conseguí todas esas letras. Son para ustedes, las compré.	T	Mm-hmm. For y'all. So y'all can use letters... um, so I like that you just finished asking me where I got all those letters. They're for y'all, I bought them.
0:10	Yo quiero unas.	D	I want some.
0:11	¿Quieres unas letras? A lo mejor después consigo unas, para que juegues en tu casa. ¿Está bien? ¿Quieres que tengan imán atrás?	T	You want some letters? Maybe later I will get some, so you can play at your house. Is that ok? Do you want them to have magnets on the back?
0:18	Sí.	D	Yes.
0:18	¿O sin imán?	T	Or without a magnet?
0:20	Imán.	D	Magnet.
0:20	Con imán. Ok, voy a buscarte unas. A ver si tengo unas por ahí, y te las mando a tu casa. Y tú puedes hacer palabras y quebrarlas. ¿Ok? ¿Está bien?	T	With magnet. Ok, I will find you some. I'll see if I have some around here, and I will send them to your house. And you can make words and break them. Ok? Is that ok?
0:29	Sí.	D	Yes.
0:30	Ok, ¿Quieres escribir de eso en tu cuaderno hoy?	T	Ok, Do you want to write about that in your journal today?
0:32	Sí.	D	Yes.

Knowing that Monica was quiet by nature and observing what risk she was taking to make a request for something revealed to me that she knew what she wanted. This one example was rare and possibly one of the only occasions she was willing to take a risk. Magnetic letters remained a part of the lessons for letter sorting and making and breaking words in the DLL lesson. After this one occurrence, the magnetic letters were not a topic of discussion again.

**Balks.** Some children are malleable and willing to try new things in learning without resisting. Monica was one of these students and expressed minimal balks in our conversation. The following was the only example of her demonstrating a balk in a lesson.

Table 4.184

*Monica First Set of Three, Lesson 2(n)*

2:03	¿Y te van a hacer una fiesta? Wow. Me vas a tener que decir todos los detalles. Ok.	T	And are they going to make you a party? Wow. You are going to have to tell me all the details. Ok.
2:08	No.	D	No.

After Monica had decided on a message, but before she wrote it in her journal, she shared that her birthday was coming up soon. I asked questions to become informed about her celebration, telling her she would have to share details with me, but she negated my request for information with a firm balk. She rarely verbally expressed not wanting to share, so I simply made note of this instance where I noticed her balk and deny my request.

Monica rarely expressed resistance or dislike for the different topics in our conversations. For Monica, the one time she balked, I believe she did it out of embarrassment to share what her birthday celebration might be like. She did not like to draw attention to herself, though she liked being present in school and family events. Just being present made her happy. The pressure from teachers to respond verbally in academic settings (me and/or the classroom teacher) could have contributed to the response she gave me in this instance (silence/nonverbal response in the classroom).

Though she did display only one example of a balk related to her birthday throughout the entire study, she did on two other occasions willingly write about her birthday celebration. Her birthday was important to her, and so were the people present.

**Balks as wait time.** There were several times when Monica seemed to hesitate in her talk to have time to think. As she was about to respond, she would initiate a sound or word to signal she was still thinking. It was evident that Monica was trying to respond, but sometimes the search for the perfect words took her a while. To help Monica, I either probed with questions or offered phrases as options for her to choose to keep the conversation moving.

**Affirmation.** For Monica, affirmation was vital to build her confidence to talk. Though Monica was smart and capable of conversing she kept her thoughts quiet and within herself. From the transcripts her limited conversation also demonstrated doubt. Positive praise at critical points highlighted behaviors I wanted her to continue to display.

Table 4.185

*Monica First Set of Three, Lesson 1(o)*

1:01	Evento. Parque. Mm-hmm. ¿Qué quieres decirme?..... Piénsalo. ¿Cómo lo podemos escribir en tu cuaderno?... Va a estar bien bonita toda la semana. La, a lo mejor en las tardes puedes ir a jugar con tu hermana, ¿verdad? ¿Sí? ¿Qué podemos decir?...	T	Event. Park. Mm-hmm. What do you want to tell me?..... Think about it. How can we write it in your journal?... It's going to be a really nice week. The, maybe in the afternoons you can go play with your sister, right? Yes? What can we say?...
1:23	Yo... y Haley	D	Me... and Haley
1:27	Yo y Haley	T	Me and Haley
1:29	Fuimos	D	Went
1:30	mm-hmm	T	mm-hmm

1:31	Al parque con... mi... familia.	D	To the park with... my... family.
1:41	Con mi familia. ¿Fueron por un ratito o mucho, o mucho tiempo?...	T	With my family. Did you go for a little while or a lot, or a lot of time?
1:48	Mucho tiempo.	D	A lot of time.
1:49	¿Comieron allí también?	T	Did you eat there also?
1:50	(nods yes)	D	(nods yes)
1:51	¿Sí? ¿Qué llevaron?	T	Yes? What did you take?
1:54	Carne.	D	Meat.
1:54	Oh my gosh, ¿hicieron carne asada?	T	Oh my gosh, did you cook out?
1:55	(nods yes)	D	(nods yes)
1:56	Que bien. Ay, me encanta cuando van de paseos. ¿Celebraron algo o nada más porque estaba bonito el día?	T	That's great. Oh, I like when you go on outings. Did you celebrate something or did you just go because it was a nice day?

From the transcripts I was able to confirm that I showed affirmation through my excitement about what she shared with me. Monica reverted to nonverbal responses or one-word responses. I went further to explain my excitement for the time she was able to spend with her family during the cookouts. So I would ask questions to gather more details about what they did on their outings. Every contribution she gave was praised.

Table 4.186

*Monica Second Set of Three, Lesson 2(p)*

1:01	Ayer- mi mamá me compró unos tacones--- en.... en la... tienda.	D	Yesterday- my mom bought me some heels--- at... at the... store.
1:20	Tienda, en la tienda. Ok: Ayer mi mamá me compró unos tacones— (10 o'clock bell rings) en la tienda. Vamos a ponerlo...	T	Store, at the store. Ok: Yesterday my mom bought me some heels—(10 o'clock bell rings) at the store. Let's write it...

Though she was quick and to the point, I provided affirmation by telling her we should write her message down in her journal. Acknowledging her contribution and being

explicit about what to do with the information allowed Monica to see what she could do with the information she shared with me and modelling the message for her.

Table 4.187

*Monica Second Set of Three, Lesson 2(q)*

4:12	La tapa... Ayer mi mamá me compró unos tacones para mi vestido.	D	The lid... Yesterday my mom bought me some heels for my dress.
4:22	Muy bien. Um, y, ¿De qué color son tus zapatos?	T	Very good. Um, and, what color are your shoes?
4:27	Negros.	D	Black.
4:27	Negros. ¿Y de qué color es tu vestido?	T	Black. And what color is your dress?
4:30	Negro con blanco.	D	Black with white.
4:31	Ay, te vas a ver bien elegante. Quiero ver cómo te miras en tu fiesta. ¿Ok? Si te toman retratos... ¿Está bien? Ok.	T	Oh, you are going to look very elegant. I want to see how you look at your party. Ok? If they take pictures of you... Is that alright? Ok.

It was not necessary to write every bit of our conversation in her journal, but the mere conversation to practice talking could still extend her story. The oral language conversations were to extend her stories and practice talking. Just having a conversation was acceptable even if it was not written in her journal.

In another example Monica was happy to share that her aunt bought her a cake for her birthday. Monica did not write all the details in her journal. Even though I was aware of more information regarding her cake, she only documented what she was comfortable writing, and for that lesson with this student, that was enough.

Table 4.188

*Monica Second Set of Three, Lesson 3(r)*

0:10	¿Qué pasó?--	T	What happened?--
0:12	Mi tía--	D	Your aunt--
0:16	Tu tía ¿Qué?	T	Your aunt what?
0:18	Me traje un pastel.	D	Brought me a cake.
0:20	¿De dónde?...	T	From where?...
0:23	De la Azteca.	D	From Azteca.
0:24	Muy bien. ¿Y por qué te traje un pastel?	T	Very good. And why did she bring you a cake?
0:27	Para mi cumpleaños.	D	For my birthday.
0:28	Vamos a poner eso-- ¿Todos comieron de él?	T	Let's write that—Everyone ate from it?
0:32	Sí.	D	Yes.
0:33	¿Era el pastel que te, que tu querías?	T	Was it the cake that, that you wanted?
0:34	(nods yes)	D	(nods yes)
0:35	Excelente. Vamos a ponerlo. ¿Quién era tu tía? ¿Cuál tía era?	T	Excellent. Let's write it. Who was your aunt? Which aunt was it?

I gave Monica affirmation in small doses. Some days the conversation was limited, and more persuading had to be done to help her formulate her message. I let her know that each detail she added made her story more interesting. From that point on she wrote additional details in her journal.

Table 4.189

*Monica Third Set of Three, Lesson 1(s)*

0:42	Ok, so ¿Qué quieres decir acerca de eso? ¿Te gustaría poner eso en tu cuaderno?—Yo pienso que eso es fabuloso, que le trajiste flores-- ¿Cómo lo podemos poner?-	T	OK, so what do you want to say related to that? Would you like to write that in your journal?—I think that is fabulous, that you brought her flowers—How can we write that?-
0:50	Hoy--- Hoy yoo le traje—a mi maestra-flores.	D	Today---Today I-ii brought—my teacher flowers.

By the end of lessons, I gave Monica affirmation to indicate that I thought what she did for her classroom teacher was a good thing. Perhaps she felt torn between what she did for her classroom teacher and did not want me to find out. She was shy about sharing this detail with me, but another classmate spoke for her. I then encouraged her that things that occurred in the classroom were acceptable topics for her to also write about.

Table 4.190

*Monica Third Set of Three, Lesson 2(t)*

0:13	Ok. ¿Qué me puedes platicar de eso?— Algo que te gustó de la fiesta-----	T	Ok. What can you tell me about that?—Something that you liked about the party-----
------	---	---	--

Table 4.191

*Monica Third Set of Three, Lesson 2(u)*

1:14	mm-hmm-----	T	mm-hmm-----
1:25	Abel-	D	Abel-
1:26	Ok-- ¿Es todo? O ¿no ibas a escribir del brincolín?-	T	Ok—Is that all? Or were you going to write about the bounce house?-
1:31	Sí----- yyy----y- había- bri-	D	Yes-----and----and- there was- boun
1:47	¿Un brincolín?	T	A bounce house?
1:48	Un brincolín	D	A bounce house
1:49	Ok, so el viernes fue el cumpleaños de mi primo-	T	Ok, so Friday was my cousin's birthday-
1:51	Abel-	D	Abel-
1:52	Abel- y- había-	T	Abel- and- there was-
1:55	Y había- un	D	And there was- a
1:57	un-	T	a
1:58	Brincolín	D	Bounce house
2:00	Brincolín- fantástico. Vamos a ponerlo---- - Me gusta mucho que te divertiste este fin de semana--- Órale----	T	Bounce house- Fantastic. Let's write it----- I like it that you had a fun time this weekend--- quickly----

In the preceding example, I gave affirmation and acknowledged the story Monica chose to show her that she was on the right track. I gave her affirmation to tell her that I was glad she had fun during the weekend. She needed constant positive feedback to know that what she was involved in were events that were acceptable to discuss and write about. At this point in her lesson series, we were more comfortable co-constructing her message with my restating phrases so she could extend her story, a pattern that propelled us forward to help her co-construct her message. I provided affirmation where I saw she needed positive feedback, and I explicitly told her which parts she should write down after we talked, continually restating words and phrases to remind her of her message.

Table 4.192

*Monica Third Set of Three, Lesson 3(v)*

2:00	Oh, ok. Muy bien. Entonces ¿quieres escribir de eso?- ¿Qué a unos niños les tocó ir al parque?—Ayer.	T	Oh, ok. Very good. Then do you want to write about that? - That some kids got to go to the park?—Yesterday.
2:06	Y se mojaron.	D	And they got wet.
2:07	(gasp) ¿De veras?- pues qué bueno que no fuiste entonces. Yo no quería que tú te mojaras la ropa... vamos a poner eso ¿ok?- Ten. Rapidito.	T	(gasp) Really? - Well it's good that you didn't go then. I didn't want you to get your clothes wet... let's write that, ok? Here. Quickly.

In the prior example, I provided affirmation letting her know that what she told me was good. Monica added more information to her message independently. I provided affirmation through gasps to add my reaction and interest. I personalized my reaction to her and her decision-making. Then I prompted her to write quickly so we might not forget her story (I did have it written down in my lesson records).

By the end of the lesson asking Monica questions and interjecting with an occasional affirmation gave her enough encouragement to add details to her story. She knew what was important to her and just needed a little validation that what she had to share about her life in writing was important and acceptable. She knew I enjoyed listening to her stories, and as she repeated her story to me, she offered more details in small doses.

**My misinterpretations.** Monica was a quiet child by nature. She was a student who did not require speech services as her oral language was comprehensible. She was simply quiet, and this was sometimes misinterpreted by others as a lack of understanding.

I had the opportunity to work with Monica in small groups during the fall semester of the school year. Monica's classroom teacher had expressed concerns for her quiet demeanor and lack of response in the class during whole-group time. In small group interactions with Monica, I was able to observe that she was listening, but that she was shy about responding in front of larger group settings.

After I listened to the first lesson from the first set of lessons analyzed, it became evident to me that I had fallen into a similar mindset. I was prompting the child to respond verbally. At this point I heard myself explicitly tell the child to respond with words.

Table 4.193

*Monica First Set of Three, Lesson 1(w)*

0:06	Bien. Ok, um. Pues este fin de semana yo no te vi porque no había escuela. ¿Tienes algo que pasó en tu, en tu fin de semana que quieres compartir conmigo?... Piensa. Tienes que hablar conmigo. Dime en palabras. ¿Sí? Algo que pasó..... ¿Qué estabas haciendo con tu familia?...	T	Good. Ok, um. Well this weekend I didn't see you because we didn't have school. Do you have something that happened on your, on your weekend that you want to share with me?... Think. You have to talk to me. Tell me in words. Yes? Something that happened..... What were you doing with your family?...
0:34	Jugando	D	Playing

Table 4.194

*Monica First Set of Three, Lesson 1(x)*

2:05	¿Verdad que si? Está bien lindo. Ok. So podemos decir que, Yo y Haley fuimos al parque con mi familia, y puedes también, si tenemos tiempo, poner que, comieron carne en el parque; hicieron carne asada. Ok muchacha, vamos a empezarlo pues. ¿Está bien ese cuento? ¿Sí? Tienes que hablar conmigo, ¿ok?... ok, ten. Yo y Haley...	T	Right? It is very cute. Ok. So we can say that, Me and Haley went to the park with my family, and you can also, if we have time, put that, you ate meat at the park; you cooked out. Ok gal, let's start it then. Is that story ok? Yes? You have to talk to me, ok?... ok, here. Me and Haley...
2:26	Yo.....	D	Me.....

I knew Monica was smart and able to understand. I also knew that I had an obligation to help her respond, generate stories, and be able to transfer to the classroom what she did with me. My personal goal with her was to help her become comfortable with responding in class the way I knew she could respond to me.

Teachers are given the opportunity to help children accelerate in all components of literacy (reading, writing, oral language, and listening). We must work at an accelerated rate and support the child by showing them how all the literacy components work together reciprocally. The fact that silence can be misconstrued for a lack of understanding is itself a misinterpretation. Monica was not a child for whom it was necessary to be engaged in constant conversation in her school setting. It was interesting though that in a private conversation with her mother, Monica's mom stated that she was not a quiet child at home with her sister. By the end of her lesson series, Monica successfully completed her DLL intervention. This indicated that she was on grade level with her peers in literacy.

**Future topics introduced today.** Monica was a perceptive learner and caught on to the lesson structure quickly. She had things to say, but they were stored away in her head. In the beginning of each lesson, I asked her questions. Her responses were limited to single words or short phrases or nonverbal responses. Once she engaged in the co-construction of her message, she initiated the daily story. While she continued to struggle between phrasing and sharing complete sentences on her own, she was willing to co-construct messages with me.

Table 4.195

*Monica First Set of Three, Lesson 2(y)*

1:48	Ya va a ser mi cumpleaños.	D	It's almost going to be my birthday.
1:50	¿Cuándo va a ser?	T	When is it going to be?
1:51	En abril.	D	In April.
1:52	En, oh my gosh. Tú cumples años bien cerquitas a Juliana. Ándale.	T	In, oh my gosh. You have a birthday real close to Juliana. Hurry.
1:57	¿Cuándo va a cumplir?	D	When is her birthday?
1:59	El 20. Tú el 5 y ella el 20. Um-	T	The 20th. You on the 5th and she is on the 20th. Um-
2:02	Cin-co	D	Five
2:03	¿Y te van a hacer una fiesta? Wow. Me vas a tener que decir todos los detalles. Ok.	T	And are they going to throw you a party? Wow. You are going to have to share all the details. Ok.
2:08	No.	D	No.
2:09	Cuando empieces a planear tu fiesta me dices. ¿Ok? Ok. Vamos a poner tu cuento de hoy.	T	When you start to plan your party you can tell me. Ok? Ok. Let's write your story for today.
2:14	Ya.	D	Now.

After Monica had decided on a message to request magnetic letters from me, she shared that her birthday would be happening soon. Curious to know if she knew the date of her birthday, I asked. Monica knew and I quickly linked her story to my daughter and offered to save this story for a possible future topic.

After Monica understood that the message was composed of things she wanted to share and things that were important to her, she came in generally prepared to share daily events. Either she or I initiated the conversation on our walk to my class, and a topic was introduced or established. Though I suggested some topics that could be saved for later or

tomorrow, Monica was not bound or limited by my suggestions. She knew what was important to her, and this included her family and family events. These were the topics she was most willing to share a majority of the time.

Table 4.196

*Monica Second Set of Three, Lesson 3(z)*

4:10	¿Cómo se miraba tu pastel?...	T	How did your cake look?
4:12	Bonito.	D	Pretty.
4:13	¿Qué tenía? ¿Tenía como, fresitas, o- una princesa, o que tenía?	T	What did it have? Did it have like, little strawberries, or a princess, or what did it have?
4:20	Piña.	D	Pineapple.
4:21	Piña. Mmm, que rico. Muy bien. ¿Quieres decir eso, o que lo compró en la Azteca, o quieres guardar eso para mañana?	T	Pineapple, Mmm, how delicious. Very good. Do you want to say that, or that she bought it at Azteca, or do you want to save that for tomorrow?
4:27	Para mañana.	D	For tomorrow.
4:28	Excelente. Léeme tu cuento.....	T	Excellent. Read me your story.....
4:37	Mi tía Leti me trajo un pastel para mi cumpleaños.	D	My aunt Leti brought me a cake for my birthday.

After Monica finished writing her story, I asked her questions for more details. Monica responded, and I suggested saving this story for the next day, giving her this choice. The next day, I began the conversation with the topic from the previous day, but Monica changed to other foods for her birthday.

**Extending our time.** From the beginning of lessons it was obvious that it was going to be difficult to draw a conversation out of Monica. However, as her lesson series went along, she became more comfortable and accustomed to the lesson structure. It was

noticeable that she made attempts to extend our time by asking questions or making comments. The following examples show how Monica tried to extend our time during lessons during her intervention.

Table 4.197

*Monica First Set of Three, Lesson 2(aa)*

1:48	Ya va a ser mi cumpleaños.	D	It's almost going to be my birthday.
1:50	¿Cuándo va a ser?	T	When is it going to be?
1:51	En abril.	D	In April.
1:52	En, oh my gosh. Tú cumples años bien cerquitas a Juliana. Ándale.	T	In, oh my gosh. You have a birthday real close to Juliana. Hurry.
1:57	¿Cuándo va a cumplir?	D	When is her birthday?
1:59	El 20. Tú el 5 y ella el 20. Um-	T	The 20th. You on the 5th and she is on the 20th. Um-
2:02	Cin-co	D	Five

Monica took a risk, and she shared personal information about herself. She also decided to ask me a personal question. She did not divert the lesson at great lengths. She did know that at this part of lessons she could talk, inquire, or speak additional comments. This was a big risk she took to put herself in a vulnerable position.

Table 4.198

*Monica First Set of Three, Lesson 2(bb)*

2:25	“M”-“s”.... Rápido...	T	“M”-“s”... quickly...
2:33	Aaah	D	Aaah
2:34	Eso. Robertson (clear throat)	T	That's it. Robertson (clear throat)
2:37	/Que/....	D	/what/....
2:43	Rápido. /Ro-/, yo te ayudo.	T	Quickly. /Ro-/, I will help you.

In the same lesson this was unique as she had nice penmanship; she knew most letters and could hear and record most sounds in words. She wrote slowly to extend our writing time. I continued to prompt her to speed up her writing rate.

Monica sometimes demonstrated uncertainty. Again, she was capable but she appealed in order to prolong the time in writing.

Table 4.199

*Monica Second Set of Three, Lesson 1(cc)*

5:21	En la misa.	D	At the mass.
5:22	En la misa, rapidito: en	T	At the mass, quickly: at

The rate of writing for Monica seemed to remain at a moderate rate from the middle of her lesson series to the end of her lessons. I continued to prompt Monica to write her words quicker, but she remained constant in her rate of writing. I believe she did this to prolong her time in writing. She continued this strategy through the end of her lesson series as she articulated the words she wrote.

Table 4.200

*Monica Third Set of Three, Lesson 1(dd)*

0:50	Hoy--- Hoy yoo le traje—a mi maestra-flores.	D	Today--- Today I-ii brought—my teacher flowers.
1:00	¿Tú las escogiste?-	T	Did you pick them out?
1:02	Mi papá.	D	My dad.
1:03	Ándale- ok, póngalo mija----- ten---	T	Hurry- ok, put it down dear--- -- here---
1:10	Hoy----- lee--- Hoy yoo---- Hoy yo le— traje----- traje--- Hoy yo le traje unas----- unas flores----- flores—a--- mi--- maestra.	D	Today----- I--- Today I---- Today I brought-----brought-- Today I brought some----- some flowers----- flowers— for--- my--- teacher.

For Monica, taking her time writing the words in her message was primarily the way she extended our time together. As time passed, she became an independent writer, and our time in the writing portion of her lesson was still efficient even when she took her time writing.

**Child Pride.** Monica's data did not reveal findings for this theme.

### **Expansion of Language Structures and New Vocabulary**

This section informs the manner in which oral language, language structures, and vocabulary evolved throughout the conversational interactions before a message was selected and composed. Monica and I engaged in conversation to co-construct a message prior to writing. She brought her life experiences, and shared interests through her oral language, all of which contributed to our dialogue. The next subsections provide examples of language structure and vocabulary and contributed to the composed message. The following subsections will also answer the second research question: In what ways do teacher-child conversations prior to writing provide opportunities for the expansion of language structures and new vocabulary?

Monica was knowledgeable about her immediate and extended family and the events that occurred daily with her immediate and extended family. During our time before writing, she would listen attentively and answer my questions with short responses. As I cued her to respond verbally, she gained confidence, entrusted me, and became more comfortable in sharing information personal to her in longer utterances. She was comfortable in sharing daily happenings of what she did with her family. She also

had a good vocabulary and clear pronunciation. If she had difficulty starting a story, I would ask her if she had something to share. If she continued to have trouble elaborating, then I would extend the conversation by asking questions. As she shared information in words and phrases, I would repeat and recast the shared information in longer units with wait time after the phrases to allow her time to add more information. She would then contribute and extend her story. Monica had stories to tell; she was just satisfied with keeping them inside her head. While Monica could hear and record most sounds in words, she did not control the word units. She had trouble with the breaks in words and where spaces went between words. For the purpose of school, she struggled to identify which stories to write or how to extend a story. Monica had total choice to write every day about her family if she chose to, and this freedom helped her become more confident in her writing. The act of practicing important words in a familiar context each day helped her to gain confidence in herself as a writer.

**English for different purposes.** From the transcripts analyzed, Monica's data did not reveal that she used English in her lessons. However, I did provide some affirmation in English to the child indicating I was interested in her stories.

**English to self-monitor.** From the transcripts analyzed, Monica's data did not reveal findings for this theme.

**Pronunciation.** Monica's articulation of words was comprehensible. Findings for this theme were not found in Monica's data.

## Summary

Monica showed me that our unique way of being should not affect the kind of writer we are. The opportunity to have conversations with her before writing allowed me to get to know her better and to find out her interests, which for her were her immediate family. In the school setting, Monica maintained a quiet appearance. She was generally happy and rarely called attention to herself. She was compliant in completing assignments to the best of her ability and rarely asked for help from anybody, students or teachers, if she did not understand an assignment. Because she took a long time to verbally respond in whole-group situations, the classroom teacher believed Monica was at risk in various content areas.

During most of her lessons, Monica was recording the majority of her story. She could hear and record most sounds in words from the beginning of her intervention. During the initial lessons she used simple sentence structures with past verb tenses, as in lesson #11- “Ayer mi papa me sacó dos dientes con un hilo” (Yesterday my dad pulled out two of my teeth with a string.) Her primary confusions at that point included spacing between words as she wanted to put spaces between syllables, but she was unsure where.

Soon after that and later lessons showed evidence of expanded structures and added phrases similar to lesson #51- “Mañana mi mamá me va a comprar unos dulces para mi cumpleaños” (Tomorrow my mom is going to buy me some candy for my birthday). Over her series of lessons she was consistent in using time markers (hoy/today, ayer/yesterday, el viernes/Friday, ya/now, mañana/tomorrow) to report events that were

occurring in time around her life. In her end of series lesson, she continued to use complex structures and some evidence of exploring with both languages as in Lesson #58- “Ayer mi papá fue a los chinos para decirles si podía rentar el restaurant” (Yesterday my dad went to the Chinese [restaurant] to ask if he could rent the restaurant.) It is important to mention that not all lessons were able to be analyzed. There was evidence in other parts of the writing journal that Monica was experimenting with language structures between both languages in non-academic situations. She was comfortable with dialogue during her intervention and also willing to write about those instances in her student writing journal because these topics related to her family and family events, which were important to her.

Other topics that were of interest to her include her little sister and her well-being, her baby cousins, her mom and items purchased to attend school functions, an aunt and the purchase of a birthday cake, her teacher and flowers purchased for teacher appreciation, and a young cousin’s birthday.

Monica successfully completed her lesson series from her intervention in 18 weeks. She was able to transfer her learning to other places besides her classroom. Monica continued to be a quiet student in her classroom. The following messages were analyzed for Monica from her lessons in the first set of three, second set of three, and third set of three.

Table 4.201

*Monica's Messages of Lessons Analyzed*

Student	Week	Date	Message-Spanish	Message- English
D	11	2-17	Yo y Haley fuimos al parque con mi familia y hicimos carne en el parque.	Haley and I went to the park with my family and we cooked out (made meat) at the park.
D		2-18	Ms. Robertson tiene unas letras con imanes y yo quiero unas letras.	Ms. Robertson has some letters with magnets and I want some letters.
D		2-26	Mi hermanita le dolió su panza porque comió una Sabrita picosa.	My little sister's stomach hurt because she ate a spicy Sabrita.
D	16	3-31	Yo ayer vi a mi primo Isaac en la misa.	I, yesterday, saw my cousin Isaac at mass.
D		4-1	Ayer mi mamá me compró unos tacones para mi vestido.	Yesterday my mom bought me some high heels for my dress.
D	17	4-7	Mi tía Leti me trajo un pastel para mi cumpleaños.	My aunt Leti brought me a cake for my birthday.
D		5-6	Hoy yo le traje unas flores a mi maestra.	Today I brought some flowers for my teacher.
D	22	5-12	El viernes fue el cumpleaños de Abel y había un brincolín.	Friday was the birthday of Abel and there was a bounce house.
D		5-13	Ayer unos niños andaban en el parque y se mojaron.	Yesterday some kids were in the park and they got wet.

**Case Study Four - Linda**

Linda is a Hispanic female of medium build. She has two siblings. She is the middle child between an older and younger brother. Because she is the only female child in the family, she is highly favored. As a child, verbal requests for items were not required to get what she needed or wanted. Her parents encouraged baby talk for an

extended period of time and praised her for it. This practice did not help but instead hindered her language development.

**Special services.** Linda received speech therapy. In an interview with her speech therapist, she shared that services for Linda were for articulation and language development, both receptive and expressive; however, this did not limit her conversations. An example her therapist shared included the learned articulation error of a lateral /s/. She could say the /s/ correctly during therapy, but she would revert to the lateral /s/ in class and at home. Her goals addressed understanding concepts such as *all, before, after, all but one, while, and during*. Additional goals included the *production of grammatically correct sentences* as well as understanding *synonyms and antonyms*.

Linda had a cheerful personality and was always willing to take risks and participate in all activities. She enjoyed school and being a classroom helper. She had some difficulty in expressing herself clearly, but this did not impede her attempts. She verbally expressed herself without hesitation, and if she could not be understood, she would find a way to describe herself in other words. She was friendly with a take-charge attitude and demonstrated lots of confidence. Her family was very supportive of her education.

**Linda: How we met.** Linda and I first met during her kindergarten year. Linda and I had worked in small literacy groups when her teacher was exposing her students to an outdoor garden and documenting the processes involved in planting our garden through a science book. Our work at that time included integrating a science experience

and literacy work. For the project the students were making drawings of the work, writing daily what we learned, developing oral language, and expressing thoughts through conversations about the experience in the garden. Linda was cheerful in every activity. Some of her conversation was indecipherable and short, but this did not stop her from sharing her ideas.

In first grade Linda qualified for DLL as the fifth participant during first round selection, which meant she was unable to receive services with the first round students in September. However, she was the next student on the roster if a spot became available. Because Linda did not receive DLL during first round, she began to receive small group literacy support in the classroom from me. The group size was adjusted from five students to two students in order to meet the needs of the learners involved. The original group consisted of three boys and two girls. Eventually, Linda was in a small group of two persons where she could receive more individualized support to cater to her needs. At this time Linda focused on monitoring one-to-one correspondence, articulating words with a focus on initial sounds, and being able to discuss what the story was about in simple sentences.

Linda began her DLL lessons in mid-January when another student from the fall, first round, successfully completed his lesson series in his DLL program, and a space became available. She, however, did not begin in the study until mid-February because in order to randomly select a student for second round I needed a pool of students from

which to select randomly. Linda's parents consented in mid-February, and at that point I began to collect audio data with her.

Other things I noticed about Linda were that her mom and younger brother visited her for lunch regularly. Linda took great pride and ownership in her learning. She set personal goals to improve her monitoring and to become an independent reader and writer. Her mother once commented that Linda would arrive from school each day and go to her room where she would close the door and begin her reading homework. Linda would close the door to keep her younger brother from distracting her while she worked or from taking her books, journal, and glue stick which traveled to and from school daily.

Linda knew some letters but there were many she still did not know by name, sound, or form. My initial goal for her was to hear and record initial sounds of words even if I was the one slowly articulating and emphasizing initial parts. I also thought it was important for her to be able to monitor with high utility words because she sometimes dropped parts of words as she spoke. Along the way she also worked to control the size and form of her letters to be easily understood when they were written and read. What I noticed about Linda was that she had a take-charge attitude about life in general. She worked hard to master letter forms and to be able to write high utility words as a contribution to her written message. Although her word pronunciation was sometimes difficult to understand, this did not impede her from telling her stories or expressing her opinion. On occasion she would insert English words, and she was

flexible in trying new pronunciations, modified structures, or rearranged ideas. She was also confident enough to correct my mispronunciations if she felt I said something wrong.

When I entered Linda’s classroom, she would take charge by asking and announcing whom I was picking up for lessons. Linda was always ready to share a story or an event that had taken place with her family as we walked to my room.

Data collected with Linda occurred from mid-February through mid-May. The number of moves or units of interaction, which was the number of ideas or topics discussed before settling on a composition message for each set of three lessons, was as follows:

Table 4.202

*Linda – Number of Moves (Topics Discussed)*

Set	First set of three Beginning of series			Second set of three Middle of series			Third set of three End of series		
Lesson	1	2	3	1	2	3	1	2	3
Moves/topics	5	3	4	5	4+1	9+5	3	1	3

With Linda the number of moves to decide on a topic was low and consistent over time. The average number of topics/ideas was between four and five topics, with the exception of one lesson where we discussed nine topics, and one lesson where she began the lesson with one move. She had only two lessons where she proceeded to add more topics after a message had been decided. A (+) sign was used to indicate the added topics discussed. In general, Linda knew what she wanted to say and spent little time negotiating topics. In the next sections, I will describe how the nature of those interactions looked.

## **The Nature of our Conversations**

The conversation prior to writing for Linda and me provided new insight as Linda joined me in lessons as a confident student with a cheerful disposition. She was respectful of all her teachers, compliant, honest, and direct when she spoke her mind. Linda was unique in that she spoke about topics and events relevant to her. She made connections to the texts she read, and she expressed herself with the honesty of a child. Due to her speech disability, Linda worked on improving the expression of her stories to sound like regular talk. She worked to self-improve by monitoring with her visual written messages.

### **Overview of Interactions**

With Linda, our writing conversations at the beginning started with a salutation. Linda's response was a quick, short, happy answer. Our conversation usually started on our way to the classroom with some mention of the topic, which I then saved for our writing time. I would then mention this topic at the beginning of our writing lesson. Because the mention of the topic was brief, I found myself asking questions during the writing portion to gather more information. I used this information to help Linda expand her story. Linda was not shy at composing nor in expressing her thoughts. Her language was sometimes difficult to understand, but the meaning of her stories was not. I repeated her phrases and recast them to her to confirm if that was what she intended to say.

Observations I noticed were that she offered topics in short phrases. I found myself asking questions to gather more information and to help her expand her stories. Initially, the stories were simple sentences with Linda recording initial or dominant

sounds. I would then slowly articulate the words in her message being mindful to stress the initial sounds to help her identify words, locate initial sounds, and to hear the space between words as she wrote them. In the beginning lessons, we did not cover a multitude of topics as Linda was confident in initiating the conversation with relevant topics in her life. Typically, if she had something to report, she shared it immediately. She offered the topic, and I simply helped her phrase it in a complete sentence. Linda used our conversation to expand her oral language, to monitor herself in writing, and to carry this into reading.

During the first set of data collected, Linda demonstrated her ability to verbally self-monitor. She did this by requesting correction tape as in the following example.

Table 4.203

*Linda First Set of Three, Lesson 1(a)*

4:59	No... si- tape	E	No... ne' tape
------	----------------	---	----------------

As with the other students, I tried to ask her questions to revisit topics from the previous day. She would respond to my questions through direct answers or through balks. During these lessons she made a link to her text and a personal connection.

For Linda, the second set of lessons that were selected for analysis occurred at the end of March and the beginning of April. From my observations I noticed that the lessons included a salutation and a short discussion of conversations started on our walk to my class. The thing that stood out was a shift in the stories she wanted to write and how she pointed this out to me. We might spend a minute to a minute and a half talking, and she

would indicate to me she had another story (yo teno (tengo) otra). She had something important she had been contemplating, and this was the time she wanted to share and write about it. Once again she started with a simple phrase, and I asked general questions to help her develop her story. She responded with short phrases that were meaningful, but not structurally correct. I would repeat phrases stated in more than one way, and we would negotiate through the co-construction of the story.

Still during the second set of lessons, she continued to verbally self-monitor during her writing. We both co-constructed her stories. As I repeated and recast phrases and gave her wait time, she would offer additional phrases and extend her story. This became a more noticeable and comfortable pattern during the writing portion of the lesson. I admired that Linda was humble and honest in what she knew and what she did not yet know. During Lesson 2 she was honest to say she did not know how to write a particular word.

Table 4.204

*Linda Second Set of Three, Lesson 2(b)*

2:59	Andres no.. (no).. quiere... (laugh) no sé cómo se 'cribe "quiere"	E	Andres doesn't.. (doesn't).. want... (laugh) I don't know how to write "want"
------	--	---	---

This example showed a clear admission of what she did not know. It signaled to me two possible courses of action: 1) I could either ask her to make an attempt to write the initial sound of the words with me assisting her to write the remainder of the word; or 2) I could provide the spelling of the entire word on the practice page. Either way, her statements allowed me to not waste time.

The third set of lessons analyzed for Linda occurred during the first half of May. I observed that by the end of lessons my salutations were a formality. I tried to start the lesson either with a comment or a question. I did not get to finish either attempt. Linda had learned the purpose of our writing time, and she wasted no time in unusable dialogue. Rather, she displayed confidence in telling me part of her story from the start, or telling me “ten’o otra cuento” (I have another story). If she started her story as a phrase I would ask questions to gather more information. We then proceeded by trading off restating words and phrases while negotiating the co-construction of her message. Linda was aware of her independence, her confidence, and her ability, including verbally self-monitoring her mistakes, which in reality were learning opportunities.

There was still evidence of some uncertainty as she stated the next move, but she asked as if unsure. I would then respond with a question and her phrase as if she forgot it, and she would proceed with her story.

### **Co-construction of Messages**

In the following segment I will confer the manner in which topics were selected and developed for the daily message in writing across all three sets of lessons. I will illustrate how the child and I co-constructed messages. Different actions helped create the message for the writing journal. These subcategories will also answer the first research question: In what ways are topics of interest developed through the co-construction of messages in teacher-child conversations before writing?

Topics of discussion that were of high importance to Linda included family, classmates, and text connections (see Table 4.255). Of the nine stories that were analyzed for Linda, six included family or spending time with family. Three of the nine stories involved classmates (one of these stories overlapped family and a classmate). Two of the nine stories made connections to the texts read (one story overlapped with text connections and a classmate).

It was evident that family was most important to Linda, especially her little brother whom she cared for deeply. From a conversation with her mom, she shared that Linda took great pride in her literacy work. Her little brother was interested in helping her, but Linda maintained her routine and went to her room in order to complete her work. On occasion, she shared her work with her brother. Sometimes though, he took initiative and took her reading supplies to practice by himself and hid the supplies from her. Linda was honest to share with me the following day when these events happened at home, and her little brother would be our topic for her message.

During our initial lessons, I tried to present topics I thought might interest Linda. The transcripts later showed that by the end of the lesson series, she was coming to lessons with a story in mind for the writing portion. Linda and I did not cover many topics. The co-construction of stories for us was primarily in arranging the structure of the stories and phrase selection. Linda knew the topic she wanted to record; we just took turns selecting and arranging the phrases.

**Give-and-take exchanges.** Give-and-take exchanges are the turn-taking responses (Riggenbach, 1999, as cited Fullerton & De Ford, 2001) between the teacher and the child. For this paper, each time a speaker takes a turn speaking, an exchange will have occurred. The number of give-and-take exchanges between the teacher and child dyad for each set of three lessons until a topic for the story was determined was as follows:

Table 4.205

*Linda – Give-and-Take Exchanges*

Set	First set of three Beginning of series			Second set of three Middle of series			Third set of three End of series		
	1	2	3	1	2	3	1	2	3
Lesson									
Exchanges T-C	18+22	63+16	40	45	28+22	34+8	4+6	10+16	23

The positive signs (+) indicate additional responses between the teacher and the child after the composition message was selected. These additional exchanges added phrases or sentences or were to clarify phrases. The structure of the daily lesson for Linda and me included one of us taking turns to start the iPad recording.

With Linda, there was evidence of give and take in all three sets of lessons. However, there were fewer moves for topics than with the other students. There were additional give-and-take exchanges after the topic was decided to help her with co-constructing, phrasing, adding sentences or adding phrases. Linda was confident and usually offered a phrase or comment about something she wanted to share. Her language structure did not impede her from sharing events in her life.

Table 4.206

*Linda First Set of Three, Lesson 1(c)*

1:02	Ah, mi, Armando 'taba 'fermito, no, tenía tos,	E	Ah, my, Armando was a little sick, no, he had cough,
1:07	mm-hmm	T	mm-hmm
1:08	Y lego (luego) le, doctor, le dijo como no poria (podía) jugar ni correr. So, necito (necesito) tomar mecina (medicina).	E	And then the, doctor, told him he couldn't play nor run. So, I need to take medicine.
1:16	Medicina. Y si le dio medicina. Ok so	T	Medicine. And he did give him medicine. Ok so
1:18	mm- mi mamá	E	mm- my mom
1:19	Vas a escribir de Armandito. Armandito, ayúdame, Ar-	T	You are going to write about Armandito. Armandito, help me, Ar-
1:22	Armandito	E	Armandito
1:24	mm-hmm	T	mm-hmm
1:24	Esta...	E	Is...
1:27	Enfermo	T	Sick
1:29	ff-	E	ss-
1:30	¿O malito?	T	Or sick?
1:31	Malito	E	Sick
1:32	Malito	T	Sick
1:34	De	E	From
1:35	De	T	From
1:36	Tos	E	cough
1:37	Tos. Armandito está malito de tos...	T	Cough. Armandito was sick from cough
1:42	No	E	Couldn't
1:44	Y no	T	And couldn't
1:45	Y no poría (podía)	E	And could not
1:47	Podía...	T	Could not
1:49	Correr	E	Run
1:50	Correr	T	Run
1:51	Y, ah... jugar	E	And, ah... play
1:55	Jugar, Uy, me parece muy bien este cuento...	T	Play, Uy, I believe this is a good story...
1:59	L-, lo llevamos al doctor.	E	W-, We took him to the doctor.

The give and take for Linda was not in the number of topics discussed, but rather in the selection of words or phrases to compose her new message. Linda offered the meaning of her story in her language structure. In order to help her take her message to her journal, I took all the information she offered and restated it in small phrases presented in different ways to give her choice and to help her select manageable words for her story. In order to help her gain control of frequently used words, I would offer alternate words that might be easier to pronounce and write. The options were always presented, but ultimately she selected the words or phrases that might fit best in her story.

Table 4.207

*Linda Second Set of Three, Lesson 1(d)*

1:12	Ah... Fui a la Walmart.	E	Ah... I went to the Walmart.
1:15	Sí. ¿Qué andabas haciendo allí?	T	Yes. What were you doing there?
1:17	Compran' o (comprando) cosas. Co' mis-y, tiene primos.	E	Buyin' things. With my- and, has cousins.
1:25	mm-hmm...	T	mm-hmm....
1:28	Vi Andres a la Walmart.	E	Saw Andres at the Walmart.
1:30	¿Andres chiquito o Andrew-?	T	Little Andres or Andrew?
1:32	Grande	E	Big
1:33	¿El grandote? ¿Lo viste, lo saludaste allí?	T	The big one? You saw him, did you say hi to him there?
1:35	No, vi Andres chiquito-	E	No, I saw little Andres-
1:37	Andres chiquito.	T	Little Andres.
1:38	A la Walmart.	E	At the Walmart.
1:39	Ok, so, tú fuiste a la Walmart y viste a Andres, ¿el de tu clase?	T	Ok, so, yo went to Walmart y you saw Andres, the one from your class?
1:45	Ah-ja.	E	Uh-huh.
1:45	¿Sí? ¿Cómo lo pongo en tu cuaderno?	T	Yes? How do I put that in your journal?
1:47	Yo-	E	I-
1:48	Yo fui	T	I went

1:50	a... a la Walmart	E	To... to the Walmart
1:55	Walmart...	T	Walmart...
1:57	Con	E	With
1:58	Con	T	With
2:00	Mi (mis) primos	E	My cousins
2:02	Primo, con mis primos y	T	Cousin, with my cousins and
2:05	Y mi familia.	E	And my family.
2:09	Y mi familia, ok... familia... y ¿vi a Andres? Ok. Y vi a Andres. Ok.	T	And my family, ok... family... and I saw Andres? Ok. And I saw Andres. Ok.
2:21	El grande.	E	The big one.
2:22	El, oh, es entonces es el otro manera	T	The, oh, then it's the other way
2:25	Andres	E	Andres
2:26	Andrew	T	Andrew
2:27	Andres	E	Andres
2:28	No el que está en tu clase...	T	Not the one that is in your class...
2:30	Sí -s	E	Yes -y
2:31	Ese Andres, ok perdón	T	That Andres, ok pardon me
2:32	Andres tene (tiene)	E	Andres has
2:33	Andres	T	Andres
2:34	Andres	E	Andres
2:35	Es que el otro Andrew se escribe de otra manera. Ok, so: Yo fui a la Walmart con mis primos, y mi familia y vi a Andres. Vamos a ponerlo. Yo fui, ten.	T	It's just that the other Andrew is written a different way. Ok, so: I went to the Walmart with my cousins, and my family and I saw Andres. Let's write it. I went, here.

The give-and-take exchange included the negotiation of meaning. Because there were students with similar names and their names were spelled differently, it was necessary to find out which student it was she saw at the store. The conversation went back and forth between Linda and me to get clarification several times in order to get the correct information written down. Further questions were asked to describe the student in detail that Linda was referring to.

Table 4.208

*Linda Second Set of Three, Lesson 3(e)*

1:26	mm- uh, 'ues (pues), tiene otra	E	mm- uh, well, have another
1:29	¿Quieres otra? Ok. Dime otro cuento entonces.	T	You want another? Ok. Tell me another story then.
1:31	mm- Mi mami 'sta pesalo (pasando) cartas de mi cumpleaños.	E	mm- My mommy is passing out cards for my birthday.
1:38	Ok, dímelo otra vez: Mi mami-	T	Ok, tell me again: My mommy-
1:40	Mi mami está pasando-	E	My mommy is passing out-
1:42	Sí, sí, sí, está pasando	T	Yes, yes, yes, is passing out
1:45	Las cartas	E	The cards
1:47	Las cartas	T	The cards
1:49	De- mi- cum-pe-laños	E	For- my- birthday
1:53	¿Cumpleaños o bautizo?-	T	Birthday or baptism?
1:55	Bautizo.	E	Baptism.
1:58	Bautizo, ¿Y las está pasando como las está repartiendo o, tiene otras cartas en la casa? ¿Las está repartiendo?	T	Baptism. And she is passing them out like passing out or, she has other cards at the house? She is passing them out?
2:03	mm-hmm	E	mm-hmm

The give-and-take exchange included the negotiation of words for the meaning of the story. Linda did her best to articulate words to the best of her ability ('sta pesalo/está pasando; is passing out). Due to the many ice storms we had in the early spring, Linda's mom was unable to hold a birthday celebration when it was originally planned. She rescheduled the celebration for a future date. The celebration would include Linda's birthday and baptism as well as her little brother's celebration.

Linda had no problem expressing her thoughts by whatever means was necessary. If she had to simplify her explanation to get her point across, she would do that.

Table 4.209

*Linda Third Set of Three, Lesson 2(f)*

0:11	Ah—yo fui a--- a comer con mi mamá.	E	Ah—I went to—to eat with my mom.
0:18	¿A dónde fueron?- ¿En el día de las madres?	T	Where did you go?- On Mother's Day?
0:20	(nods yes)	E	(nods yes)
0:21	¿Sí? ¿No más tú y ella?	T	Yes? Just you and her?
0:23	(nods yes) ah-ja, y mi papá, mi hermano y mi bebé a CiCi, a CiCi pizza.	E	(nods yes) ah-ha, and my dad, my brother and my baby at CiCi, at CiCi pizza.
0:29	¿Todos fueron o no más tú y tu mamá?--	T	You all went or just you and your mom?--
0:31	Todos fueron de-	E	Everyone went from-
0:32	Mm	T	Mm
0:33	Mi familia.	E	My family.

Table 4.210

*Linda Third Set of Three, Lesson 2(g)*

3:38	Yo fui a comer con mi familia a CiCi pizza.	E	I went to eat with my family at CiCi pizza.
------	---	---	---

The give-and-take exchanges continued to include the negotiation of words. Linda was certain of her story and was not reserved about her explanations. The give-and-take exchange continued to include options of phrases she heard in the conversation which she immediately applied to her message. She later used the selected words and phrases to monitor herself not only in writing but also in rereading her message.

Toward the end of her lesson series Linda was comfortable telling me the topic for her message. She had lots of confidence, and she knew what she had to say was important and valued. She did not waste time in pointless chatter that did not benefit her

story but instead engaged in give-and-take exchanges to select the phrases she needed for her message.

**Flexibility.** Conversations with Linda did not entail a great number of diverse topics discussed. In general, Linda and I discussed between three to five topics, and we came to a consensus on a message.

Table 4.211

*Linda First Set of Three, Lesson 1(h)*

1:02	Ah, mi, Armando ‘taba ‘fermito, no, tenía tos,	E	Ah, my, Armando was a little sick, no, he had cough,
------	--	---	--

Table 4.212

*Linda First Set of Three, Lesson 1(i)*

1:27	Enfermo	T	Sick
1:29	ff-	E	ss-
1:30	¿O malito?	T	Or sick?
1:31	Malito	E	Sick
1:32	Malito	T	Sick

After she decided on a story to share, she was flexible in her word choice. She allowed me to give her alternative words and allowed me to articulate the words for her if there were parts missing, but we did not focus on this part (articulation) of writing. We just allowed this to happen almost seamlessly.

Linda showed flexibility by borrowing patterns from the language she heard and the books she read while also making text connections. We had read the book *¿Qué quieres en tu sándwich?* (*What do you want on your sandwich?*) (Cowley, 1996). On our

walk to my class she briefly mentioned that she knew how to cook. I brought this topic back up during the writing portion of the lesson.

Table 4.213

*Linda First Set of Three, Lesson 2(j)*

0:26	Te, me dices que cuando te lo vas a cortar, ¿ok? Um, también me estabas diciendo que tú sabes cocinar... Que tú sabes hacer un sándwich... ¿Qué le hechas a tu sándwich?	T	You, tell me what when you are going to cut it, ok? Um, you were also telling me that you know how to cook... That you know how to make a sandwich... What do you put on your sandwich?
------	--	---	---

Table 4.214

*Linda First Set of Three, Lesson 2(k)*

1:06	¿Qué te gusta?	E	What do you like?
------	----------------	---	-------------------

It was not just me asking the questions during the dialogue. She was flexible to ask me questions herself. We took turns asking question, and in no particular order. The book she had just read was about what the boy wanted on his sandwich. Linda made a link to the content in the book and asked about what I wanted on my sandwich.

Table 4.215

*Linda First Set of Three, Lesson 2(l)*

2:24	Yo voy a hacer un sándwich para Ms. Robertson.	E	I am going to make a sandwich for Ms. Robertson.
2:29	¿Con que?.....	T	With what?.....
2:32	Yo voy	E	I am
2:34	Yo voy a hacer	T	I am going to make
2:35	Un sándwich	E	A sandwich
2:37	Un sándwich	T	A sandwich
2:38	Para... Ms. Robertson.	E	For... Ms. Robertson.

2:42	Ms. Robertson... ¿y que le vas a echar? Con, o de	T	Ms. Robertson... and what are you going to put on it? With, or of
2:48	Kétchup, cacahuates y	E	Ketchup, peanuts and
2:50	Kétchup,	T	Ketchup
2:51	Jabón y	E	Soap and
2:53	Cacahuate	T	Peanut
2:54	Jabón y,	E	Soap and,
2:56	Y jabón. Ok, so, yo voy a hacer un sándwich para Ms. Robertson, de kétchup o ¿con kétchup?	T	And soap. Ok, so I am going to make a sandwich for Ms. Robertson, of ketchup or with ketchup?
3:02	(c-), con kétchup	E	(w-), with ketchup
3:06	Con kétchup, cacahuete, y jamón	T	With ketchup, peanut, and ham
3:10	Jabón	E	Soap
3:10	Ok, vamos a ponerlo. Me parece-	T	Ok, let's write it down. It seems-
3:12	Es grande.	E	It's big.
3:13	I know. Va a estar bien delicioso. Y acuérdate que le vamos a poner un palito con uvas arriba. ¿Ok? Ok.	T	I know. It's going to be very delicious. And remember that we are going to put a stick with grapes on top. Ok? Ok.

Linda demonstrated that she was flexible to co-construct her message. After she stated her story, we took turns repeating the story in phrases and taking turns to complete the upcoming part. This strategy enabled her to rehearse her story and to practice any new language or new pronunciations. I recast words (jamón/ ham), but if she did not insert them into her language, I did not pressure her because I already understood the meaning of her story.

During the middle set of lessons, Linda was flexible to engage in conversation. She was then polite to say (1:08) “Yo teno (tengo) otra,” (I have another), meaning she had another story to tell. During this time she was also flexible in sharing information

about classmates. She was curious to know who else had shared the same information with me, and she asked questions. When I did not give her a direct answer, she decided to answer her own question and she provided the response she thought would satisfy her curiosity.

Table 4.216

*Linda Second Set of Three, Lesson 3(m)*

2:04	Ok, las está pasando: Mi mami está pasando las cartas de mi bautizo-- ¿Eso es lo que quieres decir?- Yeah, tú ya me trajiste la mía. La tengo lista para el sábado-- ¿Qué quieres que te regale?--	T	Ok, she is passing them out: My mommy is passing out the cards for my baptism—Is that what you want to say?- Yeah, you already brought me mine. I have it ready for Saturday— What do you want for me to give you?--
2:17	Yo no sé.	E	I don't know.
2:18	(gasp) ¿No sabes? ¿Quieres ropa, o un juguete, o dinero?	T	(gasp) You don't know? Do you want clothes, or a toy, or money?
2:22	Jugueque (juguete).	E	Toy.
2:23	(gasp) Voy a, decirle a Juliana que me ayude a comprarte algo. ¿Está bien?	T	(gasp) I'm going to, tell Juliana to help me buy you something. Is that ok?
2:27	Po' necito, (pero necesito) también, mi bebé también.	E	But I need, also, my baby also.

Linda was attentive and flexible to expand her story, especially if it involved her little brother. The story on this particular day was about a gift for her, but she went further to elaborate that I should include a gift for her brother too.

Because Linda was a confident learner, she was flexible in admitting when she knew something and when she did not know something, but most valuable was that she was willing to learn. Throughout her lesson series she was flexible in using both

languages to communicate, translanguaging, although our lessons were primarily in Spanish, the language of instruction (Canagarajah, 2011; Garcia & Sylvan, 2011). There were times when she inserted English comments, and these did not interfere with her learning.

Table 4.217

*Linda Third Set of Three, Lesson 1(n)*

1:32	Kimberly; ¿te ayudo con “Kimberly”?	T	Kimberly; can I help you with “Kimberly”?
1:33	Sí, oh yo sé este---- ¿así?- oh la “x”	E	Yes, oh I know this one---- like this?- oh the “x”
1:40	Mira- palito, bracito, bracito- trátalo arriba--	T	Look- little stick, little arm, little arm- try it above--
1:43	oh	E	oh

The aforementioned comment revealed to me that the letter she wanted to write looked similar to another letter she knew. Once she made her attempt I gave her positive praise partly in English also.

Table 4.218

*Linda Third Set of Three, Lesson 1(o)*

1:54	Ponte acá---- You got it. Esa es la /k/, otra vez.....	T	Put it here---- You got it. That is the /k/, again.....
------	--	---	---

My feedback comments in English did not get in her way. She was also flexible in accepting feedback in either language.

Linda’s honesty enabled me to see that she was flexible in learning. She was honest in admitting that she did not know everything. She knew specifically which words she had trouble spelling/writing.

Table 4.219

*Linda Third Set of Three, Lesson 2(p)*

2:46	CiCi's- pi- piii- pi- ¿xa? (chuckle) Yo no sé co' se 'scribe pizza--- oh, ---	E	CiCi's- pi- piii- pi- -xa? (chuckle) I don't know how you write pizza--- oh, ---
2:59	Lo tienes en este libro también.---	T	You have it in this book also.- --
3:03	Ooh- pizzas- te, falta la "a"	E	Ooh- pizzas- you're, missing the "a"

Opportunities such as this one allowed me to use books she had read as resources she could refer to for help in writing words. Once we located the word in the book she was able to make comparisons and adjustments as necessary. If words were partially known, she could use her books to cross check herself.

One of Linda's speech goals was to understand synonyms and antonyms. The following transcript example shows her flexibility with word selection for synonyms.

Table 4.220

*Linda Third Set of Three, Lesson 3(q)*

0:10	Um, yo fui a comer a—el helado.	E	Um, I went to eat a—the ice cream.
0:16	I know- porque	T	I know- because
0:18	Era, era Yogurt Story-	E	It was, it was Yogurt Story-

Initially she selected a noun to get her message across. As she thought about her message, she became more specific about the place she visited with her family. The name of the establishment was in English, a proper noun, and she was flexible in describing the place and location and in using both languages (translanguaging) for the construction of her

story. Flexibility on various levels was becoming evident with Linda in her conversation and writing.

**Resources.** Linda’s lessons did not include personal objects brought from home. Tangible objects that propelled the lessons forward included reading books from our lessons. From the data and the stories analyzed, Linda was the only student in this study who used stories from her books to help her generate messages for her writing journal. I believe she also used the books for ideas and language development, which I supported and followed her lead.

Table 4.221

*Linda First Set of Three, Lesson 2(r)*

1:06	¿Qué te gusta?	E	What do you like?
1:07	Ay, pues a mí me gusta todo, me gusta comer de todo.	T	Oh, well I like everything, I like to eat everything.
1:10	(laugh)	E	(laugh)
1:10	¿Cómo me harías un sándwich?	T	How would you make me a sandwich?
1:11	Como, no pon araña, no.	E	Like, no put spider, no.
1:14	Ay, no, yo no como arañas.	T	Oh, no, I don’t eat spiders.
1:17	Yo no.	E	Not me.
1:18	¿Comes ratón?	T	Do you eat mice?
1:19	Eh, no.	E	Eh, no.
1:20	Ew, ¿o gusano gordo?	T	Ew, or fat worm?
1:22	¡Nooo!	E	Nooo!

She followed the general idea from the book *¿Que quieres en tu sándwich?* (Cowley, 1996). Because we were both not going to eat gross things on our sandwich, she personalized the story for a pretend sandwich she was going to make for me. She was

doing this because she mentioned she knew how to cook, and I was going to hypothetically eat it.

During the third set of lessons, Lesson 1, she followed the pattern of the book language from the book *Cuando Laura estuvo ausente (When Laura was absent)* (Cappellini, 1993). The pattern of this book was as follows: “Cuando Laura estaba en la escuela había mucho ruido. El maestro siempre decía: -¡Silencio! Un día Laura estuvo ausente. Todo estuvo muy tranquilo. Tuvimos tiempo para compartir.” (When Laura was at school there was lots of noise. The teacher always said, “Be quiet!” One day, Laura was absent. Everything was very quiet. We had time for show and tell.) (Cappellini, 1993, pp. 2-7). Linda was not accurate in mimicking the pattern but her attempt was close. For this effort I was pleased as she knew she could use book language to help improve her oral language structures but also to get ideas.

Table 4.222

*Linda Third Set of Three, Lesson 1(s)*

0:23	Cuando Kimberly no estaba la escuela— ah- no comimos paleta.	E	When Kimberly was not the school—ah- we did not eat paleta (popcicle).
------	--	---	--

Although she did not bring objects to our lessons, Linda used resources from within our lessons to personalize and extend her stories. Additionally, rehearsing phrases from her books helped her carry ideas into writing and it developed her writing knowledge.

**Balks.** Throughout our conversational interactions, children often express themselves through balks to convey different meanings. With Linda, balking came in the form of direct statements or sounds.

Our trust and comfort grew and Linda would balk to help me understand. She was explicit to let me know that I did not correctly understand her explanation.

Table 4.223

*Linda First Set of Three, Lesson 3(t)*

0:04	Qué bueno. Ok, so me estabas diciendo de, este fin de semana que fuiste a una piñata.	T	That's good. Ok, so you were telling me about, this weekend that you went to a piñata.
0:10	No, una fiesta.	E	No, a party.
0:11	A una fiesta, perdón.	T	To a party, pardon me.

Table 4.224

*Linda First Set of Three, Lesson 3(u)*

0:29	Para una niña y para un... ¿niño?	T	For a girl and for a... boy?
0:31	No, no, no otra niño se f-, era la otra casa.	E	No, no, no other boy who w-, that was the other house.
0:36	Oh, era en otra casa. Fuiste a dos fiestas...	T	Oh, it was at another house. You went to two parties...

In this case a balk was to indicate a “No” response because I did not understand her. Her balk was to clarify for me what I did not understand. She proceeded to explain herself by providing clarification.

Linda was kind to engage in any conversations or topic I offered. There were instances where our conversation was not going to get on the page and would remain solely as discussion. I had to honor this in order to maintain her trust.

Table 4.225

*Linda Second Set of Three, Lesson 1(v)*

0:45	No, no, otra. Como... come peque (porque)... era mi cumpelaños (cumpleaños) como Mili me lle-, llevó. No era, dilo (digo), su mamá era su cumpelaños (cumpleaños).	E	No, no, another. Like... like because... it was my birthday like Mili took me, took. It wasn't, I mean, her mom it was her birthday.
------	--	---	--

During the middle set of lessons and end lessons she continued this pattern in our conversation. She was consistent in what a balk represented for her.

Table 4.226

*Linda Second Set of Three, Lesson 3(w)*

1:19	Ok, ¿Cómo se lo digo?	T	Ok, How do I say it to her?
1:20	Pero yo no quiero.	E	But I don't want to.
1:21	Yo le digo. Es un dólar para la película.	T	I will tell her. It's a dollar for the movie.
1:24	Oh.	E	Oh.
1:24	¿Ok? ¿Cómo le digo?	T	Ok? How do I tell her?
1:26	mm- uh, pues, tiene otra.	E	mm- uh, well, I have another.
1:29	¿Quieres otra? Ok. Dime otro cuento entonces.	T	You want another? Ok. Tell me another story then.
1:31	mm- Mi mami 'sta pesalo (pasando) cartas de mi cumpelaños (cumpleaños).	E	mm- My mom is passing out the cards for my birthday.

Her direct/explicit balk would signal to me she preferred to write another story. She would also balk to indicate a response.

By the end of the lesson series, I observed that Linda was balking less in our lessons. I attribute this to her understanding of the structure and purpose of the lesson. During our writing time, she knew she could share any story that was of her choosing and important to her. She understood that what she had to say was valuable and that I was there to support her with the pen and to help with the meaning and the co-construction of

her story. As a result, her choice of topics would be acknowledged resulting in fewer balks over time.

**Balks as wait time.** Linda also had occasions where she hesitated in her talk to signal for wait time to think. During this time Linda was using placeholders (sounds: mm-) to think about what she wanted to say next. She did not verbalize to me what she was doing, but I saw this pattern emerge as she was thinking. It was clever that she made a sound to indicate she was thinking of a response or verbal contribution and a polite manner to do so.

**Affirmation.** Linda was a child with great confidence, and she was not shy about what she had to say. For her, affirmation encouraged her to continue sharing her stories and to continue to work on the verbal organization of her messages.

Table 4.227

*Linda First Set of Three, Lesson 1(x)*

1:02	Ah, mi, Armando ‘taba ‘fermito (enfermito), no, tenía tos,	E	Ah, my, Armando was a little sick, no, he had cough,
1:07	mm-hmm	T	mm-hmm
1:08	Y lego (luego) le, doctor, le dijo como no poría (podía) jugar ni correr. So, necito tomar mecina (medicina).	E	And then the, doctor, told him he couldn’t play nor run. So, I need to take medicine.
1:16	Medicina. Y si le dio medicina. Ok so	T	Medicine. And he did give him medicine. Ok so

From the beginning of the lessons, Linda began to explain her story and I would give a positive comment (mm-hmm; ok) to let her know that I was listening. The affirmation also let her know that I liked what she was sharing. She was responsive to my comments of affirmation. She immediately added more details to her story. From this observation I

began to restate what she shared, then recast parts of the message to her and provided more affirmation.

Table 4.228

*Linda First Set of Three, Lesson 2(y)*

0:26	Te, me dices que cuando te lo vas a cortar, ¿ok? Um, también me estabas diciendo que tú sabes cocinar... Que tú sabes hacer un sándwich... ¿Qué le hechas a tu sándwich?	T	You, tell me what when you are going to cut it, ok? Um, you were also telling me that you know how to cook... That you know how to make a sandwich... What do you put on your sandwich?
0:36	Kétchup, mantequilla, cacahuates, y..... y le, y solo lo pongo como pam (pan) allá arriba...	E	Ketchup, butter, peanuts, and..... and I, and I only put like bread on top up there...
0:48	¿Un pan arriba? ¿No te gusta carnita en tu, en tu sándwich?	T	One bread on top? You don't like meat on your, on your sandwich?
0:52	mm-hmm	E	mm-hmm
0:52	Como bolonia o jamón	T	Like bologna or ham
0:53	Jabón (jamón)	E	Soap (ham)
0:54	Que bien. Ok, entonces tú un día me puedes enseñar a mí ¿a cocinar? Porque yo no sé cocinar.	T	Very good. Ok, then one day you can show me how to cook? Because I don't know how to cook.

I gave Linda affirmation as she stated her choices of food for cooking while also composing her message. I accepted her suggestions, and gave her affirmation helping Linda feel like the expert at cooking.

Table 4.229

*Linda Second Set of Three, Lesson 2(z)*

0:52	Va a ser mi cumpelaños (cumpleaños).	E	It is going to be my birthday.
0:53	Pues va a ser una fiesta como quiera. ¿Podemos escribir de eso?	T	Well it's going to be a party anyways. Can we write about that?

0:58	(nods no)	E	(nods no)
0:59	¡Yes! ¿Cómo qué no?	T	Yes! What do you mean no?
1:00	Tiene otra.	E	Have another.
1:02	Otro. Ok. Ayúdame con otro cuento pues.	T	Another. Ok. Help me with another story then.

Linda and I had been engaged in a conversation, and I thought we had identified a topic, but Linda took me by surprise. She gave me a nonverbal response of “No” with a nod. She proceeded with her explanation, and I praised her for her boldness. I believe this decision propelled her to gain even more confidence and motivation to know that whatever topic she chose for her story would be powerful and important. This lesson started a pattern throughout the remainder of her lessons. I acknowledged she had another story and asked her to help me with another story, which she did.

Table 4.230

*Linda Second Set of Three, Lesson 3(aa)*

5:03	Mi mamá está pasando las cartas de mi bautizo.	E	My mom is passing out the cards for my baptism.
5:09	I love it!	T	I love it!
5:10	Mi mamá-	E	My mom-

By this time in Linda’s series, I started to notice a shift in her lessons. I offered affirmation occasionally in English. Linda appeared more responsive to my reactions and positive feedback. She seemed to be more motivated and encouraged to try more on her own. The level of independence was becoming evident for Linda.

Table 4.231

*Linda Third Set of Three, Lesson 2(bb)*

0:11	Ah—yo fui a--- a comer con mi mamá.	E	Ah—I went to—to eat with my mom.
0:18	¿A dónde fueron?- ¿En el día de las madres?	T	Where did you go? On Mother’s Day?
0:20	(nods yes)	E	(nods yes)
0:21	¿Sí? ¿No más tú y ella?	T	Yes? Just you and her?
0:23	(nods yes) ah-ja, y mi papá, mi hermano y mi bebé a CiCi, a CiCi pizza.	E	(nods yes) ah-ha, and my dad, my brother and my baby at CiCi, at CiCi pizza.
0:29	¿Todos fueron o no más tú y tu mamá?--	T	You all went or just you and your mom?--
0:31	Todos fueron de-	E	Everyone went from-
0:32	Mm	T	Mm
0:33	Mi familia	E	My family
0:35	Me hubieras dicho. Yo te hubiera encontrado en CiCi’s pizza.	T	You should have told me. I would have found you at CiCi’s pizza.
0:37	(laugh)	E	(laugh)
0:38	¿Quieres escribir de eso?-	T	Do you want to write about that?-
0:39	(nods yes)	E	(nods yes)
0:39	Ok, fantástico. Me encanta que pasaste el día con tu familia en CiCi’s pizza—ok. Vamos a ponerlo--	T	Ok, fantastic. I love that you spent the day with your family at CiCi’s pizza—ok. Let’s write it down--

Toward the end of the lessons, Linda started with a topic in a simple sentence. She gradually added more detail. I gave her affirmation about the topic she selected, the family activity, and at the same time I restated what she said in order to help her hold on to her message.

By the end of our lesson series, Linda knew the purpose of the writing portion of the lesson. She waited long enough for me to turn on the iPad, and she would cut me off

in order to begin sharing what she wanted to write. The number of topics discussed remained low as she usually knew what was important to her and what she wanted to share with me.

Linda's parents were both supportive and remained highly involved in her education. As a family unit they exposed her to many family experiences together. By listening to the activities she participated in with family and friends, I was able to help her co-construct her stories. This allowed me to support her with choices of phrases for her stories. The occasional visits with her mother in the hallway also gave me insider information about events or activities that happened or were upcoming. All of this information better informed me so that I could engage in conversation with Linda and keep the dialogue as natural as possible.

**My misinterpretations.** A child will communicate his or her message in language from the individual perspective in any of various ways in order to be understood. Linda was a student with speech services for articulation and language development, both receptive and expressive. These limitations did not get in her way when she tried to convey a message.

Table 4.232

*Linda First Set of Three, Lesson 1(cc)*

1:55	Jugar, Uy, me parece muy bien este cuento...	T	Play, Uy, I believe this is a good story...
1:59	L-, lo llevamos al doctor.	E	W-, we took him to the doctor.
2:01	Le llamaron al doctor. Ok, so Armandito es-, espérame.... Ok, so Armandito esta	T	You called the doctor. Ok, so Armandito wa-, wait.... Ok,

	<p>malito de tos y no podía- correr y jugar...  El doctor le dijo que no podía hacer eso  ¿verdad? Ok, vamos a ponerlo en tu  cuento y... tal vez mañana le podemos  poner otra cosita más, que el doctor le dio  la medicina. ¿Verdad? Para que se la  tomara. Ok. Vamos a ponerlo...  empiézalo, Armandito..... /-ma-----  --di—ito-/</p>	<p>so Armandito is a little sick  from a cough and he couldn't  run or play... The doctor told  him he couldn't do that, right?  Ok, let's put it in your story  and... maybe tomorrow we  can add a little bit more, that  the doctor gave him the  medicine. Right? So he would  take it. Ok. Let's put it  down... start it,  Armandito..... /-ma-----  ---di—ito-/</p>
--	---	--

In this example she tried to convey a message. I changed a word from her original message (child: llevamos/ teacher: llamaron). Linda was clear, but I heard something else. With all my teacher talk interfering during this small segment of the lesson, I changed her story.

Observations from our conversations included a topic that was initiated on our walk to my classroom. The topics were saved for the writing portion of the lesson. Linda seldom had trouble trying to express herself. In her attempts her language was broken with initial syllables dropped or parts of words omitted, but none of these speech patterns prevented her from being understood during the lesson. If anything, her topics were solid and from the number of exchanges, it was evident that on the days I needed more clarification our conversations included more turn-taking exchanges.

Table 4.233

*Linda Second Set of Three, Lesson 2(dd)*

0:04	Yo también estoy más mejor. Um... ¿Qué me estabas diciendo de un huevo?...	T	I too am also much better. Um... What were you telling me about an egg? ...
0:12	Nada (laugh).	E	Nothing (laugh).
0:13	¿O de tu libro nuevo?	T	Or about your new book?
0:15	Nuevo	E	New
0:16	¿Un huevo; un egg?	T	An egg; an egg?
0:17	No...	E	No...
0:18	¿No?	T	No?
0:19	Yo no sé.	E	I don't know.

There were times when our conversation was difficult to understand. On one particular day I had a confusion over a word I heard. I was unsure of what I heard and confused about the word she said and the word I heard. Both words looked and sounded similar. The more I talked and asked questions, the more I made the conversation confusing to the point the child responded telling me, “Yo no sé” (I don’t know). Actively reflecting on how this conversation was going, I had to let it go.

Linda helped me to think differently about my misinterpretations. Her speech was the most difficult to understand out of all four students in this study. Related to meaning, she was also the easiest to understand out of all four of the student because she knew what she wanted to write about, and she understood the purpose of our writing together. The shift in my thinking regarding my misinterpretations was that misunderstandings do not occur because of indecipherable speech, but because of the unclear words discussed during the shared dialogue which can create loss of time during instruction due to a lack of focus.

**Future topics introduced today.** Linda quickly discovered the purpose of our writing time. She noticed that if she had something to share we could use it for a written message. She enjoyed sharing many details from the beginning of the lesson series.

Table 4.234

*Linda First Set of Three, Lesson 1(ee)*

2:01	<p>Le llamaron al doctor. Ok, so Armandito es-, espérame.... Ok, so Armandito esta malito de tos y no podía- correr y jugar... El doctor le dijo que no podía hacer eso ¿verdad? Ok, vamos a ponerlo en tu cuento y... tal vez mañana le podemos poner otra cosita más, que el doctor le dio la medicina. ¿Verdad? Para que se la tomara. Ok. Vamos a ponerlo... empiézalo, Armandito..... /-ma---- --di—ito-/</p>	<p>T You called the doctor. Ok, so Armandito wa-, wait.... Ok, so Armandito is a little sick from a cough and he couldn't run or play... The doctor told him he couldn't do that, right? Ok, let's put it in your story and... maybe tomorrow we can add a little bit more, that the doctor gave him the medicine. Right? So he would take it. Ok. Let's put it down... start it, Armandito..... /-ma---- ---di—ito-/</p>
------	--	---

From the beginning of her lesson series, I started to suggest parts of her story that could be saved for a future day if she wanted. The choice was always left to her. I simply suggested the part of the story that could be considered for future use.

Some conversations are just that, a conversation. Allowing her the choice to write about a topic could motivate or stall progress and build or destroy trust. Some conversations offered information that could be revisited or extended. In some lessons I could suggest parts that could be saved, but it was ultimately the child who gave permission of what should be written in her journal.

Table 4.235

*Linda First Set of Three, Lesson 3(ff)*

1:45	¿Sí? Ok, mañana podemos decir que tu mamá estaba muy cansada (laugh).	T	Yes? Ok, tomorrow we can say that your mom was very tired (laugh).
1:49	No, mi ma' no quiere (laugh), mi ma' no quiere.	E	No, my mom doesn't want to (laugh), my mom doesn't want to.

I suggested a future topic, and she balked to deny my suggestion. While there were things she and I discussed verbally, there were some topics that just did not go in the writing journal. These messages were not meant to go home as they were more personal stories the child confided in me. In order to continue to maintain that trust, I honored her request to not place that conversation in her journal.

I continued to ask questions, and Linda added personal details. As the discussion continued, portions mentioned could be saved for later use.

Table 4.236

*Linda Second Set of Three, Lesson 2(gg)*

2:18	(gasp) ¿No sabes? ¿Quieres ropa, o un juguete, o dinero?	T	(gasp) You don't know? Do you want clothes, or a toy, or money?
2:22	Jugueque (juguete).	E	Toy.
2:23	(gasp) Voy a, decirle a Juliana que me ayude a comprarte algo. ¿Está bien?	T	(gasp) I'm going to, tell Juliana to help me buy you something. Is that ok?
2:27	Po' necito, también, mi bebé también.	E	But I need, also, my baby also.
2:30	¿Tu bebé también necesita algo? ¿Qué quiere Armando?	T	Your baby also needs something? What does Armando want?
2:32	Armando si le gusta jugueques (juguetes) y ropa.	E	Armando does like toys and clothes.
2:35	mm- A ver qué te escoge Juliana. Vo' a	T	mm- Let's see what Juliana

	dejar que ella te compre algo. ¿Ok?		chooses for you. I'm going to let her buy you something. Ok?
--	-------------------------------------	--	--

This discussion occurred after Linda shared a topic. This lesson reiterated for me the importance of her little brother. She included information about her brother and made sure I was aware of not only what she wanted to be gifted but also what toys and clothes her brother liked since the celebration was for both of them. The request remained only verbal, but this exchange allowed me to see that she was open to talk about future topics even if the discussion went no further.

Some parts of previous stories show up in later stories. (ex. carro blanco, nuevo).

Table 4.237

*Linda Third Set of Three, Lesson 3(hh)*

0:36	Y llevamos el carro blanco nuevo.	E	And we took the new white car.
0:39	Otra vez el carro, ok pues vamos a poner tu cuento. ¿Cómo lo escribo?	T	Again the car, ok then let's write your story. How do I write it?
0:42	Y la otra día vamos a- a Brauns- (Braun's)	E	And the other day we go to- to Braun's
0:46	A Brauns, donde a mí me gusta ir. Ándale, ok so ¿Cómo vamos a decir el cuento de Yogurt Story? Ayúdame.	T	To Braun's, where I like to go. Quickly, ok so, how are we going to say the story of Yogurt Story? Help me.
0:52	Yo- fui—a Yogurt Story	E	I went- to Yogurt Story
0:57	Yogurt Story-	T	Yogurt Story-
0:59	Con--- mi- familia--- y- llevamos---- el carro nuevo.	E	With--- my family--- and- we took---- the new car.
1:15	Carro nuevo. Se andaban paseando, mm—ok. Vamos a ponerlo—y otro día vas a ir a la Braun's-	T	New car. You were riding around, mm—ok. Let's write it—and another day you are going to go to Braun's-

Some topics resurfaced in conversation and other parts in the written message (Ex. car, Braum’s, Yogurt Story). Different events occurred and those parts made it into a composed message. Some portions remained part of discussions only, as comparisons or analogies.

For Linda, the structure of the lesson showed her that if she had something important to share, she would write the message in her journal. If her message was extensive, I would suggest saving parts for another day. Though this was an option, Linda did not show evidence of this from the data analyzed. Linda was open to discussing this possibility only in our conversations. Her journal reveals that some topics were revisited, but from the stories analyzed none of the topics overlapped.

**Extending our time.** Children are resilient and forgiving of our imperfections. As they become more comfortable in their storytelling and writing, they become more engaged in the lesson and even take on some of the prompts that we say during the lesson. This was the case for Linda, and as she became more competent as a writer, she began to take risks to monitor her work. After listening to the audio and coding the transcripts, I realized that her initial attempts were not always accurate, but they were good attempts. Her attempts extended our time together as she was trying to let me know that she was capable of more, including her attempts at monitoring.

Table 4.238

*Linda First Set of Three, Lesson 2(ii)*

4:28	mm-... m-m... n' tape	E	mm-...m-m... n' tape
4:34	No, está bien.	T	No, it's fine.

Linda took a risk and was trying to figure out if I might disapprove of her letter form. Her writing was legible, and I encouraged her to continue. There was not a lot of small talk during this time. At this point in her lesson series, she thought that if she repeatedly called out her mistakes, I would be more pleased. I was pleased that she could restate the prompt to self-monitor, but this was not the goal of our writing time.

During the middle set of lessons, I tried to extend our time by trying to initiate a topic for our conversation. Linda was polite to engage in the conversation, and then she made the bold move of stating "...tiene otra" (I have another). She had another story that she wanted to write about, but she was unsure of my reaction. She took a risk and saw that I accepted her move. She allowed our time to be extended the most the first time by engaging in conversations with me, but after that she did not wait as long to present her topic during writing.

Toward the end of her lesson series, between the first five and seven seconds Linda stated she had a message for her writing journal. While identifying a message did not take so long, during the actual writing of the message, we were able to spend our time engaged in genuine conversation. We managed to do this because we were not under pressure to decide on a topic.

Extending our time together looked differently at the three intervals of her lesson series. Initially Linda tried to extend our time by verbally self-monitoring her work. She then realized what self-monitoring was, and she learned to use it correctly, but not for the

purpose of extending our time together. This understanding shifted our quality time in authentic conversation to a different place of the lesson.

**Child pride.** Children show evidence of noticed success in different ways. For Linda, during the first lesson analyzed, she immediately noticed the length of her message and it was evident she felt pride in the amount of work she did.

Table 4.239

*Linda First Set of Three, Lesson 1(jj)*

8:59	Es- esta grande (long story)	E	Is- it's big (long story)
9:00	Esta largo este cuento...	T	This story is long...
9:03	(laugh)	E	(laugh)
9:04	Léelo.	T	Read it.

Table 4.240

*Linda First Set of Three, Lesson 2(kk)*

3:12	Es grande.	E	It's big.
3:13	I know. Va a estar bien delicioso. Y acuérdate que le vamos a poner un palito con uvas arriba. ¿Ok? Ok.	T	I know. It's going to be very delicious. And remember that we are going to put a stick with grapes on top. Ok? Ok.

As Linda watched me write her message in my lesson records, she noticed that her message occupied multiple rows. She had not begun to write her message in her student journal yet, as she was still repeating it, but she felt pride for the message she had co-constructed.

Table 4.241

*Linda Third Set of Three, Lesson 1(ll)*

3:35	Hice yo sola, tu hicite (hiciste) una- (child wrote most story independently).	E	I did it alone, you did one- (child wrote most story independently).
3:37	Es cierto, síguele.	T	That is true, continue.

Later on, Linda was able to write the majority of her message independently. She noticed that I only added one letter or word to her entire message. I agreed with her and asked her to continue her work. At this point Linda was aware that she was able to independently record her message with minimal teacher support.

During the last two lessons analyzed for the study, Linda was proud she cut me off before I began to talk to her during the conversation part of the writing lesson as she stated she had a story to tell me. This was a great confidence boost for her to become more independent in the selection of her messages composed. She was aware she no longer needed me by her side to help her select a message for writing.

### **Expansion of Language Structures and New Vocabulary**

In this section I report the various approaches in which conversation interactions improve oral language, language structures and vocabulary before a message is selected and written. Linda and I co-constructed a story through talk before writing a message. She shared her interests and experiences through her oral language. These interests and experiences were all contributing factors in the language shared during our dialogue. The subsections that follow include specific examples of the language structures and vocabulary that contribute to the composition of the message. The next subsections will provide answers to the second research question: In what ways do teacher-child conversations prior to writing provide opportunities for the expansion of language structures and new vocabulary?

Linda was the expert in her immediate family and what was occurring in her world related to her classmates. In a short amount of time before we wrote, Linda and I had the opportunity to share stories about what was going on in her life. She had no reservations when it came to sharing her stories in her own language. The meaning of a story was always present for Linda as well as some vocabulary. The part of writing I assisted her with was the articulation and pronunciation of words, the expansion and organization of phrases (through choices offered), and the formation of some letters. Because Linda was offered choices on topics she could write and was provided examples of texts that she could mimic with real life connections, she was more engaged in writing and developing her stories. She was interested in learning to write her words independently and she self-monitored her work as a result. Although she did not successfully complete her DLL intervention, she made progress and gained confidence in her writing abilities.

**English for different purposes.** DLL lessons were conducted in the primary language of the child’s instruction, in this case Spanish. It is not unusual though to hear the child insert English, translanguaging, to shift between languages (Canagarajah, 2011) throughout a lesson in order to get her point across or make sense of her world by flexibly using her linguistic resources (Garcia & Menken, 2015).

Table 4.242

*Linda First Set of Three, Lesson 1(mm)*

3:37	Es upside down.	E	It’s upside down.
------	-----------------	---	-------------------

In the prior example, Linda used English to get her point across as well as her message. She knew what she was trying to say and used both languages to express her point.

Linda was not the only one who used English in the conversation. There were sporadic moments when I noticed that I gave her affirmation with English words.

Table 4.243

*Linda Second Set of Three, Lesson 2(nn)*

0:01	Awesome. Gracias por ayudarme a prenderlo. ¿Cómo estas ahora?	T	Awesome. Thank you for helping me turn it on. How are you today?
0:04	Good.	E	Good.

Some of Linda’s responses were in English. I would ask her a question in Spanish and she responded to my questions in English. We might both code-switch between languages. I would offer praises in English and ask a question in Spanish. There are also occasional words that were proper names and these were mentioned in English, or in both languages. This pattern of responses continued throughout the entire lesson series for Linda and me. She would occasionally respond in English, or I might offer affirmation in English. The other words that surfaced in our conversations in English were proper nouns as in the names of persons or places.

**English to self-monitor.** In some instances key phrases surfaced with automaticity. For Linda, such was the case. When she noticed an error that could be corrected with correction tape, Linda tried to tell me by stating, “I need tape.” I attribute this to the likelihood that I, the teacher, had used this term inadvertently in lessons and

she adopted it. Her remedy was to verbally signal to me the error by stating she needed tape to mask the error and quickly correct it.

Table 4.244

*Linda First Set of Three, Lesson 1(oo)*

4:59	No... si- (necesito) tape.	E	No... ne- tape.
------	----------------------------	---	-----------------

Table 4.245

*Linda First Set of Three, Lesson 2(pp)*

4:01	Ne' (need) tape...	E	Ne' tape...
------	--------------------	---	-------------

Table 4.246

*Linda First Set of Three, Lesson 3(qq)*

2:04	Oops, wrong way...	E	Oops, wrong way...
------	--------------------	---	--------------------

She would say a small phrase in English to state her observation. If she noticed reversed words in writing, she simply commented with a short phrase.

Table 4.247

*Linda First Set of Three, Lesson 3(rr)*

4:50	O-o-o, like that... (1,2,3,4) cuato (cuatro)	E	O-o-o, like that... (1,2,3,4) four
------	--	---	---------------------------------------

In early lessons Linda's attempts to self-monitor were short and to the point. She counted the number of Elkonin boxes/ letter boxes to verbalize how many letter in a word she might see. She thought this was what I wanted her to do which was an inaccurate assumption on her part that I quickly had to dispel.

Table 4.248

*Linda Second Set of Three, Lesson 2(ss)*

2:47	Good.	T	Good.
2:48	I nee' tape. Hice la grande.	E	I need' tape. I made the big one.

As lessons progressed, Linda continued to verbally self-monitor. She also verbalized what her mistakes were.

Table 4.249

*Linda Second Set of Three, Lesson 3(tt)*

3:18	Oops, I nee' tape.	E	Oops, I nee' tape.
------	--------------------	---	--------------------

Table 4.250

*Linda Third Set of Three, Lesson 2(uu)*

0:55	Yo- /fuuu/-- Yo fui—a-- /coo/-- I need tape—oh--- (tape) ----- Yo fui a-- /coomm/, ¿comer?	E	I /wee/-- I went- to /ea/-- I need tape—oh—(tape) ----- I went to-- /eat/, eat?
------	--	---	---

Linda was becoming observant and independent in her work. She was able to self-monitor her story and what she wrote in her journal. Her use of English in her lesson did not seem to impede her progress, but rather allowed both of us the opportunity to see what she was gaining control of.

**Pronunciation.** The way words are pronounced by the child are never the main focus of a DLL lesson. For a child with speech goals, this might be a special consideration to help the child link letter/sound associations with visual words. Because Linda had speech goals, it was sometimes necessary to model the correct pronunciation of a word in order to assist her when transferring oral information to writing. For Linda,

the gentle negotiation of words presented for her stories allowed her the freedom to form her own message without feeling that I changed it, or that I was imposing my agenda.

Table 4.251

*Linda First Set of Three, Lesson 2(vv)*

1:56	Kétchup, mantequilla. ¿Te gusta cacahuates?	E	Ketchup, butter. Do you like peanuts?
2:00	Sí, me gustan los cacahuates mucho.	T	Yes, I like peanuts a lot.
2:02	Yo también y jabón.	E	Me too and soap.

Linda asked me if I liked certain foods on my sandwich. While she pronounced cacahuates (peanuts) I knew she intended aguacates (avocados), and when she pronounced jabón (soap) she intended to say jamón (ham). I did not recast all the words she mispronounced for fear that changing too many words in her message would cause her to halt her story. For clarification I did recast both words, “¿Es jabón o jamón?” (Is it soap or ham?)

Table 4.252

*Linda First Set of Three, Lesson 2(ww)*

7:58	¿Es jabón o jamón?...	T	Is it jabon (soap) or jamon (ham)?
8:01	Jamón	E	Ham

Table 4.253

*Linda First Set of Three, Lesson 2(xx)*

8:59	Yo voy a hac-, a hacer un ba- sandwich para Ms. Robertson con kétchup y cacahuete y jabón.	E	I am going to mak-, to make a sandwich for Ms. Robertson with ketchup and peanut and soap.
------	--	---	--

Similar to what her speech therapist witnessed, Linda could repeat a word in isolation but when asked to reread her message she reverted to her usual speech pattern. In isolation she felt comfortable to say jamón (ham), but in rereading her sentence, she reverted to her regular speech pattern of saying jabón (soap).

Table 4.254

*Linda Second Set of Three, Lesson 3(yy)*

2:27	Po' necito, también, mi bebé también.	E	But I need, also, my baby also.
2:30	¿Tu bebé también necesita algo? ¿Qué quiere Armando?	T	Your baby also needs something? What does Armando want?
2:32	Armando si le gusta jugueques (juguetes) y ropa.	E	Armando does like toys and clothes.

The way Linda spoke her words or expressed her thoughts did not keep her from sharing. The insertions I made to recast words, or the repeating of new words did not get in her way either. Linda used all suggestions to expand her language and her vocabulary. She was a motivated learner, and she used her writing journal to monitor her speech.

### **Summary**

Linda proved to me that her confidence in herself and perseverance to keep trying could extend her knowledge about writing. Linda was a cheerful student who was confident. Though she was in speech, she did not shy away from talking about her family, classmates, or events happening at school. She was always eager to share, and attentive to learn. Linda was receptive to affirmation. She was observant of her own successes during lessons.

In early lessons Linda was composing single, simple sentences with some phrases. An example is lesson #14- “Mi mamá hace tamales para mi abuelita” (My mom makes tamales for my grandmother.) At this point Linda was recording initial and salient sounds in words, and I guided her with spacing between words. She was eager to share her stories and quickly expanded her structures to include phrases, and multiple sentences in one message, as in the following lesson. Lesson #40- “Me escondí de Armando para hacer la tarea. Me escondí en la cama con la mochila” (I hid from Armando to do my homework. I hid in the bed with the backpack.) She noticed her efforts (feeling proud) and made comments of the amount of work she was doing. She continued to offer extended stories over her series of lessons. There were days where her stories were simple, but for the most part she tried to maintain a level of complexity in her stories. Lesson #87 is an example of a compound sentence with a run-on phrase “Yo voy a la piscina con mi familia y mi abuelita cuida a Armando todavía esta chiquito” (I go to the pool with my family and my grandmother takes care of Armando he is still little.) Though there could have been more said about punctuation, that was not my goal for this lesson, and I was joyful she had written the majority of her message independently.

Other topics that were of interest to her included her little brother, books she read with me (text to world connection), parties her family attended, store visits with her family and encounters at stores with classmates, her baptism, classmates, and family.

Linda did not successfully complete the intervention, but the gains she made during her lesson series showed evidence of all the learning she made that contributed to

her overall literacy learning. Linda was continually adding to her literacy toolbox— oral language, reading, writing, speech, listening— all through this small component in her DLL intervention. The following are the messages that were analyzed from Linda. The messages were from lessons in the first set of three, second set of three, and third set of three.

Table 4.255

*Linda's Messages of Lessons Analyzed*

Student	Week	Date	Message-Spanish	Message- English
E	11	2-17	Armandito está malito de tos y no podía correr y jugar y le llamaron al doctor.	Armandito is a little sick from cough and he could not run and play and they called the doctor.
E		2-18	Yo voy a hacer un sándwich para Ms. Robertson con ketchup y cacahuete y jabón (jamón).	I am going to make a sandwich for Ms. Robertson with ketchup and peanut and soap (ham).
E	12	2-24	Fui a dos fiestas y una niña tenía dos piñatas.	I went to two parties and a girl had two piñatas.
E	16	3-31	Yo fui a la Walmart con mi (mis) primos y mi familia y vi a Andres.	I went to Walmart with my cousins and my family and I saw Andres.
E		4-1	Andres no se lava los dientes. Yo le digo- lava los dientes. Andres no quiere.	Andres does not brush his teeth. I tell him, “brush your teeth.” Andres doesn’t want to.
E	17	4-7	Mi mamá está pasando las cartas de mi bautizo.	My mom was passing out my cards for my baptism.
E		5-6	Cuando Kimberly no estaba a la escuela no comimos paleta.	When Kimberly was not at school, we did not eat popsicles.
E	22	5-12	Yo fui a comer con mi familia a CiCi’s pizza.	I went to eat with my family at CiCi’s pizza.
E		5-13	Yo fui a Yogurt Story con mi familia y llevamos el carro nuevo.	I went to Yogurt Story with my family and we took the new car.

## **Cross-Case Analysis**

Besides looking at each child/teacher dyad as an individual case study, I looked at the themes across cases. Within each section I presented the commonalities and differences among the children. Based on the format of the four case studies, I introduced the cross-case analysis with the first section, Student backgrounds. I ended with the section, Pronunciation.

### **Student Backgrounds**

The four student participants shared commonalities among their families. The student participants came from traditional families, with a mother and father who strongly supported education. It was evident that the students were loved, cared for, supported, and expected to succeed academically. One or both of the parents supported the student participants by helping with daily homework, and at least one of the parents in each family unit maintained communication with the classroom teachers, as well as me, their Descubriendo la Lectura teacher.

Differences did exist and were present during the time of the study. Andres was an only child. Monica was the oldest child in her family. Linda was the middle child. Marcos was the middle child in a blended family by birth order, but in his home he was usually the oldest sibling during the week. Marcos, Monica, and Linda had grandparents that visited in the United States. Andres never spoke about his grandparents during our lessons.

School was a priority, and all four students enjoyed attending school for different reasons. All four students participated in activities at differing comfort levels. Andres and Linda were confident participants and regularly raised their hands to actively respond. Marcos enjoyed verbal participation but not the independent work that required writing. Monica enjoyed participating in large group activities as an observer. She seldom volunteered to respond in front of her peers. She completed most school assignments but rarely if ever asked for assistance.

**Special Services.** Initially all four children in the study were identified as at risk in need of literacy support and assessed for the Descubriendo la Lectura (DLL) intervention. Three of the four participants qualified for fall (first round) services as the lowest literacy learners in the first grade classrooms in September. Andres and Marcos, who qualified for services immediately, were able to begin the intervention in September. Monica and Linda received small group literacy support until a space became available for them to begin the intervention (see Table 3.1).

Three of the four students, Andres, Marcos, and Linda, received speech services prior to the intervention. Monica did not require speech support or any other special services for any disability. Linda and Monica received small group literacy support prior to the intervention. The group size was adjusted to accommodate Monica's level of comfort in order to encourage her to verbally respond.

Additionally, of the four student participants, three children had relatively normal childhoods as far as childhood development. Andres was born with a medical condition

and was receiving support in the motor lab for gross and fine motor skills, movement to cross the midline, and learning to walk and to eat by mouth.

**How we met.** Prior to the time of this study, this campus had three sections of kindergarten. The year prior to the study, I was fortunate to work in all three classes with students who were at risk in literacy. All four student participants had been in the same kindergarten class together.

I knew Andres, but I did not work directly with him in kindergarten as he was receiving other important supports for daily functions. At the time Andres was receiving multiple daily supports for walking, eating, dressing himself after bathroom visits, and gross motor skills, as well as speech. I was able to work with Marcos, Monica, and Linda in small groups through the integration of science and literacy. The three students were each in different groups.

### **Co-construction of Messages**

Each child received daily, 30-minute, one-to-one instruction with me as the DLL teacher. As part of the daily writing portion of the lesson the child and I engaged in dialogue prior to writing in order to co-construct a message that could be written in the child's writing journal. The following subsections share the overview of commonalities and differences across the four case studies and show how the child and I co-constructed a meaningful message through authentic conversation prior to writing.

**Give-and-take exchanges.** The four student participants shared topics that were meaningful to them and participated in conversations with me that were documented as

give-and-take patterns of exchange. Each of the students offered phrases and comments that he or she might want to discuss and write about later. The give-and-take negotiations manifested themselves through question-and-answer responses. Usually I was asking questions to gather more information on a topic from the student. After asking questions and the student responding, I found that if I restated the initial word or phrase, the child would chime in by adding the next word or phrase helping to co-construct his or her message. Sometimes I would restate two possible phrases from our conversation to assist the student by providing choices, but ultimately the student decided what to write in his or her journal.

There were differences in the give-and-take responses for each student. Some students had a natural ability to talk while others were more reserved and preferred to be observers. For Andres, a natural conversationalist, the give-and-take exchanges were about the negotiation of topics and language, which usually resulted in stories about superheroes with him present in his stories in third person. In order for Andres to get his message across, there was the negotiation of language in our conversations. By allowing Andres to use English proper names for his superheroes and some of the actions (in English phrases) he was able to inform me of the battles that ensued which we were able to agree on his stories. Conversations with Andres were long and included an average of 5 to 6 topics on average before deciding on a message. He was very particular about the topics he wanted to discuss or write about in his journal.

The give-and-take exchanges with Marcos, another gifted conversationalist, were only difficult at first. For Marcos the challenge was in reducing his anxieties about writing and convincing him to write any of his stories during the time he was with me. Conversation was easy for him, but as soon as he realized we were going to write a message in his journal he changed the topic of the conversation to avoid committing to a story at that time. It was not until he realized that he was capable of writing his message and that he had valuable stories to share that the resistance to writing decreased. Conversations with Marcos were extensive and included between 8 to 10 different topics before he decided on a message. In that sense, the give-and-take exchange was high. He had a natural ability to distract a listener (teacher) to another topic; I fell victim many times thinking I was engaged in authentic conversation only to find out he was masterful in finding ways to avoid writing. (The value of listening to one's lessons.) Marcos had many wonderful stories to share. He just needed a little guidance to write them in his journal.

Because Monica was such a quiet student (an observer by nature), drawing out the give-and-take exchanges in a natural fashion presented a minor challenge for me. With Monica, I asked questions and restated phrases from our conversation while providing wait time for her to co-construct her message. Usually if I asked her a question, her responses were one-word answers. If she would not respond in complete sentences, then I would assist by offering choices of phrases from her one-word responses, and she would then select the phrases she wanted for her stories.

Linda, a more natural conversationalist, was a confident student working to develop her speech, so the give-and-take exchanges were on the negotiation of words and phrases. Linda offered topics in partial phrases during our conversations. I provided options of phrases for her story which she immediately applied to her message. Linda was motivated to rehearse her messages and monitor her oral language with the messages she composed. By the end of her series, she was down to business and did not require much give and take from me. She came prepared to share during her writing lesson and cut me off within seconds of starting. She knew what writing was about and what she wanted to write about, and she did not want to waste any time in unnecessary talk if she did not need to.

**Flexibility.** All four students demonstrated flexibility in their lessons by engaging in conversations with me, even if the conversation did not make it to the writing journal. What stood out was that each learner took risks in the conversations not only to respond to my questions but also to gather information for himself or herself by asking me questions. Both Andres and Linda sometimes asked questions during the DLL lesson though Linda's questions involved their classmates. I might provide an indirect answer due to the confidential nature of the information (yo no se/I don't know), to which Andres and Linda provided answers to their own questions. If I did not provide a direct answer, they would answer their own question with a statement that would satisfy their curiosity. Monica asked me personal questions for her own interest. For example, she was interested in the activities that both of my daughters did. She inquired when they had

birthdays as one of my daughters had a birthday close to her birthday (April). When my daughters went to the doctor, she wanted to know why they went to the doctor. All four students were flexible in expanding their stories, especially when there was assistance to co-construct their message.

Each student also demonstrated flexibility in different manners. Andres was flexible in extending his stories over multiple days. He wrote about superheroes and the Monster Trucks over several days. Superheroes were a recurring theme for Andres. Linda also had recurring themes as she enjoyed writing about her little brother, her family, family outings, and their new car. Andres was flexible in inserting phrases in English to expand his stories to get his message across. Linda was flexible in finding new ways to pronounce words in Spanish and English in order to convey the meaning of her message.

Due to confusions with some letters in writing, Marcos demonstrated flexibility seeking substitute ways of writing letters he found confusing by stating there was another way of writing it. Marcos was also flexible in considering writing more in his story though his immediate response was to write the least amount possible. Once Marcos noticed the amount of writing he was capable of doing, he could consider adding more, or stated his satisfaction in his decision to write more.

Monica was painfully shy in responding verbally in class. Her classroom teacher had expressed a concern for Monica's silence in class and in whole-group activities. The classroom teacher perceived Monica's silence in class to be an at-risk indicator. The classroom teacher therefore placed Monica in additional tutoring groups for every subject

in school, in addition to after-school tutoring for reading. During the DLL intervention, though Monica was comfortable with nonverbal gesture responses, she was also flexible in responding to phrases and sentences. My observations of her in the after-school program revealed that she happily participated in all activities and interacted with the other students and various student teachers. Additionally, her mother commented that at home she openly communicated.

**Resources.** Teachers can encourage students to bring personal objects to encourage dialogue and support the writing lesson. All four students used various scaffolds to support their conversations and writing. The support was not always with toys.

Andres was the only student who brought superhero toys to most of his DLL lessons. On one occasion Marcos brought five bilingual books he recently purchased from a visiting author. On that particular day, he also brought a Native American headdress he made in his classroom. Monica and Linda did not bring personal items to their lessons. However, because Monica enjoyed all aspects of school and her lessons, she did make a request to me for magnetic letters. She wrote about this instance in her journal. From the data analyzed, Linda was the only student who used books she read from the lessons to write stories. She personalized and extended her message using the book language or phrase patterns in her books.

**Balks.** In order to refuse a topic or show dissonance, each of the four students balked in his or her own way to demonstrate disagreement. In order to redirect me to

another topic or another story, the students used direct phrases to inform me. A balk was the student's natural way of resisting the request or direction of the conversation.

Not all balks appeared the same. Some of the balks appeared through verbal statements and others manifested through actions. Andres and Marcos demonstrated their balks through actions. While Andres snapped his fingers or banged the table, Marcos smacked his lips when he did not want to do something.

Marcos used a balk as a distraction to keep from writing by changing the subject or changing the topic of conversation many times. He was not shy about directly expressing when he wanted to write or how much of his message he wanted to write.

Both Andres and Marcos also verbalized the need for "think" time. They were quick, loud, and direct about this request. Either way, the time to think aloud gave each student time to collect his or her thoughts and formulate his or her message. Wait time to think was indicated by Monica and Linda through elongated sounds as placeholders for think time.

Andres balked in Spanish and also in English. Monica had a minimal amount of balks throughout the lesson series. I attribute this to her quiet nature and the fact that she liked school so much she rarely disagreed with anything asked of her.

**Affirmation.** Affirmation provided positive feedback to the learner letting him or her know he or she was on the right track. Throughout the lesson series with all four students, I found that if I provided affirmation to the student the lesson would gain momentum and we could co-construct the message together. Simple forms of affirmation

included a gasp of surprise, an “ok,” or a “wow.” A small comment like this confirmed to the child that I was genuinely surprised and interested in what he or she had to share. Generally, the child would then continue to share additional details, while also providing validation for the child. Less obvious forms of affirmation included restated phrases by me that the child had previously shared in conversation. Once the student heard familiar phrases from his or her conversation, he or she simply selected the next phrase and helped co-construct the remainder of his or her story.

There were also different forms of affirmation with each student as each student was unique. For Andres, I encouraged him to add more to his stories about superheroes. Allowing him to write about the same topic and adding details to his stories showed Andres that I was interested in his stories and the episodes that followed. Affirmation for Marcos helped ease his insecurities about writing and offered validation that he was capable of taking his conversation to his writing journal. Affirmation for Monica helped build confidence to share her stories verbally. Positive affirmation validated that what she wrote was important. There was evidence that after she wrote her story and she reread her message, she decided to add a phrase to her message. For Linda, affirmation encouraged her to continue sharing her stories and to continue working on the verbal organization of her message. Linda took all the resources available to her and utilized them to improve her writing and to self-monitor her work, each time improving.

**My misinterpretations.** There were occasions with all four students in which I, the teacher, unintentionally misunderstood what the child said, and I misinterpreted the

information in my response or restatement back to the child. After looking across all four cases, I realized that the misinterpretations were due to my not listening attentively and not taking good notes as the child spoke. I noticed that when this occurred with Andres, Marcos, and Linda, I changed the child's words to what I understood, therefore changing the child's story. Another observation was that too much teacher talk could lead to my misunderstandings. Not all lessons had teacher misunderstandings, but in the lessons that did, I also found that there was a lack of focus on my part during writing that could have been attributed to different reasons (teacher preconceived ideas, inattentiveness from multitasking, lack of understanding), which then led to inefficient time management.

Every child in the study was unique and the misunderstandings that occurred by me, the teacher, were also different with each child. On one occasion with Andres, I had an idea of the meaning of the story that did not match the idea conveyed by him. The more I tried to explain myself, the more I frustrated Andres and myself. My lack of focus on the objective of the writing lesson, which was to compose a story with Andres (not to create a unique superhero), created unnecessary dialogue that was useless to his story.

With Marcos, I often thought that we were engaged in authentic conversations during the lesson. It took some time for me to realize that I was overlooking a daily pattern with him (he was a master conversationalist already). The changing of topics during the conversation was his strategy to keep the conversation going while avoiding committing to a story and writing it (I, the teacher, needed to focus because our writing time was limited).

My misinterpretations with Monica were different from the other students. Monica was not conversational in school, but she was capable of having conversations. She simply chose not to be a talkative person in academic settings. My charge with Monica was to help her be successful in all situations: to listen, to answer, to read, and to write. Though her classroom teacher had voiced her concern about Monica's shy demeanor, I knew Monica understood what was required of her at school. At a point in her lessons, I caught myself doubting her abilities due to her extremely quiet nature at school. I even thought that perhaps I was too optimistic and that I could be overlooking a hidden disability. However, I recalled a conversation with her mother where she shared that Monica was not quiet at home. Much to my surprise and that of her classroom teacher, Monica was able to successfully complete her DLL intervention. Monica did not have a deficit in learning. She was simply a quiet student.

Linda had no problem getting the meaning of her message across. However, I noticed that I sometimes did too much "teacher talk" during our conversations while I was trying to give her options of phrases. My attempts were not always helpful, and those efforts sometimes left her no alternative but to tell me "Yo no sé" (I don't know). At that point there was no choice but to abandon that topic and initiate a new idea. This did not happen often with Linda, but she wasted no time in being candid and stating her understandings. We then proceeded with a topic of her choice to write in her journal.

**Future topics introduced today.** As I worked with each of the students, it was always helpful to get to know them in order to discover their interests or topics that

interested them. I had to build trust that whatever the child confided in conversation remained between us. I tried to be purposeful and always offer the child the opportunity to write about ideas we discussed. If he or she refused, then I had to be respectful to honor his or her decision. With all four students I tried to introduce topics in conversation for later use in our stories. All four students were compliant and engaged in conversations but did not necessarily write about all the topics we discussed in their journal. Some topics remained only in the verbal stage.

There were reactions that were different for each student. Andres was the only student who took ownership in an evident manner to negotiate when to write parts of his story. After suggesting to him that he could write part of his story the following day, he began to suggest what parts of his story we could write tomorrow. Sometimes he made the suggestions or sometimes I did, but either way he felt secure to continue his story over multiple days.

Marcos, Monica, and Linda were polite and willing to engage in the dialogue with me, but they did not necessarily plan to write about topics from previous lessons. Monica was open to the idea and wrote about a related idea only on one occasion from the data analyzed.

**Extending our time.** During the writing portion of the initial lessons it was sometimes noticeable that students shy away from having to write. Some students verbally stated they did not know how to write. As lessons continued and the students became able to contribute more to their composition, their level of comfort shifted and

they found ways to extend their time in writing in DLL by demonstrating new learning. All four students wanted to continue their conversations to share more information during the writing portion of the lesson.

How each child extended his or her time in writing was different. Andres extended our time in writing by balking over the appearance of his letter forms or punctuation marks, even though they were legible. When he finished writing his message he expected to continue writing more and asked me, “¿y que?” (And what?). He questioned me as if I withheld information from him and there was more to his story. I would revisit my lesson records and repeat to him the message we had decided on. At this point I knew he made a shift, and we could expand his writing.

Marcos initially tried to extend our writing time by suggesting that he wanted to return later to write. I did not concede to his request. As time passed, a pattern emerged during the writing composition time where he stated, “ahorita te digo” (I’ll tell you in a minute). He inserted this comment after we selected a message to write. The first time I did not entertain this comment for fear he might divert the conversation. After I heard it in a subsequent lesson, I waited until he wrote his message and then referred to his comment. This phrase was to tell me he would share his thoughts in just a moment. I thought he might forget after he finished writing his message, but my assumptions were incorrect. Marcos returned to answer whatever cliffhanger he previously presented.

Monica extended her time in writing in a different manner. She had beautiful penmanship and could hear and record most sounds in words. During the writing portion

of her lessons though, she wrote at a moderately slow rate. As her lesson series continued, she extended her time in writing by maintaining a moderately slow rate to get her message on the page. If she wanted to share personal information or ask me personal questions about my family, she extended the conversation at that time. For Monica, the rate of writing did not get in the way or cause our lessons to run beyond the allotted time. She was efficient with her conversations to share what she deemed pertinent and to gather what she wanted to know about me or my daughters. The remainder of the time she enjoyed having the individualized instruction with little talk.

Linda initially tried to extend our writing time by following a misconceived rabbit trail that was partially correct on self-monitoring. In the first set of three lessons, she verbally announced her attempts to self-monitor any mistakes she made in her message by requesting correction tape because she thought that would please me. Because the focus of writing is not only on self-monitoring but also on the message, I redirected the focus of our writing to the meaning of her story. Linda was the only student in the study to approach the writing portion of the lesson and state she had a story to write. By the end of her series of lessons, she understood the objective of the writing portion of the lesson and told me when she had a topic already selected. We quickly co-constructed her message and as she wrote, we extended our time together engaged in genuine conversation adding details (in conversation) yet remaining within the time allotted.

**Child pride.** Each of the four students demonstrated pride in his or her work throughout the lesson series. In each case the student shared his or her observations as he

or she became aware of growth and improvement in his or her writing ability. The students acknowledged their independence and their ability to write words independently. Part of the pride noticed included the length of their message and the decrease in teacher support during writing indicated by the tape on the page or the change in marker color.

Every learner began the intervention with different strengths. As each child began to gain control of his or her writing, he or she expressed pride for his or her accomplishments. From the beginning Andres was aware of the way he wrote his letter as he worked to improve the form of his letters with fine motor skills in class and with other specialists. By the time he became a participant in this study (November), he noticed he could write a lot more than when he started the intervention (September). Sometimes I assumed I would help him write the name of his superheroes in Spanish, and especially English, but he informed me he knew how to write their names. His motivation and confidence were evident as he independently found strategies to help him gain control of words linked to his personal interests.

Though the act of writing seemed daunting for Marcos, when he looked back to reread his message, he was always glad he decided to write more. Throughout the lesson series Marcos battled with doubt about how much he wanted to write. He often stated, “solo eso” (only that) indicating that was all he intended to write. As he reread his message, he was sometimes willing to add more. More often than not, he was pleased with his decision to extend his stories. By the end of his series of lessons, his confidence shined through as he stated he knew how to write everything.

Monica was proud of her accomplishments in DLL but did not verbalize her emotions in our conversations. Since the beginning of her DLL intervention, it was evident that she took great pride in her work and completed all work that was requested. On one occasion, she, along with many other students in Reading Recovery and DLL across the district, took great pride in attending the annual reading celebration at a local neighboring school. Monica, her mother, and little sister attended the festivity. Her mother purchased her a brand new dress and high heel shoes to attend the celebration as this was an event to highlight the accomplishments of the many successful participants in the intervention. Though she never verbally expressed her pride, it was evident by her presence at the annual celebration and the interest her family took in attending.

Initially Linda's stories began as simple sentences. Linda recorded only salient sounds she could isolate, hear, and record. By the time she joined the study she noticed and stated that her story was long. She continued to state her observations of what she noticed herself completing independently in her writing journal. By the end of her lesson series she took stock of all she wrote in her message with little to no teacher assistance. The culminating act occurred during her last two lessons in the study when Linda cut me off as I tried to initiate the conversation. She quickly stated she had another story. She was proud of herself for having a story ready requiring minimal teacher assistance.

### **Expansion of Language Structures and New Vocabulary**

The teacher's goal during the series of lessons in the writing portion of the DLL lesson is to help the child construct a message. Clay (2005) encourages the teacher to

assist the child to get his or her ideas on the page. The language used should show evidence of complexity in language structures as the lesson series continues. Lessons at the end of the series should include interesting messages through the use of two or three sentences (Clay, 2005b).

The conversations prior to writing allowed the child and me to exchange ideas. Based on what the child shared during this time, I was able to quickly make informed decisions to scaffold the child in his or her language development through the support of language structures and new vocabulary.

**English for different purposes.** For English Language Learners the language resources are vast when they have ample linguistic pools from which to choose words based on their comfort level. Though the intervention was delivered in the language of instruction, in this case Spanish, three of the children were flexible in using words from either language in order to get their point across. I should also mention that from the transcripts analyzed, I discovered that I sometimes used English to give the students affirmation. English was commonly used for English names, nouns, and proper names of places.

Three of the four students used English for different purposes in their lessons. Andres (Can you fix it?) and Linda (es upside down) used English to ask questions and speak in short phrases. Marcos was comfortable only using English in isolated words or for some of his technology (mi birthday; e-scare; iPad). Monica was the only student who did not use English in any of our conversations that were analyzed.

**English to self-monitor.** Self-monitoring is an indicator that the child is noticing inconsistencies in his or her work not matching his or her speech, whether it be reading or writing. Though the DLL lessons were conducted in Spanish, it was surprising that three of the four students demonstrated self-monitoring through the use of English words or phrases. From the transcripts it was not evident that English prompts to self-monitor for meaning, structure, or visual information were used by me. The only other explanation is the possibility of outside sources introducing this terminology in English to the students. Outside influences could include additional small group literacy support by other staff or volunteers and after-school tutoring since all classroom reading instruction should have been in Spanish by the classroom teacher.

Each student used English within his or her level of comfort. Andres and Linda ventured to self-monitor using short phrases. Marcos was more reserved with his English and only made attempts at the word level. Monica made no attempts in English to self-monitor. All of her self-monitoring was in Spanish.

Andres felt at ease using English phrases due to his exposure to English in medical clinics and hospitals. He was, therefore, most likely to take more risks in other areas of his learning using English. He was not always correct in his terms to self-regulate, but he was correct in noticing the discrepancies as they emerged.

Marcos was not always able to verbalize what he was self-monitoring. However, if Marcos noticed something wrong in his written composition, he self-monitored by stating “tape” to indicate he needed to correct something in his message. I take full

responsibility for inadvertently using this English word in lessons which Marcos most likely adopted as a consequence.

Like Marcos, Linda also most likely adopted the word “tape” from me to indicate a mistake in her written message. However, Linda was more comfortable using phrases and stated, “si’ tape; “ne’ tape” or “oops, I nee’ tape” to self-monitor her visual written work. Three of the four students demonstrated evidence of their self-monitoring through the use of English words or phrases.

**Pronunciation.** Though three of the four students were eligible for speech support during their intervention, none of the students had trouble conveying their message or engaging in conversation with me. In all four cases the children pronounced words the way they heard them and to the best of their abilities. If the child omitted or mispronounced words, I would articulate the word for him or her. The child was not expected to have perfect pronunciation, nor was he or she made to practice articulating a mispronounced word in lesson or out of lesson. As part of our working relationship as writers, there was trust and an unspoken mutual understanding that I pronounced difficult words for them and vice versa. The child then wrote the missing part he or she isolated, identified, and recorded it in his or her journal with teacher support. If the child felt comfortable to immediately insert a word in his or her spoken vocabulary, he or she tried it on his or her own. If the pronunciation of a word was not within the students’ control, it was not an issue in DLL as the speech therapist had personalized goals for the different students during their speech therapy sessions at their level.

The following are differences in pronunciation noticed for each learner. Andres sometimes dropped initial syllables or substituted different initial/end letters. In such instances I articulated the word for him. Andres sometimes applied the correctly pronounced word in his sentence immediately (lestruyendo/destruyendo; Monster Mupp/ Monster Mutt).

Marcos's mispronounced words did not impede him from expressing his thoughts. During one lesson Marcos mentioned he was learning a new sound (/v/) as this was the initial sound in his sister's name. I did not make a big deal about this in his lesson. The following day he arrived at his lesson saying his sister's name and pronouncing her name correctly. I was surprised and impressed by his motivation to work on how he pronounced his words but never made mention of it.

With Linda I recast words to confirm I understood what she was intending to say. Linda immediately repeated words pronounced correctly in isolation but had a pattern of reverting to her usual speech patterns when using words in continuous text. The pattern was noted but not emphasized.

Finally, I should note that because of our mutual trust and our shared working relationship as writers, Andres and Linda were confident in helping me when I could not pronounce words the way they knew the words. In both cases they repeated the words for me so I could practice pronouncing them better. With Andres, I once asked which Monster Truck was his favorite since I did not know the name of his trucks, yet the names were written on his shirt. He pointed to his shirt to show me. He replied, "Max D

and Gray Dien (Grave Digger).” I accidentally said “Maxie” to which he quickly responded and corrected me, “¡Maxie, no! ¡Max D!” (Andres- Max D/ teacher-Maxie; Linda- Brauns (Browns)/ Braum’s). Because of the trust we had to help each other compose and write, the students did not seem to be inhibited or bothered by the way they spoke or the way they heard me speak. We were all learners and as such, we were in a position to help each other.

### **Summary**

The case studies presented provided insight into the kind of writing that can occur when teacher and child engage in conversation prior to writing. The four cases presented include four at-risk first-grade students in a Descubriendo la Lectura intervention. The participants interacted in dyads with me, a teacher, for a daily 30-minute intervention literacy lesson delivered in Spanish. The main research question guiding the research was as follows: What is the nature of the teacher-child conversation when composing written messages during a bilingual intervention? Additional subquestions included were as follows:

- In what ways are the topics of interest developed through the co-construction of messages in teacher-child conversations before writing?
- In what ways do the teacher-child conversations prior to writing provide opportunities for the expansion of language structures and new vocabulary?

Findings will be discussed in the next chapter along with how the findings connect with current research. Implications and recommendations for emerging bilinguals and at-risk students will also be included in the following chapter.

## CHAPTER V

### DISCUSSION

This study is important for the following reasons:

- Conversations prior to writing are essential to helping a child co-construct their message.
- The nature of the conversation when composing a message for writing was unique for each learner.
- Children manipulate language (Dyson, 1983).
- Collaboration between teacher-child provides opportunities for the intended meaning of the child and the negotiation of meaning (Lindfors 2008; Wells, 1986).
- Children are encouraged to write for authentic purposes by selecting topics of choice and personal interest (Calkins, 1994; Clay, 2001; Graves, 1973, 1983).
- Children should write about topics that motivate them and are familiar to them (Clay, 1983).
- Messages should include the child's personal language, experiences, and prior knowledge (Clay, 1983).

Conversations before writing are key to helping a writer compose a message. This study explored the social co-construction of messages through conversations with four at-risk students in an early literacy intervention, *Descubriendo la Lectura*, delivered in

Spanish. This study specifically investigated the nature of teacher-child conversations when composing written messages during the bilingual intervention.

The qualitative case studies of the four students provided insight into the types of topics that were of interest to each learner. I provided opportunities for each of the students prior to writing to engage in conversations with me. Each child then selected topics for his or her message which would be co-written in his or her student journal. Conversations during the writing portion of the DLL lesson were audio recorded for later transcription. Student writing journals, lesson records, field notes, and audio recordings were collected and analyzed.

Fullerton and De Ford's (2001) study provided a basis for beginning codes for analyzing the first case study. I began with this case study because it was the longest and the most complex.

Data analysis was ongoing and recursive. After case one, I analyzed all three other cases in a similar fashion using a revised coding process and added new codes that surfaced. Patterns and themes emerged. Once all case studies had been analyzed, I began cross-case analysis across all four cases one theme at a time. I proceeded to look for unique features and similarities within each theme.

The information gathered from the data analysis across the four cases provided evidence that further helped me answer my research questions that guided my study. I used the main research question to guide the research and the two sub questions to organize the themes and results in the study. Findings from the data offer

recommendations for working with at-risk students. Implications will be presented in the latter part of the chapter.

### **The Research Question**

This study was framed from three theories. The Social Constructivist theory (Vygotsky, 1978) is relevant to my study because the child and I co-constructed messages during our conversations. The act of composing in this study was socially constructed. The act of writing during the intervention was a scaffolded process where the child wrote what he or she could independently and the teacher supported partial attempts and wrote for the child what was beyond his or her control at the time.

Funds of knowledge are a child's knowledge of the world, the children's cultural resources, background knowledge and experiences (Moll et al., 1992; Gonzalez, 2005). Funds of knowledge were relevant to my study because children drew upon cultural resources and personal experiences for our conversations and to co-construct messages.

The third theory, literacy processing theory, is the complex processing of multiple sources of information, problem-solving, and the improvement of a self-extending system (Clay, 2005; Doyle, 2013) as the child learns to make in-the-head decisions. Literacy processing theory was significant because children were using multiple sources of information to be able to compose an authentic story. The children were also working to become independent over time.

My research question was as follows:

What was the nature of the teacher-child conversations when composing written messages during a bilingual intervention?

- In what ways were topics of interest developed through the co-construction of messages in teacher-child conversations prior to writing?
- In what ways do teacher-child conversations prior to writing provide opportunities for the expansion of language structures and new vocabulary?

### **What was the Nature of the Teacher-child Conversations When Composing Written Messages during a Bilingual Intervention?**

What was important to remember during the conversation time was that the teacher preserved as much of the original message and carried that to writing showing the child that his or her contributions were respected (Clay, 1991). This simple act encourages fluency in the reproduction of the child's writing. The nature of teacher-child conversations when composing a message for writing was different for every student as each learner showed to be unique throughout his or her series of lessons. From the data analyzed, a set of patterns was identified for each child.

Dyson (1983) talks about children manipulating language to produce and analyze it in order to write it down. In this study all four children manipulated language to produce it, but it was most obvious in Andres's case study as he was working to coordinate his literacy knowledge, and language, with his gross motor skills. Andres was an eager student with many things to say about a few topics, usually superheroes. Though

I tried to guide the conversation to other topics that might be of interest to him by suggesting other topics of interest to a child his age, he always brought the conversation back to his episodes of superheroes. He was the only student to consistently bring toys to his lessons. Andres did talk about his mom and dad, hospital visits, and superheroes. The 9 journal entries were representative of the topics he covered during the 20 weeks of instruction.

Marcos was excited to be selected to try new things. He was excited to share information about his family, friends, and significant events in his life. He was not reserved about expressing his likes or dislikes. There were many adults involved in his life and because of this, they made sure to help him feel secure in all situations (upcoming events, new situations, changes in his schedule). Marcos's transcripts provided evidence of lots of negotiations before writing throughout all three sets of lessons. Marcos covered multiple topics in the teacher-child conversations, as he believed writing was a cumbersome activity and tried to avoid writing by diverting through conversation. Sometimes his strategy entailed revisiting previously mentioned topics to keep the conversation going to avoid having to write. Marcos was capable of writing but perceived writing to be a challenge and struggled to like writing until he was able to see he was able to do it. Four of his nine lessons analyzed were about activities related to his birthday; one message was about a school celebration; one time he wrote about a school friend; on three occasions he wrote about gifts from his mom and dad. Marcos was observant during the lessons and was the only student to comment on my facial

expressions. He was also outspoken and told me “y solo eso” (and only that) when he was only going to write a limited amount. Writing was not his favorite activity, but he achieved a level of independence to the point of successfully completing his series of Descubriendo la Lectura (DLL) lessons before 20 weeks.

Clay (1991) suggests we observe children in conversation, for a child who does not like to talk with the teacher may be a child at risk, and that teacher’s reaction should be to create more opportunities for talking. This described Monica. Monica was a sweet and quiet student compared to the other three participants. She had few things to say about anything. Her family mattered most to her. She was unique in the way she presented herself at school. She liked and respected school. She maintained a quiet demeanor at school, but at home she was a different person. She liked to please her teachers, complete her assignments to the best of her ability, and only spoke when it was absolutely necessary. Throughout her series of lessons the nature of the interactions between us was through questioning. Monica was quite comfortable being quiet, so when I spoke to her, she initially responded with nonverbal gestures. She enjoyed receiving individualized time for her literacy instruction, and she ventured to ask questions during this time also as it was a more personal setting. She sometimes asked questions about my daughters. For Monica, family was an important topic of discussion, as well as family events, and she rarely deviated from these topics. Initially, Monica tried to respond during conversations with nonverbal gestures to which I prompted her to verbally respond. My approach with her was to restate and recast words or phrases and give her

wait time so she could extend her message. She was responsive to this approach, and she assisted in co-constructing her message.

Linda was a confident student with a cheerful disposition. She enjoyed school and was honest, attentive, and direct in speaking her mind. From her lessons she made connections to her life, texts, and writing. She used her book language to help her extend her language structures, and as a result she was able to use those structures in her writing, monitoring her reading and her speech. She worked to self-improve by monitoring with her written message. This coincides with what Dyson (1983) states, that for some children the talk before writing provides the rehearsal and the logical way for the child to get his or her thoughts on the page. Linda enjoyed reporting daily happenings on our way to my class. She was usually brief about what she told me. I saved what she said during our walk down the hall for our writing sessions. During the conversation part of the lesson, I would ask questions to gather details in order to help her expand her story. Initially Linda only recorded the beginning sounds or salient sounds in words. Linda shifted to selecting her own stories and letting me know “yo teno (tengo) otra” (I have another). She wasted no time telling me she had a story. She was direct in telling me if she did not know how to write a word. She was about learning how to figure out writing. By the end of her lesson series I was restating words or phrases to help her co-construct her message. She was aware of what she could and could not do. She knew what writing was about and what she wanted her messages to be.

Overall, it seemed that all the student participants came into the intervention having had different experiences with writing and different manners of sharing orally in writing. All of the students had valuable experiences to contribute as Dyson (1983) and Genishi and Dyson (2009) stated, as symbol users and social participants, even if their writing did not appear to resemble the conventional writing system.

### **In What Ways Were Topics of Interest Developed through the Co-construction of Messages in Teacher-child Conversations Prior to Writing?**

Wells (1986) and Lindfors (2008) noted that the collaboration between the child and the teacher provides favorable opportunities to negotiate the intended meaning of the child. Children were encouraged to choose the topics they wanted to write about: topics from their individual interests for real audiences and for authentic purposes (Calkins, 1994; Clay, 2001; Graves, 1973, 1983). Clay (1983) also added that young children construct stories from topics that are motivating and familiar to them. Topics for writing can include the child's use of their personal language, personal experience, and prior knowledge (Clay, 1983).

The following sections show examples of the themes that emerged from the four participants. The themes were not predetermined when the study began. The themes that emerged were give-and-take exchanges, flexibility, resources, balks, affirmation, my misinterpretations, future topics introduced today, extending our time, and child pride. It was interesting to see how each child acted or reacted during the writing component of

his or her Descubriendo la Lectura lesson and how each one developed as a writer through our conversations.

**Give-and-take exchanges.** The give-and-take exchanges were the turn-taking responses between the speakers (Riggenbach, 1999). As mentioned by Kelly, Klein, and Pinnell (1996), oral language exchanges were like a conversational “dance” where one partner responded in relation to the other. For each student participant the number of give-and-take exchanges was different. Andres and Marcos usually had a higher number of exchanges to decide on a message. There were few lessons where they would bring up additional conversation after they decided on a message; rather we would spend our time slowly articulating words so they could make instructional decisions about their message. With Monica and Linda, they had more lessons where they had a fewer number of give-and-take exchanges to decide on a message to write, but then they engaged in conversation to discuss additional topics, and more give-and-take exchanges were added. Additional numbers were added to their tables (Tables 4.3, 4.62, 4.170, and 4.205) that indicate the number of additional give-and-take exchanges in the conversation.

The teacher with the child creates opportunities to talk and talk more in conversation (Clay, 2005). Clay (2005a) states, “Throughout all lessons, not only these early ones, the conversational exchanges should be a very valuable context within which literacy learning becomes the focus” (p. 34). Some children had an easy time engaging in conversation, but it was not easy for all of them. The give-and-take negotiation sometimes happened because of topics the child wanted to discuss while I tried to present

other topics. Other times the child asked questions to manipulate the conversation or redirected the topics to keep from writing, as in the case with Andres and Marcos, two expert conversationalists. Both Andres and Marcos used language as a resource and a strength. Andres used his language to write about topics that interested him. Marcos used his language to manipulate the conversation in order to avoid writing, but this turned out to be a resource for him in his literacy development.

Graves (1983) points out that some children write about the same topic, and they do this because they are given choice. Graves (1983) confirms that for some children the repetition is important. The learning that occurs enables the child to control some components with success (Graves, 1983). For the teacher, the information gleaned about the child's growth as a writer can be seen over time if the child's selections are carefully studied. I found that Andres and I engaged in many give-and-take exchanges because Andres liked to write about superheroes. I tried to present various other topics to ensure he wrote about the many things that interested him, but he was only interested in superheroes, and that was the reason for our many give-and-take exchanges. Part of give-and-take exchanges also dealt with negotiations related to the language we would write in involving the names of the superheroes, English or Spanish. For Marcos, part of the give-and-take exchange was to allow him to make temporary decisions, such as only writing a small amount, but then giving him options to extend his story. As he wrote, he usually decided to extend his story, and he noticed that his decision and his efforts were worth the work. There were other times when he would include child verbal manipulation

(CVM) “Ahorita te digo” (I will tell you in a minute) or tell me “solo eso” (only that).

This was part of the give-and-take exchange and part of co-constructing his message.

Getting to know the patterns of each learner was part of the routine and managing his or her instructional time and making the best decisions for each of them.

Monica’s give-and-take exchanges were different in that she knew her stories, but they were inside her head. She was the kind of learner who was perfectly content being quiet and present in class. The give-and-take exchanges for us were in the form of questions usually to draw out conversation. I knew she was capable of talking because I had seen her on one occasion with my daughter in a non-academic setting. If I asked enough questions and received enough one-word answers, then I could recast parts back to her so she could help me co-construct her message. This strategy worked for us, and in time she too began to ask me questions that were of interest to her.

For Linda, the give-and-take exchanges were to negotiate words or phrases that were manageable verbally and loaned themselves in writing for her message. Linda always presented the gist of a story, and I assisted with helping her co-construct by presenting options of words or phrases. She was a confident student who had no problem presenting her ideas by whatever means necessary as we then negotiated through a give-and-take exchange to reach a message that encompassed what she intended to say.

**Flexibility.** Oral language occurs naturally for children all over the world and is learned without formal instruction (Clay, 2004; Genishi & Dyson, 2009; Lindfors, 1987; Wells 1986). Flexibility appeared in different forms throughout the lessons for all four

student participants. Each student was flexible in engaging in conversations although not all discussions made it to the writing journal. Each child demonstrated flexibility by engaging in conversations and responding to me but also by taking risks to ask questions for themselves and gather information for themselves. In this case, the children quickly understood how to engage in conversation and the role of each speaker and were flexible to switch roles as the conversations expanded.

From the lessons analyzed, it was evident that I was not the only person asking questions. Each child also took the role of asking questions. Andres asked questions about superheroes, and Linda asked questions pertaining to classmates. Though I provided indirect answers to their questions (yo no sé/ I don't know), they both went further to provide more specific answers to their questions. Marcos asked me questions regarding his homework and the amount of homework he might have if he had any on that day. Marcos was a willing negotiator, but some parts of the lesson were not able to be changed as they would impact the schedule of the other students. For example, Marcos still tried to negotiate the time he could return to write his story by changing his schedule, and it was duly noted he tried to negotiate, but his writing session remained within his DLL lesson. Monica was flexible to ask personal questions about my daughters for her own interest. All four children were flexible to allow me to ask questions of them to gather information for their messages, and in our transcripts I was able to gather that they too were flexible to engage in conversation in the same manner.

Additionally, Andres demonstrated flexibility in expanding his stories over multiple days. Because he had a fascination with superheroes, his stories extended on this topic for days. Not only did his messages involve the same characters, but the episodes also were a continuation of the previous day. He was also patient and flexible to help me when I did not know how to pronounce words the way he pronounced them and flexible to explain part of his story in English.

Marcos was flexible in revisiting stories that led up to his birthday and after. In his writing he was aware that some letters presented confusions for him. He sought alternate forms of letters he found confusing. The alternate forms usually had similar features. Though Marcos continually tried to avoid writing or wrote the least amount possible, he was usually flexible in considering extending his message as a compound sentence. Once he was able to reread his message and visually see what he was capable of writing, he would consider adding more to his message and verbally state his satisfaction with his decision to add more. He was also willing to allow me to change words in his message when I misunderstood what he said.

Though Monica was unusually shy about responding in school, she demonstrated flexibility in her lessons to try to respond in short answers. Though Monica's classroom teacher had expressed a concern for her extended silence in whole-group activities, Monica was attentive, and she did like school. In the school setting, she was usually quiet but compliant. Monica wanted to please all her teachers and complete all her assignments but was rather shy in all situations. She started with nonverbal responses and gradually

moved to one-word responses to a flexible co-construction of a message. In order to help her extend her responses, I would look away, forcing her to verbally respond. I would then recast her short responses and give her wait time and optional phrases to select from. For Monica, all of this support was necessary in order to co-compose a story that led to writing. As suggested by Dyson (1983), talk is a way of providing and transferring meaning onto the page. As time passed, Monica was able to change phrases “on the run.” From the data, I found that Monica engaged in conversations though hers were the most limited of all four students. Monica revisited events that related to her birthday and family members as they were important to her.

Linda was flexible in writing multiple times about her little brother, her family, family outings, and their new vehicle. In all her messages she tried new words (synonyms) for her message, new ways to pronounce words in Spanish and English in order to get the meaning of her message across. From her transcripts, she borrowed patterns of book language to write in her message and also learn new language structures and new vocabulary. She admitted when she did not know something and she was explicit about this. Like Andres, she was flexible in using both languages, Spanish and English, in her lessons.

**Resources.** Dyson (1983) advised the use of rich resources, which can include play, drawings, or talk, in order to accomplish written language activities with students. It can be something the teacher has brought to the lesson that sparks the child’s interest (Clay, 2005). Personal objects can often encourage dialogue and support writing

development in a lesson. If an object was brought, it was because a student usually deemed it important to share with me during the lesson and I allowed it. Personal objects rarely caused distractions from writing. Andres was the student who was the most consistent to bring toys to his lessons. He would usually bring a superhero, Captain America, Ironman, Superman, or Hulk to his lesson. They were not always the same action figure that came for a visit. Usually, the toy served as a reminder of what Andres wanted to write. He would begin our lesson by enacting an episode with him as an active participant in the episode with the superhero.

Marcos brought five books and a Native American headdress. The books included activities in Spanish and English as the books were bilingual. Marcos wanted to discuss all the games and activities in his books. He was excited because the author had visited the school to present the books he bought. When I tried to ask him if he wanted to write about that, he asked me if he could talk about his headdress. Each feather contained one thing he was thankful for. After a lengthy discussion, he decided to write about the five books he bought at the library. For Marcos, it was not necessary to have toys or objects to support his lessons each day.

Monica did not bring toys to any of her lessons throughout her series. She did, however, make a request for magnetic letters early in her lesson series during the first set of three, Lesson 2. This was worth noting because Monica was so quiet by nature, and this was the first time she took a risk to make a request for herself. Magnetic letters were a part of the lesson cycle and this was the only request she ever made.

Linda also did not bring objects or toys from home to her lessons. However, tangible objects that propelled lessons forward for her included the books from her lessons (stories). From the lessons analyzed, Linda was the only student who used her reading books to assist her in generating messages for her journal. Linda used the patterns in book language to help her with language structures and new vocabulary.

**Balks.** A balk is a child's way of hesitating or naturally resisting a request to dialogue or write. Each child refused topics or showed disagreement in his or her own way. For Andres, balks were indicated by sounds, dialogue with his action figures, banging on the table, or explicitly stating he was not going to write that "eso no" (not that). He balked to indicate he disagreed with me or he refused the direction I was taking the conversation.

Marcos balked to avoid writing, a tactic to distract me. He balked because he did not see the connection between dialogue and writing. At one point he requested "¿me dejas pensar?" (Can you let me think?) after we had been engaged in dialogue about multiple topics. Some lessons were charged with different forms of balks due to various fluctuations or the mood of the day. Marcos might request think time, smack his lips, and tell me he was only going to write so much. On such days I just had to be prepared to praise his efforts and validate his concerns. Some of the behaviors (lip smacking) only appeared temporarily. Though he verbalized, he would only write a certain amount. As he wrote he would reflect and consider writing more. Marcos felt it was necessary to balk

and had to be in charge of his decisions. Ultimately his decisions made him feel good as he decided to write more.

Monica rarely displayed disagreement in any of her lessons. There was only one example from the lessons analyzed where she showed an example of a balk. On one occasion she had already decided on her message when she decided to share that her birthday would be happening soon (April). When I mentioned that my daughter's birthday was in the same month and we exchanged dates, I mentioned to her that she would have to share details with me about her party. She quickly replied "No." We continued writing her message, but I believe her response in the form of a balk was due to my causing her some embarrassment. She did not want to draw attention to herself and here I was inquiring. That was the only time Monica balked throughout her lesson series.

With Linda, balks were direct. If I did not understand something, she was direct to explain to me in a different way. She was also explicit to balk when she had a different story in mind by telling me "tiene otra" (I have another). By the end of her series, she had fewer balks as she knew what the writing part of lessons was intended for. She was direct at the beginning of the conversation to share the meaning of the story, and we quickly co-constructed her message. She wasted no time sifting through topics.

**Affirmation.** Affirmation provides instant positive feedback to the learner letting him or her know that what he or she is doing is acceptable and that he or she is moving in the right direction. Affirmation provides validation for the child in what he or she is doing in the class. Affirmation should be continuous and genuine.

I praised Andres for the many stories he shared with me. I let him know that every episode he shared about his superheroes was a story we could write about in his journal. This gave him encouragement to think about events that happened with each superhero. A gasp or a “wow” propelled him forward and gave him confirmation that his stories were valuable. My knowledge of superheroes and his genuine interest in superheroes were a common interest for the both of us.

For Marcos, affirmation during the lessons eased his anxieties about writing and his insecurities, as he seemed to have a misconception about the link between reading, writing, and oral language and their interconnection. Marcos usually stated or negotiated to write the least amount, but once he saw he wrote more, he verbalized that he had many stories to share and shared his accomplishments. At other times he felt a need to share his concerns, which I acknowledged during the lesson. I then prompted him to start his story and gave him affirmation for completing that part. For Marcos, it was imperative to give him affirmation in small doses in strategic places throughout the lesson so he could keep doing what he was doing and adding to his message, all the while building endurance to extend his messages which orally he was able to do. Praise and affirmation had to be genuine, especially if he shared personal information. This helped to build trust between us and encouraged Marcos to share more information. Then in lessons, as he tried more and made more attempts, I continued to give him affirmation, which motivated him to continue to try more. Throughout his series of lessons he still struggled to want to limit his writing to short messages. Self-doubt and lack of confidence were a continual part of

his lessons. He continually feared he had to write a lot and tried to talk himself out of committing to writing much, but as he was in the process of writing and rereading, he continued to add to his message, even if it was only verbally. Praising his efforts helped him to see the many things he had to say and write about.

Monica was so quiet that affirmation was necessary to help build her confidence to talk in the school setting. Affirmation at critical points helped to highlight behaviors I wanted her to continue to display in her lessons. If she took initiative to verbally respond, I would show excitement because part of engaging in conversation as a speaker was talking, and I wanted her to continue to dialogue with me. I provided affirmation to practice talking, not necessarily to write her message. I gave her affirmation in small doses, indicating to her that added details made her message more interesting as she added information. There were topics she was embarrassed to share that classmates sometimes shared with me, such as when she brought flowers for her classroom teacher. She seemed embarrassed to tell me, but I told her that it was a great story and things that occurred in class were acceptable to write about in her journal also. She seemed to need affirmation to know that the events she was involved in were acceptable to share and to write about. She also seemed more comfortable co-constructing her message if I restated phrases to her and gave her wait time so she could add phrases or words to extend her message. I provided positive, explicit feedback to tell her which parts she should write down from our conversation. I continually restated words and phrases to remind her of her message.

Linda had great confidence and affirmation encouraged her to continue sharing her stories and to continue to work on the verbal organization of her messages. By providing affirmation, she immediately knew I was attentive to what she was saying and that I liked what she shared. She responded by adding details. Some of my affirmation comments with Linda were in English, which seemed to motivate her more. The exchanges between Linda and me gave Linda an opportunity to practice hearing language in use and then practicing language for herself. Linda understood what writing was about. I gave her affirmation for the topic she selected, and we co-constructed the message together. I restated the phrases she said, and she ultimately decided on the message.

Affirmation served to provide positive feedback for each student participant to let him or her know they were on the right track, whether it was responding, contributing verbally, or writing their message. Even the smallest form of affirmation had the potential to give the child validation and encouragement to keep trying. Less obvious forms of affirmation included restating words and phrases to help the child co-construct their message.

**My misinterpretations.** It is never the intention of the teacher to misinterpret the information the child shares in the lesson. The human factor is a reality, and as such errors are inevitable. Unfortunately, in each of the cases, there were examples of teacher misinterpretations.

Though Andres was in speech, this was not the reason I misinterpreted information with him. My misinterpretation was partly due to what I immediately heard

and my lack of vocabulary. As I listened to the transcripts and reflected on what Andres said, I realized what he was saying (escudo/shield; oscuro/dark). I was hours late on this realization and thought about the flexibility Andres was exhibiting to allow me to change his story.

One other occasion that stood out dealt with writing about “los vengadores” (the avengers). I asked him simple questions: Do you believe that you are a superhero? And what is going to be your name? Andres was quick to respond to both questions. We could have proceeded to write that down as the message, but somehow I lost focus thinking he had to identify a unique superhero name. I kept probing him, but Andres did not care to be unique. He wanted to be an existing superhero character. Not only did I frustrate myself with my misinterpretation, but I certainly frustrated Andres. I simply had to relinquish control of the topic. Because of my lack of focus, I lost sight of the objective during the writing portion of the lesson, which is to help the child co-construct a message. There was inefficient time management and loss of instructional time.

Marcos received speech services, but the meaning of his messages could be understood. He was conversational to keep from writing. I often mistook his comments for authentic conversation as he distracted me with multiple topics. There were times when I misinterpreted what I heard because I was unfamiliar with the terminology he presented, for example, “alba mágica/ espada mágica.” I grasped for words with the closest meaning, unintentionally changing his words in his story. I found that I needed to listen more attentively and take more accurate notes during our conversation. Because I

did not, this led to inefficient time management because the child kept talking. There was a lack of focus during the writing portion of the writing lesson on my part because I kept getting drawn into the conversation.

Monica had a quiet nature about her that was misinterpreted by some as a lack of understanding. Her silence during whole-group activities was voiced as a concern for a lack of understanding. It was interesting, though, that at school Monica maintained a quiet appearance, and at home her mom stated that she was not so quiet when she was around her little sister.

Linda did receive speech services, but this did not get in her way of trying to convey her message. My misinterpretations were because words might sound and look similar, for example, “llevamos/llamaron; huevo/nuevo” (we took/they called; egg/new). As I kept talking (too much teacher talk), I made the explanation more confusing leaving the child no alternative but to tell me “yo no sé” (I don’t know) and abandon that topic. My misunderstandings did not happen because of indecipherable speech, but because of unclear words during the dialogue that created loss of instructional time.

Misinterpretations during lessons were inevitable as participants, teacher and child, are human, and mistakes can occur. Listening to the transcripts provided evidence that I had changed some of the child’s words due to not listening attentively and not taking ample notes. Evidence of too much teacher talk could have influenced my misunderstandings, leading to inefficient time management and lack of focus also.

**Future topics introduced today.** In order to be able to carry topics over multiple days it was helpful to get to know the students and their interests. In order to do this, I had to build trust between me and each child.

With Andres, during his message (writing time), if he realized he forgot to say something in his story, it could be saved for the next day. In the initial lessons, I suggested we save portions for another day, but as his series went on, Andres made more suggestions of phrases to add to his story, and parts to add tomorrow (he suggested). He was flexible with his suggestions to offer future topics by introducing them during today's lesson, and what kept him motivated was my commitment to honor our mutual understanding to let him write his story the following day.

With Marcos, I tried to plant conversations we could revisit, but he did not take my suggestions. I noticed that we engaged in extensive stories, but then I asked him which part he wanted to write about, limiting his story. He talked about many topics, even as he wrote his message. He multitasked several topics while he reread his story and reread it stating, "Ahorita te digo" (in a minute I will tell you). After he reread his message, he would finish telling me his story. Even though I suggested we could write that story tomorrow, Marcos would not commit to following through. He was not short on stories, so that was never a problem.

Once Monica understood the structure of the lesson and understood that the message was composed from important events in her life, she came prepared to share daily events in her life. Even though I tried to suggest topics we could save for tomorrow,

she did not feel like she was bound to commit to those suggestions. She wrote about topics she felt were important to her, her family and family events. I might try to remind her of previous topics, but she would write the story she felt compelled to write.

Linda also discovered the purpose of writing time. I suggested parts of her story that could be saved for a future day, and which parts she could write later. Even though some suggestions were only verbal, they were ideas that could be expanded in later lessons.

With all four students, I tried to introduce topics during their lessons in conversations suggesting parts that could be saved for later lessons. All four students were willing to engage in the dialogue but did not necessarily write about the topics discussed or extend it in their journal. Andres was the only student who fully took advantage of suggesting what to write in later messages.

**Extending our time.** The writing portion of the DLL lesson sometimes underwent a transformation. In the initial lessons the students were often reluctant during writing, verbally stating they did not know how to write. As the students were able to contribute more during the writing portion in co-constructing and writing of the message, they found ways of extending their time in DLL by demonstrating new learning.

Andres extended our time by noticing details in how the print and punctuation in his message appeared. He also verbally pointed out that he could contribute the name of his superhero to his message (Ironman). He was motivated to learn to write the name of his superheroes because they were of interest to him. Lastly, when he finished writing his

message and reread it, he asked, “y, ¿qué?” (and, what?) as if I had forgotten to add a part of his story, but actually we had written down all of his message.

Marcos was observant and noticed activities in our lessons. He extended our time by verbalizing what was taking place. He asked questions to distract me and keep the conversation going to avoid writing. I do believe there was some verbal manipulation when he stated “ahorita te digo...” (in a minute I will tell you...). If I gave in immediately to his comment, he would divert the conversation, but if I waited, I would be able to see if he could hold on to the topic. He usually held on to the topic. He also tried to extend our time by revisiting topics previously mentioned in our conversation. He tried various strategies to try to extend our time.

Monica was not conversational in school, but there was evidence from her transcripts that she made an effort to extend her time in lessons. In the initial lessons our conversation pattern was through question-answer format, but then Monica made an effort to extend our time by offering personal information after a message had been decided for her journal. She took a risk and I immediately latched on to add personal information about my daughter. With Monica, I also noticed that one of her strategies to extend her time was to write slowly or carefully. She had nice penmanship, could record most letters without a copy, and could hear and record most sounds in words. She knew many words by sight, but I believe she enjoyed her time in DLL and in writing, and as a result she slowed down her writing to enjoy that time. Even then, she was able to finish within the time allotted for writing in DLL.

Linda tried to extend our time initially by repeating prompts to self-monitor. Later, this shifted as she quickly decided on a topic and she verbally stated, “tiene otra” (I have another). We were able to extend our time in conversation as we wrote her message, talking about other details, able to engage authentically in the conversation.

All four students wanted to continue to share more information about their stories. This was an authentic opportunity to get to know each student and to learn how they were developing as writers.

**Child pride.** Each child begins DLL with different strengths and notices his or her accomplishments differently. As each child begins to notice personal growth, he or she acknowledges his or her independence.

Andres noticed he wrote a lot and expressed his surprise in English. As we were writing his message, he also shared that he could write the name of “Ironman” because he copied it from his tablet. He was so invested in his superheroes that he spent time outside of school learning how to write the names of characters for his messages, as this was of interest to him (Clay, 1983).

For Marcos, it was a challenge for him to see himself as a writer. It was a bigger challenge for him to consider writing an extended message. As he wrote though, I made suggestions, and while he wrote, he often contemplated extending his message. The final decision was always his. When done composing and rereading, he stated his satisfaction with writing more. Though he always struggled initially on how much to write, he always reflected and was observant in noticing his efforts. As his series of lessons continued, his

confidence grew, and he expressed his ability to work independently, his ownership for his work, and his success as a writer.

Monica's data did not show findings for this theme. However, after the co-construction of her message she was able to record most of her message in her writing journal independently. Though she did not verbalize or express pride in evident ways to me, her abilities and successes as a writer were sufficient indicators when she successfully completed her lesson series from the DLL intervention.

Linda immediately noticed the length of her message, which she equated to quality work, and she was proud of her work. She was self-motivated to continue this pattern in her work. She enjoyed co-constructing her messages to contain many details. She also felt pride in being able to record most of her message with minimal assistance from me, a fact she pointed out. One last observation of child pride occurred when Linda cut me off during the conversation part of the writing lesson. She had the meaning of her story, and no longer needed me to help her find a topic for her message. This was a great confidence boost for her.

Each child demonstrated his or her pride and independence differently in his or her lessons. Some children were able to verbalize their new found independence, while others were happy to demonstrate what they were able to do.

## **In What Ways do Teacher-child Conversations Prior to Writing Provide Opportunities for the Expansion of Language Structures and New Vocabulary?**

Again, the responses were different for each student as each learner had different language experiences being exposed to English prior to his or her intervention. The children in this study were all knowledgeable of more than one language, Spanish being their native language. However, because the children were knowledgeable of more than one language, they were encouraged to flexibly co-construct their messages using their linguistic resources (Garcia & Menken, 2015), including the negotiation of their intended message if it included translanguaging. Translanguaging includes the shuttling between languages in order for the learner to convey his or her intended meaning (Canagarajah, 2011). The child was able to use both languages, including translating, in order to get his or her ideas across and make sense of his or her story (Garcia & Menken, 2015; Garcia & Sylvan, 2011). The kind of experiences each child had, and the comfort level each expressed as conversationalist had much to do with the language structures he or she used and was willing to experiment with. This aligns with the research as Clay (2004) revealed. The conversation a child is willing to share with a teacher offers insight into what a student knows about the world around him, how he or she perceives it and himself or herself in it, how he or she controls language, while also creating ideal opportunities for the expansion of language. Clay (2004) further instructs teachers not to be afraid to introduce difficult texts to children when trying to expand a

child's language structures. I will provide examples for how each child expanded language structures and used new vocabulary.

**English for different purposes.** The instruction in the DLL intervention was delivered in Spanish. All four students in the intervention were in bilingual one-way dual language model classrooms. All four children were classified as English Language Learners and as such were receiving their literacy instruction in their native language. However, the students were concurrently receiving other content material in English and experiencing social language learning in Spanish and English. For students to have a positive view of their identity and to value their literacy knowledge as a resource, students must know they will have opportunities with peers to develop both Spanish and English through positive learning experiences to meet their developmental needs (Cummins, 2001; Escamilla, 2000; Ramirez et al., 1991; Thomas & Collier, 2002). Their vast language resources and ample linguistic pools provided flexible words and phrases for each student from which to choose from throughout our lessons.

Andres inserted phrases about his superheroes to get his ideas across. He asked questions in English. If he responded in English, I simply restated what he said in Spanish. Throughout his series of lessons, he continued to use English phrases as I responded in Spanish. Though his English was not always grammatically correct, his intentions were understood. He could transfer what he knew in one language because he felt safe to take risks (Krashen, 1985a) and comfortable in the intervention to express his disagreements in English.

Marcos used English to describe or explain verbally, but I also used English to give him affirmation. Sometimes he or I adopted words into our language that were a mixture of both the English and Spanish language (lonch/ lunch). We might also be speaking in Spanish and suddenly insert an English word, often referred to as code-switching, or translanguaging (Canagarajah, 2011; Garcia, 2009). A child might use his or her linguistic resources in order to move fluidly between languages in order to make sense of his or her world using his or her language (Garcia, 2009; Garcia & Menken, 2015; Garcia & Sylvan, 2011). Marcos had a genuine interest in technology. It was not uncommon for him to speak of technology devices by their English names: iPad, texting, and tablet. However, when we wrote, he was sure to insert the Spanish word in the message, or I would write the English word for him.

Monica's data did not reveal that she used English in any of her transcripts. I, however, provided affirmation in English words or short phrases on occasion to let her know that I was pleased with her contributions to the co-construction of her message. She did react positively to my affirmation but not verbally, especially not in English.

Linda learned to use phrases and to get her point across early in her lessons. I also used English to give her affirmation. She used English one-word responses to answer my questions, and for proper names of places her family visited in her messages.

**English to self-monitor.** The ability to self-regulate as self-monitoring is included as children begin to notice things for themselves. As lesson series progress, the children often take on new terms to help them express what they are thinking.

From the transcripts, Andres began to make attempts to self-monitor in English during writing. He was not always correct in the terms he chose to self-monitor, but he was noticing that there were discrepancies in his work. It was interesting that Andres made this statement in his lesson “that neber da make sense. Can I read it again?” I never found evidence of speaking to him or any of the other children in English with this prompt, as the lessons were delivered mostly in Spanish. He left me wondering about where he could have picked up the language for this cue. For Andres, all his self-regulating was done in English.

Marcos was able to self-monitor, but not verbalize what he was self-monitoring. For example, the only cue he was able to give me was when he needed correction tape. He used the English word “tape,” which was probably inadvertently inserted by me due to code-switching during the lesson. This meant he wanted to cover up his attempt and write the word again.

Monica’s data did not show evidence of English for self-monitoring. When she did self-monitor, she immediately self-corrected errors but did not require English to verbalize her actions. Some of her self-monitoring was nonverbal, like much of her work preference.

Linda used key phrases such as “si-(necesito) tape” (I need tape) or “ne’ tape” (I need tape) to self-monitor. She was quick to notice and to self-monitor. Initially, she mixed both languages to get her point across, but she teased the languages out. Her self-

regulated attempts were done in English also, and improvement in structure was noticed during her series of lessons.

**Pronunciation.** Children in the DLL intervention were not expected to have perfect pronunciation, nor were they made to practice articulating words in and out of lessons. Some researchers have found that children who have underdeveloped or immature oral language skills run the risk of falling behind their peers prior to the start of school (Roskos et al., 2009; Snow et al., 1998). Three out of the four students were eligible for speech services during their intervention, but none of these students had trouble engaging in conversation, or getting their ideas across. Other researchers believe that by applying the language the child brings to school, the learner will view himself or herself as a contributing member through a social setting (Freeman & Freeman, 2001; Ramirez et al., 1991). Part of the working relationship of teacher-child during the DLL lesson was the mutual trust and understanding that I provide scaffolds to pronounce difficult words for the child and vice versa (for example when Andres helped me with Maxie/ Max D; and Linda helped me with Brauns/Braum's). The child proceeded to record the isolated parts of words that were missing and articulated by the teacher, and record the sounds with teacher support. If the child was able to insert the word into his or her spoken vocabulary, he or she could try it on his or her own. Initially, if the pronunciation was not within his or her control, then the message would be recorded with the child's language and the matter would be one addressed with the speech therapist, as the child had individual working goals with that specialist. As the child read books with

more complex structures and gained control of book language, he or she also noticed text and were able to monitor with multiple sources, including visual, meaning, and structure, expanding their language structure and vocabulary.

When Andres mispronounced a word, I repeated his story inserting the word pronounced in the correct form. If he did not accept the word the way I pronounced it, but he kept using it for his message, then I wrote it for him.

For Marcos, I slowly articulated the words so he could hear and isolate the sounds in words. He did not go back to repeat words that I had recast for him, and that was all right with him.

For Monica, I did not find data for this theme. She could subarticulate and record most sounds in words without assistance. Her language was clear and comprehensible to the ear.

Finally with Linda, I recast some words for her. In isolation, she was able to use new words, but when asked to reread her message, she reverted to her usual speech patterns.

Each child needed different support for pronunciation in order to write messages. However, any of this support would not be different than would be expected for DLL students at this stage of their development.

### **Summary**

The foundation of literacy is oral language (Clay, 1975; Dyson, 1981). Each child is a unique individual and uses language differently. For the child what seems to be most

helpful is one-to-one conversations or small group settings with an adult about what interests the child (Wells, 1986). As suggested by Vygotsky (1978), the instruction should match the instructional needs of the learner (ZPD).

Talk is an essential part of the early writing process (Clay, 1975; Dyson, 1983). The dialogue between the teacher and the student needs to be authentic and meaningful (Graves, 1973, 1983). In this study each of the children brought what was relevant and meaningful to him or her to our conversations. Our conversations included familiar and personal topics. Each of the children in my study felt that what he or she had to say was important and of value to share through language and writing. For bilingual, Spanish-speaking students, oral language is important since language is the foundation of literacy and special consideration should be given to how children think about how their languages are developing (Roskos et al., 2009). Children are learning to flexibly transfer knowledge from their L1 to L2 (Collier & Thomas, 1992; Cummins, 1989, 2001; Echevarria et al., 2008). Speech and the pronunciation of words do not impact the lesson or the ideas conveyed. The teacher is there to scaffold the learner.

How each unique learner progresses has much to do with his or her life and academic experiences. The children in this study were encouraged to write about any topic that interested them. Choice was to be a part of the equation, and as research shows, students are more likely to become writers if they are given choice in what motivates them (Graves, 1973; Hiebert & Raphael, 1998). Additionally, funds of knowledge (Gonzalez, 2005; Moll et al., 1992; Vélez-Ibañez & Greenberg, 1992) are the cultural

systems and social resources such as family rituals, like birthdays, weddings, quinceañeras, and baptisms in which students participate and lend themselves to the acquisition of children's cultural identities. Confianza/trust (Gonzalez, 2005; Vélez-Ibañez, & Greenberg, 1992) played a factor as I was also included in family celebrations. Because I got to know the participants on a more personal level outside of the school, this may have played a bigger part in the motivation of the participants in the study.

Composing is a complex process that is not perfect on the first try, and writing is not about accuracy. Writing is about meaning, the information the student wants to convey. Opportunities to work on new words, writing fluency, and practicing old words encourage flexibility in the co-construction of the message. For children in Reading Recovery and Descubriendo la Lectura, the opportunity to work in writing journals with a practice page allows the child to see how words are worked out. What we do know is that writing and the conversations it entails are essential and fundamental to literacy development. Clay (2002) states that what the child knows in writing is supportive of what he or she knows in reading and vice versa.

### **Implications**

This study illustrates how each child is a unique learner and takes on new learning in different ways. From this study I found that each child required differentiated instruction. In order to differentiate instruction for all learners, the teacher needs to get to know the students as individuals in order to support oral conversations that lead to their interests. Getting to know the students opens a window into their culture, the topics they

are familiar with, the things that motivate them, and ways to best teach them. For three of my students, events that were funds of knowledge, celebrations (birthdays, baptisms, and family celebrations), allowed the children to converse about the events (Gonzalez, 2005; Moll et al., 1992; Vélez-Ibañez & Greenberg, 1992). I was invited to partake as a guest and witness in family events. The children also celebrated their milestones with me. For one student a key topic being repeatedly used over time provided the opportunity to develop his knowledge of literacy and gain confidence as a writer through his interests. One of the students also wrote about one topic repeatedly throughout his lesson series (Graves, 1983). For children who write about one topic consistently, teacher support must be readily available. The teacher must also be available to help scaffold the child to make decisions to expand their learning within the limited topic selection.

To promote reciprocity with language to literacy, the teacher needs to structure lessons to create opportunities to engage in authentic conversation with the child. These are clearly findings from my study in working with my children. One such finding included social interactions associated with text readings to help the at-risk child extend her language structures. Linda clearly used some of her books from reading to do this, and then co-constructed stories with me which she later wrote in her journal. For at-risk students, having the appropriate models at their level (ZPD) and opportunities to practice is significant.

From this study teachers can also draw implications about the kind of guidance some students may need to engage in conversation and writing. For some students

conversations came natural and the exchanges flowed. For other students, the teacher had to be more thoughtful to find strategies to help the student engage in conversation that felt authentic and then convert that to writing. Monica was such an example. She had thoughts in her head, but she did not engage in conversations naturally. To help her put her ideas on paper, she and I needed to know what the other was thinking. Teachers may need to model to a child how to engage in conversation, especially those who are shy or quiet by nature. They may need to be shown how to phrase so they can practice talking together.

Results from this study suggest that teachers can support at-risk children through careful observation. When teachers know the child's strengths and begin from the child's strengths as the foundation, they can co-construct and support the child to reach the next level incrementally in all parts of his or her literacy learning.

This study further supports early intervention in one-to-one settings. The intensive individualized attention at the learner's level provided the individualized instruction that the student might not otherwise have available in a whole classroom environment. Though not all students in this study successfully completed their series of lessons, all the students in the DLL intervention made significant gains from their entry point data. Two children, Marcos and Monica, successfully completed their series of lessons. For some children as they are learning to read and write, without one-to-one support, it would be likely they would remain the lowest in their class. One-to-one intervention is critical for children at risk. This was evident as Monica's classroom teacher believed Monica was at

risk based on her not talking in the classroom. Two of the children did not accelerate to the average band of their peers yet still made lots of progress. Both of these students were willing to experiment with their two languages and with language structures of both languages. It would have been unlikely without the intervention for these students to have made such gains. To promote the acceleration of at-risk learners, schools need to continue to invest in one-to-one interventions. Training programs for teachers should include ongoing professional development using Reading Recovery and Descubriendo la Lectura along with models for literacy development and language development with at-risk students and in the classroom.

Implications for parents from this study indicate that cultural values and social interactions outside of school are valuable resources as funds of knowledge in the lives of learners. Therefore, it is always beneficial when parents continue to be involved in the lives of their child, especially if he or she is at risk, as was evident of the children in this study. There is an appreciation by the child, the parent, and the school when the family life and school life align.

Children with unique needs can make progress. A diversity of issues may impact some children including medical issues, disabilities, or shyness. These children can be perceived as at risk by their teachers. Andres had health issues since birth. Three of the students were in speech. Monica was considered at risk by her classroom teacher in all subjects because she did not respond in class. Based on my lesson records, student journals and conversations with each child, along with the end of year *Instrumento de*

*Observación* assessment (Escamilla et al., 1996), all of the children in this study made gains in their achievement. Perhaps, teachers need to see strengths in children instead of the deficits. Without the opportunity to engage in conversation with the child, one will never know what the child truly knows.

Although the children in this study were considered the most at risk in first grade in the DLL intervention, they were seen as competent in conversation, and they were given choice to discuss any topic as we composed a message. Through our social interactions, the child and I were able to co-construct his or her message, feeling as real writers. For these students in particular it was critically important that they feel ownership in co-constructing and composing their message. Through immediate, genuine affirmation, the children in this intervention were able to gain confidence for their attempts and contributions, giving them a sense of ownership. This sense of ownership and empowerment further transferred to the classroom, which is the ultimate goal of the intervention, to lead the child to develop a self-extending system. Even though all four children did not successfully complete their series of lessons, the confidence they gained from their experience to compose messages in the intervention and later transfer this skill to the classroom is essentially a positive educational experience that allows them to see themselves as capable writers.

### **Limitations**

Limitations of this study are that it was a small-scale study consisting of four case study students participating in one early literacy intervention delivered in Spanish by

their literacy teacher. Out of all the lessons transcribed, only nine lessons were analyzed per child across the series of lessons. More lessons could have been analyzed for each child for a longer period of time. Additional lessons could reveal other themes that did not show up in this study due to the lessons that were selected to be analyzed. The intervention was delivered in a one-to-one setting and was not generalized to classroom instruction.

### **Implications for Further Study**

During this study several areas for future research became apparent. First, and foremost, this study only included four students in an early literacy intervention in a one-to-one setting. These experiences of one-to-one interactions allowed the child and teacher to engage in conversation in order to compose a written message. Students in small groups or a general populations also need to be studied on a long-term basis.

Writing samples only included messages from the writing journal in the DLL intervention. Future research needs to include samples of messages from additional sources including other writing journals, personal writing, drafts, diaries, and writer's notebooks.

Research continues to be limited with bilingual students (August & Shanahan, 2006). More studies on conversations in bilingual classrooms on authentic writing would add to the research. In the dual language bilingual classrooms, both one-way and two-way models, research would benefit from studies on authentic writing, conversations before writing, and language development by students over time with (a) monolingual

Spanish-speaking partners, (b) bilingual Spanish/English-speaking partners, (c) student with adult (teacher) as conference partners, and (d) child/parents or (e) child/family member (multigenerational) groupings. Additionally, bilingual studies in writing need to include funds of knowledge such as oral history and oral traditions, dichos/proverbs, as resources for language acquisition and cultural knowledge.

## REFERENCES

- Allington, R. L., & Baker, K. (2007). Best practices for struggling readers. In L.B. Gambrell, L.M. Morrow & M. Pressley (Eds.), *Best Practices in Literacy Instruction*. 83-103. NY: The Guilford Press.
- Anderson, R. C., Hiebert, E. H., Scott, J. A., & Wilkinson, I. A. G. (1984). *Becoming a Nation of Readers: The Report of the Commission on Reading*. Washington, DC: The National Institute of Education.
- Askew, B. J., & Frasier, D. (1999). Early writing: An exploration of literacy opportunities. *Literacy Teaching and Learning*, 4(1), 43-67.
- August, D., & Shanahan, T. (Eds.) (2006). *Developing literacy in second-language learners: Report of the National Literacy Panel on language-minority children and youth*. Mahwah, NJ: Erlbaum.
- August, D., Shanahan, T., & Escamilla, K. (2009). English language learners: Developing literacy in second-language learners- Report of the National Literacy Panel on language-minority children and youth. *Journal of Literacy Research*, 41, 432-452.
- Bodrova, E., & Leong, D. J. (1998). Scaffolding emergent writing in the Zone of Proximal Development. *Literacy Teaching and Learning*, 3(2), 1-18.

- Boocock, C., & McNaughton, S. (1998). The early development of a self-extending system in writing. *Literacy Teaching and Learning*, 3(2), 41-58.
- Borman, K. M., Clarke, C., Cotner, B., & Lee, R. (2006). Cross-case analysis. In J. L. Greene, G. Camilli, P. B. Elmore (Eds.), *Handbook of Complementary Methods in Education Research*. (pp. 123-139). New York: Routledge.
- Borman, G. D., & Rodríguez, Y. (2013, May). A randomized controlled trial of the effectiveness of Descubriendo la Lectura. In F. Tong (Chair), *Finding effective approaches for English Language Learners*. Roundtable conducted at the American Educational Research Association, San Francisco, California.
- Briggs, C. (2014). *Editor's corner*. *Journal of Reading Recovery*, 14(1), 2-3.
- Buckner, J. (2000). *Write... from the beginning*. Cary, North Carolina: Thinking Maps, Inc.
- Calkins, L. (1982). *Lessons from a child: A case study of one child's growth in writing*. (Unpublished doctoral dissertation). New York University.
- Calkins, L. (1994). *The art of teaching writing*. Portsmouth, New Hampshire: Heinemann.
- Canagarajah, S. (2011). Translanguaging in the classroom: Emerging issues for research and pedagogy. In L. Wei (Ed.). *Applied Linguistics Review* 2 (pp.1-27). Germany: De Gruyter Mouton.
- Cappellini, M. (1993). *Cuando Laura estuvo ausente*. Crystal Lake, IL: Rigby.

- Carrasquillo, A.L. (1994). Linguistic foundations for teaching English as a second language. In *Teaching English as a second language*. (pp. 3-31). New York: Garland Publishing, Inc.
- Clay, M. M. (1975). *What did I write?* Auckland: Heinemann Educational Books.
- Clay, M. M. (1983). Getting a theory of writing. In B.M. Kroll and G. Wells (Eds.), *Explorations in the Development of Writing* (pp. 259-284). John Wiley & Sons Ltd.
- Clay, M. M. (1991). *Becoming literate: The construction of inner control*. Portsmouth, NH: Heinemann.
- Clay, M. M. (1993). *Reading Recovery: A guidebook for teachers in training*. Portsmouth, NH: Heinemann.
- Clay, M. M. (1998). *By different paths to different outcomes*. York, ME: Stenhouse Publishers.
- Clay, M. M. (2001). *Change over time in children's literacy development*. Portsmouth, NH: Heinemann.
- Clay, M. M. (2002). *An observation survey of early literacy achievement* (2<sup>nd</sup> Ed.). Portsmouth, NH: Heinemann.
- Clay, M. M. (2004). Talking, reading, and writing. *Journal of Reading Recovery*, 1-15.

- Clay, M. M. (2005). *An observation survey of early literacy achievement* (2<sup>nd</sup> ed. Revised). Portsmouth, NH: Heinemann.
- Clay, M. M. (2005a). *Literacy lessons designed for individuals: Part One Why? When? and how?* Portsmouth, NH: Heinemann.
- Clay, M. M. (2005b). *Literacy lessons Designed for individuals: Part Two Teaching Procedures*. Portsmouth, NH: Heinemann.
- Collier, V. P. (1995). Acquiring a second language for school. *Directions in Language & Education National Clearinghouse for Bilingual Education, 1*(4)
- Collier, V. P., & Thomas, W. P. (1989). How quickly can immigrants become proficient in school English? *Journal of Educational Issues of Language Minority Students, 5*, 26-38.
- Collier, V., & Thomas, W. (1992). A synthesis of studies examining long-term language minority student data on academic achievement. *Bilingual Research Journal, 16*(1-2), 187-212.
- Collier, V. P., & Thomas, W. P. (2004). The astounding effectiveness of dual language education for all. *NABE Journal of Research and Practice, 2*(1), 1-20.
- Cowley, J. (1996). *¿Qué quieres en tu sándwich?* Bothell, WA: Wright Group Publishing, Inc.

- Creese, A., & Blackledge, A. (2010). Translanguaging in the bilingual classroom: A pedagogy for learning and teaching? *The Modern Language Journal*, 94, 103-115.
- Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. London: SAGE Publications.
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing from among five approaches* (3<sup>rd</sup> Ed.). Los Angeles: SAGE Publications.
- Cummins, J. (1989). *Empowering minority students*. Sacramento, CA: California Association for Bilingual Education.
- Cummins, J. (1999, March). *Research, ethics, and public discourse: The debate on bilingual education*. Presentation at the National Conference of the American Association of Higher Education, Washington, D.C.
- Cummins, J. (2001). Bilingual children's mother tongue: Why is it important for education? *Sprogforum NR*, (15-20). Retrieved from <http://www.fipltv.org/Issues/CumminsENG.pdf>
- D'Agostino, J., & Harme, S. (2015). IDEC Evaluation Report 2013-2014: Annual results show strongest outcomes experienced to date. *Journal of Reading Recovery*. 14(2). 47-53.

- DaSilva Iddings, A. C., Combs, M. C., & Moll, L. (2012). In the arid zone: Drying out educational resources for English language learners through policy practice. *Urban Education, 47*(2), 495-512.
- Darling-Hammond, L. (2010). *The flat world and education: How America's commitment to equity will determine our future*. NY: Teachers College Press.
- Darling-Hammond, L., & Richardson, N. (2009). Teacher learning: What matters? *Educational Leadership, 66*(5), 46-53.
- De Ford, D. (1980). Young children and their writing. *Theory into Practice, 19*(3), 157-162.
- Denzin, N. K., & Lincoln, Y. S. (1998). Introduction: The discipline and practice of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The landscape of qualitative research: Theories and issues*. Thousand Oaks, Ca: Sage Publications.
- Doyle, M. A. (2013). Marie M. Clay's theoretical perspective: A literacy processing theory. In D. E. Alverman & N. J. Unrau (Eds.), *Theoretical models and processes of reading* (6<sup>th</sup> ed., 636-656). Newark, DE: International Reading Association.
- Dyson, A. H. (1981). A case study examination of the role of oral language in the writing processes of kindergarteners. Unpublished doctoral dissertation, University of Texas, Austin.

- Dyson, A. H. (1983). The role of oral language in early writing processes. *Research in the Teaching of English, 17*, 1-30.
- Dyson, A. H. (1990). Symbol makers, symbol weavers: How children link play, pictures, and print. *Young Children, 50-57*.
- Dyson, A. H., & Genishi, C. (2005). *On the case: Approaches to language and literacy research*. NY: Teachers College Press.
- Echevarria, J., Short, D. J., & Vogt, M. E. (2008). *Implementing the SIOP model through effective professional development and coaching*. Boston: Allyn & Bacon.
- Echevarria, J., & Vogt, M. E. (2010). Using the SIOP model to improve literacy for English learners. *The NERA Journal, 46*(1). 8-15
- Edelsky, C. (1986). *Writing in a bilingual program: Habia una vez*. Norwood, New Jersey: Ablex Publishing Corporation.
- Escamilla, K., Andrade, A., Basurto, A., Ruiz, O., & Clay, M. M. (1996). *Instrumento de observación de los logros de la lecto-escritura inicial*. Portsmouth, NH: Heinemann.
- Escamilla, K. (1994). Descubriendo la Lectura: An early intervention literacy program in Spanish. In A. F. Klein & S. L. Swarts (Eds.), *Literacy, Teaching and Learning: An International Journal of Early Literacy, 1*(1), pp. 57-70.

- Escamilla, K. (2000). *Bilingual means two: Assessment issues, early literacy and Spanish-speaking children*. In a research symposium on high standards in reading for students from diverse language groups: Research, practice & policy (pp. 100-128). Washington, DC: U.S. Office of Bilingual Education and Minority Affairs. Retrieved September 2, 2005, from the National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs Web site: <http://www.ncela.gwu.edu/pubs/symposia/reading/5escamilla.PDF>.
- Escamilla, K., & Andrade, A. (1992). Descubriendo la Lectura: An application of Reading Recovery in Spanish. *Education and Urban Society*, 24(2), 212-226.
- Escamilla, K., Andrade, A., Basurto, A., & Ruiz, O. (1993). Descubriendo la Lectura: An early intervention Spanish language literacy project. In L.M. Malave (Ed.), *Annual Conference Journal*, pp. 31-43. Retrieved from <http://www.eric.ed.gov/PDFS/ED360867.pdf>
- Escamilla, K., Loera, M., Ruiz, O., & Rodríguez, Y. (1998). An examination of sustaining effects in Descubriendo la Lectura programs. *Literacy Teaching and Learning: An International Journal of Early Reading and Writing*, 3(2), 59-81.
- Ferreiro, E., & Teberosky, A. (1982). *Literacy before schooling*. Exeter, New Hampshire: Heinemann Educational Books.
- Fillmore, L.W. (1991). When learning a second language means losing the first. *Early Childhood Research Quarterly*, 6(3), 323-346.

- Flower, L., & Hayes, J. R. (1981). The cognitive process theory of writing. *College Composition and Communication*, 32(4), 365-87.
- Fradd, S., & Tikunoff, W. (1987). *Bilingual education and bilingual special education: A guide for administrators*. Boston: College Hill.
- Freeman, D. E., & Freeman, Y. S. (2001). *Between worlds: Access to second-language acquisition*. Portsmouth, NH: Heinemann.
- Fullerton, S. K., & De Ford, D. E. (2001). Conversations before writing during Reading Recovery lessons: Negotiation or tug of war? *National Reading Conference Yearbook*, 50, 213-227.
- Garcia, O. (2008). Multilingual language awareness and teacher education. In J. Cenoz and N. H. Hornberger (Eds.), *Encyclopedia of Language and Education* (2<sup>nd</sup> ed.), (pp. 385-400). Berlin, Germany: Springer.
- Garcia, O. (2009). *Bilingual education in the 21<sup>st</sup> century: A global perspective*. Malden, MA: Wiley-Blackwell.
- Garcia, O., & Menken, K. (2015). Cultivating an ecology of multilingualism in schools. In B. Spolsky, O. Inbar-Lourie, & M. Tannenbaum (Eds.), *Challenges for language education and policy: Making space for people*. (pp. 95-108). New York: Routledge.

- Garcia, O., & Sylvan, C. E. (2011). Pedagogies and practices in multilingual classrooms: Singularities in pluralities. *The Modern Language Journal*, 95(iii), 385-400.
- Geertz, C. (1973). Thick description: Toward an interpretive theory of cultures. In C. Geertz, *The interpretation of cultures: Selected essays*. NY: Basic Books.
- Genishi, C., & Dyson, A. H. (2009). *Children language and literacy: Diverse learners in diverse times*. NY: Teachers College Press.
- Glasser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory*. Chicago, IL: Aldine.
- Gomez, L., Freeman, D., and Freeman, Y. (2005). Dual language education: A promising 50-50 model. *Bilingual Research Journal*, 29(1), 145-164.
- Gonzalez, N. (2005). Beyond culture: The hybridity of funds of knowledge. In N. Gonzalez, L.C. Moll & C. Amanti (Eds.), *Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms*, 29-46. New Jersey: Lawrence Erlbaum Associates, Publishers.
- Graves, D. (1973). *Children's writing: Research directions and hypotheses based upon an examination of the writing processes of seven-year-old children*. (Unpublished doctoral dissertation). State University of New York at Buffalo.
- Graves, D. (1983). *Writing: Children and teachers at work*. Exeter, NH: Heinemann.

Halliday, M. A. K. (1975). *Learning how to mean: Explorations in the development of language*. London: Edward Arnold.

Hakuta, K. (1986). *Mirror of language: The debate on bilingualism*. New York: Basic Books.

Hakuta, K., & Gould, L. J. (1987). Synthesis of research on bilingual education. *Educational Leadership*, 38-45.

Hiebert, E. H. (1994). Reading Recovery in the United States: What difference does it make to an age cohort? *Educational Researcher*, 23(9), 15-25.

Hiebert, E. H., & Raphael, T. E. (1998). *Early literacy instruction*. Ft. Worth, Texas: Harcourt Brace College Publishers.

International Data Evaluation Center 2014-2015. Reading Recovery National Summary Report for the United States. Columbus: The Ohio State University.

International Reading Recovery Trainers Organization (2015). (IRRTO) Retrieved from <https://irrtto.org/reading-recovery-trademark/>

Kelly, P. R., Klein, A. F., & Pinnell, G. S. (1996). Learning through conversation. *The Running Record: A Newsletter for Reading Recovery Teachers*, 8(2), 1-3.

Kena, G., Aud, S., Johnson, F., Wang, X., Zhang, J., Rathbun, A., ... Kristapovich, P. (2014). *The condition of education 2014* (NCES 2014-083). Washington, DC:

U.S. Department of Education. National Center for Education Statistics. Retrieved from <http://nces.ed.gov/pubs2014/2014083.pdf>

KPMG (2006). *The long term costs of literacy difficulties*. London: KPMG Foundation.

Krashen, S. D. (1985a). *The input hypothesis: Issues and implications*. London: Longman.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. Newbery Park, CA: Sage Publications.

Lindfors, J. W. (1987). *Children's language and learning*. (2<sup>nd</sup> ed.). Englewood Cliffs, NJ: Prentice-Hall.

Lindfors, J. W. (2008). *Children's language: Connecting reading, writing, and talk*. NY: Teachers College Press.

Lyons, C. A., Pinnell, G. S., & De Ford, D. E. (1993). *Partners in learning: Teachers and children in Reading Recovery*. New York, NY: Teachers College Press.

May, H., Goldsworthy, H., Armijo, M., Gray, A., Sirinides, P., Blalock, T. J., ... Sam, C. (2014). Evaluation of i3 Scale-up of Reading Recovery: Year two report, 2013-2014.

May, H., Gray, A., Sirinides, P., Goldsworthy, H., Armijo, M., Sam, C., ... Tognatta, N. (2015). Year one results from the multisite randomized evaluation of the i3 Scale-

Up of Reading Recovery. *American Educational Research Journal*, 52(3), 547-581. doi: 10.3102/0002831214565788

Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass Publishers.

Miller, G. A. (1981). *Language and speech*. San Francisco: S. F. and W. H. Freeman.

Moll, L. C. (2010). Mobilizing culture, language, and educational practices: Fulfilling the promises of Mendez and Brown. *Educational Researcher*, 39, 451-460.

Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge: using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31(2), 132-141.

Mora, J. K., Wink, J., & Wink, D. (2001). Dueling models of dual language instruction: A critical review of the literature and program implementation guide. *Bilingual Research Journal*, 25(4). 435-460.

Murray, D. (2009). Listening to writing. In T. Newkirk & L. C. Miller (Eds.), *The essential Don Murray: Lessons from America's greatest teacher*, (pp. 55-71). Portsmouth, New Hampshire: Boynton/Cook Publishers.

National Association for the Education of Young Children (NAEYC). (1998). *Learning to read and write: Developmentally appropriate practices for young children*. In *Young Children*, 1998, 53(4): 30-46.

National Association for the Education of Young Children (NAEYC). (2005). *Where we stand on learning to read and write*. Retrieved from

<https://oldweb.naeyc.org/about/positions/pdf/wwsslearningtoreadandwriteenglish.pdf>

National Association for the Education of Young Children (NAEYC). (2009). *Where we stand on learning to read and write*. Retrieved from

<http://www.naeyc.org/files/naeyc/file/positions/WWSSLearningToReadAndWriteEnglish.pdf>

National Commission on Writing. (2003). *The neglected "R": The need for a writing revolution*. New York: College Entrance Examination Board.

Neal, J. C., & Kelly, P. R. (1999). The success of Reading Recovery for English language learners and Descubriendo la Lectura for bilingual students in California. *Literacy Teaching and Learning*, 4(2), 81-108.

North American Trainers Group. (2015). Rationales and Guidelines for Selecting the Lowest-Achieving First-Grade Students for Reading Recovery. RRCNA, Columbus, OH. Retrieved from

[http://readingrecovery.org/images/pdfs/NATG/student\\_selection\\_guidesheet\\_05-15-15.pdf](http://readingrecovery.org/images/pdfs/NATG/student_selection_guidesheet_05-15-15.pdf)

Ovando, C. J., Collier, V. P., & Combs, M. C. (2003). *Bilingual and ESL classrooms:*

- Teaching in multilingual contexts* (3<sup>rd</sup> ed.). Boston: McGraw-Hill.
- Patton, M. Q. (1990). *Qualitative evaluation and research methods*. New York: Sage.
- Pinnell, G. S. (1990). Success for low achievers through Reading Recovery. *Educational Leadership*, 48(1), 17-21.
- Ramirez, J. D. (2000). Bilingualism and literacy: Problem or opportunity? A synthesis of reading research on bilingual students. (Submitted to the U.S. Department of Education) Washington, DC: Office of Bilingual Education and Minority Language Affairs (OBEMLA).
- Ramirez, J. D., Yuen, S. D., & Ramey, D. R. (1991). Executive summary final report: Longitudinal study of Structured English Immersion strategy, Early-Exit and Late-Exit Bilingual Education programs for language-minority children (Final Report, Vols. 1 & 2). (Contract no. 330-87-0156; submitted to the U.S. Department of Education). San Mateo, CA: Aguirre International.
- Reading Recovery Council of North America Annual Report 2013-2014. Reading Recovery® Council of North America. Retrieved from [http://readingrecovery.org/images/pdfs/RRCNA/Annual\\_Report\\_2013-14.pdf](http://readingrecovery.org/images/pdfs/RRCNA/Annual_Report_2013-14.pdf)
- Reading Recovery National Summary Report for the United States 2014-2015. Columbus: The Ohio State University. Retrieved from <https://www.idecweb.us/Publications.aspx>

- Rhodes-Kline, A. K., & Quaglia, R. J. (2003). Student aspirations: Reading Recovery may influence more than literacy development. In S. Forbes & C. Briggs (Eds.), *Research in Reading Recovery (Volume Two)*, 91-98. Portsmouth, NH: Heinemann.
- Riggenbach, H. (1999). *Discourse analysis in the language classroom*. Ann Arbor: University of Michigan Press.
- Rodríguez, Y., Askew, B., & Frasier, D. (1997). Descubriendo la Lectura: An interview with Yvonne Rodríguez. *Network News*, 6-8.
- Rodgers, E. (2000). Language matters: When is a scaffold really a scaffold? *National Reading Conference Yearbook*, 49:78-90.
- Rogoff, B. (1990). *Apprenticeship in thinking: Cognitive development in social context*. New York: Oxford University Press.
- Rosenblatt, L. M. (1994). The transactional theory of reading and writing. In R.B. Ruddell, M.R. Ruddell, & H. Singer (Eds.), *Theoretical Models and Processes of Reading* (4th ed.), (pp. 1057-1092). Newark, DE: International Reading Association.
- Roskos, K. A., Tabors, P. O., & Lenhart, L. A. (2009). Joining oral language and early literacy. In *Oral Language and Early Literacy in Preschool*, (pp. 1-6). Newark, DE: International Reading Association.

- Rubin, R., & Carlan, V. G. (2005). Using writing to understand bilingual children's literacy development. *The Reading Teacher, 58*(8), 728-739.
- Rumbaugh, W., & Brown, C. (2000). The impact of Reading Recovery participation on student's self-concepts. *Reading Psychology, 21*, 13-30.
- Rumelhart, D. E. (1994). Toward an interactive model of reading. In R. B. Ruddell, M. R. Ruddell, & H. Singer (Eds.), *Theoretical models and processes of reading* (4<sup>th</sup> ed., pp. 864-894). Newark, DE: International Reading Association.
- Shanahan, T., & Barr, R. (1995). Reading Recovery: An independent evaluation of the effects of an early instructional intervention for at-risk learners. *Reading Research Quarterly, 30*(4), 958-996.
- Singer, H. (1994). The substrata-factor theory of reading. In R. B. Ruddell, M. R. Ruddell, & H. Singer (Eds.), *Theoretical models and processes of reading* (4<sup>th</sup> ed., pp. 895-927). Newark, DE: International Reading Association.
- Snow, C. E., Burns, M. S., & Griffin, P. (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.
- Standards and Guidelines of Reading Recovery in the United States* (6<sup>th</sup> ed. updated). (2012). Worthington, OH: Reading Recovery Council of North America.
- Retrieved from <http://readingrecovery.org/reading-recovery/implementation/standards-a-guidelines>

- Stake, R. (1995). *The art of case study research*. CA: Sage Publications, Inc.
- TEA. (2013). 2012-2013 Texas Academic Performance Report Retrieved from <http://ritter.tea.state.tx.us/perfreport/tapr/2013/static/campus/c061901105.pdf>
- Tharp, R. G., & Gallimore, R. (1988). *Rousing minds to life: Teaching, learning, and schooling in social context*. Cambridge, UK: Cambridge University Press.
- Thomas, W. P. (1992). An analysis of the research methodology of the Ramirez study. *Bilingual Research Journal*, 16(1-2), 213-245.
- Thomas, W. P., & Collier, V. P. (2002). A national study of school effectiveness for language minority students' long-term academic achievement. Santa Cruz, CA: Center for Research on Education, Diversity and Excellence, University of California-Santa Cruz. Retrieved from <http://www.usc.edu/dept/education/CMMR/CollierThomasExReport.pdf>
- Tracey, D. H., & Morrow, L. M. (2012). *Lenses on reading: An introduction to theories and models*. (2<sup>nd</sup> Ed.). The Guilford Press. New York.
- U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2014, October). *WWC review of the report: Evaluation of the i3 scale-up of Reading Recovery year one report, 2011-12*. Retrieved from <http://whatworks.ed.gov>

- U.S. Department of Education, National Center for Education Statistics. (2015). *The Condition of Education 2015* (NCES 2015-144), Status Dropout Rates.
- Van Bramer, J. (2003). Conversation as a model of instructional interaction. *Literacy Teaching and Learning*, 8(1), 19-46.
- Vélez-Ibañez, C., & Greenberg, J. (1992). Formation and transformation of funds of knowledge. *Anthropology and Education Quarterly* 23, 313-335.
- Vygotsky, L. S. (1978). *Mind in society*. Cambridge, MA: Harvard University Press.
- Wasik, B. A., & Slavin, R. E. (1993). Preventing early reading failure with one-to-one tutoring: A review of five programs. *Reading Research Quarterly*, 28(2), 178-200.
- Wells, G. (1986). *The meaning makers: Children learning language and using language to learn*. Portsmouth, New Hampshire: Heinemann.
- What Works Clearinghouse. (2013). *Evidence Review Protocol for Interventions for English Language Learners, version 2.2*. Retrieved from [http://ies.ed.gov/ncee/wwc/pdf/reference\\_resources/wwc\\_ell\\_protocol\\_v2.2.pdf](http://ies.ed.gov/ncee/wwc/pdf/reference_resources/wwc_ell_protocol_v2.2.pdf)
- Wood, D., Bruner, J. C., & Ross, G. (1976). The role of tutoring in problem solving. *Journal of Child Psychology and Psychiatry*, 17, 89-100.
- Yin, R. K. (2006). Case Study Methods. In J. L. Green, G. Camilli, & P. B. Elmore (Eds.), *Handbook of Complimentary Methods in Education Research* (pp. 111-122). NY: Routledge.



APPENDIX A  
IRB Approval Letters



**Institutional Review Board**  
Office of Research and Sponsored Programs  
P.O. Box 425619, Denton, TX 76204-5619  
940-898-3378 FAX 940-898-4416  
e-mail: IRB@twu.edu

October 2, 2013

Ms. Juanita Robertson

Dear Ms. Robertson:

Re: *Descubriendo La Lectura (DLL): A Study of Teacher-Child Interactions That Support the Development of Writing Composition (Protocol #: 17313)*

The above referenced study has been reviewed by the TWU Institutional Review Board (IRB) and appears to meet our requirements for the protection of individuals' rights.

If applicable, agency approval letters must be submitted to the IRB upon receipt PRIOR to any data collection at that agency. A copy of the approved consent form with the IRB approval stamp is enclosed. Please use the consent form with the most recent approval date stamp when obtaining consent from your participants. A copy of the signed consent forms must be submitted with the request to close the study file at the completion of the study.

This approval is valid one year from May 3, 2013. Any modifications to this study must be submitted for review to the IRB using the Modification Request Form. Additionally, the IRB must be notified immediately of any unanticipated incidents. If you have any questions, please contact the TWU IRB.

Sincerely,

Dr. Rhonda Buckley, Chair  
Institutional Review Board - Denton

cc. Dr. Connie Briggs, Department of Reading  
~~Dr. Yvonne Rodriguez, Department of Reading~~  
Graduate School



**Institutional Review Board**

Office of Research and Sponsored Programs  
P.O. Box 425619, Denton, TX 76204-5619  
940-898-3378  
email: IRB@twu.edu  
<http://www.twu.edu/irb.html>

DATE: April 8, 2014

TO: Ms. Juanita Robertson  
Department of Reading

FROM: Institutional Review Board - Denton

Re: *Extension for Descubriendo La Lectura (DLL): A Study of Teacher-Child Interactions That Support the Development of Writing Composition (Protocol #: 17313)*

The request for an extension of your IRB approval for the above referenced study has been reviewed by the TWU Institutional Review Board (IRB) and appears to meet our requirements for the protection of individuals' rights.

If applicable, agency approval letters must be submitted to the IRB upon receipt PRIOR to any data collection at that agency. A copy of the approved consent form with the IRB approval stamp is enclosed. Please use the consent form with the most recent approval date stamp when obtaining consent from your participants. A copy of the signed consent forms must be submitted with the request to close the study file at the completion of the study.

This extension is valid one year from May 3, 2014. Any modifications to this study must be submitted for review to the IRB using the Modification Request Form. Additionally, the IRB must be notified immediately of any unanticipated incidents. All forms are located on the IRB website. If you have any questions, please contact the TWU IRB.

cc. Dr. Connie Briggs, Department of Reading  
Graduate School



**Institutional Review Board**

Office of Research and Sponsored Programs

P.O. Box 425619, Denton, TX 76204-5619

940-898-3378

email: IRB@twu.edu

<http://www.twu.edu/irb.html>

DATE: May 1, 2015

TO: Ms. Juanita Robertson  
Reading

FROM: Institutional Review Board - Denton

*Re: Extension for Descubriendo La Lectura (DLL): A Study of Teacher-Child Interactions That Support the Development of Writing Composition (Protocol #: 17313)*

The request for an extension of your IRB approval for the above referenced study has been reviewed by the TWU Institutional Review Board (IRB) and appears to meet our requirements for the protection of individuals' rights.

If applicable, agency approval letters must be submitted to the IRB upon receipt PRIOR to any data collection at that agency. If subject recruitment is on-going, a copy of the approved consent form with the IRB approval stamp is enclosed. Please use the consent form with the most recent approval date stamp when obtaining consent from your participants. A copy of the signed consent forms must be submitted with the request to close the study file at the completion of the study.

This extension is valid one year from May 3, 2015. Any modifications to this study must be submitted for review to the IRB using the Modification Request Form. Additionally, the IRB must be notified immediately of any unanticipated incidents. All forms are located on the IRB website. If you have any questions, please contact the TWU IRB.

cc. Dr. Connie Briggs, Reading  
Graduate School

## APPENDIX B

### Codes

Tables 1 and 2 show examples of the moves and responses revealed from the interactions.

Table 1 Categories of Teacher Talk

Code	Abbreviation	Example- Spanish	Example- English
Teacher question	TQ	¿Verdad? ¿De veras?; ¿Cómo se llama la señora?	Really? For real?; What is the lady's name?
Teacher prompts child to initiate	TPI	Podemos escribir otra cosa; Platícame un poquito; Ten, ayúdame; Vamos a ponerlo.	We can write something else; Talk a Little to me; Here, help me; Let's write it down.
Teacher initiates idea	TI	...me estabas diciendo que tú sabes cocinar.	...you were telling me that you know how to cook.
Teacher questions to expand	TQX	¿Y quién más?; ¿Qué le hechas a tu sándwich?	And who else?; What do you put in your sandwich?
Teacher limits expansion	TLX	¿Cuál de esos podemos escribir hoy?; ¿Qué parte?; Tienes muchos cuentos hoy.	Which of those can we write today?; Which part?; You have many stories today.
Teacher redirects topic/idea	T red t	"...y veo que traes un peinado muy bonito hoy." [from previous day]	"...and I see that you have a pretty hair-do today." [from previous day]
Teacher questions to initiate	TQI	¿Tienes algo que paso en tu, en tu fin de semana que quieres compartir conmigo?	Do you have something that happened on your, on your weekend that you want to share?
Teacher paraphrases	T para	none	none
Teacher initiates expansion	TIX	"como bolonia o jamón"	"like bologna or ham"
Teacher restates/repeats story	T re	[Child asks me if I like grapes] Sí, me gustan las uvas	[Child asks me if I like grapes] Yes, I like grapes
Teacher clarifies	T cl S	Y luego les regaló una	And then she gave

story/response		galleta para comer.	[gift] you a cookie to eat.
Teacher questions for clarification	TQ cl	[Teacher asks child] “¿Qué llevaron?” [and child responds] “carne” [then teacher asks] “¿hicieron carne asada?”	[Teacher asks child] “What did you take?” [and child responds] “meat” [then teacher asks] “you cook meat on the grill?”
Teacher accepts expansion	TAX	Lo voy a poner. “Mi mamá”	I am going to write it. “Mi mamá”
Teacher recasts (reorganize/change/modify)	T recast	¿A compramos yogurt o a comprar yogurt?; Con ketchup, cacahuete, y jamón [child: says jabón/soap]	To we buy yogurt or to buy yogurt?; With ketchup, peanut, and ham [child: says jabón/soap]
Teacher confirms	T c	“Si, esos son los que trajiste hoy.”	“Yes, those are the ones you brought today.”
Teacher elicits	T elic	“no te entiendo”	“I don’t understand you”
Teacher response to question/statement	TR	“A, pues a mí me gusta todo, me gusta comer de todo”	“Ah, well I like everything, I like to eat everything”
Teacher future expansion	T fut X	“Eso lo podemos poner mañana.”	“We can write that tomorrow.”
Teacher affirmation	T aff	Muy bien.	Very good.
Teacher co-constructs	T co	[Teacher and child take turns inserting phrases to co-construct story about how child got his sock wet.] C: Mi calcetín se mojó en mi cumpleaños...No, cuando estuvimos” T: “(laugh) cuando estuvimos... -vimos, jugando...” C: “jugando...la, las T: a las escondidas	[Teacher and child take turns inserting phrases to co-construct story about how child got his sock wet.] C: My sock got wet on my birthday... No, when we were” T: “(laugh) when we were... were, playing...” C: “playing...a, the T: hide and seek
Teacher initiates	TIX (pers)	“Ok, entonces tu un día	“Ok, then one day

expansion with personal information		me puedes enseñar a mi [a cocinar].”	you can show me [how to cook].”
Teacher redirects behavior	T red b	“Quítate la mano de la boca”; “siéntate bien” [and then teacher starts talking about conversation]	“Remove your hand from your mouth”; “Sit down right” [and then teacher starts talking about conversation]
Teacher asks child to repeat	TaskC2re	“Léeme todo tu cuento.”	“Read me all of your story.”
Teacher prompts to expand	TPX	none	none

Table 2 Categories of Child Talk

Code	Abbreviation	Example- Spanish	Example- English
Child initiates idea/topic	CI	“Cuando Kimberly no estaba la escuela—ah- no comimos paleta.”	“When Kimberly was not the school— ah- we did not eat ice pops.”
Child initiates expansion	CIX	“...tengo más cuentos de mi fiesta”; “pe’ necito un palo con uvas”	“...I have more stories about my party”; “but I need a toothpick with grapes”
Child redirects topic	C red t	“siempre traes tus cosas para que no se te olvide nada.”; “siempre...me gusta estos cue... me gusta este salón porque hago cosas... un algunas divertidas.”	“You always bring your things so you don’t forget anything.”; “Always... I like these stor... I like this room because I do things... some fun [things].”
Child non-verbal response	C NVR	[nods no];[shrugs shoulders]; [nods yes]	[nods no]; [shrugs shoulders]; [nods yes]
Child restates/repeats story/word/phrase	C re	“Yo voy a hac-, a hacer un ba- sándwich para Ms. Robertson con ketchup y cacahuete y	“I’m going to ma, to make a sandwich for Ms. Robertson with ketchup and peanut

		jabón.”	and ham [jabon/soap].”
Child asks question	CQ	“¿Puedes ir en el cumpleaños de mi hermana?”	“Can you go to my sister’s birthday?”
Child response	CR	“kétchup, mantequilla, cacahuates, y...” “jabón” [jamón]	“ketchup, butter, peanuts, and...” “ham”
Child balks; desists; refuse; wait	C balk	Mmm; “Solo eso, ya.”; “Pero, voy a pensar.”	Mmm; “Only that, already”; “But, I’m going to think.”
Child clarifies response	C cl	“Un, una vela.”	“An, a candle.”
Child asks question to expand story	CQX	[child asking teacher what I want on my sandwich] “¿Qué te gusta?”; “¿Te gusta uvas?”	[child asking teacher what I want on my sandwich] “What do you like?”; “Do you like grapes?”
Child confirms	C c	Eso; así; mm-hmm	That; like this; mm-hmm
Child accepts response	CAR	[teacher recasts: “¿Letras o palabras?”] child: “Let-; letras”	[teacher recasts: “¿Letters or words?”] child: “Let-; letras”
Child co-constructs	C co	Child: “Yo...y Haley” [teacher repeats] child: “fuimos” [teacher affirms: “mm-hmm”] Child: “al parque con...mi...familia.”	Child: “Haley and I” [teacher repeats] child: “went” [teacher affirms: “mm-hmm”] Child: “to the park with...my...family.”
Child commands/requests	C com	[child had written a story with compound sentences and wanted to reproduce a similar story] “Mira como... hice 2 cuentos en, en la misma hoja. ¿Te recuerdas? De la, vamos a escribir de los 2 cuentos. Mira así cuando yo me patine y	[child had written a story with compound sentences and wanted to reproduce a similar story] “Look like...I made 2 stories on, on the same page. Do you remember? About, Let’s write about the 2 stories.

		luego me (compró un avión).”	Look like when I skated and then they (bought me a plane).”
Child behavior	C beh	“I took my shoes off”; “‘n gotta en take, my shirt.”	“I took my shoes off”; “‘n gotta en take, my shirt.”
Child future expansion	C fut X	“y podemos escribir mañana”; “...mañana porque, podemos escribir un cuento de Sonic...Car.”	“and we can write tomorrow”; “...tomorrow because, we can write a story about Sonic...Car.”
Child verbal self-monitor	C VSM	“Eso not make sense”	“That not make sense”
Child inaudible response	C inaud	(xxx)	(xxx)
Child uncertain	C unc	“O si...quieres hacerlo ahorita”	“Or of...you want to do it right now”
Child insecure	C insec	“pero ya no vas a estar”; “¿lle- llené la hoja?”	“but you’re not going to be here”; “Did I fill the page?”
Child proud of writing/composition	C pr	“Es- esta grande” [long story]; “Pues yo si se como escribir Ironman”; “(ay)...Oh my God...oh my God... a lot.”	“It- it’s big” [long story]; “Well I know how to write Ironman”; “(ay)... Oh my God...oh my God... a lot.”
Child verbal manipulation	C Vmanip	“Ahorita te digo lo que... lo que todavía no te digo.”	“In a minute I will tell you what... what I didn’t already tell you.”
Child response to teacher nonverbal gesture (facial gestures)	CR2TNV	“(ah)... no te gusta”; “No hagas la cara así, ¿ok?”	“(ah)...you don’t like it”; “Don’t make your face like that, ok?”

APPENDIX C  
Data Collection Timeline

### NOV. 2013

	M.	T.	W.	Th.	F.
4					
11					
18				21 Andres Marcos	22 Andres Marcos
25	Thanksgiving		Break		

wk 1

### DEC. 2013

	M.	T.	W.	Th.	F.
2		3 Andres Marcos	4 Andres Marcos		
9				12 Andres Marcos	13 Andres Marcos
16	17 Andres Marcos	18 Andres Marcos			
23	Christmas Break				

wk 2

wk 3

wk 4

### JAN. 2014

6	7 Andres Marcos	8 Andres Marcos		
13	14 Andres Marcos	15		17
20	21 Andres Marcos	22 Andres Marcos		24
27	28 Andres	29		31

wk 5

wk 6

wk 7

wk 8

### FEB. 2014

3	4 Andres	5		7
10	11 Snow day	12 Andres	13 Andres	14
17	18 Monica Linda	19		21
24	25 Linda	26 Monica	27 Monica	28

wk 9

wk 10

wk 11

wk 12

### MARCH 2014

3	4 Snow day	5 Monica Linda		7
10	Spring Break			
17	18 Monica Linda	19		21
24	25 Monica Linda	26 Linda		28

wk 13

wk 14

wk 15

### APRIL 2014

31	1 Monica Linda	2	3	4
7	8 Monica Linda	9	10	11
14	15 Monica Linda	16	17	18
21	22 Monica Linda	23	24	25

wk 16

wk 17

wk 18

wk 19

### MAY 2014

28	29 Monica Linda	30 Linda	1	2
5	6 Monica Linda	7	8	9
12	13 Monica Linda	14	15	16
19	20	21	22	23

wk 20

wk 21

wk 22

online-convert.com

(don't download anything)

You now have following options

convert file to MP3

Upload (do 1 file at a time)

Rt click import audio

APPENDIX D

Handwritten Transcript

Capitan America estaba ~~pega~~ aventando el oscuro Ironman en la ciudad y Thor le pego al martillo.

12-3-13

(A)

(AV)

10:21 min.

Brought Ironman toy

- 0:01 T Gracias por venir ahora.
- 0:02 (A) Aah
- 0:03 T Andres, siéntate bien. Y quiero que me ayudes a escribir tu cuento hoy.
- 0:08 (A) mm-hmm, mm-hmm, ah-ha, mm-hmm  
mm-hmm, ja-ja, mm-hmm
- 0:13 T ¿Traes algo que me quieres decir?
- 0:15 (A) uu-ai. Es muy serio
- 0:21 T Me estabas diciendo que tenias hambre.
- 0:23 (A) ¿una galleta cat?
- 0:31 T ¿Traes zapatos nuevos?
- 0:33 (A) what?
- 0:35 T ¿Son nuevos tus Reeboks?
- 0:37 (A) No. That's not capt? That's.. that.... Ironman.
- 0:45 T ¿Ironman. ok pues vamos..
- 0:46 (A) en down hear es Ironman but the hand.. tiene la mano aca abajo  
mm-hmm
- 0:53 (A) porque <sup>mira</sup> mira, alli esta. Y mira ~~(mira)~~ tiene <sup>un</sup> un shape
- 0:58 T ese parece ~~como~~ como lo que tiene en el pecho  
mm. Spiderman, no, Superman. Perdon
- 1:06 T ¿Verdad? Parece poquito.
- 1:06 (A) ¿Por que no ponemos.. Andres? primero?
- 1:08 (A) Andres
- 1:12 T Dime tu cuento primero y luego lo podemos acomodar
- 1:14 T ¿Que quieres decir de ti?
- 1:19 (A) mm-
- 1:27 T ¿Ya sabes lo que quieres pedir para navidad?
- 1:30 (A) (nods yes)
- 1:32 T ¿si? ¿Que vas a pedirle a Santa Cios?
- 1:35 (A) snap? Quiero un... Thomas a Friends
- 1:42 T ¿Un que?
- 1:43 (A) Un tren
- 1:44 T ohhh. Que bien ¿Quieres escribir de eso hoy?
- 1:49 (A) mmmmm ~
- 1:51 T ¿Te quita el troncito ese? ¿Que mas?
- 1:52 (A) Siii... Thomas
- 1:54 T ¿Ya se lo pediste a Santa Cios?
- 1:57 (A) Todavía no ponemos el arbol.
- 2:00 T ¿Todavía no? ¿Cuándo lo vas a poner?
- 2:03 (A) No se cuando.
- 2:05 T (clears throat) A lo mejor esta semana. Y luego vas a escribirle una carta a Santa Cios pidiendole  
2:08  
y.. te voy a escribir
- 2:12 (A)
- 2:14 T ¿De veras? Me vas a escribir algo a mi tambien?
- 2:18 T Estoy muy feliz. No puedo esperar a que me escribas una carta.

Andres

MKV

(A) 12-3  
(B) 12-3  
(C) 12-3

2:27 T ok p<sup>uedo</sup>... ¿que parte? Tienes muchos cuentos hoy.  
 ¿Cual de esos podemos escribir hoy?

2:30 A mmm - de... <sup>2:34</sup> <sup>2:37</sup> Andes y Ironman

2:41 A Andes versus Ironman

2:43 A O.. yo (chap) vs. Ironman

2:47 T Ok. Pero no oigo si pones tu manita en tu boca.  
 Quiero q me ayudes a entender.

2:50 A Capitan America estaba avientando el escudo Ironman  
 a la ciudad.

3:07 T ¿Si?

3:08 A ¿En serio?

3:09 T ¿Donde viste eso?

3:10 A en mi ~~tablet~~ tablet

3:12 T ¿Si?

3:13 A ¿Y sales q le dijo? <sup>3:14</sup> (T) - No se

3:17 T (gasps) No puedo creer eso <sup>3:15</sup> ¿Que no son amigos?

3:19 T Capitan America le dijo a Ironman que no son amigos?

3:23 A No, pero le golpeo a Ironman.

3:25 T Yo no puedo creer eso. Yo no he visto esa caricatura  
 o esa pelicula.

3:29 A En mi ~~tablet~~ tablet

3:30 T En tu tableta. Ok. Vamos a escribir eso.

3:33 T Tu dijiste que Capitan America

3:37 A estaba avientando el escudo  
 a Ironman en la ciudad.

3:48 T escudo.. Ironman

3:50 A y Thor vino a tambien.. a pelear

3:50 T Thor vino a pelear con ellos; <sup>3:58</sup> Ok Vamos a ponerlo.  
<sup>3:58</sup> tambien

3:59 T Capitan America

4:00 A Capitan Lets see /c/ - /d/ - la /c/

4:03 T la /c/. Pongalo.

4:07 A Can you fix it

4:08 T Capitan

4:10 A oh. Ca - pi - pi

4:11 T Capi - taan

4:20 A taan - /t/

4:22 T America

4:24 A → A

4:24 T → America. Como tu nombre.

4:27 A America.. /A/ - /m/ - ~~me~~

4:34 T Ame - ri - ca

4:34 A ~~me~~ - ca ; America

4:41 T A ver. leelo

4:43 A Capitan America

4:45 T estaba  
 4:47 (A) "e"  
 4:48 T tu sabes hacer "esta" Lo tenias en el pizarron  
 4:50 T esta. Ponlo aqui arriba. Esta. Yo te ayudo a terminarlo.  
 4:55 T rapido  
 4:56 (A) en kopy it ~~scriba~~  
 5:04 T Ok. sientate bien y una vez mas, ponmelo aqui. Esta.  
 5:19 T Muy bien. Ponlo aqui  
 5:31 T estaba. Leelo.  
 5:34 (A) Capitan America estaba  
 5:39 T aventando  
 5:40 (A) oh my gosh! No, no puedo creerlo.  
 5:44 (A) Le avento el escudo  
 5:46 T ¿Como lo empezamos? <sup>en</sup> Aventando  
 5:49 (A) un - /p/ Aventando  
 5:51 T Aventando  
 5:53 (A) → A  
 5:53 T → Ponmelo aqui  
 5:54 (A) otra vez la "a"  
 5:55 T otra vez la "a"  
 5:56 (A) es la  
 5:57 T aventando  
 5:59 (A) de v-v - **vierna!**  
 6:01 T Yes.. de **vierna**... ~~vierna~~  
 6:03 (A) ~~Aventando~~ **vierna**... **vierna**  
 6:04 T Aventando  
 6:06 (A) ~~Aventando~~ tando... Oh my God  
 6:09 T A ver. Leelo todo  
 6:11 (A) Capitan America estaba aventando el.. el  
 6:20 T el  
 6:21 (A) ~~el~~  
 6:22 T el ¿Cual oyes primero? Fijate aqui. El  
 6:26 (A) El  
 6:28 T Ponmelo aqui arriba. (boxes)  
 6:29 (A) El  
 6:31 T mmhm - ¿Que bien estas escuchando. <sup>6:33</sup> El <sup>6:34</sup> Good. Ponmelo abajo  
~~6:31 (A) ~~oscuro~~~~ <sup>6:30</sup> El <sup>6:31</sup> El <sup>6:33</sup> El <sup>6:34</sup> El  
 6:38 (A) **oscuro**. Ponmelo aqui mijo  
 6:38 T "o"  
 6:40 (A) "o"  
 6:42 T Que bien estas escuchando como empiezan tus palabras.  
 6:44 T oscuro  
 6:46 (A) (o-s-c-c-c-u) subartic  
 6:53 T oscuro  
 6:54 (A) oscuro (laughs) ¿oscuro?  
 6:57 T Mira vamos a leerlo  
 6:58 (A) A.. Capitan America estaba aventando el o-oscuro  
 7:04 T Ironman. ¿Te ayudo con Ironman?

7:05 (A) Yes ~~es~~ .. Tony Stark  
 7:09 T Ironman  
 7:10 (A) Asi no se llama Tony Stark  
 7:13 T Ironman ... en .. la ciudad .. en  
 7:15 (A)  $\xrightarrow{\hspace{10em}}$  en - ee (en)  
 7:22 (A) la  
 7:23 T en  
 7:24 (A) en  
 7:25 T en .. la .. la ciudad ..  
 7:29 (A) <sup>ciudad</sup> ~~ciudad~~  
 7:30 T <sup>ciudad</sup> te voy a buscar aqui ciudad en tu libro.  
 7:34 (A) Because your have the city  
 7:36 T ¿Donde esta ciudad?  
 7:38 T ¿Donde esta la palabra ciudad? <sup>child pts to word</sup> Asi se escribe.  
 7:40 (A) La voy a copiar abajo.  
 7:42 T Ciudad  
 7:57 T ¿Que te falta?  
 7:58 (A) wait. wait. He said ... ¿Thor que?  
 8:01 T Leelo todo. <sup>no pusimos Thor</sup>  
 8:03 T Podemos escribir de Thor hoy o <sup>quieres</sup> ~~podemos~~ escribir de Thor mañana.  
 8:07 (A) Hoy  
 8:08 T Leelo todo  
 8:09 (A) <sup>cap.</sup> Cap.. ~~wait~~ lo podemos ~~hacer~~ en ingles  
 8:13 T No. En español. ~~leelo todo~~  
 8:14 (A) (Anng) Captain America es. es <sup>cap.</sup> (laughs)  
 8:18 T Ok Vamos a leerlo bien lo q escribiste  
 8:21 (A) Capitan America estaba avientando el oscuro Ironman en la ciudad  
 8:32 T en la ciudad  
 8:33 (A) y ...  
 8:34 T y .. ¿Sabes como escribir "y"? <sup>8:37</sup> y Thor  
 8:38 (A) Thor - D/  
 8:39 T ¿Que hizo Thor?  
 8:42 (A) Le pegó al martillo. aca  
 8:44 T Le  
 8:45 (A) Le  
 8:46 T Le  
 8:47 (A) Le

comprobamos y trabajamos al a inf of  
 plases y portadores para mi papa para el trabajo

8:48 T ¿Que oyes primero?  
 8:50 (A) ll  
 8:51 T perfecto .. Le  
 8:52 (A) Le  
 8:53 T pegó  
 8:54 (A) /pl-/pl-~~man~~  
 8:55 T Vamos a ponerlo en las cajitas  
 8:57 (A) pego .. Le pegó  
 8:59 T pegó. Ponlo aqui  
 9:04 (A) (pe)-(g)-(g)to  
 9:13 T pego .. pego  
 9:15 (A) (ay)  
 9:20 (A) Oh my God .. Oh my God. A lot.  
 9:25 T Y Thor le pego  
 9:28 (A) a  
 9:30 T al  
 9:32 (A) martillo  
 9:34 T al martillo  
 9:36 (A) /ml -/mal  
 9:41 T /mar/  
 9:42 (A) ti-o  
 9:43 T ti -llo ¿Que nos falta?  
 9:47 (A) Leelo todo mijo  
 9:48 (A) el punto va aqui  
 9:50 T Pongalo aqui. ~~Ande~~ Andele Leamelo  
 9:52 (A) Capitan America estaba pegando/vien  
 10:02 T aventando  
 10:04 (A) -tando el oscuro a...no Ironman en la ciudad  
 10:10 T Y Thor le pego al martillo.  
 10:21 perfecto

APPENDIX E  
Student Journal

malos  
el me puse el  
el

Yo me puse el  
traje de Ironman  
y destruí a los  
malos.  
(64)  
1-14-14

o o d  
b de d d.  
b d d d d  
d años d 3 d  
de de de

Cuando yo tenia  
3 años me  
regalaron un  
brincolin de  
Disney Universe.

(81)  
2-7-14

APPENDIX F

Lesson Records and Field Notes



no huge tarca  
 fui a misa  
 Santa C  
 MESSAGE COMPOSED

STRUCTURING WORDS, GAINING FLUENCY

CUT-UP STORY, SPACE, CONCEPTS, SEQUENCE, AND PHRASING

COMMENTS ON ANY PART OF THE LESSON

Hoy voy a la iglesia y voy a hacer las bobas de mi d. r. a hacer los cumpleaños.  
 some Patrick to help @ hear sounds in words he cannot artic.  
 @ he compares his work to other DW kids

@ /i/ sound 😊  
 @ (re-) new sound  
 @ -starts w/@ didn't do ~~trick~~ b/c he went to church  
 @ "I did do it" era una broma  
 @ confirmed. era una broma y me quito.  
 @ otra cosa...  
 @ no hubo tiempo y no queria ir a la escuela  
 @ me too  
 (hacer) a hacer  
 @ I wanted to go to church in am. @ 7:00  
 @ today is last day of wk  
 @ sat @ sun. you can sleep late  
 @ balks - but; on the last day there won't be classes.  
 @ next week, but this wk you'll rest 2 days  
 @ re-iterates

@ tomorrow is my birthday  
 @ restates  
 @ Ms. Chipman said, she & you & your daughters are coming  
 @ my daughter is here to dance  
 @ Alexander will come w/his bro  
 @ I like your trick  
 @ (their going to buy my cake) Superman - (figure)  
 @ save me a piece  
 @ @laso @ called me: "Allen esta aqui Allen Superman"  
 @ pr. I have a lot  
 @ pick I : I like trick (broma) & your party)  
 @ I'm going to make party bags  
 @ wants to write compound sentences (ex) then chap'd his mind.  
 @ go to church; make goodie bags for birthday  
 @ notices T's facial expression & quotess if I like/dislike his effort.  
 @ tape (nating it); Hay otra forma

REGISTRO PROGRESIVO

Nombre Marcos Fecha 12-13-13 Fecha de Nacimiento \_\_\_\_\_ Edad \_\_\_\_\_ Años \_\_\_\_\_ Meses \_\_\_\_\_  
 Escuela Lincoln Observador J. Robertson

Títulos del Texto	Palabras Actuales Error	Proporción de Errores	Exactitud	Proporción de Autocorrección
1. Fácil <u>El gato curioso</u> <sup>11/139</sup>	<u>139/2</u>	1: <u>69.5</u>	<u>98%</u>	1: <u>3</u>
2. Requiere Enseñanza _____	_____	1: _____	_____ %	1: _____
3. Difícil _____	_____	1: _____	_____ %	1: _____

Movimiento Directivo \_\_\_\_\_

Análisis de Errores y de Autocorrecciones

Información utilizada o descuidada [Significado (S) Estructura o Sintaxis (E) Visual (V)]

Fácil he mon. w/ MS & V-word/syll; scans & mon. w/V-syll;  
 Requiere Enseñanza in to phrase; at pt of diff searches w/V-syll  
& links (M) & (S)

Difícil \_\_\_\_\_

Cotejo de la Información (Observe que este comportamiento cambia con el tiempo)

Análisis de Errores y de Autocorrecciones  
 (ver Instrumento de Observación, páginas 54-55)

Página	$\frac{139}{2} = 69.5 = 98\%$ $SC = \frac{2+1}{1} = 3$ <u>El gato curioso</u> <sup>11/139</sup>	2	1	Información Utilizada	
		E	AC	E SEV	AC SEV
3	✓ ✓ ✓ ✓ <u>VR</u> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>a-ven-tro/a-entro</u> ✓ ✓ ro-roj ✓ <u>pro/pronk</u> ✓ <u>a-co-mo-da</u> 1 <u>ca-ba-di-to</u> ✓ ✓ <u>acomodo</u> <u>calladito</u>				MSV
5	✓ ✓ ✓ ✓ <u>moj</u> ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>a-bik</u> ✓ ✓ ✓ ✓ <u>ron-</u> ✓ ✓ ✓ ✓ ✓ <u>caball</u> ✓ ✓ ✓ ✓ <u>calladito</u>		1		MSV
7	✓ ✓ ✓ ✓ <u>cajle</u> ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>alabale</u> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>callip</u> ✓ ✓ ✓			1	MSV MSV

\*Nivel de reto en el cual el niño puede beneficiarse de la enseñanza.

Página	E	AC	Información Utilizada	
			E SEV	AC SEV
9	✓✓✓✓✓			
	✓✓✓✓ <u>a-banque</u> ✓✓			
	✓✓✓✓✓			
	✓✓✓✓✓			
11	✓✓✓✓✓✓✓✓ <u>su-cia/v</u>			
	✓✓✓✓✓✓✓			
	✓✓✓✓✓			
	✓ <u>acofe</u> ✓✓			
13	✓✓✓✓✓✓✓✓ <u>lo/v</u>			
	✓✓✓✓✓ <u>a-dentro</u> ✓✓			
	✓✓			
14	✓✓			
16	✓✓✓✓✓ <u>por/v</u> ✓✓			

APPENDIX G  
Transcripts Coded



11-22-13 C trans

worried he doesn't have food to write about

1:52	Una fiesta. (xxx)	C
1:57	Fiesta...	T
1:58	Es fiesta	C
1:58	Y van a venir-	T
2:03	Solo eso, ya.	C
2:04	No, ¿no vas a decir nada de la comida?	T
2:07	mmm-	C
2:07	Yo quiero saber, es mi cosa favorita y no me estás diciendo nada de comida.	T
2:11	Pero no sé qué. Yo quiero que mi mamá cocine algo. Yo quiero que cocine tamales eso...para que mi.	C
2:17	(gasp) Yo también. Tú tienes mi número de teléfono.	T
2:22	No pero, pero pala la escuela. Pala...porque no me gusta nada; de eso.	C
2:27	¿De qué hace tu mamá los tamales?	T
2:29	A pues de todo. Puede, puede calgal (encargar) tamales también.	C
2:32	¿Cómo de pollo?	T
2:34	Si puede ke-	C
2:35	De carne	T
2:35	Si también de chile.	C
2:37	(gasp) No. De chile no porque esos me pican. ¿De frijoles?	T
2:40	Si.	C
2:41	¿De dulce?	T
2:42	No-o-	C
2:43	Esos no me gustan a mí los de dulce. A mi mamá si le gustan.	T
2:46	So-o-y-y	C
2:47	Ok. So dijiste que en la escuela va a haber una fiesta. ¿Quieres poner que tú quieres que tu mamá traiga comida? O ¿Qué ya sabemos que no va a venir? Podemos ponerlo.	T
2:55	Na, es que yo quiero la 'scuela porque a mí no me gusta nada. So-solo voy tomar un jui...una cosa de mi vida, y ya no voy a comer na y luego voy a tenel hamble. Y luego mi mamá no me va tlae (traer) tamales.	C
3:09	Y ¿Qué tal si otra mamá trae tamales? ¿No los vas a probar?	T
3:12	Nadie, nadie va a traer.	C
3:13	Nadie...ok. Bueno. Vamos a empezar y luego si tú le quieres agregar más tú le puedes poner más. Ten. En la escuela...	T
3:23	En	C
3:24	¿Esa es la mayúscula?	T
3:28	No. Es la glande.	C
3:33	Ok. Enséname la "e" mayúscula acá arriba.	T
3:37	¿Minúscula? Mayúscula.	C
3:39	Mayúscula	T
3:45	"E"	C
3:46	¿Por qué esta tan grande? (Makes an extra large E)	T
3:48	Sh- ¿me das tape?	C
3:51	No, yo no tengo suficiente tape para esa letra. Hazla de buen tamaño.	T
4:01	Muy mal.	C
4:03	Ok.	T
4:04	La puedo borr-	C

topic 9

topic 10

topic 11

topic 2

topic 10

he explains his reasons justification

worried no one will bring him tamales b/c he is picky & won't eat

11-22-13 C trans

*Friday  
before Thanksgiving  
Break!*

4:04	Es tu cuaderno. No, yo no la puedo borrar	T
4:06	Yo sí.	C
4:08	ok	T
4:10	Aahhh (high pitch)- Oohhhhh. Oh yo ya se. Hay una forma.	C
4:17	No, esa no se puede arreglar. Con permiso.	T
4:20	Si se puede.	C
4:20	Ok. Este es la...el ultimo pedazo de tape. Pon la letra "E". Lee tu cuento.	T
4:31	En...la... En la... yo ya se escuela (subarticulates es-cue-la)	C
4:38	Escuela.	T
4:39	¿Por qué? ¿Por qué?	C
4:40	Escuela	T
4:42	(es-cu-e-la); escuela; En la escuela...va	C
4:53	va	T
4:56	Haber...esta es la palabra "haber". ¿Hago lápido (rápido)?	C
5:03	Hazla que se mire bien.	T
5:05	Voy a hacer como esa	C
5:07	Sí que se mire bonito. Ándale. Haber. Ok. Lee tu cuento.	T
5:25	En la escuela va haber u-u-u-na fiesta	C
5:36	¿Qué letra es esta?...Una fiesta.	T
5:43	Fie-	C
5:46	Fi-esta	T
5:48	Fi-esta	C
5:49	Fi-es	T
5:50	Fies-ta	C
5:54	Ok. ¿Es todo lo que vas a decir? O ¿Querías ponerle más?	T
5:58	Polque aquí solo escribimos cuentos. ¿Muchos?	C
6:01	Si	T
6:02	Pero mira	C
6:03	Ok. Vamos a terminar este cuento primero y luego puedes mirar los otros que tienes en tu cuaderno.	T
6:09	En la escuela va haber...una fiesta...el salón	C
6:16	En el salón. -en	T
6:21	En el...salón (sa-lon-lo-o). Qué bueno que escribí más.	C
6:32	Verdad que sí. Qué bueno que le agregaste un poquito. Good. A ver si cuando regreses me puedes decir que fueron las comidas que comieron. ¿Ok?	T
6:40	Pero...	C

*adds phr.  
topic  
C proud  
he added  
more*

APPENDIX H

Coding in Excel





A-Ch-TclS  
 A-Ch-TQcl  
 A-Ch-TAX  
 A-Ch-T@  
 A-Ch-Telic

Ⓢ is finally accepting of Ⓢ story

A-Ch-TR1 142  
 A-Ch-TR2  
 A-Ch-Tco  
 A-Ch-TaskC2re  
 A-Ch-TPX

1-31-15  
 Ⓢ 1

Ⓢ

Child - TI	A-Ch-TI		T in it. topic
Ch. - TPI	A-Ch-TPI 1 A-Ch-TPI 2	691	T prompts to init topic
Ch - TQX	A-Ch-TQX 1 A-Ch-TQX 2 A-Ch-TQX 3 A-Ch-TQX 4	303 649 1125 647	T ask quest. to exp. topic
Ch-TIX TIX (pers)	A-Ch-TIX 1 A-Ch-TIX 2 A-Ch-TIX 3 A-Ch-TIX 4	46 1126 479	TIX or TIX (w/ personal anecdotes)
Ch - TLX (cell B)	A-Ch-TLX		Child has shared a long story on several stories & now we want to select something to wrt about Ch. telling me story & me negating Ⓢ
Ch - Tre	A-Ch-Tre 1 A-Ch-Tre 2 A-Ch-Tre 3 A-Ch-Tre 4 A-Ch-Tre 5	179 645 999 513	T restates or rpts story/word/phr. to see if that is what Ⓢ meant to say. Did I underst him/her?
Ch - Treast	A-Ch-Treast		
Ch. - Tredt	A-Ch-Tredt 1 A-Ch-Tredt 2	817	Too many topics & T tries to red. topic back to 1 prev. mentioned
Ch - Tapp	A-Ch-Tapp 1 A-Ch-Tapp 2	659	T affirmation letting the Ⓢ know that topic/story is OK - genuine interest
Ch - Tautx	A-Ch-Tautx		T sugg. we can contin. topic/story tomorrow. We wait & see if thread contin
Ch - TQ	A-Ch-TQ1 A-Ch-TQ2	289	
Ch - TQI	A-Ch-TQI 1 A-Ch-TQI 2 A-Ch-TQI 3	151 783	
Ch - Tpara Ch - T red b	A-Ch-Tpara A-Ch-Tred b		(none) T red behav.

Ch-Code	A-Ch-Code	Count	Notes
Ch-CI	A-Ch-CI1	822	
	A-Ch-CI2	1324	
	A-Ch-CI3		
Ch-CIX	A-Ch-CIX1	384	
	A-Ch-CIX2	457	
	A-Ch-CIX3	1353	
	A-Ch-CIX4	1206	
	A-Ch-CIX5		
Ch-Credt	A-Ch-Credt1	1237	
	A-Ch-Credt2		
Ch-NVR	A-Ch-NVR		
Ch-Cre	A-Ch-Cre1	448	C restates / rpts story/ word/phrase
	A-Ch-Cre2	1143	
	A-Ch-Cre3	1357	
Ch-CQ	A-Ch-CQ1	1043	
	A-Ch-CQ2	1235	
Ch-CR	A-Ch-CR1	456	
	A-Ch-CR2	1153	
	A-Ch-CR3		
Ch-Cbalk	A-Ch-Cbalk1	458	
	A-Ch-Cbalk2	1151	
	A-Ch-Cbalk3	474	
	A-Ch-Cbalk4		
Ch-Ccl	A-Ch-Ccl		
Ch-CAX	A-Ch-CAX		
Ch-Cc (confirms)	A-Ch-Cc		
Ch-CAR	A-Ch-CAR		
Ch-Cco	A-Ch-Cco		
Ch-Ccom	A-Ch-Ccom		(none)
Ch-Cbeh +	A-Ch-Cbeh +		
Ch-Cunc +	A-Ch-Cunc +		

APPENDIX I  
Cross-Case Chart



<p>1) Art. topics in the today.</p> <p>2) Ext. our time</p> <p>3) Child pride</p>	<p>MOY - suggests topic for tomorrow</p> <p>EOY - balk over a period - monitoring his work</p> <p>knows - he states he knows how to write (non-man motivation)</p> <p>MOY - asks me as if I had forgotten something or omitted; finding ways to extend</p> <p>EOY - 23 - proud he wrote a bit</p> <p>MOY - 22 - offers to write word in seat, but is confident &amp; states he has how to write word.</p> <p>EOY - 23 - knows how to write how name, he wrote it on his table.</p>	<p>EOY - 21 - sugg. part of story for another day but</p> <p>22 - he had covers on topic for tomorrow</p> <p>MOY - various explain</p> <p>EOY - this situation caused throughout his lesson</p> <p>MOY - notices he wrote a bit, but asks if he asked the PG.</p> <p>EOY - states he knows how to write everything - shows confidence</p>	<p>MOY - 23 - the engage in topic for tomorrow; did not write about that topic but wrote about related topic (food)</p> <p>EOY - took risk &amp; shared personal info; she asked no personal questions</p> <p>MOY - wrote mod. slow though she could have started most letters w/ ease</p> <p>EOY - rate remained moderately slow &amp; lesson was still efficient; no waste of time</p>	<p>MOY - little bro - verbal sugg. that did not go forward</p> <p>EOY - willing to discuss parts for later stories though we were old; however, she did mention what she was in a different context; it was not related to her work verbally</p> <p>MOY - tried to use a topic that was going to be covered, but then told me "trace them"</p> <p>EOY - after identifying message in journal, she was able to connect on her own</p> <p>MOY - notices/states that her story is long</p> <p>EOY - notices/states she wrote most of her story, a lot of much assistance</p>
<h2 style="text-decoration: underline;">Expansion of lang. structures &amp; new vocabulary</h2>				
<p>1) Eng. for purpose</p>	<p>BOY - Lord of the Dark - name of character</p> <p>MOY - ask question "Can you do it?"</p> <p>EOY - balk; repeat himself</p> <p>ask questions; explains in system</p> <p>ask questions about strategy he can use to write names of story characters</p>	<p>BOY - to describe or explain</p> <p>MOY - Eng. to get ideas across (in birthday)</p> <p>EOY - (tablet) (texting) terms for his tech.</p>	<p>none</p> <p>some affirmation to indic. to I was interested "ok" etc.?</p>	<p>BOY - asked Eng. to get pt across "go upside down"</p> <p>MOY - gave her affirmation</p> <p>Eng. proper nouns; names of people or places</p>
<p>2) Eng. to self-monitor</p>	<p>to self-mon. w/ self-regulated speech in his writing.</p> <p>was not always correct in using terms to self-mon, but he knew something was not right - self-mon.</p> <p>All his self-mon. was in Eng.; though his prompt to self-mon. was correct, his ability to notice discrepancies was emerging.</p> <p>phrase</p>	<p>minimal end. of Eng. used to self-mon.</p> <p>used word "tape" (Eng.) a likely inadvertent insert, boy that adopted to self-mon.</p> <p>word</p>	<p>none</p>	<p>self-mon. using phrases "si-tape; na-tape..."</p> <p>likely used this word inadvertently in lessons &amp; adopted.</p> <p>phrase</p>
<p>3) pronunc.</p>	<p>did not have trouble conveying message</p> <p>artic words for to hear</p> <p>init part of word or omitted parts.</p> <p>missing init syll. artic for</p> <p>pronounced words the way he hears</p> <p>Orpts story w/ correct pronunc. for to hear</p> <p>helped w/ pron. of word</p>	<p>did not have trouble getting his pt message across</p> <p>helps w/ how vocal word</p> <p>artic sounds the cannot produce for to hear; wrote sounds in jrn if mon. w/ word;</p> <p>say words the way he hears them</p> <p>m's pron. words did not impede from expressing his thought.</p>	<p>none</p> <p>pronunc. @ how. edu</p>	<p>did not have trouble getting message across</p> <p>artic words for to hear missing parts</p> <p>pronounced words the way she thinks they sound.</p> <p>Precasts; artic</p> <p>could not words in isol but in context she reported to have usual speech pattern.</p> <p>helped w/ pron. of word; Brans for speech patterns did not get in his way. She was a motivated learner &amp; used her writing journal to mon. her speech.</p>