

UNLOCKING THE WRITTEN LANGUAGE
OF SIX FOUR YEAR OLDS

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ABSTRACT

Unlocking the Written Language of Six Four Year Olds

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This study examined four year old children writing in a public school setting. The children were followed for an eight month period using these questions to guide observations.

(a) What writing will these children produce at a language station once a week?

(b) What verbal and nonverbal behaviors will these children produce during time at the language station?

(c) What understandings of the writing process do these children develop through the eight month period?

Observational data were recorded when the children came to the writing table. The children were audio taped and video taped each week. The writing session was evaluated using Clay's (1975) scale and Dyson's (1981) worksheet.

All of the children developed writing skills and made the most progress in learning the directional principles of writing. The children began to discover that their print held meaning and that they could discuss the use of letters and words with one another. At center time, writing held their constant attention. These children developed understandings in the use of written language, message quality of print and the directional principles of print. This study found that the children who have had more experience with books and have the ability to make meaning of written language themselves will reflect a higher understanding of written language.

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CHAPTER I

THE NATURE OF THE PROBLEM

Background of the Problem

Past theories, research and history have influenced the area of early learning of the young child. Traces of these past influences have been seen throughout all areas of child development today.

One of the beliefs existing in Europe and North America in the 1530s was the Puritan view of the child as a sinner. This doctrine can be found in many educational beliefs of today (Thomas, 1979). Contrasting with this belief was Jean Rousseau's work, Emile, published in 1762. He proposed that the child was born morally good and that the aim of education was the happiness of the child (Rusk & Scotland, 1979). Friedrich Froebel (1889) also envisioned the nature of the child as innately good and the child's development as a process of unfolding.

Dr. Maria Montessori (1965) and Margaret McMillan (1919) both viewed early education as a deterrent to social problems. One of the primary concerns of Margaret McMillan was to provide adequate physical care for young children. Dr. Maria Montessori developed original insight into the nature of the learning process and the potential of the school.

John Dewey conceived of education as having an organic function. Dewey (1938) emphasized "the importance of the participation of the learner in the formation of the purposes which direct his activities in the learning process" (p. 67).

During the 1920s researchers began to look at young children, and in particular, how the young children learned. Dr. Arnold Gesell (1926) viewed the preschool period as one that "exceeds all other epochs in developmental importance" (p. 4). Gesell produced normative summaries that served as a framework to study child development. While Gesell was advocating the maturational approach to child development, the psychoanalysis theory of development was being advanced by Sigmund Freud (1922). In the 1920s to the 1940s Freud identified stages in psychosexual behavior and personality development. At this time another influence in early childhood education was behaviorist psychology. It was supported by the theories of Edward L. Thorndike (1929) and B. F. Skinner (1953) and suggested that the analysis of behavior and the use of the process of conditioning could elicit wanted behaviors.

These researchers formulated theories that led educators to draw assumptions that supported much of conventional instruction. Except for a few researchers such as Dewey, much of what children knew about literacy was ignored. Children could not begin to understand reading and writing before the first grade because they

had not had the benefit of instruction or schooling. The young child's ability to learn was ignored in favor of direct instructional practices (Hall, 1987).

J. McV. Hunt's (1961) book, Intelligence and Experience and Benjamin Bloom's (1964) book, Stability and Change in Human Characteristics, set forth an argument that stated that intelligence was not determined solely by heredity, but was responsive to environmental factors. Hunt's and Bloom's theory led researchers to look at the young child's learning before the schooling years. Environmental impact upon intellectual growth was proposed to be greatest in the early years (Bloom, 1964).

The concern for the quality of education for the young child was reflected in the work of Friedrich Froebel (1889), John Dewey (1899) and Maria Montessori (1912). More recent studies have focused on children who do not achieve their full potential in the school situation: David Weikart et al. (1984), Children in Need (1987), Report on Preschool Programs (1987) and A Children's Defense Budget (1988). "Students from backgrounds of poverty, regardless of their race, usually enter the classroom for the first time already at some disadvantage. This disadvantage typically reflects their circumstances, not their potential (A Children's Defense Budget, 1988)." Early education, which encompasses cognitive development, can make a difference in the lives of low income and minority children (Weikart, 1984).

Literacy Development

As researchers continued to study the young child, some began to alter their views of the early childhood period. Children's thinking was qualitatively different from adult thinking (Piaget, 1970) and an attempt began to provide instruction that matched the child's developing knowledges. In an attempt to observe the child as an active learner, Clay (1975) and Durkin (1966) began to observe the child as a constructor of language. They began to study children as they read, wrote, listened and spoke. Studies in children's invented spelling (Chomsky, 1971), children's print awareness (Harste, Woodward, & Burke, 1984), and studies of various ethnic and social backgrounds of children (Heath, 1983) added to the body of research in literacy development. "Literacy development is the appropriate way to describe what was called reading readiness: The child develops as a writer/reader. The notion of reading preceding writing, or vice versa, is a misconception. Listening, speaking, reading and writing abilities develop concurrently and interrelatedly, rather than sequentially" (Teale & Sulzby, p. xviii, 1986).

Researchers maintained a continued interest in the nature of the learning process of children and in children's literacy development. "Interacting with their literate environment, children invent their own literacies, and their inventions often

parallel the inventions of literacy by society as a whole. Written language is one expression of language, and is the major medium through which literacy is represented" (Goodman, p. 1, 1986). Carol Chomsky (1971) suggested that children write first and read later. Clay (1975) looked at children's beginning writing and reading and suggested that the act of writing helped the child organize reading behaviors. Bissex (1980) studied her son's writing and reading as he grew up. She presented evidence that her son's writing influenced the development of his reading. Ferreiro and Teberosky (1986) presented children as makers of hypotheses and theories which they continually test against the environment and previously gained information.

This overview of some of the areas of child development echos a continued interest in the nature of the learning process of the child. Researchers, theorists and historians will continue to study and reflect on the influences of education on the young child. This study hoped to gain information about the nature of the learning process of the child and written literacy development.

Purpose of the Study

This study examined six four year old children from low income or English as a second language backgrounds constructing a writing system for themselves in a public school prekindergarten classroom. It attempted to identify the children's verbal and

nonverbal actions which accompany writing.

Rationale for the Study

How do children learn to turn marks on their paper into written words? Do children talk as they work?

Researchers are beginning to focus on the process through which young children figure out for themselves how print works. Much of the theory comes from Piaget's and Vygotsky's theories of knowledge acquisition. Piaget's (1970) theory is seen as a general theory of the process of acquiring knowledge. It allows written language as an object of knowledge and the learner as a thinking individual. One way a child learns verbal and nonverbal language is through the child's own discovery of information. "Remember also that each time one prematurely teaches a child something he could have discovered for himself, that child is kept from inventing it and consequently from understanding it completely" (p. 715). Chomsky (1965), although not centering primarily on child language development, emphasized the child's ability to internalize a set of grammatical rules that enabled him/her to produce unlimited language.

Vygotsky's (1978) theory emphasized the social context of language acquisition. He argued that cognitive development, especially language development, arises out of specific social-cultural experiences. Literacy must account both for the individual child's invention and exploration and for the social

context in which it occurs. Sulzby & Teale (1986) states, "A theory of emergent literacy, however, cannot ignore adult development. Literacy develops in the child in a sociocultural context. Children learn from interaction with adults directly and from what they see adults doing in their presence" (p. 86).

Significance of the Problem

If low income and minority children are at risk in classrooms (Weikart, 1984; National Coalition of Advocates for Students, 1985), will they develop the writing skills equal to other children? A Children's Defense Budget (1988) points out that "a poor child's public school experience is far too often inferior to that of his or her more advantaged peers" (p.137) but that "Schools can make a substantial difference in the difficult odds facing poor and minority children" (p. 139).

Gordon Wells (1986) conducted a study to follow the success in the oral language ability of young children. Would it in some way account for achievement in schooling at later ages? He found, "Children who were ahead on entry to school tended to be the high achievers five years later, and those who were behind at age five were likely to be at the lower end of the rank order at age ten" (p. 134-135). The lower-class children reflected their environment and parental interest in reading material and thus became linguistic disadvantaged. "Slow developers are often not less able but simply lacking in the relevant experience. When an effort is

made to match the curriculum to the needs of individual children and these gaps in experience are filled, progress may be remarkable" (p. 138).

Ferreiro & Teberosky (1985), Clay (1975) and Dyson (1981) watched children actively develop their own models of writing. They focused not on whether or not children were reading or writing but on the process through which young children read and write. How do young children figure out for themselves how print works? Clay (1975) identified concepts about the visual and linguistic aspects of writing. This helped researchers observe children using directionality of print, sign concept, message concept and the child's use of directional orientation of written messages. Ferreiro also focused on children's reading and writing processes. She investigated the way children come to understand the alphabetic nature of written language systems by giving children researcher structured tasks. Ferreiro (1978) found, by studying children from differing socioeconomic backgrounds, that "Children's efforts to understand the writing system start very early and proceed in ways ignored by traditional pedagogical practices. This is a process which involves a complex activity, where all of a child's cognitive and linguistic capacities are at work...In order to understand the writing system which society has forged for them children must reinvent writing and thereby make it their own" (p. 39).

As Ferreiro and Teberosky (1979) investigated how lower class

children learn how to write, they found that the groups of children who did not achieve were the groups in which the children developed a total dependency on the teacher to structure learning. If the children were able to internalize and construct a hypothesis for approaching writing themselves, they were likely to be successful at a writing event.

Clay, like Ferreiro's, suggests that we accept children's writing, even before they understand the accepted alphabetic language system. Dyson (1981) was also interested in children's conceptual relationships between oral and written language and she studied child-initiated writing sessions using the participant observation methodology.

These researchers built a base for this research project. Do young children who are four years old, who come from a low income home or who are a non English speaker follow the same style of reinventing our written language system? Texas state guidelines have classified these children "at risk" for educational attainment. Are these children operating within the alphabetic system as Ferreiro found? Are these children developing a concept of how print works?

Research Questions

This study was designed to answer these questions:

1. What writing will these children produce at a 15 to 20 minute language station once a week?

2. What related behaviors, verbal and nonverbal, will these children produce during a 15 to 20 minute language station once a week?
3. What understandings of the writing process do these children develop through the eight month period?

Assumptions

This study was based on the following assumptions:

1. The children identified as low income and English as a second language speaker were accurately identified by Arlington Public School District's Early Childhood office.
2. The instrument used for this study appropriately sampled children's writing behaviors and concepts.
3. The learning activities chosen by the classroom teachers helped support the children's needs and interests.
4. The study was longitudinal and reflected the children's progress in developmental writing.
5. Records were kept that reflected the total classroom language environment.

Definitions/explanations

1. Language/literacy event. Anderson, A. B., Teale, W. H., & Estrada, E. (1980). "Any action sequence, involving one or more persons, in which the production and/or comprehension of print plays a role" (p. 59).
2. Literacy. Goodman, Y. (1986). "...human interaction with

print when the reader and writer believe that they are making sense of and through written language" (p.6).

3. Reading/writing. Anderson, A. B., Teale, W. H., & Estrada, E. (1980). It "will be taken to be any occasion upon which an individual comprehends a message encoded in graphic signs." A "writing event will be taken to be any occasion upon which an individual mechanically manipulates appropriate tools to produce (or attempt to produce) graphic signs representative of oral speech which have meaning to the producer and/or to anyone who might be a reader of those graphic signs" (p. 59).

4. Observer-participant. Teale, W. H. (1986). The teacher attempts to interfere as little as possible in the normal activities of the group, but at the same time is not completely passive to the activity.

Limitations

This research was designed to focus on the process through which six young children construct for themselves how print works. The study analyzed one particular time of the school day when the children were writing. This study was based on the writing done in this situation. This study was limited in the number of children in the sample and limited in the income and racial backgrounds of children in the sample so it cannot be generalized to general populations of four year old students.

Two criteria were established to select the case study

children; the willingness of the child to talk to the teacher and the interest the child had in print in October, 1987. The researcher observed the children one month before taking the first six children who reflected both of these qualities.

The children's verbal and non verbal actions were audio and video taped with the researcher as the transcriber drawing deductions. A rating scale was used to observe the children's early writing progress.

Delimitations

1. The study was based on an eight month performance period, October 1987 to May 1988.
2. The study was based on the performance of six children of low income or English as a second language families. The study was conducted at Bess Rankin Elementary School, Arlington public school district, Arlington, Texas. The standards for each of these groups was controlled by the Arlington public school system.
3. The Arlington school district offered prekindergarten classes aimed at economical disadvantaged and non-English speaking students. Each prekindergarten class had 22 randomly assigned students. The children that qualified for these classes came from all areas of Arlington. Parents were required to provide the child's transportation.
4. This study was based on the writing done at a writing station once a week for eight months.

Organization of the Remaining Chapters

Chapter II contains a review of related literature including related research in written language development and pertinent writings in early literacy development.

Chapter III explains the pilot study and the major study's design, setting, participants and collection procedures.

Chapter IV outlines the children's work and analyses of that work through the eight months time period.

Chapter V includes findings of the study based on observations and work samples, conclusions, discussion, implications of this research, and recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses major studies related to written language development in young children. Theories in linguistics, developmental psychology, and recent theories and research in young children's reading and writing were examined. This study assumed that the young child acquires written language by forming concepts through a series of constructive attempts made by the child trying to communicate. The young child needs a meaningful social context and a sense of well being in which to develop and construct written language.

Classic Theory

Young children's writing research has been based primarily on the theoretical framework of Piaget and Vygotsky. These theories are distinct but share significant emphases on the child's developmental framework. Piaget published articles, books, and monographs on the development of children's thoughts over a 50 year time span. He proposed the child be put at the center of the learning process. The child would transform the information to fit into his or her own learnings. Piaget (Piaget & Inhelder, 1969) demonstrated that the young child is an active constructor of knowledge and not just a recipient of information. Through the

interaction with objects, the learner acquires knowledge, creating new information, approximating adult understanding. When new information conflicts with already formed ideas, the conflict is ultimately resolved by forming new concepts. The child forms and reforms concepts creating new conceptualizations for himself. New information which conflicts with current information can only be used at certain points in development. Behaviors which are seen by adults as "error" at various stages of development are seen within the Piagetian framework as constructive errors which are part of the developmental process. These constructive errors are seen as necessary in order to reach the next stage of development.

Piaget's research suggests to educators that they incorporate into young children's curricula a child centered approach to learning. Child activity in the classroom, individualized learning along with social interaction should be included in a schools curriculum for young children.

Lev Semovich Vygotsky (1962), a Russian psychologist who lived between 1896 and 1934, was interested in the area of developmental psychology. He investigated children's thought and speech. He examined the interaction between speech and thought and supported the theory that maturation was important but environment strongly influences both speech and thought. Vygotsky's (1978) theory is also one of child interaction. The child as a learner interacts with another person, usually an adult in the child's own culture.

Each child uses his or her own social context to construct knowledge at each stage of development. The social context provides the child with signs and tools to be used in interaction with others in the culture. Vygotsky (1978) also suggested that the study of the prehistory of writing appears to start with gestures, which he calls "the child's future writing" (p. 107). Writing then proceeds to scribbles, and finally to pencil marks, which he calls "gestural representation". He also proposed that, "The second realm that links gestures and written language is children's games" (p. 108). He proposed that for practical implications, writing should be taught in the preschool years and taught naturally in a meaningful way. "...Children should be taught written language, not just the writing of letters" (p. 119).

Noam Chomsky (1965) emphasized the child's ability to engage in rule-governed behavior. He believed that children have an inborn ability to learn language and they learn it by unconsciously figuring out how it works. Grammatical rules that children internalize enable them to produce many new utterances and word combinations.

A combination of research and theory led this researcher to watch active children develop their own written language by purposefully interacting with meaningful objects and people in their environment. Children will easily learn about written

language when it makes sense to them and when they are involved in its use, (Smith, 1982). "...Children will try to understand written language by being involved in its use, in situations where it makes sense to them and they can generate and test hypotheses" (p. 174).

Emergent Literacy in Young Children

Literature on learning to read and write can be traced back into history. In the late 1800s reading development was stressed and writing in early childhood was generally ignored (Teale & Sulzby, 1986). Edmund Burke Huey (1908) suggested reading and writing be learned in a natural method. "...scribbling is as little like writing or printing as his early babble was like speech. But he begins to be interested in these printed and written things, and to imitate; and the steps from this facile reading and writing are as certain and as natural as were the earlier ones for spoken language" (p. 331).

Clay (1977) writes of young children who have attended preschool, "The preschool experiences of some children will have already introduced them to concepts about written language before they get to school" (p 335). She found that, "Somewhere between three and five years most children in a literate culture become aware that people make marks on paper purposefully" (p. 335). Marie Clay (1965), carefully observed New Zealand children between the ages of 4:10 and 7:0 years old noting their reading and writing

behaviors as they became literate in the school context. Her aim was not to study handwriting but to gain insights into how children put their spoken language into print. When the children begin to write, proposed Clay, they must pay attention to the details of print and begin to organize reading behaviors. They begin to make gross approximations of words, such as invented words and strange letter forms. She observed that when children know a few letters they can produce several words and begin to generate a writing system involving letters, words, and word groups. Clay (1975) identified certain concepts and principles which children seem to follow in early writing. They are as follows:

1. The sign concept - Children know that a sign carries a message.
2. The message concept - Children realize that words or messages they speak can be written down.
3. The copying principle - Children can copy letters, words or word groups.
4. The flexibility principle - Children invent new symbols and use them as letters.
5. The inventory principle - Children make lists of what they know, arranging and ordering their learning.
6. The recurring principle - Children repeat actions that make responses automatic.
7. The generating principle - Children know information and

have several ways to arrange that information to create new formations.

8. The directional principle - Children will devise print going in different directions, depending on the conventions they know.

9. Reversing the directional pattern - Children may reverse writing because of "lapse in sense of body in space as it relates to the page of a book rather than a lapse in visual perception" (p. 65).

10. The contrastive principle - Children create contrasts between letters, shapes, meanings and sounds.

11. The space concept - Children use the spaces between words to signal the beginning or end.

12. Page and book arrangement - Children must understand letter order and letter orientation to be able to operate a book format.

13. The abbreviation principle - Children must understand that words are made out of letters and that abbreviation stands for words.

As Clay analysed children's writing, two features of their process became clear; that children will make gross approximations of letter forms, words or sentences and that they will "know" specific letters and letter forms they use. This information will give insight to an observer who seeks to evaluate the developmental

writing of the child.

Clay (1975) also provides a rating technique for observing children's early writing progress. This scale was designed to be used as a guide for planning instruction. "A validity check was made by correlating writing vocabulary scores and scores on Clay's word reading test for 50 children aged 5:6. A Pearson product moment correlation coefficient of 0.82 was obtained" (Clay, 1975, p. 67).

Marie Clay (1977) wrote, "I am impressed with the potential of early writing, as a highly satisfying experience for young children, for complementing the early reading program. The more this is organized by the child the greater value it will have" (p. 339).

Hildreth (1936) studied writing as a developmental process in preschool age children. She charted name-writing ability in 85 boys and 85 girls, between the ages of three and six years old, in a private New York City school. The children's median grade level I.Q. was 120. "Each child was told to write his name and any letters or numbers he could make. He was given all the time he needed and even though he refused at first was encouraged repeatedly to try" (p. 292). The completed writing samples were arranged in order of maturity and the median papers were selected to represent a particular age group. Hildreth (1936) ordered the age groups into levels and set descriptors for level. "These

children came from the types of homes where A.B.C. blocks and books are commonplace, where children see the writing process carried on, where questions about writing and demands to write are intelligently answered" (p. 301). When Hildreth asked the parents about their children's ability to write they answered that they did not wish their child to write at such an early age but the children made inquiries about writing activities. The parents answered the child's questions about writing when it was demanded and "almost universally commented that they had not taught the children to write...." (p. 301).

An early discovery of children's writing was found when Dolores Durkin (1966) conducted two longitudinal studies of children who read in a conventional manner before instruction began. The first study, in 1958, was designed to study general reading achievement of 29 girls and 20 boys who qualified for the study. Of these children, age 5 years 9 months to 6 years 9 months, 27 came from families below the middle-class level and 17 children had IQ s of 109 or less. In the 1958 study Durkin (1966) found that the children who read early maintained their lead in achievement over classmates. To add comparative data to the 1958 study, Durkin investigated 156 children, 76 boys and 80 girls whose median intelligence quotient was 133, in New York City schools in 1961. She reported her research findings "show no simple connection between early reading and the socioeconomic status of a

family" (p. 136). Durkin (1966) began to link early reading with parents who read to their children, spent time with their children and read to themselves. As she investigated reading her research findings indicated that for more than half of the early readers in California, and again in New York, interest in learning to print developed prior to, or simultaneously with, an interest in learning to read. In fact, for some early readers, ability to read seemed almost like a by-product of ability to print and to spell. For these 'pencil and paper kids', the learning sequence moved from (a) scribbling and drawing, to (b) copying objects and letters of the alphabet, to (c) questions about spelling, to (d) ability to read" (p. 137). The children also were found to want help with letter sounds, showed an interest in spelling and asked parents or siblings questions about words they located on TV or in environmental print. Durkin concluded that the early readers and writers were special because "It is their mothers who play the key role in effecting the early achievement. The homes they provide, the example they show, the time they give to the children, their concepts of their role as educator of the preschool child....all of these dimensions of home life and of parent-child relationships appeared to be of singular importance to the early reading achievement described in this report" (p. 138).

Both Hildreth (1936) and Durkin (1966) found early writers come from homes where children asked questions and where someone

answered children's questions about how print works. Glenda Bissex (1980) followed her son's writing progress as he used it in play and social interactions well before he had formal instruction in either reading or writing. Bissex studied son Paul's writing and reading activities from the time he was five years old to age eleven. Paul began writing, using his own invented spelling, before he made much progress in reading. Bissex used Paul's spelling and various aspects of the text structure to study his cognitive construction of the written language. As Bissex (1980) studied Paul's writing she developed a table of forms of writing in which he engaged, at age five. The table included, signs, labels, captions, stories, little books, directions, lists, newspapers, notes, letters, and greeting cards. Bissex (1980) gives teachers a warning, "When he was five-and-a-half years old, Paul wrote and posted this sign over his workbench: 'DO NAT DSTRB GNYS AT WRK.' The 'genius at work' is our human capacity for language. 'Do not disturb' is a caution to observe how it works, for the logic by which we teach is not always the logic by which children learn" (p. 201).

Harste, Burke, and Woodward (1981) produced a study using three, four, and five year old children's writing. The study investigated the processes involved in children using and producing written language. From the Indianapolis Public Schools, 68 children, from varied socioeconomic sections of society, were used

as subjects in this research project. As Harste, Burke and Woodward collected data from the children's parents, they found several identifiable factors in the homes which provided the best "cultures" for literacy and literacy learning. The most significant factor Harste, et al. discovered was one they termed "availability and opportunity to engage in written language events" (p. 6). In this type of home books, paper, pens, pencils, crayons, and magic markers were readily available for the children to use in exploration. Another home factor was significantly related to early literacy. Harste, et al. called this factor "inclusion". Inclusion was the term used when parents included their children in all of their activities; trips to the doctor's office, shopping trips, trips to the courthouse. These events provided children with information about reading during shopping and writing for a purpose during a time when children make "phenomenal literacy growth" (p. 12). Harste, et al. work began to evolve the strategies characterizing success in literacy and literacy learning that children needed to use. The strategies were as follows:

1. Textual intent - Children expect to find written language personal and meaningful and give a definite graphic shape.
2. Negotiability - Language is a social interaction where the writer and the reader understand the meaning of the language event.
3. Using language to fine tune language - A language event is

built, added to, and becomes information to help in the next language experience.

4. Risk taking - Children take risks and show the attitude of literacy. This is a behavioral characteristic of successful readers and writers.

The research of Harste, et al. (1981) supported the belief that children individually need to reinvent the writing system for themselves, from the "inside-out". Children form hypotheses, test them, reform them, set some aside, and invent a language system for themselves. It also supported the theory that children, by the age of 3 years, know the difference between drawing and writing and that young children are "cognizant of certain written language conventions prior to formal instruction" (p. 515).

Recent Beginning Writing Research

After early research focused on children who could read, investigations began to find that these children could also write (Durkin, 1966; Clay, 1966, 1977; Clark, 1976; Harste, Burke & Woodward; 1981). Researchers then began to focus on children's developmental writing. Teale and Sulzby were attending graduate school together when they gained an interest in children's developing knowledge about written language. Sulzby (1985) conducted a study with 24 middle-class kindergarteners in the Chicago area. She collected handwritten stories done by the children and identified six major categories in the production of

writing. The writing forms included, (a) writing as drawing, (b) writing as scribbling, (c) writing with letterlike forms, (d) writing with letter units, (e) writing with invented spelling, (f) and writing using conventional English. Sulzby (1986) concluded that "All....children demonstrated in their speech and written products that the activities of writing and reading were sensible to them long before formal instruction...(p. 86). Teale (1986) investigated children's home backgrounds to see how it affects the young child's literacy development. He also attempted to "shed light on the relationships between children's preschool experiences with written language and their knowledge about and skills in reading and writing" (p. 173). Teale used naturalistic inquiry methods in his observations and interviews feeling it would give an actual view of what is happening in the home and would provide "links between these practices and effects on the child's developing reading and writing abilities" (p. 174). The study consisted of 24 culturally diverse preschool children, between 2 and 3 1/2 years old, from low-income homes in the San Diego area. An equal number of boys and girls comprised this study. Data were gathered by the researcher going into the homes of these children and recording field notes and interviews. The researcher assumed the role of a participant observer when collecting data. Data consisted of two focus areas, the preschool child in the family and the literate events in which the child participated. Teale's

results indicated nine domains or categories of activity mediated by literacy, daily living routines, entertainment, school-related activity, work, religion, interpersonal communication, participating in 'information networks', and literacy for the sake of teaching/learning literacy. "In approximately 80% of the reading and writing activities observed and for almost 90% of all the time spent in these activities, the focus of the activity was not literacy itself" (p. 192). His research concluded that the variables such as ethnicity, sex of the child, level of education or family size are not as important as adult/child (or sibling) interaction, the child's own interest in written language, and the observation of others using written language.

Ann Haas Dyson (1981) was interested in children's conceptions of the relationship between oral language and written language. She became a participant observer in a study as children used oral language during a classroom writing time. Dyson observed in a public school kindergarten with 22 children for a three month period, using five children as case studies. She observed and interacted with the children in their classroom at a writing center which she set up for the children. The children were asked to simply write. As the children wrote, Dyson collected data to discover the children's perceptions of what writing entailed and the reasoning behind their writing behaviors. Dyson (1981) defined the writing event and set up four writing process components. They

are as follows:

Writing event

"A writing event was defined as encompassing any behaviors (verbal and nonverbal):

1. immediately preceding, and related to, the act of writing; sample behaviors include drawing, discussing planned letter, word, or phrase with peers, orally rehearsing that planned unit;
2. after the child has begun the physical writing act; sample behaviors (beyond forming letters) include soliciting help, verbally monitoring letters as they are formed, rereading sentence or word written, and drawing and
3. immediately following, and related to, the writing act; sample behaviors include reading the product, naming the letters written, soliciting approval. (writing event definition adapted from Graves', 1973, definition of a writing episode)

The end of a writing event was marked by (a) the child leaving the center, or (b) the child's changing the purpose or topic of a graphic activity" (p. 91).

Dyson (1981, 1985) used the writing event as a framework for evaluating and defining the components of the children's writing process. Dyson (1981) reported, "Children combined components of the writing process in alternate ways to achieve different writing purposes" (p. 99). She cautions researchers to be careful when they structure writing situations for very young children (telling the children to write a story or letter). Dyson (1981) stated the researcher may "learn about children's knowledge of the forms and functions of written language, but we do not learn how children themselves structure their own learning-to-write" (p. 346).

Emilia Ferreiro and Ana Teberosky (1979) studied literacy development in young children in Buenos Aires from 1975 to 1976. They started with a concern for literacy in education and studied

the conditions that caused children to end up with learning disorders or become repeaters in school. The authors began their study with the premise that thinking children seek knowledge and learn through their own actions on external objects. In this way the learner orders, forms hypotheses, and reorganizes information from the world around him and continually tests this information against the environment. The authors' first series of studies was carried out in Buenos Aires, with later research carried out in Monterrey, Mexico (Ferreiro, 1980). In the Buenos Aires study 108 four, five and six year old children from middle class families and lower class families were interviewed. The interviews reflected a Piagetian framework. This framework reflected the child as the producer of knowledge and the goal of the study was to devise an experimental situation that helped children explain what writing was, as they saw it, and what reading was, as they understood it, and what problems this posed. Ferreiro & Teberosky (1979) set up basic principles that guided the experimental design. They were as follows:

1. "Reading is not deciphering...
2. Writing is not copying a model...
3. Progress in literacy does not come about through advances in deciphering and copying" (p. 20-21).

Each child was individually interviewed using the inquiry method in which the researcher explored the child's knowledge of

writing and reading. This type of interviewing led the researchers to gain original responses. The analysis of the results was qualitative in nature. Ferreiro & Teberosky (1979) also investigated the child's knowledge about written language and how children from different social values reflected their home environment. Ferreiro & Teberosky hypothesized that the final results of school learning depends on the conceptualization of language children bring with them when they come to school. It appears that the Buenos Aires school system is set up for children who already are well along in developmental language. The children who achieve in writing in school come to school with a linguistic hypothesis for approaching writing. Many lower class children do not come with these hypothesis well developed and are failing in school before the first grade. Ferreiro & Teberosky state, "Reading and writing are taught in a mechanistic way as something foreign to children, rather than being viewed as an object of interest children come to know in an intelligent way" (p. 282).

Chapter Summary

Each research endeavor in children's early writing systems adds a knowledge base of information about language that children bring to the beginning writing experience. Piaget (1970), Vygotsky (1962) and Chomsky (1965) have done research in understanding the nature of children's understanding and language development. As researchers began to watch young children reconstruct language,

they began to note that children, rather than piling isolated language elements together to form a meaningful unit, formed systems, "where the value of the parts continually redefines itself in fusion with the changes in the whole system" (p. 9, Ferreiro & Teberosky, 1979) and that these systems are formed during the child's early development.

This researcher's investigation reflected a language study that looked at children's writing endeavors. Margaret Clark (1976) found young children interested in writing before the age of four and she stated, "Premature encouragement of children to write 'creatively' and at length may lead to an unfortunate undervaluing of precision of spelling and expression" (p. 16). Contrasting information stated by Ferreiro & Teberosky (1979) found that when children learn to form hypotheses and develop their own writing discoveries then they have a better chance to progress at a normal pace in the public school setting. They proposed that the school reflect trust in the child to be able to think. Children's errors, if education reflects Piagetian psychology, cause them to think and develop new hypothesis or change old ones.

Children need the opportunity to begin to write at an early age to develop their internal language system. Luria, 1929, proposed, "It is not understanding that generates the act, but far more the act that gives birth to understanding" (p. 113).

CHAPTER III

PROCEDURES

The primary purpose of the study was to examine six four year old children from low income or English as a second language backgrounds constructing a writing system for themselves in a public school prekindergarten classroom. It attempted to identify the children's verbal and non verbal actions which accompany writing in a prekindergarten classroom where daily writing opportunities existed.

The researcher worked as a participant observer in the classroom at the writing time. Most data, (a) child talk, (b) child nonverbal behavior, (c) child written products were collected during this writing time, a 20 minute time period once a week. Children's print, verbal and nonverbal actions were followed over an eight months' time frame.

Pilot Study

The researcher conducted a pilot study during the academic year 1986-87 with the prekindergarten children from low income homes and English as a second language homes at Bess Rankin Elementary School in Arlington, Texas. These children were admitted to the prekindergarten program because the state of Texas targeted education reform in the 68th Texas Legislature in 1983.

The summer of 1984 brought a special session and legislature that mandated prekindergarten education for "high-risk" four year olds. The Texas Education Agency in its Priority '86, A Guide for Prekindergarten Education (1986) states the rules for implementation of the law. The Texas law sets requirements for the prekindergarten program. The school day was to be three hours long. The cost of the program was to be shared by the state and district. The school district may not enroll more than 22 students in a prekindergarten class, with one teacher. The parents were to provide their child's transportation to the program, and that meant that the children who attended prekindergarten class at Rankin were from all over Arlington's local school district area. The teachers who taught prekindergarten programs were to possess "certification or an endorsement in at least one of the following categories: early childhood education, teacher of young children, kindergarten, elementary with bilingual or English as a second language, elementary, or vocational home economics with kindergarten endorsement" (p. 4). The students were to be screened to determine eligibility. To be eligible for enrollment in a prekindergarten class, a student was to be four years old, and either unable to speak and comprehend the English language or come from a family whose income is below subsistence level.

The purpose of the six month pilot study in the newly formed

prekindergarten class in 1986-87 was to investigate concerns connected with the major study. The decision to place the study at Rankin Elementary School, Arlington, Texas, was influenced by the investigator being placed as a teacher at that school. Mr. Kenneth Rigdon, the Principal at Rankin Elementary school, was agreeable to the placement of prekindergarten in his school.

Curriculum and Schedule in the Pilot Program

The prekindergarten program stressed language development. The curriculum included listening, speaking, reading and writing activities along with cognitive, motor and fine arts activities. Social and emotional development was included in the curriculum. A sample of the daily schedule follows:

MINUTES		TIME FRAME	CONTENTS/ACTIVITIES
<u>Language</u>	<u>Math</u>		
<u>Arts</u> **			
10	5	8:15-8:45	Breakfast
self-help		8:45-9:00	Restroom
35	15	9:00-9:50	Center Time I
motor/social		9:50-10:10	Restroom/Gross Motor
35	15	10:10-11:00	Center Time II
15		11:00-11:15	Story time and Dismissal

**Music was integrated throughout the day.

**Part of Center time was a circle time with teacher/child directed activities.

**Center time allowed students to apply knowledge and skills through guided and independent practice.

**Direct instruction in ESL provided during center times.

Participants

The six children included in the pilot study were from low income families. The exclusion of ESL children was due to a belief there would be a lack of communication between the

researcher and the children in the study. Through the pilot study this belief was examined and found to be unfounded. The ESL children were included in the major study.

The researcher studied the children during a time frame of 20 minutes once a week when these six children were together at a writing station in center time. Center time was a block of time when the children could move about the room interacting with each other and the room's contents to develop skills through guided or independent practice. Each small group of children would come to the writing station, a round table at the side of the room with pencils, paper, pens, bits of scrap paper, etc., work for a 20 minute period, and then move on to another activity. The writing table activities included a "write anything" time or an activity that included writing. Children were encouraged to try new ideas and the instructor tried to remain open to any suggestion the children might have. Children were also encouraged to recognize their own uniqueness in an atmosphere of acceptance.

When the targeted group of six children in the pilot study came to the writing table, the researcher placed a tape recorder in the center of the table and recorded the children's talk. Later these conversations were transcribed and the researcher's field notes were added to give a description of the children's activities and talk at the table. The children's writing samples were also collected. The researcher interviewed the six pilot

study children using questions about writing concepts and sent the parents two interview questionnaires, one developed by Bonita Blazer (1984) and the other constructed by William Teale (1987). Marie Clay's (1975) rating technique for observing early progress was used to evaluate the children's writing.

The pilot study was instrumental in helping to redesign the child interview questions in the major study. The researcher omitted Bonita Blazer's questions and substituted an experimental questioning technique influenced by Ferreiro and Teberosky (1979).

The pilot study also helped the researcher structure the children's writing activities in the major study. The researcher structured the children's writing in the pilot study but gave the children no direct teaching at the writing center in the major study. This enabled the children to develop their own area of interest in writing.

The pilot study was influential in the decision to include ESL children in the selection of the children for the major study. The ESL children were excluded in the pilot study due to a belief that they could not communicate with the researcher. This belief was unfounded and four of the six children in the major study were from English as a second language families.

The Major Study

This section of this chapter contains a description of the classroom and learning environment and the case study children.

This will include the classroom's physical description, the curriculum, the classroom teacher's approach to teaching, the class members, small group divisions and the selection of the case study children.

The Classroom Environment

The Classroom: Physical Description. A large square rug at the front of the classroom served as the general meeting location for the children and their teacher. The teacher sat in a rocking chair. Children gathered in front of the teacher for stories and information. At times children were seated around the edge of the rug for instruction and demonstrations.

The science table, including a hamster and a guinea pig, a file cabinet, a large peg board for hanging small and large books, a record player with records, a collection of children's reading books and a chalk board were located near the front wall. Children's lockers and a book shelf used for puzzles and math manipulatives were located at the other end of the room.

The North wall was covered with a bulletin board on which the teacher had put a card with each child's full name and birthday printed on it. A picture of each child was connected to each card. The morning class' pictures and names were on one half of the board and the afternoon class' pictures and names were on the other half of the board. This board served as a reference point for all children throughout the study.

Located around the top of the room was the alphabet taken from A Farmer's Alphabet, by Mary Azarin. The room also had three sets of numbers for the children to look at; large ones (each 12 inches tall) from 1 to 30 were at the top of the wall and smaller ones, 1 from one to 20 and one from 1 to 100 were located on the wall, at the child's eye level. A six foot wall hanging hung from the ceiling with the names of the week on it.

Around the other two edges of the room were small interest areas, including:

- a play area set up like a school (e.g., small chalk board, small bulletin board, books, wall mounted chalk board, two small desks, pencils, paper, crayons, and old language and math workbooks and cards);

- a block center: large hollow blocks, small wooden blocks and a large box of cylinders;

- a collection of soft animals (e.g., Clifford, Curious George, Minnie Mouse, Lowly the worm, etc.);

- a writing center (pencils, paper);

- a painting easel and art bookcase (e.g., white paper, pencils, crayons, markers, scissors, colored paper, etc);

- toys for manipulative play (e.g., lego, Fisher Price people, airport, houses, small blocks, etc.)

- an information center, on top of a short file cabinet, included notes to be taken home, calender, helper information and children's pictures.

When the children finished their work (math, writing, art, science) it was displayed in any empty spot in the room. Their work was displayed on the cabinets, walls, desks, or any other visible location. Craft projects, such as tissue paper snow

flakes, often hung from the ceiling.

The classroom contained various sources of print which included:

teacher and student free reading materials, both big books, small books, and standard books, stacked by the teacher's rocking chair (e.g., Madeline, Mrs. Wishey Washey, Brown Bear, Brown Bear, The Story about Ping, Curious George, Angus and the Cat, Scholastic Let's Find Out, Pierre, etc.);

a teacher's bag full of the new books to introduce to the children each week;

a library box with ten books from the school library;

a library wagon full of science, language, and math books;

a library center in the play school center (e.g., different kinds of old discarded work books and language books), a collection of math games, cards with names of numbers, letters and animals);

charts on the walls telling information (e.g., center information for visitors, calendars, safety information, teacher's information, alphabet, children's names and birthdays, information about city, state and country, etc.);

isolated words and sentences, both printed and hand made, located around the room in the science center, art center, math center, listening center;

a letter to the parents every week from the teachers telling the parents what the children had done or what they were going to do the next week was read and discussed with the children before it went home so that they could talk with their parents about the subjects discussed.

The Prekindergarten Curriculum

The two prekindergarten classes in the school were self-contained units. At different times of the day they would join together to participate in a specific activity. The day was

structured with specific times designated for an activity. The subjects, language, math, science, art, physical education, health, social studies, music, and drama were developed into a flexible mixture of learning activities. The teacher had an Arlington Independent School District teacher's guide and a Developmental Learning Materials teacher's guide. It was from these guides and from the teacher's own personal experience that the curriculum was developed for these children. The curriculum was directed toward the development of language in a learning environment.

All of the children from both classes were together to eat and play at recess but went to a closed classroom for instruction. The afternoon schedule was as follows:

11:45 - 12:15	Lunch in the school cafeteria
12:15 - 12:30	Restroom
12:30 - 1:15	ESL children to ESL class
12:30 - 1:15	Low income children to class
1:15 - 1:30	All children at recess
1:30 - 2:45	Center time

The Classroom Teacher's Approach to Teaching

The teacher/researcher of this group of children believed that each child came to school with much prior knowledge of the world and its language and learned through interaction with people and materials. She felt young children needed to be able to talk to each other and provided many multidisciplinary activities in which the children needed to interact with each other to come to a

solution. Mistakes were seen as natural steps in the child's growth that lead to understanding.

Parents were a valued part of the school. They were always welcomed in the classroom and were asked to help whenever they could find time away from their employment. The teacher stressed to the parents that they were their child's first teacher and the most valued and important one. The parents were encouraged to continue that role.

The Prekindergarten Class

The afternoon class began with 11 girls and 7 boys, all four years of age. It had 8 children who qualified for the program under the low income qualification and 10 children who qualified for the program under the English as a second language qualification. Six languages were represented in the afternoon class. The English as a second language children were given the PRE-LAS English test, FORM A (range from 1 - 4) to qualify for the prekindergarten program. The Hispanic children were also given the PRE-LAS (range 1 - 5) Spanish test. The number of children in the afternoon class and their ethnic mix was as follows:

Arabic	one child
Black	two children
Hispanic	two children
Asian	five children
Anglo	eight children

The ethnic composite of the Arlington Independent School District's student body, as of October 1987, had the following

demographic mix:

80 percent white

nine percent Black

seven percent Hispanic

four percent Asian

less than one percent American Indian

Small Group Division in Each Class

The children in the prekindergarten were divided into three groups: flowers, happy faces and stars. These groups were used when small group instruction was needed. All the groups were given the same instruction and used in rotation to the writing table. The groups had no test-placement meaning. The flower group, six children (one boy and five girls) were the case study children. The researcher selected the flower group first as the study group and then the remaining children were divided up into the remaining groups based on the teacher's random selection.

Case Study Children, Classroom Selection

Two criteria were established to select the case study children; the willingness of the child to talk to the teacher and the interest the child had in print in October, 1987. The researcher observed the children one month before taking the first six children who reflected both of these qualities. The study's focus was on verbal and non verbal actions which accompany writing behaviors of six children.

Data Collection Procedures

This section contains data collection information. It includes information about audio and video data, field notes and evaluation instruments.

Audio and Video Data

Data was collected once a week, for about 20 minutes, at the writing station during center time from the six case study children, October 1987 to June 1988. The children came to the writing station as a group, the flower group. Other children would sometimes join the group when a space opened at the table. Two recording methods were employed at the same time each week. The case study children were audio taped and video taped during their writing once a week, usually on Tuesday. Audio and video tapes were also done of the other children in the room so they would not feel excluded in any way.

Every week the researcher transcribed the audio tape and viewed the video tape. Each transcription was kept with the writing samples from that week. These transcriptions formed the basis for reviewing and analyzing the language and writing of each child.

Field Notebook

A field notebook was compiled. It included photographs of all the children's activities, the once a week parent letters, notes from the prekindergarten supervisor, parent meeting

information, hand written notes made by the researcher and some Arlington Independent School system data, such as the application for free and reduced price school meals, 1987 - 1988. It also included samples of the children's classroom work, the child interviews and Teale's Environmental Checklist.

Instruments

Marie Clay's Scale. Marie Clay's (1975) writing scale was used to evaluate all the child's work once during the Fall and once during the Spring. This scale provided a rating technique for observing children's early writing progress.

This scale is composed of ratings in three areas:

	A Language Level	B Message Quality	C Directional Principles
Not yet Satisfactory	1 - 4	1 - 4	1 - 4
Probably Satisfactory	5 - 6	5 - 6	5 - 6

To estimate the written expression of a child, his behavior should develop in these areas:

"LANGUAGE LEVEL: Record the number of the highest level of linguistic organization used by the child.

1. Alphabetic (letters only)
2. Word (any recognisable word)
3. Word Group (any two word phrase)

4. Sentence (any simple sentence)
5. Punctuated story (of two or more sentences)
6. Paragraphed story (two themes)

MESSAGE QUALITY: Record the number below for the best description of the child's sample.

1. He has a concept of signs (uses letters, invents letters, uses punctuation.)
2. He has a concept that a message is conveyed (i.e., he tells you a message but what he has written is not that message).
3. A message is copied, and he knows more or less what that message says.
4. Repetitive, independent use of sentence patterns like
Here is a ...
5. Attempts to record own ideas, mostly independently.
6. Successful composition.

DIRECTIONAL PRINCIPLES: Record the number of the highest rating for which there is no error in the sample of the child's writing.

1. No evidence of directional knowledge
2. Part of the directional pattern is known

Either	Start top left
OR	Move left to right
OR	Return down left

3. Reversal of the directional pattern (right to left and/or return down right). A sample with one lapse should be rated at this level.
4. Correct directional pattern.
5. Extensive text without any difficulties of arrangement and spacing of text" (Clay, 1975, pp. 66-67).

Dyson's Worksheet. Dyson's (1981) worksheets were used to evaluate one child's work once a week. Over the eight months of transcribing, five evaluations were secured from each of the six case study children from Dyson's checklist.

The components of the checklist were:

I. Purposes for writing

(a) to write; (b) to create a message; (d) to produce or to practice conventional symbols; (e) to label objects or people; (f) to provide captions; (g) to make a particular type of written object; (h) to organize and record information; (i) to investigate relationship between oral and written language without concern for particular referent; (j) to express directly feelings/experiences of self and others; (k) to communicate a particular message to a particular audience.

2. Message formulation - What the child meant by the print.

(a) level of specificity; (b) level of coherence; (c) level of linguistic organization

3. Message encoding - How the child converted the message into print.
 - (a) segmented oral message; (b) systematized procedures for encoding segments.
4. Mechanical formation - How the child placed the letters or letter-like forms on the paper.
 - (a) conventionality of symbols; (b) ease and efficiency of production; (c) spatial arrangement.
5. Message decoding - How the child translated the message which had already been written down.
 - (a) segmented written message; (b) systematized procedures for decoding segments.
6. Written form.
 - (a) graphic product; (b) label or caption for drawing; (c) part of a drawn object; (d) note; (e) list; (f) alphabet; (g) card; (h) letter; (i) book.

Child Interview. Ferreiro and Teberosky (1979) developed a questioning technique that the researcher adapted to be used to ask the case study children questions about book information and print in January of 1988, and in May of 1988. Each child was asked different questions about print and book information. The questions and answers are located in Appendix A.

Environmental Checklist. William H. Teale's Literacy Environment checklist was given to the parents to April, 1988.

This checklist gave the researcher some information about the children's literacy background. This checklist included questions about the child's (a) physical literacy environment, (b) modeling of reading and writing, (c) social interaction and the (d) child's independent activities with written language. These checklists are located in Appendix B.

Summary

The researcher observed six four year old children from low income or English as a second language families to examine the construction of each child's writing system. This observation was conducted in a 15 minute writing center, over an eight month period, October 1987 to May 1988 in the Arlington Public School District at Rankin Elementary School.

Data was collected by (a) videotapes, (b) audiotapes, (c) field notes, and (d) several evaluation instruments.

CHAPTER IV

ANALYSIS OF THE DATA

This study examined six four year old children from low income or English as a second language backgrounds constructing a writing system for themselves in a public school prekindergarten classroom. It attempted to identify the children's verbal and nonverbal actions which accompany writing.

This chapter presents the six case study analyses. The research questions guiding the analyses concerned the children's construction of a writing system for themselves.

The research questions addressed included:

1. What writing will these children produce at a writing station once a week?
2. What related behaviors, verbal and nonverbal, will these children produce while at the writing station?
3. What understandings of the writing process do these children develop through the eight month period?

The format for presenting each case study was influenced by Dyson's organizational form (1981) and includes the following information:

1. An introduction to the child.
2. An initial assessment of the child (Clay's scale).

3. A description of observations including (a) drawing, (b) drawing and writing; (c) the writing events.
4. Instruments; (a) Clay's scale; (b) Dyson's worksheet; (c) William H. Teale's Literacy Environment Checklist; (d) Child interviews.
5. A summary of case study data to focus on the research questions.

The group of six four year old children stayed together for the entire eight months of study, October 1987 to May 1988. No child left or was added to the study. Carol, Kim, Desiree, Daniel, Aklesia, and Hanh were in the afternoon prekindergarten class. Their case studies will be presented in that order.

These samples of the children's work are only reflections of what the participant observer comprehended. Each child was developing and changing in a never ending whirlwind, always shifting, replacing and modifying information. What will be noted here are examples of that change.

Carol

Introduction

Carol, a black female whose parents were from Ghana, Africa, was five years old the 20th of October, 1987. Carol's mother was divorced from her father. She had a step brother born during the school year. Her mother took Carol and the baby boy to a baby sitter. When Carol came to school her babysitter told the

teachers that she was "into trouble all the time." The description given by her babysitter was not the Carol the teacher saw in the classroom. Carol was very quiet and appeared nervous around adults but she seemed to have made friends easily and was observed often playing with the other children.

Assessment

PRE-LAS Score. This test was administered by Arlington Independent School System to qualify children who come from families who speak a language other than English for the prekindergarten program. Carol's home language was African. Her score was one on the PRE-LAS ENGLISH FORM A test. This score qualified her for the prekindergarten program. When the test was administered again in May, she scored a four on the PRE-LAS ENGLISH FORM A test.

Carol also qualified for the program under the free and reduced lunch program.

Clay's Scale. Using Clay's (1975) scale, Carol rated a language level one (letters only), a message quality of two (concept that a message is conveyed in the print) and the directional principles of two (part of the directional pattern known). At the end of the year, Carol rated a two (word) on language level, a two (message is conveyed) on message quality and a four (correct directional pattern) for directional principles.

Dyson's Worksheet. Dyson's (1981) worksheets reflected the coherence with which Carol wrote. She seemed to write for a reason, giving a message to the reader. She used print like script, forming letter-like symbols fluently. She had part of the conventional direction to her writing when she started the school year. She was observed to be using correct directional principles all the time at the end of the school year.

Environmental Checklist. (See Appendix A.) Carol's family had books appropriate for a child to read in her home along with accessible writing materials. Reading and writing skills were modeled for Carol at home as she observed her family use them in their daily life and social interactions. Her mother noted that Carol pretended to read books on her own.

Child Interview. (See Appendix B.) In January, when Carol was asked to give some information about a book, she seemed reluctant to answer. She knew the difference between print and pictures and that the print is called words. She answered that she could not read and that she could learn to read by her mama showing her. By May Carol seemed to feel more comfortable when talking about books, pictures and print. She knew what a letter was and where a reader starts reading. She stated that when she learned to read her mother helped her. "She had a piece of paper and she...get another paper and get a pencil and she told me how to read....I was having to write...and she had one...and that's

how I learned." Carol thought she was taught to read by copying her mother's writing.

Field Notebook. An informal assessment was kept in the field notebook. In November, Carol was checked by the teacher and she reflected the knowledge of four upper case letters (A, B, C, O) and one lower case letter (c). The following April, she reflected knowing twelve uppercase letters (A, B, C, I, K, O, P, R, U, W, X, Z) and seven lower case letters (e, i, l, r, q, x, z). In April when Carol was asked to read words printed by the teacher she read Rose, Kim, Hanh, Daniel, Aklesia, and I ♥ you.

The Field Notebook also contained Carol's writing samples that were not done at the writing table, pictures of Carol working in the classroom, her Environment Checklist, and the Child Interview.

Description of Observations

Drawing. Carol always drew pictures when she came to the writing station. She drew the pictures first and added letters and letter-like forms to her picture. Carol never deviated from this format in the eight months of study (See Figure 1).

Drawing and writing. Carol liked to write at the writing center. She did know how to print her name when she came to class and she enjoyed working with paper and pencils, drawing and printing letters and letter-like forms. Carol printed a few letters and letter-like forms on the first pictures after she



Figure 1. "Ghost came to my house and scared," by Carol.

Produced in observation session 2-23-88.

drew.

By the end of November, Carol was drawing all of her pictures and writing a long letter-like print story to go along with the picture. Her topic was always specified and she drew a total picture product. Carol told a series of stories to go along with her pictures (See Figure 2).

Writing Events. In December Carol was not sure of the beginning or the end of her story but by January she pointed to the first of her story and the end of her story.

Verbal	Nonverbal
Teacher : Carol, can you tell me about your picture?	
Carol : It's not ready, yet.	
.... Needs some more words.	Carol is working on her paper. She puts her face way down, about to the table to write.
.... Mine's almost finished writing.	
Teacher : How do you know when you're finished?	
Carol : Because I have all the letters on it.	
.... OK. Mine's done.	
.... A snow man slipped down.	
A fox came through. It melt the snow man	
and it was many snow man....the fox....	
build the snow man back but it will	
melt, again. It was melting	
again.	



Figure 2. "Everyone....the baby dies....the baby dies
cause the Mama was not there," by Carol.

Produced on observation session 11-17-87.

It....the end.

Produced in observation session 1-6-88. Video # 0-543.

Carol would read her story by placing her finger on the top left letter-like form and move it slowly down the page until the bottom of the page. If she had more story to tell she would start back up at the top and go down the page again, ending at the very last letter-like form on the bottom right of the page. She knew the difference between writing and drawing but she used her writing as a part of her picture, as though it were a "special type of drawing which one did by forming particular shapes in a particular spatial arrangement" (Dyson, 1981, p. 126).

In late January, Carol would write her story but would not read her story loud enough for the group to hear. She pretended to read in a voiceless fashion. When she had finished her story she would look up at the teacher and stop her mouth movements. The other children didn't seem to notice her silent reading.

The following dialogue indicates how Carol answered when she was asked how she learned to write.

Verbal	Nonverbal
<hr/>	
Teacher : What taught you to write?	
Aklesia : I think.	
Teacher : In your head?	
Carol : Everybody....	
	all kinds of kids

think in their
heads to write.
Teacher : Do they?
Carol : Uh huh.
Teacher : Do you think all
of our kids
in this room do?
.....
Aklesia : Yea.
Carol : All kinds of kids.

Produced in observation session 2-9-88. Video # 410-776.

By the end of February Carol seemed to be feeling comfortable about reading the writing she had produced. Her writing was bold and dark (See Figure 3).

Verbal	Nonverbal
Carol : This....get on the school bus. They are coming to this...,another school and uh....uh....	Carol had drawn a school bus with writing on the side of the bus.
Teacher : Carol, that's beautiful. Who is this?	Teacher points to the first person on the bus.
Carol : The driver.	
Teacher : Where is Douglas?	Carol points to a person on the last seat.

Produced in observation session 3-15-88. Video #695-1000.

As Carol gained writing experience, she produced more and more papers to give to the teacher, to take to her mother's friends and keep for herself. During the class, when the children were making books, Carol decided to make a number book. The next week she made a longer book and she read it to the children.

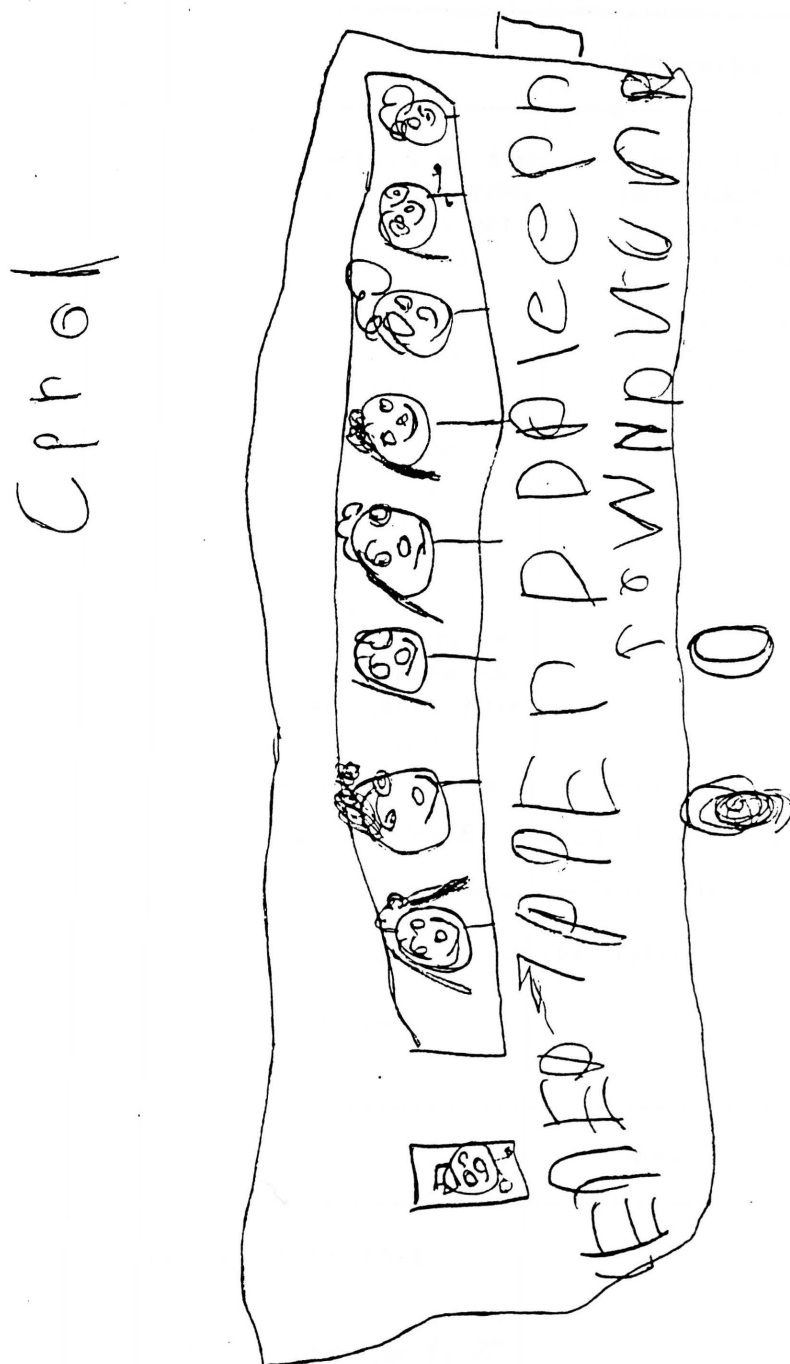


Figure 3. "Get on the school bus," by Carol.

Produced in observation session 3-15-88.

Verbal

Nonverbal

Carol : How do you get to my home
to nowhere to backwards.
I don't know how to get
to school or nowhere.
Here's the building.
I don't know how to
get to the building.
Nowhere. I never get
to nowhere. How do
you get to my school?
I don't know how to
get to my school.
Really and really.
I don't know what
to do to my school.
It's the farm. I don't
know where to get to my
farm. I need short hair.
Here's my short hair.

Carol had finished her
six page book. She
pretended to be
reading every page to
the group of children.
She had her name on the
cover and a picture and
print-like letters on
each of the pages.

Produced in observation 4-26-88. Video #1159-1442.

Carol and other children were helping Daniel print the
alphabet in May. She knew some of the letters of the alphabet and
could sing the alphabet song.

Verbal

Nonverbal

Daniel : What's after this?
Carol : Y, Z.
Desiree : Y, Z.
Daniel : What's after the Y, Z?
Carol : That's the end.
Teacher : What's after that one?
Carol : Nothing.
Daniel : What's after this?
Carol : That's all!!
Desiree : That's all!!

Daniel pointing to Y, Z.

That's all!!

Carol : That's the end.

Daniel : Uh....uh.

Desiree : Right, that's the end.

....

Teacher : Do you know what you do
with those letters?

Daniel : What?

Carol : What?

Teacher :Does Carol have
some in her name?

Carol : C....
L in my name.
Sometimes I have this
in my name. Carol prints a letter.

Produced in observation 5-3-88. Video #4-474.

Summary

Carol produced writing at every encounter at the writing station. She usually wrote for a purpose (To create a message or to express feelings or experiences). Her graphics usually came first and her print was directly related to the graphics. The entire picture was a coherent whole although there were no single words, except for Carol's name, that could be identified by the teacher.

Carol had no observable strategy through which words or phrases were translated from oral to written language. She did use letters and letter-like forms in her writing. Her strokes were made quickly and easily. Her letters moved from left to right most of the time, but could go around the graphics. Carol would point to the word as she was reading it, but if the words had ended on the page and her story had not, she would start at

the top left and continue down to the bottom of the page again. Carol did understand that writing was different from the pictures and that a person could read the print that they wrote.

Carol had no strategy through which sounds or words were transferred from the written to oral language but she could read meaning into her print. Writing appeared to be part of the whole picture rather than an oral or written symbol system.

Kim

Introduction

Kim, a girl born in the United States, was from a Vietnamese family. She had a nine year old sister who went to another elementary school in Arlington. Kim was four years and four months old when she entered school. She could speak Vietnamese and some English. The teacher never saw Kim communicate in any other language but English, although there were other children in her class who could and did speak Vietnamese to each other.

Assessment

PRE-LAS Score. Kim's home language was Vietnamese. Her score was three on the PRE-LAS ENGLISH FORM A test. This score qualified her for the prekindergarten program. When the test was administered again in May, she again scored a three on the PRE-LAS ENGLISH FORM A test.

Clay's Scale. Using Clay's (1975) scale, Kim rated a language level one (alphabetic, one letter on her page), a message

quality of one (a message is conveyed , but what is written is not the message) and the directional principles of two (part of the directional pattern known). At the end of the year, Kim rated a two (word) on language level, a two (message is conveyed) on message quality and a four (correct directional pattern) for directional principles.

Dyson's Worksheet. Dyson's (1981) first worksheets reflected what seemed to be the lack of paper and pencil practice at home. As Kim became familiar with writing tools, she began to draw and write her experiences. She wrote for a purpose. There seemed to be a message in all of her later writing. She formed letter-like units to write out her stories.

Environmental Checklist. (See Appendix B.) Kim's family had some books at home for the children. Writing paper and pencils were also available for the children to use. Reading and writing skills were modeled at home by her sister and parents. Kim enjoyed looking at books and writing at home.

Child Interview. (See Appendix A.) In January, when Kim was asked to give some information about a book, she seemed reluctant to answer. She did respond to questions about reading the text by telling a story. By May Kim seemed to feel more comfortable when talking about books, pictures and print. She thought she could read and pointed to the print on the page. She knew what a word was and she had watched her mother read. "She

don't always read. She just looks at the pictures."

Field Notebook. An informal assessment was kept in the field notebook. In December, Kim was checked by the teacher and she reflected the knowledge of nine upper case letters (A, D, H, K, L, M, O, R, S) and three lower case letter (i, k, m). The following April, she reflected knowing all but three upper case letters (J, V, X) and she knew thirteen lower case letters (e, i, b, c, d, k, r, m, o, p, v, w). In April when Kim was asked to read words printed by the teacher she read I love you and BOO.

The Field Notebook also contained Kim's writing samples that were not done at the writing table, pictures of Kim working in the classroom, her Environment Checklist, and the Child Interview. It also contained samples of Kim's writing in the classroom.

Description of Observations

Drawing. Kim usually drew pictures every time she came to the writing table. She was quiet, not usually sharing her ideas and thoughts with other children. Kim would read her story to the teacher. Her pictures were detailed with drawing and print in late October and continued to develop as the year progressed. (See Figure 4.)

Verbal	Nonverbal
Kim : Teacher.... Teacher....I did it.... Teacher, I've got an <u>e</u> I've got a star, too....	Kim wants to talk to the teacher. Draws a lower case e. Kim draws a star on her

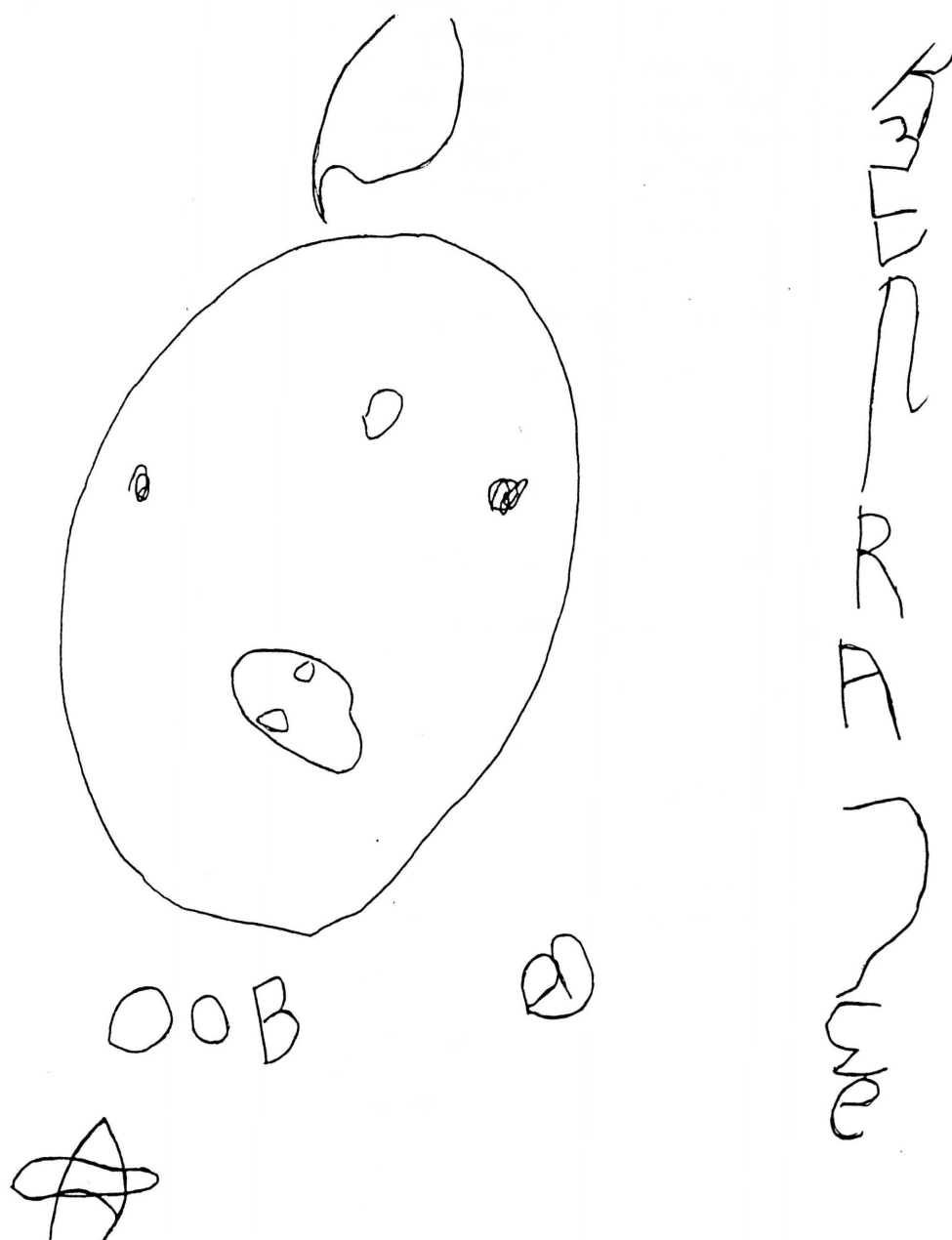


Figure 4. "It's a pumpkin....BOO! by Kim.

Produced in observation session 10-20-87.

	Teacher, look....	paper.
Teacher	: What, Kim?...	
Kim	: Is it the numbers....	
Teacher	: Tell me what they say.	
Kim	: It's the time to go	Kim has drawn a large
	in the Halloween Day.	face with print to the
Teacher	: Is it the time to go	right side of the
	in the Halloween Day?	picture. She has
Kim	: Because we got cookies.	printed OOB at the
		bottom of the picture.

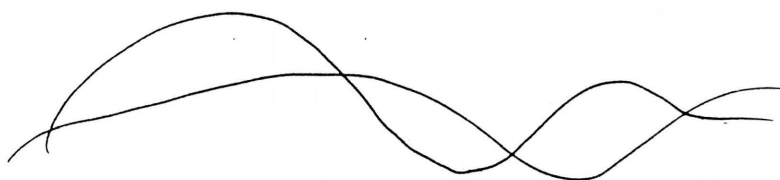
Produced in observation 10-20-87. Video # 840-973.

Drawing and Writing. Kim drew and then talked about her drawing, adding print if she thought it was interesting. Her drawings were usually the center of her picture and she would look at them when asked to tell about her picture. She identified with some letters personally and felt she "owned" each letter that she knew. These letters were filled with meaning. (See Figure 5.)

	Verbal	Nonverbal
Kim	: She wrote a <u>K</u> for me.... That's a <u>K</u> for me. See <u>K</u> ? That's <u>K</u> for me.... <u>K.M.I</u> You made an <u>R</u> for my sister's name.	Kim looks at Desiree's paper.
Teacher	: What's your sister's name? <u>R</u>What's the rest of it?....	
Kim	: Rosie.	

Produced in observation 12-8-87. Video # 662-1007

Writing Events. Kim was uneasy when it came to using the letters she did not "own". She knew that the other children



T A K I E M R P F B

Figure 5. "Kim....That's my name," by Kim.

Procued in observation session 4-12-88.

printed letters, but she always looked unsure when it came to reading the story to the group. She never looked at the paper when asked to read her story. She looked straight ahead, or at the children, when she was reading. The print did not hold the story, it was up in her head.

In February Kim printed her last name on her paper. She also printed the letters E, F, L, K, P on her picture of Mickey Mouse. Although she uses more letters, she still operates from the central letter, K.

Verbal		Nonverbal
Kim	: Everybody have a <u>K</u> like me.	
Teacher	: Does everybody have a <u>K</u> like Kim? Do you have a <u>K</u> in your name?	The teacher asks the group. The teacher asks Desiree.
Desiree	: No.	
Teacher	: Do you have a <u>K</u> in your name? She says, No.	
Desiree	: In my middle name....	
Carol	: I don't....	Kim knows Aklesia
Kim	: Somebody have it. She do.	has a K in her name.
Teacher	: You're right. She does.	Kim points to Aklesia.
Aklesia	: I got a <u>K</u> ?	


Produced in observation 2-16-88. Video # 776-1155.

In April, 1988, Kim filled a page with her writing but she did not tell a story for the page. She said, "I'm going to write a I know nothing." She wrote a story the next week and her picture

was of a little girl with a birthday. (See Figure 6.)

Verbal	Nonverbal
Kim : She was happy from her birthday. She got a birthday. She was happy.	Kim has drawn a picture of a girl holding one flower and a birthday cake.
Teacher : That's so nice. Read that again, for me.	The cake had one candle. There is a balloon in the sky.
Kim : She was happier and happier. Loved that birthday cake and she's eating the birthday.	Kim has printed on a top row: AFELPDWM and on the next row: DAVELPROWM..
Teacher : That's her birthday cake? How old is she?	
Kim : Two.	

Produced in observation 4-5-88. Video # 0-508.

Although Kim used letters in her stories, she never referred to them when she was reading her story. The only time she used meaningful letters was when she printed words she knew Kim, Rosie, I  you.

Kim knew people used writing for special reasons because her sister, Rosie, had a diary. The teacher asked the children, "What's important about a book?" Carol said, "To read." Kim answered, "Look." The teacher said, "You look?" and Kim replied, "A diary."...."You write secrets."...."Got lots of pages."

By the end of May, Kim used print more than she used drawings. Her last paper was filled with a birthday cake with her

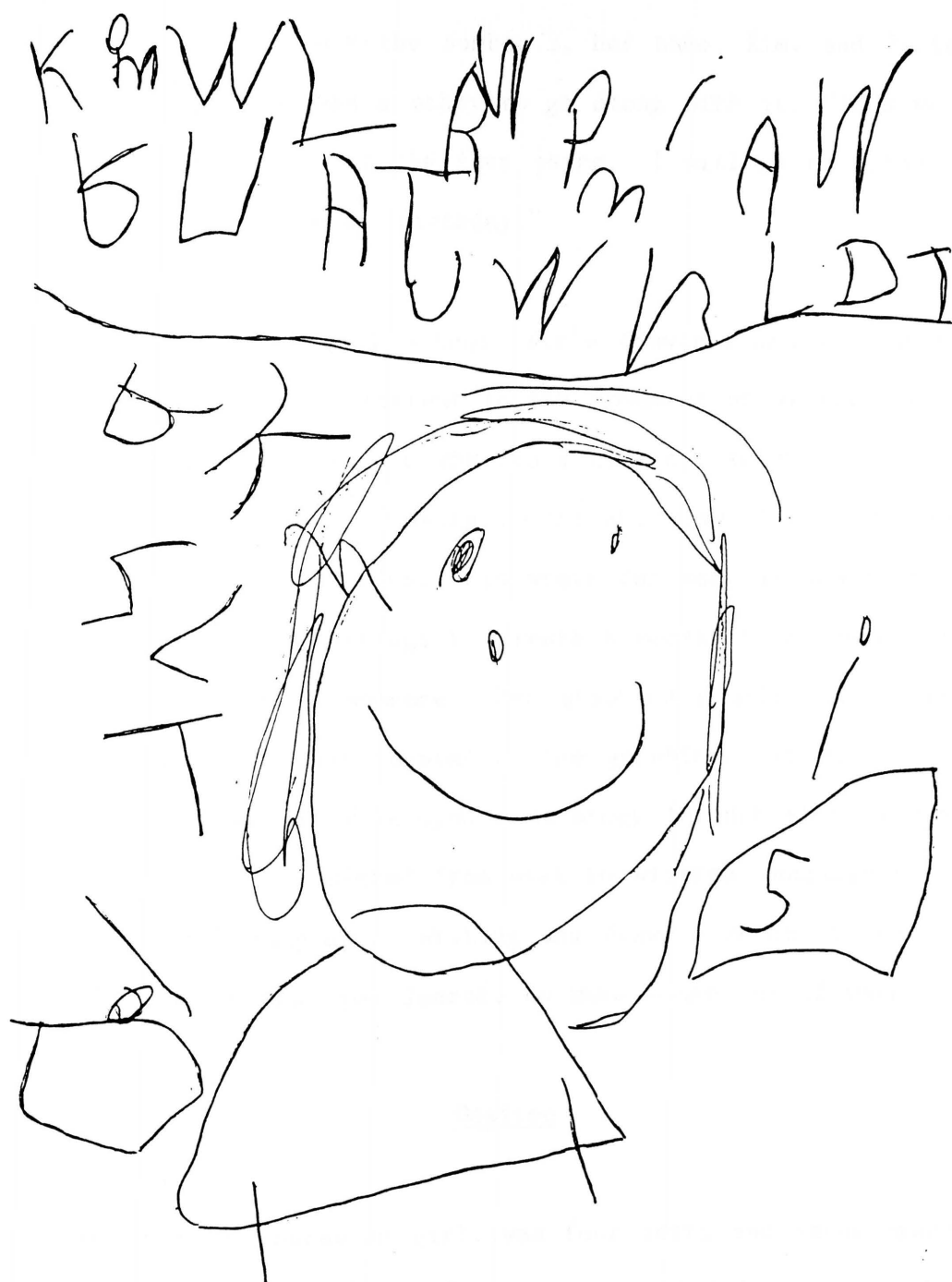


Figure 6. "Oh happy 'cause my birthday," by Kim.

Produced on observation session 4-5-88.

name on it, letters and the number 5, her name, Kim, and Rosie's name. This picture has a story to go along with it. "It's my birthday today and I will be five years. I will go to school with my sister when I have my birthday."

Summary

At the beginning of school, Kim's drawings and writing were a way of recording an interest in the movement of letters on a page and the visual texture she could create. As she developed an interest in writing and drawing, print and print-like messages connected with the graphics. Kim wrote for many reasons; the pleasure of doing something; to create a message; to communicate a particular message to someone. Her graphics usually came first and then the print that related to the graphics. It was never apparent that Kim had developed a strategy through which words or phrases could be transferred from oral to written language or written to oral language. Writing and drawing seemed to be enjoyable events that you learned to make sense out of when you "grew up".

Desiree

Introduction

Desiree, a Caucasian girl, was four years and seven months old when the study started. She was interested in writing, having been taught some things by her mother and grandmother, with whom she lived.

Desiree's mother was from the USA and her father was from Iran. Her father deserted her mother when Desiree was a small baby. Desiree talked about never having seen her father. Desiree spoke with confidence and interacted well with all of the children.

Desiree's mother was heard to say as she looked at Desiree's writing papers at the first of school, "Is this all they are going to do?"

Arlington Public School extends free or reduced price meals to children whose families fall within a specific income level. Desiree's mother qualified for free meal benefits for Desiree. The Arlington Public School system did not require Desiree, who speaks English as her first language, to take the PRE-LAS test.

Assessment

Clay's Scale. Using Clay's (1975) scale in October, Desiree rated a language level one (letters), a message quality of two (knows a message is conveyed) and the directional principles of three (reversal of the directional pattern). At the end of the year, Desiree rated a three (any two words) on language level, a two (message is conveyed) on message quality and a four (correct directional pattern) for directional principles.

Dyson's Worksheet. Dyson's (1981) first worksheets reflected Desiree's ability to use language. She knew the actual spelling of many words, but used her own spelling for others. Her

letters were connected and she produced them with ease. She had part of the correct spatial arrangement. As she developed through the year she drew pictures which were coherent in message formation and mechanical formation. To spell correctly she began to consult references: books, boxes, and charts. She looked in the teacher's file cabinet to be able to spell her middle name correctly. On the last check of Dyson's worksheet, Desiree used no print. She decided to use cursive writing, like her grandmother and mother used.

Environmental Checklist. (See Appendix A.) The checklist reflected the home value Desiree's mother placed on reading and writing. There were many children's books in the apartment for both Desiree and the adults. Desiree saw both her mother and grandmother modeling reading and writing when they cooked or read communications from other family members. Desiree enjoyed reading and writing for both the adults in her family. She frequently looked through books to pretend to read and frequently initiated drawing and writing activities.

Child Interview. (See Appendix B.) In January, when Desiree was asked about book information she had all the qualities of a reader. She knew how to follow print on a page, to turn the pages correctly, to look at the pictures to cue into the story, and pick out some words she could read while making up the rest of the story. Her grandmother told her she would learn to read by

sounding out words, but she said she would "have to learn more" before she could sound any out. In May, when asked again about reading, she still believed she must sound out words, even though she could read some of the words on the page without sounding them out.

Field Notebook. An informal assessment was kept in the field notebook. In December, Desiree knew all of the upper case letters and all but two lower case letters (f, g). When checked again in April, she knew all of the letters and could read many words such as Boo, Dog, God, and the names of members of her family.

The Field Notebook also contained Desiree's writing samples that were not done at the writing table, pictures of Desiree working in the classroom, her Environment Checklist, and the Child Interview.

Description of Observations

Drawing. Desiree drew first for the first four months of the school year. She drew people in her family and labeled them. She could draw pages and pages of pictures, connecting them together with a story. Her stories could last as long as a listener would listen. (See Figure 7.)

Drawing and Writing. Desiree's drawings were not the important part of her work. She drew sketchy art work and surrounded it with story language, using sounds and inflections,



Figure 7. "It says a little girl was lost and she got lost from the talking trees. The girl's inside the tree," by Desiree.

Produced in observation session 11-3-87.

as well as her own written language. (See Figure 8.)

	Verbal	Nonverbal
Desiree	:See, I wrote three hearts.	Showing her picture to
Teacher	:What does that say?	the group.
	
Desiree	:Three.	Desiree drew hearts
Daniel	:Let's start with this heart,	but they did not have
	sharp.	sharp points on the
Desiree	:It doesn't have to be sharp.	ends, like Daniel's did.
Daniel	:Yes it does.	

Produced in observation 10-20-87. Video #840-973.

Writing Events. Desiree likes to play with writing. She put letters on her paper and moved them around, enjoying their shapes and different meanings.

	Verbal	Nonverbal
Desiree	: I have a six....	She forms a six.
	I made a six!	
	I made a six!....	She keeps drawing.
Teacher	: Good!!	
	Desiree made six.	
	She certainly did	As Desiree works, she
	make a six.	makes her six upside-
Desiree	: Now I made an <u>e</u> !	down.
Teacher	: Oh, a six looks like	
	an <u>e</u> , doesn't it?	
Desiree	: If it's at the top....	
	Oh, the e's in the	
	water and it sank	
	and is drying off....	
	Look, I made a six out	Desiree continues to
	of a thing....	use her pencil to
	And I made s' for	make numbers and
	2 and 5.	letters.

Produced from observation 10-12-87. Video # 505-835.

DESIREE MR
 DEIVAR MCKOX
 A BOO
 MPRSIREF PR-K
 MCIQSS.
 15-4-56 1980-87
 PREK

Figure 8. "It doesn't have to be sharp," by Desiree.

Produced on observation session 12-8-87.

Desiree was always working with letters, trying to untangle their meaning and form. She worked with and talked to other children and the teachers about letters and numbers.

Verbal	Nonverbal
<p>Desiree : I'm writing the first thing. OK. How do you spell the little boy? No.....no..... no.....no..... How do you spell little?.... How do you spell little boy who lived in a house?....</p> <p>Teacher : Start it....</p> <p>Desiree : How do you spell it?</p> <p>Teacher : Well, you have to spell it. This is your book....</p> <p>Desiree : It starts with an <u>H</u>.... house. <u>A..R..A</u></p>	<p>Desiree has her paper and pencil and is writing a story.</p>

Produced from observation 4-19-88. Video #807-1159.

Desiree drew many pictures and wrote many stories. (See Figure 9.) She enjoyed drawing and writing and worked with confidence and enthusiasm. She demonstrated the understanding that writing can be used as a form of communication. For example, Desiree and other children were building in the large block center. When she left the center she printed a sign: N O W O W O R, DESIREE, STOP. When asked what the sign said, she said, "Please Stay Out." Desiree made another sign for Six Flags Mall.

In May Desiree was printing in a cursive type of print, "I know how to write a cursive R." "Who taught you a cursive R?", asked

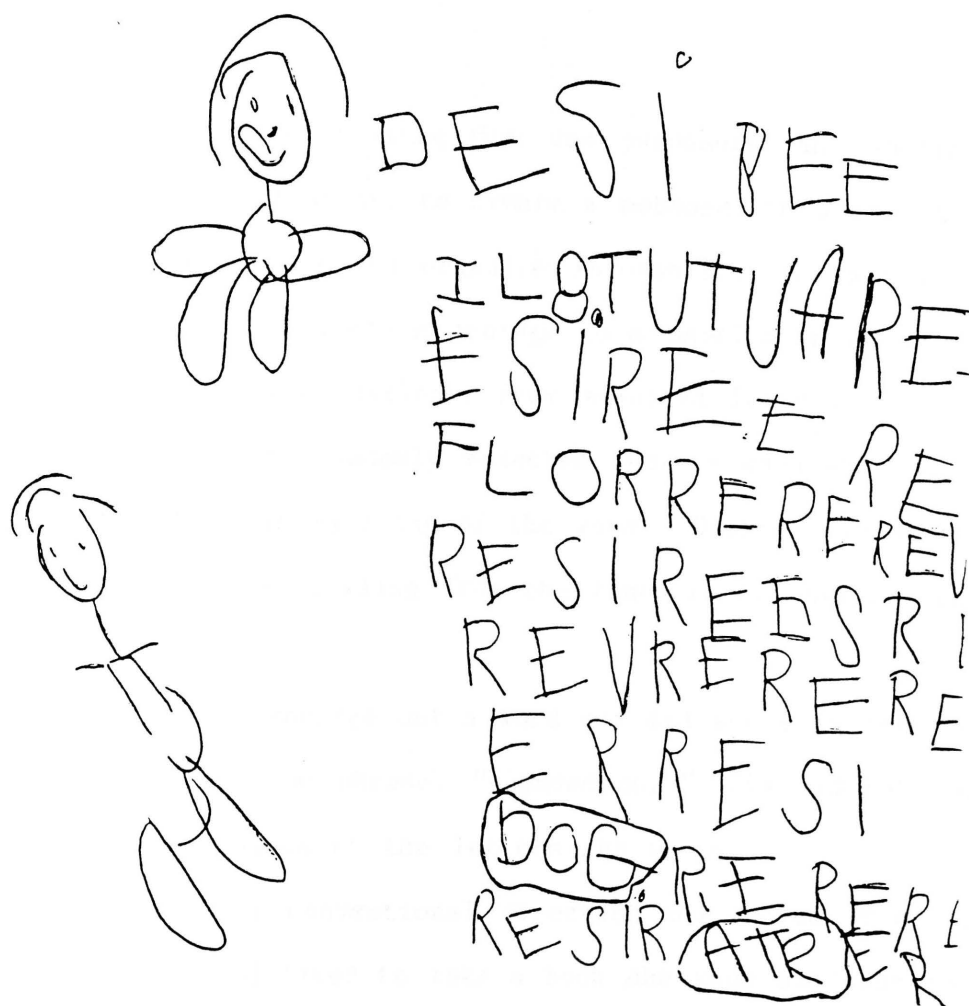


Figure 9. "I went outside today and a wolf came. And he got me and I screamed for my mother. It get me, the wolf," by Desiree.

Produced in observation session 1-6-88.

the teacher. "Me-Ma. I didn't know how to make that....so I just did that." replied Desiree, putting flourishes on the ends of her print.

Summary

Desiree produced writing that was purposeful and specific. She wrote for many reasons: to create a message, to detail a drawn object, to label people, to organize information, to express feelings and to communicate a message to a particular audience. Her concept of writing developed from selected letters to specific words. She would use randomly selected letters when she could not find the conventional spelling of the word. Desiree occasionally tried to request the spelling from the teacher, but never from other children.

Desiree never sounded out a word nor did she even seem to know the meaning of the phrase, "sounded out." She did not talk about the phonic sounds of the letters she wrote.

Desiree printed in a conventional direction and copied print in the class room. She liked to take a book she knew and copy the title and author. Desiree not only wrote books herself but she acted as a teacher for other children.

Daniel

Introduction

Daniel, a Caucasian boy, was four years old and eight months when the study started. He and his two brothers lived with their

grandparents. The grandparents had legal custody of the three young boys. Daniel's mother and sister had married the same man, making his young girl cousin his stepsister. Daniel's mother, her sister and her child, also lived with the grandparents.

Arlington Public School extends free or reduced meals to children whose families fall within a specific income level. Daniel's grandparents qualified for free meal benefits for Daniel. His first language was English so the Arlington Public School system did not require Daniel to take the PRE-LAS test .

Assessment

Clay's Scale. Using Clay's (1975) scale in October, Daniel rated a language level one (letters), a message quality of two (knows a message is conveyed) and the directional principles of two (part of the directional pattern is known). At the end of the year, Daniel rated a two (any word) on language level, a two (message is conveyed) on message quality and a four (correct directional pattern) for directional principles.

Dyson's Worksheet. Dyson's (1981) first worksheets reflected Daniel's exploration of writing and print. He drew pictures and placed letters and letter-like forms on his paper. As he drew and wrote, his pictures developed a coherent product. At times, when Daniel wrote and drew pictures, he engaged in fantasy behavior. He talked of ghosts and monsters killing people in his family.

Environmental Checklist. (See Appendix A.) The checklist reflected Daniel's home literacy environment. This checklist was filled out by one of Daniel's grandparents, with whom he lived. There was much reading and reading materials, for adults and children, in Daniel's home. His grandfather had a computer on which he would let Daniel work. The grandparents modeled reading and writing activities such as reading the bills and writing checks. They read to the children in the family and encouraged them to read environmental print.

Child Interview. (See Appendix B.) In January, Daniel was asked to look at a story and answer some questions. He had some book knowledge such as, knowing what letters were in the book and the letters "talk about him (the fox)." He seemed to think he could not read now, but when his "head might touch that door" he would read. In May he was asked more questions about writing, pictures and books. He answered some of the questions asked. He knew where the front of the book was, that the print in this book was called words, and that he would learn to read when he grew up.

Field Notebook. An informal assessment was kept in the field notebook. In December, Daniel was asked to identify the letters of the alphabet. He could not identify any letter, either upper case or lower case. In May Daniel could identify six (B, D, I, O, R, X) upper case letters and no lower case letters.

The Field Notebook also contained Daniel's writing samples

that were not done at the writing table, pictures of Daniel working in the classroom, his Environment Checklist, and the Child Interview.

Description of Observations

Watching Daniel draw and write was a delight to the teacher. He worked hard at understanding what he was putting down on the paper.

Drawing. Daniel drew with shaky lines in the first few months of school. He liked to draw ghosts and monsters. He drew daily, repeating characters such as people with faces and large smiles. Eyes, nose, ears, arms, legs and fingers were added to the face. (See Figure 10.)

Drawing and Writing. Daniel would add "talk" to each of his pictures. He started to add print to his pictures when he was requested to add print. The prekindergarten children were asked to print their names and words from the first days of school to the last. Daniel printed his name, DAai11, Dia, DAM, DAPMi, D, and Dima in the first few months. He could print his first and last name by November. He drew pictures to accompany his writing; pictures of his brothers, Bobby and Jason, and ghosts first. (See Figure 11.) Stories always went along with the pictures. Daniel liked to talk and draw at the same time. "The.... ghost....is....going....to....eat....the....spider" Daniel said in a halting type of voice. He used this type of halting voice

D D



Figure 10. "Daniel," by Daniel.

Produced on observation session 9-1-87.

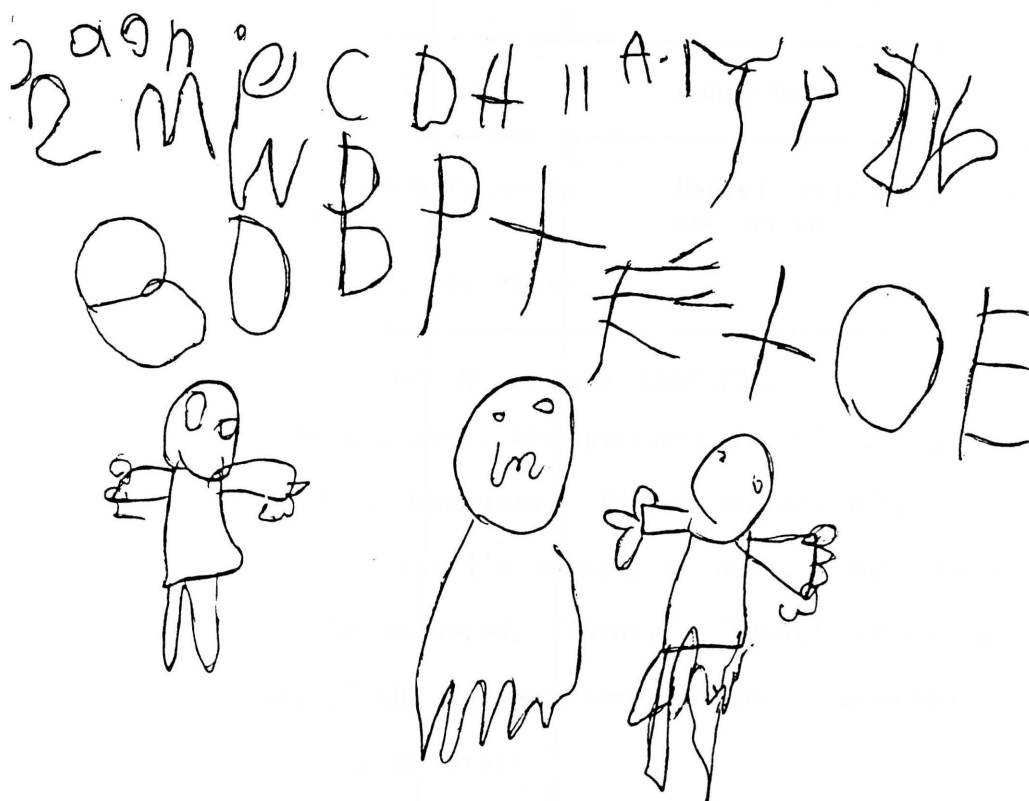


Figure 11. "The ghost is going to kill the girl and Dad,"
by Daniel.

Produced on observation session 1-26-88.

when pretending to read.

Writing Events. Daniel worked and worked on print. He made individual letters to accompany pictures, then added strings of letters to tell stories and make comments. (See Figure 12.)

	Verbal	Nonverbal
Daniel	:I'll show you how to write Mickey Mouse. This is a girl Mickey Mouse.	Daniel starts to draw and write.

Produced in observation 2-9-88. Video #410-776.

As Daniel wrote and drew, his pictures filled with print and the pictures became less important. Daniel stated, after sitting at the writing table, "First I'm writing my name." When asked how he learned to write, he answered, "Think." "Daniel, who taught you to make those letters," the teacher asked. Daniel answered, "Nobody." "I think. In my brain."

When the teacher asked if Daniel wrote before he thought of his stories or thought of the stories before he wrote on paper he answered, "Think of my stories and then write." When the teacher asked Daniel what the story said, he read it to her, "She was having a baby and then a monster and ghost trying to kill that baby but the boy killed the ghost and the monster." Another story he read went, "He's scared. He scared by this big old ghost. He's scared by this big old ghost and he went outside with his....out



Figure 12. "I'll show you how to write Mickey Mouse,"
by Daniel.

Produced on observation session 2-9-88.

his mother. Without his daddy." Daniel's print turned into his pictures and back into print on the page.

When Daniel was making a small book, he asked the teacher the question in the following dialogue.

Verbal	Nonverbal
Daniel : Teacher, write your name on here.	Daniel has a small white book to fill.
Teacher : Yes, you write your name on here.	
Daniel : You write yours.	
Teacher : Well, Yes, but you write.... you're the real writer of it. You are just going to give it to me as a present.	
Daniel : You write your name on here.	
Teacher : OK. OK.	
Daniel : I write my name to say, from Daniel. Then you're going to write your name on it.	Daniel prints Daniel.
Teacher : OK.	
Daniel : Teacher, here's a butterfly.... Write your name on it.	Daniel draws a butterfly.
Teacher : What do you want me to write?	
Daniel : Your name.	The teacher calls out the letters.
Teacher : What is it?	
Daniel : Your name.	
Teacher : What is my name?	
Daniel : Mrs. Cogdell.	
Teacher : Mrs. Cogdell. <u>C.O.G.D.E.L.L</u>	
Daniel : I'm filling up mine with butterflies.... Now make a spider to eat the butterflies.	

Teacher, I know
 how to make
 spiders....
 Look, at this spider....
 He ate the fly.

Teacher : Write that down there.
 He ate the fly.

Daniel : I can't.

Teacher : Yes, you can.

Daniel : Uh....uh.

Teacher : Well, try to. Pretend.
 Yes, you can.
 Look at Desiree
 writing along there.

Desiree : You draw it.
 He wanted me to draw
 something about
 the spider.

Teacher : He wants you to write
 it for him....

Desiree : Write what?

Teacher : What ever he wants
 you to write.
 Can you tell him how
 to do it?
 What to write down?

Daniel : That the spider ate
 the butterfly.

Desiree : I don't know how to
 spell spider.

Daniel : How the spider ate
 the butterfly.

Teacher : Just pretend you're
 writing that down....
 Oh, look what he did.
 Look at his butterfly
 and his words.
 What does that say,
 Daniel?

Daniel : Spider and the words.

Teacher : Does it say spider?

Daniel : It says the spider
 ate the butterfly.
 Two more pages....
 I mean one more....
 Teacher, I going to
 make letters on
 this one.

Teacher : All right.

Daniel has drawn a
 spider on a page of his
 book.

Teacher points to space
 in Daniel's book.

Daniel now thinks he can
 not write.

Daniel then tries to get
 Desiree to write for him.
 Desiree won't print for
 Daniel.

Talking to Daniel.

Daniel wrote his story.

He has two more pages to
 to fill to end his book.

Just letters?
 Are you through?.... Daniel reads the story.
 Daniel : This is a butterfly....
 A butterfly page from
 Daniel. A butterfly
 was flying with....
 from worm and the worm.... Inaudible words.
 spider....Make a spider
 web all the way up
 to there and
 ate him. The end.
 Teacher : Oh, Daniel, that's
 wonderful.
 Daniel : I want to color it.

Produced in observation 4-26-88. Video #1159-1442.

Summary

Daniel produced a lot of writing in his prekindergarten year. He had not previously written letters, but had drawn pictures with crayons. He enjoyed writing notes for his block formations, lists of items in cursive-like script, notes to the teacher, and many stories about his life. Daniel was a prolific writer who wrote to communicate with others. Daniel had no acknowledged strategy through which words were transferred from oral to written or written to oral language. None the less, Daniel communicated in writing. Daniel knew six letter's names in May, 1988.

Aklesia

Introduction

Aklesia was four years and seven months old when she came to prekindergarten. She had a twin sister, Senaite, and was the

first born of the twins. The two girls spoke Amharic, a language from Ethiopia, and English.

Assessment

PRE-LAS Score. Aklesia's home language was Amharic. Her score was one on the PRE-LAS ENGLISH FORM A test. This score qualified her for the prekindergarten program. When the test was administered again in May, she scored a three on the PRE-LAS ENGLISH FORM A test.

Aklesia also qualified for the program under the free and reduced lunch program.

Clay's Scale. In October, Aklesia had a language level of one (using letters only and then sometimes she used letter like forms). Her message quality was a one, also (concept of signs) and her directional principles reflected a two (part of the directional pattern). In May, Aklesia was scored a language level two (recognisable word), message quality of two (concept that a message is conveyed) and a four (correct directional pattern) for directional principles.

Dyson's Worksheet. Aklesia communicated no message function in her writing when she first started writing. She enjoyed sitting and exploring the paper with her pencil. She seemed to respond to questions about the picture to try to please the teacher.

Aklesia used no apparent strategy through which words are

transferred from oral to written or written to oral language. She did use letters and letter-like forms in her pictures and she showed some evidence of directional patterns in her writing.

At the end of the year she wrote and drew with a message in mind. She showed correct direction of print when she wrote.

Environmental Checklist. (See Appendix A.) Aklesia's uncle answered the questions on the sheet and reflected many reading and writing materials in the home. It also reflected many social times that centered around language activities.

Child Interview. (See Appendix B.) In January Aklesia was asked about a book the class was reading. She seemed to not know what the teacher was asking her. Aklesia responded that her mother let her "get all of the books" and that's how you learn to read. In May she pointed to the pictures when asked where one would start reading this page. Aklesia did enjoy looking at books and talking about the pictures.

Field Notebook. An informal assessment of the alphabet was kept in the notebook. Aklesia knew all the upper case letters but G and Q. She knew these lower case letters (c, d, e, f, i, o, p, s, t, v, w, x, y, z). In May, Aklesia knew all of the upper case letters and most of the lower case letters (21 letters). She could read short words we had used in class, HOT, BOO. Aklesia knew the letters and could call their names but she seemed not to relate that fact to her writing.

The Field Notebook also contained Aklesia's writing samples that were not done at the writing table, pictures of Aklesia's working in the classroom, her Environment Checklist, and the Child Interview.

Description of Observations

Drawing. Aklesia's art work was often random lines around the page. She had not had much use of pencils and paper at home so she spent time exploring the media. She would also look at others as they worked, seemingly not sure of what to do at the table.

Aklesia, "I'm making a ghost, now." (See Figure 13.) "This is a ghost."

Drawing and Writing. Aklesia wrote using random letters. She was learning to spell her name and her sister's name. Her writing and drawing mixed together on the page. When asked what she was writing she replied, "That's my sister's name." Her sister's name, Senaite, was added to her drawing. (See Figure 14.)

Writing Events. Aklesia started writing and when the teacher asked what it said she replied, "It says, cold." The teacher remarked, "It looks like your name." to which Aklesia replied, "I know it. It is my name."

Aklesia used the same letters of the alphabet in papers,

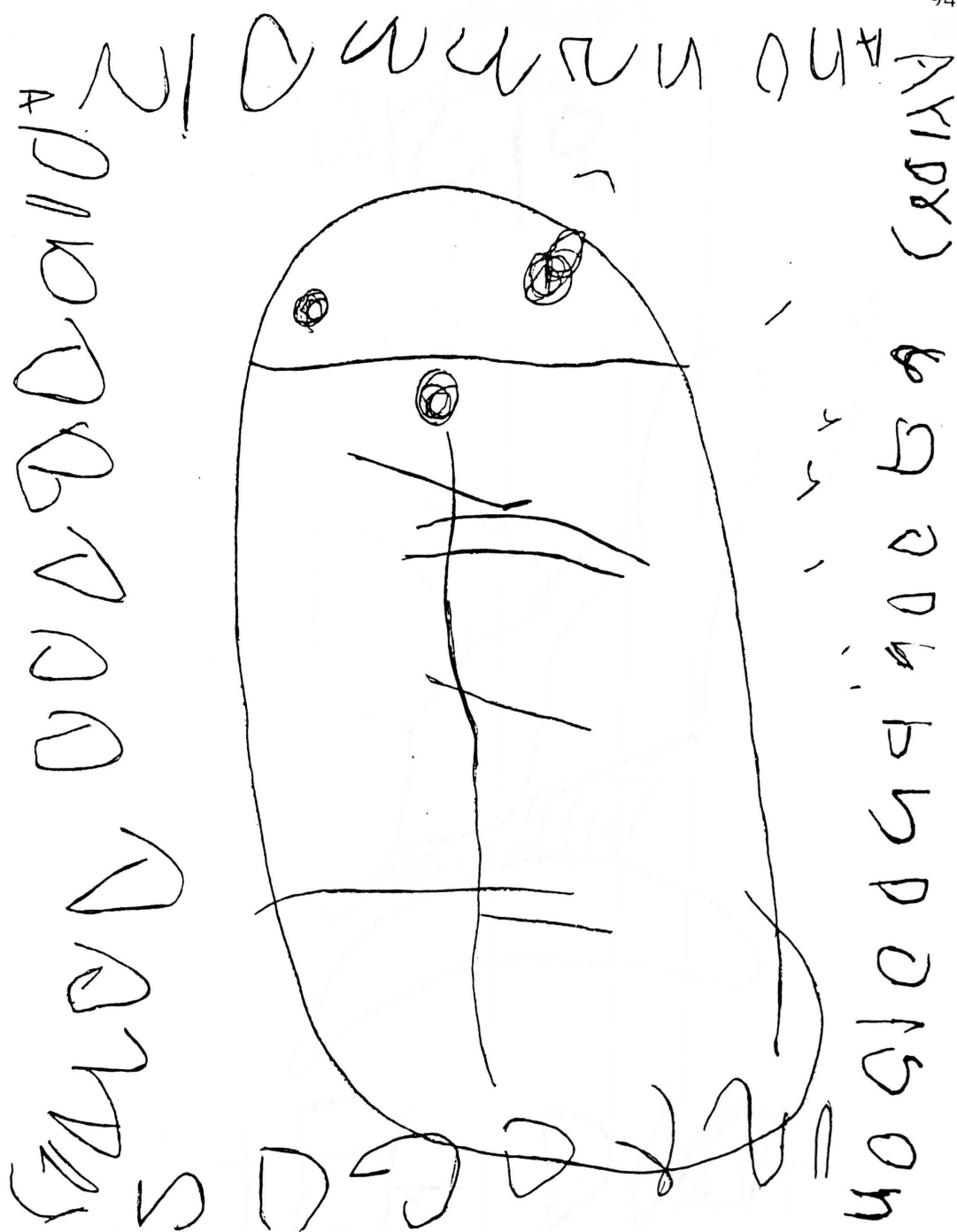
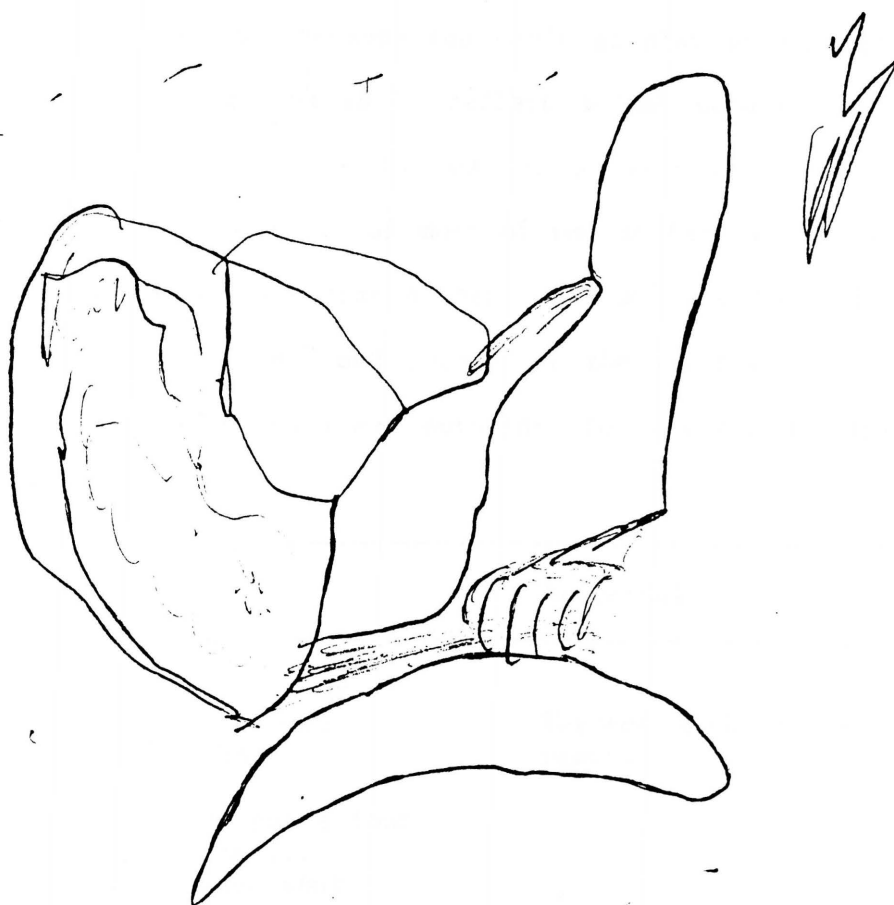


Figure 13. "I'm making a ghost, now!" by Aklesia.

Produced in observation session 10-20-87.

AK 291219



2+EF DDOA

Figure 14. "That's my sister's name, Senaite," by Aklesia.

Produced on observation session 1-12-88.

over and over again, although she knew all of the letters of the alphabet by name she never seemed to use them in meaning-making in print. Aklesia made print or print-like forms and then made a story to go along with the print. "This says...you need to go home for the cleaners...because you can't go play outside until you eat." Her stories seemed to reflect actual occurrences in her life. She seemed not to use fantasy in her writing.

Aklesia knew the order of most of the letters in her name. Kim had printed Aklesia's name on her paper and she told Kim, "The A is supposed to be here." and pointed to the first of her name. "And then the K." Aklesia was surprised to find she had put a four in her name.

Verbal	Nonverbal
<hr/>	
Aklesia : I can make a four.	
Teacher : The number four?	Teacher looks at the paper.
Where's that?	
Aklesia : Four.	
Teacher : Four. She put a four	
in her name....	
Aklesia knew what	
it was.	

Produced in observation 1-19-88. Video #908-1230.

Verbal	Nonverbal
<hr/>	
Teacher : What are you writing?	Talking to Aklesia.
Aklesia : My name....	
Desiree : I've already got my	Desiree made her S
name here.	

Hanh : The S is wrong. backwards.
 : I know how to draw
 my name....
 Teacher : How do you know the
S is wrong.
 Desiree : Because I do it
 like that. Makes a correct S.
 Teacher : Which way is it
 supposed to go?
 Desiree : That way. Points to correct S.
 Teacher : Can you make another
 one, correctly?
 Aklesia : See, it's like this one. She points to an S.
 Teacher : Which one is right?
 Which one is wrong?
 What does the wrong
 one look like?
 Aklesia : A two.
 Teacher : What tells you that
 it's right or wrong?
 Desiree : My brain.

Produced in observation 3-1-88. Video #0-425.

Aklesia composed a story in May, a story with no illustrations. (See Figure 15.) This is her recorded story.

Verbal	Nonverbal
Aklesia : My Mama go to work every day.	Aklesia made a sentence-story.

Produced in observation 5-17-88. Video #842-1238.

Summary

Aklesia produced little writing at the first of the year. She drew lines and designs, enjoying the activity. As the year progressed, she seemed to understand more about print. She wrote and expressed her own feelings or experiences. Aklesia had one

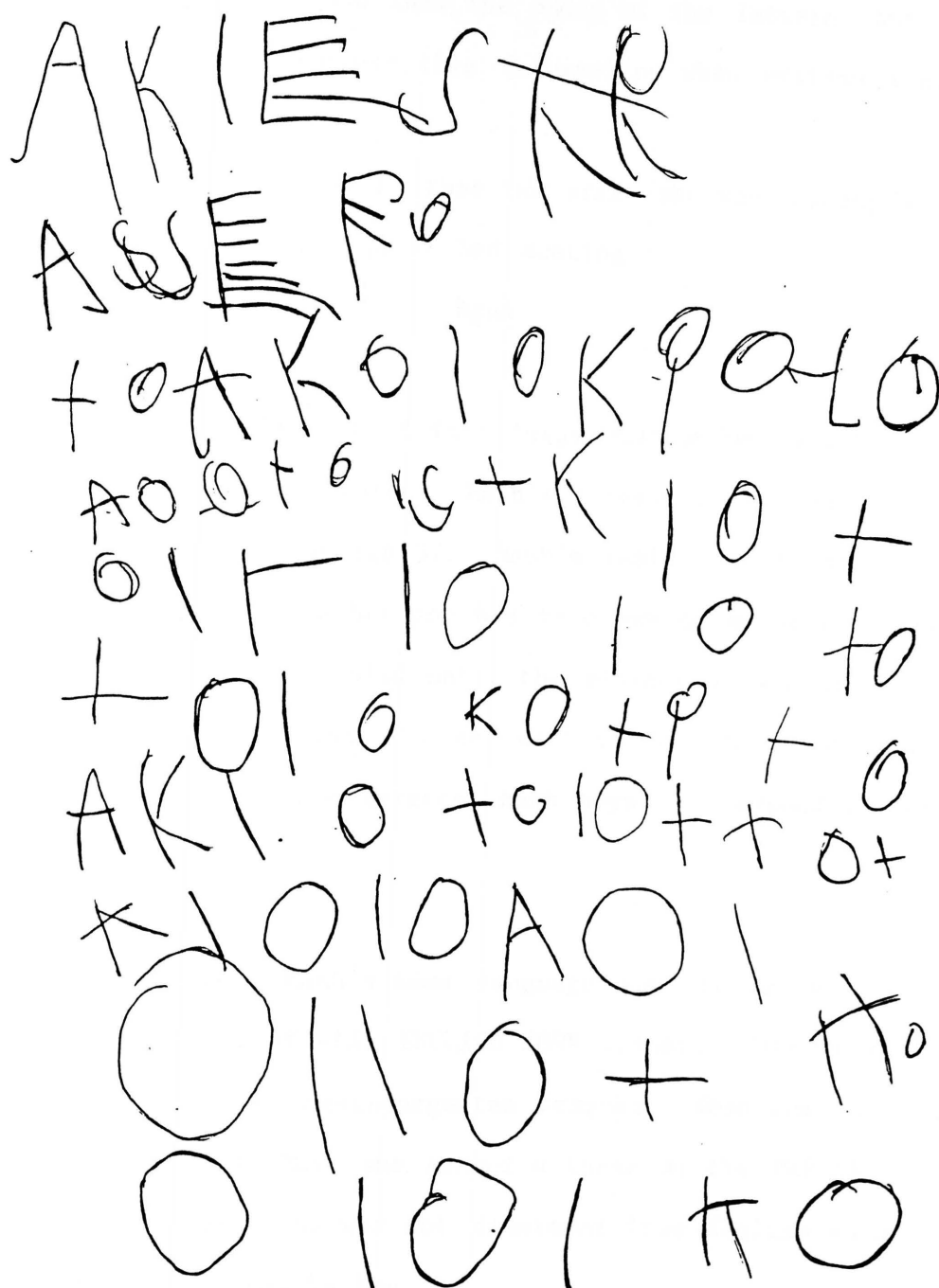


Figure 15. "My Mama go to work every day," by Aklesia.

Produced on observation session 5-17-88.

behavior of a writer, she knew the names of the letters, but she did not yet know how to use this information when writing a note or story.

Aklesia did understand that the print she was making had direction. She knew her print had meaning.

Hanh

Introduction

Hanh was the last child in a large Vietnamese family. She was born in the United States. Hanh's mother was age 42 at her birth and her father was age 37. Hanh's family sewed for a living. Hanh told a teacher she had five sewing machines in her house. She was a happy child until the midyear at school and then, for some reason, Hanh did not want to come to school. After the teacher talked to the parents, Hanh began to respond in the classroom again.

Assessment

PRE-LAS Score. Hanh's home language was Vietnamese. Her score was one on the PRE-LAS ENGLISH FORM A test. This score qualified her for the prekindergarten program. When the test was administered again in May, she scored a three on the PRE-LAS ENGLISH FORM A test. She was not dismissed from English as a second language classes in May.

Clay's Scale. Using Clay's (1975) scale, Hanh rated a language level one (letters only), a message quality of one

(letters only) and the directional principles of two (part of the directional pattern known). At the end of the year, Hanh rated a two (word) on language level, a two (message is conveyed) on message quality and a four (correct directional pattern) for directional principles.

Dyson's Worksheet. Dyson's (1981) worksheets reflected Hanh's classroom writing. In the first months, Hanh drew pictures and added few English letters of print. As she progressed through the year, she became a writer who wrote for purpose (to send a card to the teacher). She also wrote with meaning, specifying the actual wording of the message. Hanh used selected letters when she wrote and at times she spelled words from recall. She did not seem to base her spelling on sound/symbol correspondence.

Environmental Checklist. (See Appendix A.) Hanh's family had books at home for the adults and children to use. Her family also had a computer. She saw the modeling of reading and writing in her home. Hanh frequently talked about the social interaction in her family. She noted that her father wrote notes and did numbers. Hanh was allowed to write at home and often brought notes to school.

Child Interview. (See Appendix B.) In January, when Hanh was asked to give some information about a book, she seemed willing to give answers. She knew you read letters and when asked how she learned to read she answered, "My Daddy helped me." In

May Hanh knew much about books; where they start and stop, where the words were and where the pictures were. When asked how she learned to read she answered, "read for your mama and daddy."

Field Notebook. In December, Hanh did not answer any questions about the alphabet. In April she answered that she knew the letters A, B, C, D, H, O, S, W, and X. Although she used many of the lower case letters in her writings, she did not respond to the teacher's asking what their names were. She used print with her writing and drawings and wrote many stories.

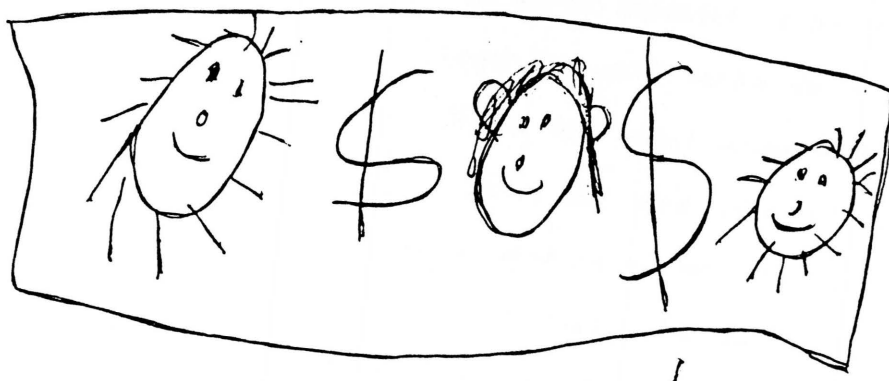
Description of Observations

Hanh enjoyed writing and did so often. Her pictures were covered with print and drawings of things and people who were important to her.

Drawing. Hanh drew pictures with every paper. She first drew bears and people. "That's a bear. I can make an e." "A doctor bear." Hanh drew trees, house, pumpkins, ghosts, hearts, and faces with eye lashes, hair and ears as well as faces with whiskers. She drew snow men with faces, hats, scarves, pencils and balloons. She drew letters and numbers. (See Figure 16.)

Drawing and Writing. When Hanh first sat at the writing table in October, she enjoyed all of the activities. "I'm going to draw my name. Now." "I know draw my name. My name is easy." "I want to draw my name." "I made my name." "I can write."

As Hanh's writing and drawing developed so did her language.



L 8 10 n 1 x W
 8 t s b O 6 Y
 H A N H

Figure 16. "It's an eight," by Hanh.

Produced on observation session 11-17-87.

"A three, there." "Look, a six like that," and she turned her e upside down. "I see my Dad draw." (See Figure 17.) "My daddy, this...this...this..." and Hanh added whiskers to her Dad's face.

Writing events. Hanh began to spell words she found in the room. She spelled the word HOT on her paper along with some of her own inventive spelling of words and some invented spelling of Chinese words. Hanh also added numbers to her drawings. When asked how she learned to write, she said, "My sister."

Hanh did not talk while she was drawing, as Desiree was prone to do. Hanh worked hard, with her face down to the page, making her drawings well defined and exact. The teacher asked Hanh to tell her about the pictures Hanh had just finished. Hanh replied, "I got four threes.." (See Figure 18.)

As Hanh's stories and pictures developed into a coherent linguistic whole, she became less interactive with the group. Hanh worked hard on her pictures, shared the information the teacher asked her for, and would go back to work.

Summary

Hanh produced as much writing and drawing as Desiree. Both girls were excited by what they could create and that excitement led them to investigate language. Hanh did not talk while she worked. When she was drawing she was absorbed in her picture. She wrote for many purposes, to create a message, to produce symbols, to detail objects, to label objects, to provide captions,

+NRG G Ids KESSTSSBtec
 NGTS RA kqIFeFROS +SIF
 A4NM X + yMP JN JJ++It



HANH

Figure 17. "I see my Dad draw," by Hanh.
 Produced on observation session 1-19-88.

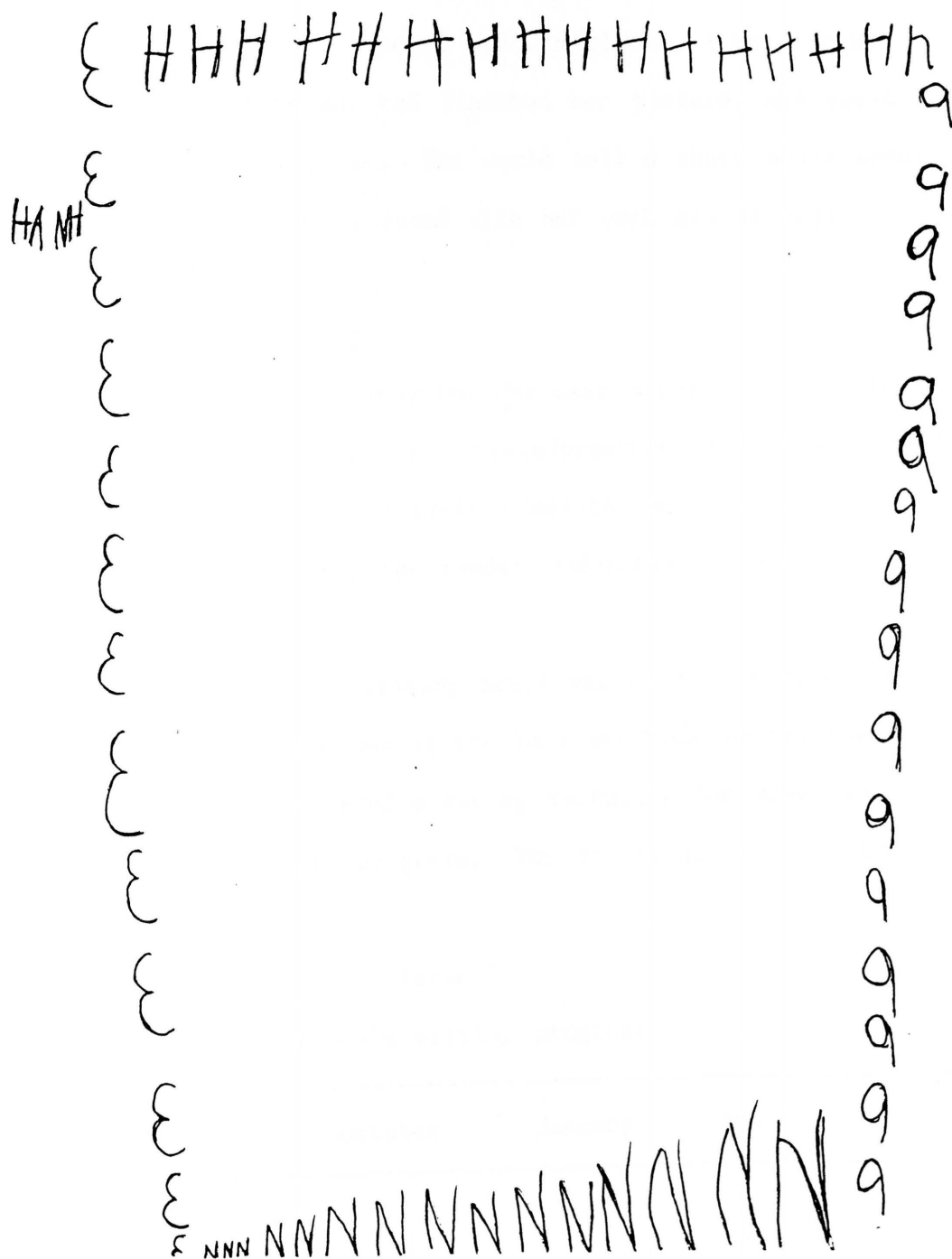


Figure 18. "I got four threes," by Hanh.

Produced on observation session 10-20-87.

and to make a particular type of written object, like a book, lists or notes. After she had finished her picture, she would share it, if asked to do so. She would tell a short story about the picture. She seemed pleased with her work and enjoyed writing.

An Overview

The researcher has presented the case studies of the Flower Group, six children who came to prekindergarten in September 1987 through May 1988. Each case study presented an introduction to the child in order to help the reader understand something about the child in general.

Marie Clay's (1975) writing scale was used to evaluate all the children's work once during the Fall and once during the Spring. This scale provided a rating technique for observing children's early writing progress. The following results were obtained.

Table 2
Children's writing progress

	October	January	May
<u>Carol</u>			
Language Level	1	1	2
Message Quality	2	1	2
Directional Principles	2	1	4

	October	January	May
<u>Kim</u>			
Language Level	1	1	2
Message Quality	1	2	2
Directional Principles	2	2	4
<hr/>			
<u>Desiree</u>			
Language Level	1	1	3
Message Quality	1	2	2
Directional Principles	2	2	5
<hr/>			
<u>Daniel</u>			
Language Level	1	1	2
Message Quality	2	2	2
Directional Principles	2	2	4
<hr/>			
<u>Aklesia</u>			
Language Level	1	1	2
Message Quality	1	2	2
Directional Principles	2	2	4
<hr/>			
<u>Hanh</u>			
Language Level	1	1	2
Message Quality	1	2	2
Directional Principles	2	2	4
<hr/>			

Clay's scale reflects the growth in understanding of language, message quality, and directional principles of each child. The children gained the most understanding in the area of direction of print. When they first began to write they did not reflect the knowledge of the direction of print. Reversals of the direction of print were evident, but as the children progressed through the year, they produced evidence to prove that they understood the correct directional patterns of print.

Dyson's (1981) Worksheet reflects the children's progress in message formulation, message encoding, mechanical formation, message decoding, and form of the written product. The worksheet did not imply any developmental order. The children showed a positive response when an X appears in the grid. Each child was checked five times during the school year.

Table 3

Children's understanding of writing		Series of Observations				
Name		1	2	3	4	5
<u>Carol</u>						
	1. Writing purposes	X	X	X	X	X
	2. Message formation	X	X	X	X	X
	3. Message encoding					
	4. Mechanical formation	X	X	X	X	X
	5. Message decoding					
	6. Written form	X	X	X	X	X
<u>Kim</u>						
	1. Writing purposes		X	X	X	X
	2. Message formation		X	X	X	X
	3. Message encoding					
	4. Mechanical formation	X	X	X	X	X
	5. Message decoding					
	6. Written form		X	X	X	X
<u>Desiree</u>						
	1. Writing purposes	X	X	X	X	X
	2. Message formation	X	X	X	X	
	3. Message encoding	X	X		X	
	4. Mechanical formation		X	X	X	
	5. Message decoding		X		X	
	6. Written form	X	X	X	X	X

	1	2	3	4	5
<u>Daniel</u>					
1. Writing purposes	X	X	X	X	X
2. Message formation		X	X	X	X
3. Message encoding					
4. Mechanical formation	X	X	X	X	X
5. Message decoding					
6. Written form	X	X	X	X	X
<hr/>					
	1	2	3	4	5
<u>Aklesia</u>					
1. Writing purposes		X	X	X	X
2. Message formation			X		X
3. Message encoding					
4. Mechanical formation	X	X	X	X	X
5. Message decoding					
6. Written form	X	X	X	X	X
<hr/>					
	1	2	3	4	5
<u>Hanh</u>					
1. Writing purposes			X	X	X
2. Message formation				X	X
3. Message encoding					X
4. Mechanical formation	X	X	X	X	X
5. Message decoding					X
6. Written form		X	X	X	X

Supplementary information included an informal assessment made by the teacher. The teacher checked, at various times of the year, to see if the children knew the alphabet, upper case and lower case, numbers, shapes, body parts, colors, and concepts. Each child reflected a gain in information at each checking period. This information is located in the Field Notebook.

A set of child interview questions was given to the children in January and in May, 1988. These questions (Appendix A.) were

administered in an attempt to observe the developmental process of children learning to write. The researcher wanted to investigate what the children already knew about books, pictures, and text. Each child reflected or communicated a greater knowledge of books, pictures and text at the end of the school year.

Teale's (1987) Literacy Environment Checklist (Appendix B.) was administered in May, 1988. It reflected the physical literacy environment and the reading and writing environment in the home.

Summary

Each child produced a great amount of writing over the eight month period. The case study children, as well as all of the rest of the classroom children, were involved in the writing process. They wrote notes to each other, to the cafeteria workers, to the Principal, to their parents and to the animals in the room.

These children were active participants in learning and they reflected many behaviors of a writer, both verbal and nonverbal. Their writing might involve movement about the room as well as work at the writing table. Children talked to each other about spelling, letters, numbers and language use. They exchanged ideas, fears and feelings as well as facts.

These children learned the power of written language. They not only learned the mechanics of print, but they developed power of message quality. Written language enabled them to communicate for a purpose.

CHAPTER V

SUMMARY, DISCUSSION AND RECOMMENDATIONS

This study examined six four year old children from low income or English as a second language backgrounds constructing a writing system for themselves in a public school prekindergarten classroom.

This study was designed to answer these questions:

1. What writing will these children produce at a 15 to 20 minute language station once a week?
2. What related behaviors, verbal and nonverbal, will these children produce during a 15 to 20 minute language station once a week?
3. What understandings of the writing process do these children develop through the eight month period?

Summary

Acting with Clay's (1979) data in mind and influenced by Ferreiro and Teberosky's (1979) work suggesting that "language learning does not proceed through the acquisition of isolated elements which gradually join together, but rather through the formation of systems where the value of the parts continually redefines itself in function with the changes in the whole system" (pp. 8-9), the researcher observed four year old children from low

income or English as a second language families to examine the construction of each child's writing system over an eight month period.

The researcher used Clay's (1975) Rating Technique for Observing Early Progress of the study children three times in the eight month period. Anne Haas Dyson's (1981) Worksheet was used five times in the eight month period. These instruments reflected the children's understanding of writing.

An interview of each child was conducted twice in the school year. A questioning technique (Ferreiro and Teberosky, 1979) was adapted to be used with the case study children. These questions pertained to print knowledge and book information.

William Teale's (1987) Literacy Environment checklist was given to the parents to answer in April, 1988. The checklist provided information about the children's literacy background. It included questions about the child's (a) physical literacy environment, (b) modeling of reading and writing, (c) social interaction and the (d) child's independent activities with written language.

A PRE-LAS ENGLISH FORM A test was given to the non English speaking children by the Arlington Public Schools to qualify them for the Arlington prekindergarten program. The English speaking child whose family qualified for reduced or free lunch program did

not take this exam.

The Field Notebook included additional information about each child. An informal assessment of classroom skills, writing samples, classroom photographs, Environmental Checklists and Child Interviews were contained in this notebook. The notebook was used as reference material for the case studies.

The researcher collected audio and video data once a week from the case study children when they came to the writing station. One group writing and drawing sample, with verbal and nonverbal information, from each of the eight months of the study (See Appendix C, D, E, F, G, H, I, J.) was included in this research. This data was used in Clay's scale and Dyson's worksheets as well as for teacher/researcher observations.

Results

This study, much like Clay's (1979), Teale and Sulzby (1986), and Dyson's (1981) research, used children's written samples as a primary data source for research. This research investigated three questions. They were the following:

1. What writing will these children produce at a 15 to 20 minute language station once a week, was answered using Clay's scale and Dyson's checklist.

Clay's scale reflected a doubling of the children's language level and directional principles. It also reflected a rise in the

message quality of the student's products and a in the language level which the children achieved. Each study child started the year printing short invented words and each child ended the school year writing stories that took up full pages of print. The children usually added pictures to their stories and Desiree ended the year practicing her invented cursive writing, which she said her grandmother taught her. All of the children succeeded in the correct directional pattern in their print by the end of the year.

Dyson's (1981) Worksheet reflected an increase in the children's writing purposes, their message formation, mechanical formation, and in their written form of the messages.

Carol and Desiree's writing reflected many purposes for writing at the first of the year. Aklesia, Hanh, Kim and Daniel's first experiences at the writing table were usually to investigate the use of paper and pencil. They drew random lines, partial pictures and scattered letters. As the children developed so did their purposes for using writing. All of the children ended the year writing to create a message or detail a drawn object. They also discovered how to make books, write notes and make lists.

Kim, Daniel, Aklesia and Hanh started off the school year drawing pictures and printing words, but there seemed to be no level of coherence between the pictures and words and no actual message to be written. Carol and Desiree always made drawings and

print connection in their pictures. As the children worked through the school year they all developed actual wording of their messages such as Carol's, "This says School Bus" or Kim's, "It's my birthday today and I am five years." Desiree ended the school year printing specific words and word groups such as "I ♥ you" and, "I'm 5 years old." She liked printing all the names she knew.

Many changes were seen in the children's mechanical formation of the letters. Each child started the year with cursive-like script and letter-like forms with intermingling of letters and letter-like forms. As the year progressed the children developed their own style of letter usage. Desiree usually used many of the alphabet letters to form words and Aklesia used six or seven of her favorite letters to form a page full of writing. Each child had his or her own set of letters or symbols to use in writing production. As the year progressed new letters and forms were added to each child's repertoire.

At the beginning of the school year the case study children only used writing at the writing center to form graphic products or label drawings. At the end of the year all of the case study children were using writing in the total context of the school day. Daniel put the contents on a box, "TOY" and placed "EEFI" (Keep Off) signs in the block center. Desiree and Hanh made names

of different people at the stamp table. Aklesia, Kim and Daniel would print letters at home to give to the teacher the next day.

2. What related behaviors, verbal and nonverbal, would these children produce during a 15 to 20 minute language station once a week?

The children usually used language to direct their drawing and writing. They talked about printing names: Desiree, "I'm writing Me-Ma's name. F...L...O. Flo." They gave details about their drawings: Hanh, "That's a bear. A bear. A doctor bear." They associated their writing with earliest experiences: Alkesia, "I can make Halloween." Daniel, "I can make McDonalds." They reported actions or events: Carol, "A little baby came to a house and fell out of it. The baby had one hand left. The hand doesn't want to be broken."

At times the children used language to direct themselves or others: Daniel, "We need more paper." Desiree used language to show she was planning future writing action, "I'm going to erase this....because it was too little and I had to make it bigger and put different e's on it." The children instructed each other at the writing table: Desiree, "The S is wrong." Teacher, "What does the wrong one look like?" Aklesia, "A two." The children also used language to request information: Daniel, "Teacher, will you write your name on here?" Many times the children evaluated

themselves and others using language to express personal feelings. At times the children played with the language: Kim, "What is that?" Desiree, "A two." Aklesia, "Z." Carol, "Two." Kim, "Something neat."

Dyson's (1981) Worksheet was reflective of the children's related writing behaviors at the writing table. Some children wrote for enjoyment: Daniel, "That's Daniel and that's Boone." Desiree, "They call him Daniel Boone." Some children created a message: Aklesia, "My Mama go to work every...day." Some children detailed a drawing or labeled objects: Daniel, writing a book prints, "This is a butterfly. A butterfly page from Daniel. A butterfly was flying with....from the worm and the worm... spider...Make a spider web all the way up to there and ate him. The end." Many children made captions for the drawings, made notes, lists, cards, books and letters of the alphabet: Hanh, "I know how to...I know the A, B, C's. They have A, B, C, D, E, F, G, H, I, J, K, L,...what?"

Many of the children told stories that were related to the picture or print they were creating: Hanh, "Christmas tree lighting up and it flow up the tree." All of the children could read what they printed with most writing in a long line of letters. A few children requested the spelling and a few consulted a reference for the correct spelling.

3. What understandings of the writing process did these children develop through the eight month period?

As the children grew in understanding of the uses of language and print, they developed the ability to reflect that understanding in the writing they were doing in the classroom. By the end of the school year, each child was producing more written language than at the first of the year. All the children used writing and print meaningfully. The children used letters, letter-like forms and intermingling letters and letter-like forms in their mechanical formation. Desiree used cursive-like script in her last picture which was evaluated. At the end of the year, most of the children used strong fluent strokes to draw and write. They wrote names, numbers, notes, letters, warning signs, stories, and lists at the writing station and at other times of the school day.

Discussion

This research study supports other investigations of young children using language (Clay, 1979; Chomsky, 1965; Ferreiro & Teberosky, 1979; Dyson, 1981; Teale & Sulzby, 1986). In this study it was observed that children who have experience with writing and social interaction with other readers and writers will develop the ability to make meaning of written language themselves (Vygotsky, 1978) and will reflect a higher understanding of

written language.

The children as learners interacted with other people and used social context to construct knowledge. These children were active constructors of knowledge (Piaget & Inhelder, 1969) and not just the recipients of information.

The case study children were developing a system of their own to make new words and word combinations (Chomsky, 1965) as they wrote. They were involved in making sense of their written language (Smith, 1982). Many would talk to each other and use cues from books and printed words as they wrote in class.

This study also reflected the importance of exposure of children to books and writing materials at home. Many of the study children asked their parents questions about writing and how it works, as did children in previous studies (Bissex, 1980; Harste, Burke, Woodward, 1981). The children who had what Harste et al. (1981) identified as 'inclusion' or the availability and opportunity to engage in written language events with adults, developed a higher level of writing ability in the classroom.

As the researcher worked with this group of children the following suggestions, made within the limitations of this study, seemed to reflect the need for children to:

1. Be given the freedom to interact with materials, paper, pencil, pens, markers, or any type of writing tools so they may

develop into competent writers. With this freedom comes confusion, doubt and the stretching of ideas and concepts. This is needed for growth of language development.

2. Talk to one another, to themselves and to the teacher.

3. Have the opportunity to write with pencils and paper in the classroom every day. When children write, they develop an internal language structure (Ferreiro & Teberosky, 1979). They form and test hypotheses, discovering what their system will do and if it will fit into the conventional writing scheme. All children need the freedom to explore writing and writing materials in the earliest grades of school.

4. Read books and talk with adults about print. This will direct the children's understanding of print's purposes, structures, symbols, directions and its relation to the child's world.

5. Feel free to take risks. The child's environment should affirm each child's ability to work successfully.

These suggestions reflect (Vygotsky, 1978; Ferreiro & Teberosky, 1979; Smith, 1982) the importance of teaching children to make thoughts and written language out of words.

Recommendations

The young child has been writing for centuries but the investigations into the young child's ability to write and to use

writing to communicate thought is just beginning. These recommendations are directed to teachers and educational planners.

1. Research should be conducted into the classroom's literacy environment to see how it influences the child's writing.

2. Research should be conducted into how children invent their own word systems to write.

3. Research should be conducted with groups of children who have "been introduced to reading in school through the narrow use of deciphering and those who have organized their own learning" (Clay, 1979, p. 275) and follow them through a number of their school years.

Children's development and their thinking may be followed as they strive to unlock language. Careful observers may see children continually define and redefine their theories. Teachers and researchers need to watch children form language systems to begin to understand how the children learn.

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APPENDICIES

- A. Child Interviews
- B. Teale's Literacy Environment Checklists
- C. Audio Transcriptions from October 13, 1987
- D. Audio Transcriptions from November 17, 1987
- E. Audio Transcriptions from December 8, 1987
- F. Audio Transcriptions from January 12, 1988
- G. Audio Transcriptions from February 23, 1988
- H. Audio Transcriptions from March 29, 1988
- I. Audio Transcriptions from April 28, 1988
- J. Audio Transcriptions from May 3, 1988

APPENDIX A

Child Interviews

Child Interview

January 21, 1988

CAROL

Teacher says:

Carol, look at the last page
of this book.

Where is there something to
read, on this page?

Will you put your finger on it?

Can you show me where you read?

Put your finger on what we read?

Right down there?

Do you read this part? (Picture.)

Do the pictures help you
tell the story?

They do?

Do you look at the pictures
to help you tell the story?

What are these? (Words)

What is this?

Words?

What do you have to do to read
those words?

That's right, they do help
you read those words.

Can you read?

Can you read those words?

How do you learn to read?

Does she?

Student says:

(No answer.)

(No answer.)

(Carol put her finger on the
sentence.)

(Shakes her head, yes.)

(Shakes her head, no.)

(Shakes her head, yes.)

(Shakes her head, yes.)

(No answer.)

Words.

(No answer.)

Look at the pictures.

(No answer.)

(Shakes her head, no.)

My mama shows me.

(Carol smiles.)

Child Interview

January 21, 1988

KIM

Teacher says:

Kim, look at this.

Where is there something to read? Show me where?

What do I read on this page?

Can you point to it?

Is that what I read?

Are you sure?

Do you read this? (Picture.)

Do you read this part? (Words.)

How can you read that?

That's what it tells you doesn't it?

Do you look at the picture to help you tell the story?

What is this? (Words.)

The words?

What do you have to do to read those words?

Can you read those words?

You're shaking your head, yes.

Can you read them?

What do they say?

Read them for me. You know what they are? What are they?

You don't know what they are?

When are you going to be able to read?

Can you read now? You can't?

Not even a little bit?

Can you read a little bit?

How are you going to learn how to read?

Can you read on this book?

Student says:

(No answer.)

(No answer.)

(Points to the sentence.)

(No answer.)

(No answer.)

I like to color this.

(Shakes her head, yes.)

That wolf eat the gingerbread man.

(No answer.)

(Shakes her head, yes.)

The words.

(Nods, yes.)

(No answer.)

(Shakes her head, yes.)

(No answer.)

(No answer.)

(No answer.)

(No answer.)

(Shakes her head, no.)

(No answer.)

(No answer.)

I can read on my book.

(Shakes her head, yes.)

Child Interview

January 21, 1988

DESIREE

Teacher says:

Now, Desiree, I want you to tell me....On this page, where is there something to read? Run your finger along to and show me where. Do you read this part, up here? (Teacher pointing to the pictures.)

Where the wolf is? You don't read that? (Picture.)

Do you use this? (Words) Does it tell you something?

Does this picture tell you something?

What does it tell you?

Do you look at the picture in order to tell the story?

Does it help you?

What are these, right down here? (Teacher pointing to text.)

Words? How do you know that?

You don't know how you knew they were words?

What do you have to do to read those words?

Do you? Does that help you read those words?

What else helps you?

What do you sound out?

How do you sound one of those words out?

Can you sound one out?

You have to learn more?

You mean next year you'll be able to sound out?

Can you sound anything out this year?

All right. Did you sound that out?

Student says:

Right on the bottom.

(Desiree's finger goes from left right.)

Uh uh.

(No answer.)

No.

(No answer.)

(No answer.)

(Shakes her head, yes.)

It tells me that the wolf, fox is laying down on the grass with a flower in his mouth.

(No answer.)

Shakes her head, yes.

Words.

I don't know.

I just think.

Look at the pictures.

(No answer.)

Sounding them out.

The words.

I just sound them out.

No, I have to learn more.

Uh huh.

No.

I think I can do N.O.W. Not?

Yea.

Child Interview

January 21, 1988

DANIEL

Teacher says:

Daniel, I want you to look at this book and tell me where there is something to read on this page.

What do you read?

What are those?

Are they letters? (Pictures.)

Do you read this?

Do you read this?

What is this?

Do you look at the pictures to help you tell about the story?

Do the pictures help you?

They don't help you at all?

What are these? (Sentence.)

What do those letters do?

Those letters talk about him?

How did you know that?

How did you know those letters talked about him?

In your brain?

Does it tell you that?

Well, what do you have to do to read those words?

Talk? You have to talk those words?

Can you talk any of those words?

When will you be able to talk those words?

How big do you have to be?

How big do you have to be?

Student says:

(Daniel points to the sentence.)

(No answer.)

Letters.

(No answer.)

(No answer.)

(No answer.)

Fox.

(No answer.)

(Shakes his head, no.)

(No answer.)

Letters.

They talk about him. (Fox.)

Nods, yes.

(No answer.)

In my brain.

Talk.

(No answer.)

(Shakes his head, no.)

When I grow up.

My head might touch that door.

Child Interview

January 21, 1988

AKLESIA

Teacher says:

Look at these pictures Aklesia.
Where is something to read on
this page?

Where? Where do you read on
this page?

Do you read this part? (Picture.)

Do you read that part?

That says stomach?

Do you look at the picture?

What does the picture tell you?

What is this part?

Words. Do they help you read?

What do they say?

What do you have to do to learn
to read those words?

How did you learn that?

You don't know?

Does that help you read?

How do you learn to read?

Does she read to you?

Studentsays:

(Aklesia does not point to
words.)

All.

(Her finger goes all over the
page.

Stomach.

Stomach.

Body.

(No answer.)

Words.

(No answer.)

I'm a gingerbread man.

My mama let me to get all the
books.

(No answer.)

Uh huh.

Child Interview

January 21, 1988

HANH

Teacher says:

Hanh, look at this picture.

Where is there something to
read? On this page?

Down there?

Do you read this part? (Picture.) (No answer.)

Do you read that?

Do you read this?

Do the pictures help you know
what the story is about?

Do the pictures help you read?

Does the wolf help you know
what the story is about?

A picture of the wolf?

What is this? (Sentence.)

Letters? Do letters help you
read?

How do you learn to read?

Tell me how you learn to read?

Your daddy helped you?

Can you read those words
down there?You can't? But you know what
the story is about, don't you?

What's the very end of the story?

What does the wolf do?

What does he do?

Who does he eat?

Yes! How did you know that?

How did you know the end of
the story?Student says:

(Hanh points to the words.)

(No answer.)

(No answer.)

(Shakes her head, no.)

(No answer.)

Letters.

(No answer.)

My Daddy help me.

(Shakes her head, no.)

(No answer.)

(No answer.)

Eat.

The gingerbread man.

Cause I seened it.

May 24, 1988 Book Interview

CAROL Age:5-7

Teacher says:

Oh, here's Carol.

Carol I want to ask
you some questions.

What do you call this?

A book.

Do you have any of these at home?

Where do you start reading
in a book?

There?

What are those?

Letters?

You read the letters?

On this page, where would
you start reading?

Is there something to read?

What are these? (Pictures.)

Do you read them?

They help you tell the story?

What are these called? (Letters.)

Where do you start reading those
letters?

Do you know where you start?

Where is the very first one you'd
pick to read....when you
start reading?

All right. Then how would you go?

How would you read it? Now?

Then you'd go to where?

Then where? And then where?

And then where?

And then where?

Where's the very last one
you'd read?

The very last letter? OK.

That's very nice.

Do you know what an upper case
letter is?

Is there one there?

Do you know what an upper case is?

Where's a lower case one?

Oh, how'd you know that?

Do you know how to read?

Some things you know how to read.

Child interview adaptations

Student says:

A book.

(Carol nods, yes.)

(Carol turns to the words
on the first page.)

(Nods, yes.)

Letters.

(Carol points to the
words.)

Pictures.

(No answer.)

Letters.

(Carol points to the first
word. She tracks correctly
to the end. She does not
know the last word.)

(Carol points to a word.
She knows an upper case
and lower case letter.)

How'd you learn to read?
 How'd she teach you?
 What did she do?

So you had a paper and pencil
 when you learned how to read?

Do you know what words you
 can read?
 What words can you read?
 Can you read that? (Teacher points
 What is that? to a picture of
 What does that say? a flower.)
 Do you know what that says?

By my mommy teaching me.

She had a piece of paper
 and she....and she....and
 she get another paper and
 get a pencil and she told
 me how to read.
inaudible...

I was having to write and
 she had one and....and
 that's how I learned.

Flowers.

May 24, 1988 Book Interview

KIM 5-24-88 Age:4-11

Teacher says:

This is Kim.

Kim, is there something to read on this page?

Is there something to read there?

What's this called?

What is this?

You don't know what this is? (Book.)

What's this called?

Do you know what that's about?

What are those?

Eggs?

What's this? (The child in the picture.)

A boy.

What's he looking at?

Do you know what that is? (Words.)

Is there something to read on this page?

Is there?

Where would you read it?

Do you read these? (Words.)

Do they help you tell the story?

What is this? (Pictures.)

What are those called?

Words?

How'd you know that?

You learned it by yourself?

How do you think you learned to read?

You don't know?

How did your sister learn to read?

She's grown up?

Do you know how old she is?

Ten?

Is she ten years old?

Can she read?

Can your mama read?

Can mama read?

She doesn't read always?

She just looks at

the pictures?

Child interview adaption

Student says:

(No answer.)

(Nods, no.)

(No answer.)

(Points to the foot prints in the picture.)

Eggs.

A boy. (She points to the child in the picture.)

(No answer.)

(Inaudible answer.)

(Kim nods, yes.)

(No answer.)

(Kim points to words.)

(Kim nods, no.)

Words.

Cause I just thought of it by my self.

She just did. She's grown up.

Ten.

She always don't read she just looks at the pictures.

(Kim hold her hands up like she is reading a book.)

What do pictures do for us?
Where would I start reading, if I
started reading on this page?
Do you know where?
Do you know where I'd stop?
Down there?
Where's the front of the book?
Where's the front of this book?

Do you have books at home?
Can you read some books at home to
your mom?
I think you can.
You read Rudolf?
Do you have it at home?
How did you learn to read it?
How did you learn to read Rudolf?
It has the words.

Look at it.

(No answer.)

(No answer.)

(Kim turns to the back of
the book.)

(Nods, yes.)

I...I read Rudolf.

(inaudible answer.)

It has words.

May 24, 1988 Book Interview

DESIREE Age: 5-2

Teacher says:

This is Desiree Alia Bakhshai.

What is this called?

Oh, Desiree, what is this?

A book.

Where do you start reading this book?

Up at the top?

Is there anything to read on this page?

Where is it?

Where would you start to read?

Where's the very first word you'd read?

Which way would you go?

And then what?

And then what?

Keep going....just like you'd read it.

Which way would it go?

And where's the very last word you'd read?

What do you do over here?

(Pictures.)

What do you do with those things?

Do you read those?

Do they help you understand the story, though?

What do you have to do to learn to read those words?

Do you have to sound them out?

Do you ever sound words out?

I've never heard you sound them out.

Can you read some of those words?

How about this one, right there.

D...O...G. (Teacher points to the word dog.)

Did you sound it out?

How did you know how to read that?

You don't know.

How do you learn to read?

But you didn't sound that out.

Who told you you had to sound it out?

Child interview adaptations

Student says:

A book.

On....at the top.

Yes.

Right there.

Up here.

Right there? (Desiree tracks reading correctly.)

That way.

(Desiree points to the last word.)

No.

Yea.

Sound them out.

Dog.

No.

You sound them out.

Mema.

Mema did? Well, you can sound some of them out, and it does help, if you know the sounds? See, you have to know the sound, first, to be able to sound them out. And you could read it without sounding it out.

That's very special.

Where do you start reading this book?

Where would you start on this book?

Well, if you're going to read the whole book? If you were going to read the whole thing?

What would you do?

Would you start on this side?

(Teacher turns to last page.)

Why?

That's....How do you know that's the end?

You don't know?

Well, what's the beginning?

Can you show me what a capital letter is?

Is that a capital letter?

Do you know what a lower case letter is?

Do you know the difference between a capital letter and a lower case letter?

Well, that's wonderful.

Find the last word in the whole book. Can you do that?

Yes.

(Desiree points to the first page.)

Cause that's the end.

Over here.

(She points to a capital letter. She does not point to a lower case letter.)

On this far?

(She points to the last word on the last page.)

May 24, 1988 Book Interview

DANIEL Age:5-3

Teacher says:

I'm going to ask you some questions about this....

What is that? (Book.)

What do we call this?

A book.

Is there anything to read on this page?

Is there anything to read on this page?

Where do you read?

There? Do you read there?

Do you read these? (Pictures.)

Do those help you tell the story?

What's this?

What are those called?

What do you have to do to learn to read those words?

What?

Growing up?

You have to grow up to learn to read those words?

Do you know any of those words?

But you can tell the story by looking at the picture?

Do you know where the front of the book is?

Do you know where the back of the book is?

Well, where do you start reading?

If you wanted to read the book, where do you think you start reading?

Put your finger on it.

Tell me which way you'd go.

Which way would you go when you read?

And then what would you do?

Where would you end?

Do you know where you would stop reading?

Where would you stop reading?

Back there?

Child interview adaptations

Student says:

(Daniel points to the book.)

A book.

(Daniel makes no response.)

(Daniel points to some words.)

Um hum.

Words.

Growing up.

Growing up.

(Daniel points to the words.)

(Daniel turns to the front of the book.)

(Daniel knows the back of the book.)

(Daniel turns to a page.)

(Daniel turns to the last page and last word.)

(Nods, yes.)

Oh, is that the last page?
Would you read on this page
Is there something to read there?
What is that? (Picture.)
Yea.
Is something to read here?
Where's the very last word you'd
read?
Right there?
Do you know what a capital
letter is?
Are there any capital letters
on that page?
OK. Thank you, Daniel.
That was Daniel Miller.

A mouse.

(Daniel does not know what
a capital letter is.)

May 24, 1988 Book Interview

AKLESIA Age: 5-3

Teacher says:

What's your name?

Do you know your last name?

Assefa. Aklesia, what is this?

What's that called? (Book.)

What is that thing?

Uh...huh.

Do you have any of those at home?

You don't have any books at home?

Does she? Which sister?

Sinat? She's got some books?

You don't have any books?

Do you ever look at her books?

Does your mama have books?

A newspaper?

Does you mama read English?

Or does she read Amharic.

Does she?

Do you have an Amharic newspaper?

Does she write Amharic?

Do you know how to write Amharic?

You don't think so?

Well, if I were reading on this page, where would I start reading?

Right there?

What are these called?

Do you know what those are?

Do you know what this is?

What's this? (Picture of a child.)

It's a boy.

What are they looking at?

Do you know what that is? (Picture).

.....

Do you know where the front of this book is?

If I say turn to the front....

Yea...You do! You do! Keep going.

Where's the front of the book?

All right. Is that the front?

Is that where you'd start reading?

Or would you start reading

over here? Do you know?

What's this called?

Child interview adoptions

Student says:

Aklesia.

Aklesia Assefa.

A book.

My sister does.

My sister.

Sometimes she let me read them.

Um...a newspaper.

Amharic.

No.

Sometimes.

I don't think so.

(She points to the right pictures.)

(No answer.)

(No answer.)

Boy.

A dog. Flowers.

Um....

Oh..

(Nods, no.)

(The teacher turns the book from front to back.

Aklesia turns the book, looking at it.)

(Aklesia does not seem to know what the teacher is asking of her.)

I don't know.

Do you know what this is?
This part of the book is?
Would you start reading over here?
Or would you start reading here?
Pardon?
Where are there words?
Those are words?
You don't know what they say?
Well, if you did know what
they said, if you knew what
the words said, how
would you read this?
Where would you start reading?
If you knew what those
words said, where would you
start reading, Aklesia.....

(No answer.)

(No answer.)

I don't know.

I don't know the words what
they say.

(This was too much
information for Aklesia.)

May 24, 1988 Book Interview

HANH Age: 5-3

Teacher says:

This is Hanh.

What is this called?

This thing.

A book.

Where do you start reading this book?

You do?

Do you start it on this side?

Why not? (Back of the book.)

You start it on...

Are there any words on this page?

Where are the words?

What...Do you read this?

Do you read that?

How do you read that?

You use it with your mouth?

What do you do up here?

You look for you read it?

What do you have to do to learn to read that?

What do you have to do to learn to read that?

Do you know how to read?

Yes, I think you do, too.

How would you learn how to read that?

You see your sisters reading

and you try to read?

Can you read it?

You can, can't you?

Can you read anything on this page?

Let's see...Where's a good page?

A good word.

Can you read anything?

Do you know what this word says?

(D.O.G.) Do you know what that is?

Are you trying to sound it out?

Are you trying to say it?

What does it sound like?....

What do you have to do to learn to read?

Read for your daddy and mommy

Child interview adaption

Student says:

A book.

Over here.

No.

(Hanh turns the book over.)

You use it with your mouth.

You look some things for you read it.

(Hanh nods, yes.)

I seen my sisters reading and I try to do that.

(Hanh nods, yes.)

(Hanh does not respond.)

(Hanhs lips are moving.)

Read for your daddy and mommy.

and listen to your sister read?
Is that how you learn?
Do you know where the front
of this book is?
Where's the front of it?
Where's the back of it?
If I were reading this back page,
how would I read it?
Which way would I go?
Where would I start?
OK. Let's start on a page
over here.
Show me how I'd read this one.
Where's the first word I'd read?
Where's the last one?
Where's the very last word
I'd read on that page?

.....

(Hanh turns to the front of
the book.)

(She turns to the back of
the book.)

(Hanh points to the first
word and tracks correctly
down the page.)

Read this one.

(Hanh turned to the back
of the book and pointed to
some words.)

APPENDIX B

Teale's Literacy Environment Checklist

William Teale's Literacy Environment Checklist

CAROL

Questions answered by parent

I. Physical Literacy environment

- | | |
|--|----------------------------|
| A. Are there books appropriate for children present in the home? | No response |
| B. Are there children's books readily available to the children? | Yes |
| C. Are there writing materials available to the child? | Yes |
| D. Are there written materials for adults present in the home? | Books? Few |
| | Newspapers, Magazines? Few |
| E. Is there a computer in the home? | No |

II. Modeling of Reading and Writing

What functions and use of reading and writing would the child see demonstrated by parent or older siblings?

- | | |
|--|--------------------|
| A. Reading or writing for everyday activities like paying bills, cooking, shopping? | 1-2 times per week |
| B. Reading or writing for pleasure or for gaining information (reading novels, doing crossword puzzles, reading newspaper, magazines)? | 1-2 times per week |
| C. Reading or writing by parents in conjunction with work, school work (colleges, technical training), or religion? | Hardly ever |
| D. Reading or writing to communicate with others (notes to other family members, letters to/from other persons)? | 1-2 times per week |
| E. Reading by sibling(s) for school work? | Never |

III. Social Interaction

- | | |
|---|---------------|
| A. Does the parent read books to the child? | Once per week |
| B. Does the parent involve the child in reading or writing in conjunction with everyday activities (cooking, shopping)? | Frequently |
| C. Does the parent interact with the child in drawing and/or writing? | Frequently |

IV. Child's independent activities with written language

- | | |
|---|------------------|
| A. Does the child look through and/or 'pretend to read' books on his/her own? | Frequently |
| B. Does the child talk about books or characters from books, or use words/phrases from books outside of storybook time? | Frequently |
| C. Does the child point out or 'read' environmental print (signs; labels on boxes, cans) or ask questions about print in the environment? | Once in a while. |
| D. Does the child initiate drawing and/or 'writing' activities? | Frequently |
| E. Does the child rhyme words spontaneously? | Once in a while |

KIM

Questions answered by parent

I. Physical Literacy environment

- | | |
|--|-----------------------------|
| A. Are there books appropriate for children present in the home? | Some available |
| B. Are there children's books readily available to the children? | Yes |
| C. Are there writing materials available to the child? | Yes |
| D. Are there written materials for adults present in the home? | Books? Some |
| | Newspapers, Magazines? Some |
| E. Is there a computer in the home? | No |

II. Modeling of Reading and Writing

What functions and use of reading and writing would the child see demonstrated by parent or older siblings?

- | | |
|--|--------------------|
| A. Reading or writing for everyday activities like paying bills, cooking, shopping? | 1-2 times per week |
| B. Reading or writing for pleasure or for gaining information (reading novels, doing crossword puzzles, reading newspaper, magazines)? | Almost daily |
| C. Reading or writing by parents in conjunction with work, school work (colleges, technical training), or religion? | 1-2 times per week |
| D. Reading or writing to communicate with others (notes to other family members, letters to/from other persons)? | Hardly ever |
| E. Reading by sibling(s) for school work? | Almost daily |

III. Social Interaction

- | | |
|---|---------------|
| A. Does the parent read books to the child? | Once per week |
| B. Does the parent involve the child in reading or writing in conjunction with everyday activities (cooking, shopping)? | Frequently |
| C. Does the parent interact with the child in drawing and/or writing? | Frequently |

IV. Child's independent activities with written language

- | | |
|---|-----------------|
| A. Does the child look through and/or 'pretend to read' books on his/her own? | Once in a while |
| B. Does the child talk about books or characters from books, or use words/phrases from books outside of storybook time? | Frequently |
| C. Does the child point out or 'read' environmental print (signs; labels on boxes, cans) or ask questions about print in the environment? | Frequently |
| D. Does the child initiate drawing and/or 'writing' activities? | Frequently |
| E. Does the child rhyme words spontaneously? | Frequently |

DESIREE

Questions answered by
parent

I. Physical Literacy environment

- | | |
|--|-----------------------------|
| A. Are there books appropriate for children present in the home? | Many |
| B. Are there children's books readily available to the children? | Yes |
| C. Are there writing materials available to the child? | Yes |
| D. Are there written materials for adults present in the home? | Books? Many |
| | Newspapers, Magazines? Many |
| E. Is there a computer in the home? | No |

II. Modeling of Reading and Writing

What functions and use of reading and writing would the child see demonstrated by parent or older siblings?

- | | |
|--|--------------|
| A. Reading or writing for everyday activities like paying bills, cooking, shopping? | Almost daily |
| B. Reading or writing for pleasure or for gaining information (reading novels, doing crossword puzzles, reading newspaper, magazines)? | Almost daily |
| C. Reading or writing by parents in conjunction with work, school-work (colleges, technical training), or religion? | Never |
| D. Reading or writing to communicate with others (notes to other family members, letters to/from other persons)? | Hardly ever |
| E. Reading by sibling(s) for school work? | Almost daily |

III. Social Interaction

- | | |
|---|-----------------|
| A. Does the parent read books to the child? | Almost daily |
| B. Does the parent involve the child in reading or writing in conjunction with everyday activities (cooking, shopping)? | Once in a while |
| C. Does the parent interact with the child in drawing and/or writing? | Frequently |

IV. Child's independent activities with written language

- | | |
|--|------------|
| A. Does the child look through and/or 'pretend to read' books on his/her own? | Frequently |
| B. Does the child talk about books or characters from books, or use words/phrases from books outside of storybook time? | Frequently |
| C. Does the child point out or 'read' environmental print (signs; labels on boxes, can) or ask questions about print in the environment? | Frequently |
| D. Does the child initiate drawing and/or 'writing' activities? | Frequently |
| E. Does the child rhyme words spontaneously? | Frequently |

DANIEL

Questions answered by grandparent

I. Physical Literacy environment

- | | |
|--|-----------------------------|
| A. Are there books appropriate for children present in the home? | Many |
| B. Are there children's books readily available to the children? | Yes |
| C. Are there writing materials available to the child? | Yes |
| D. Are there written materials for adults present in the home? | Books? Many |
| | Newspapers, Magazines? Many |
| E. Is there a computer in the home? | Yes |

II. Modeling of Reading and Writing

What functions and use of reading and writing would the child see demonstrated by parent or older siblings?

- | | |
|--|--------------------|
| A. Reading or writing for everyday activities like paying bills, cooking, shopping? | 3-4 times per week |
| B. Reading or writing for pleasure or for gaining information (reading novels, doing crossword puzzles, reading newspaper, magazines)? | Almost daily |
| C. Reading or writing by parents in conjunction with work, school work (colleges, technical training), or religion? | Almost daily |
| D. Reading or writing to communicate with others (notes to other family members, letters to/from other persons)? | 3-4 times per week |
| E. Reading by sibling(s) for school work? | 3-4 times per week |

III. Social Interaction

- | | |
|---|-----------------|
| A. Does the parent read books to the child? | Once per week |
| B. Does the parent involve the child in reading or writing in conjunction with everyday activities (cooking, shopping)? | Once in a while |
| C. Does the parent interact with the child in drawing and/or writing? | Frequently |

IV. Child's independent activities with written language

- | | |
|---|-----------------|
| A. Does the child look through and/or 'pretend to read' books on his/her own? | Frequently |
| B. Does the child talk about books or characters from books, or use words/phrases from books outside of storybook time? | Once in a while |
| C. Does the child point out or 'read' environmental print (signs; labels on boxes, cans) or ask questions about print in the environment? | Once in a while |
| D. Does the child initiate drawing and/or 'writing' activities? | Once in a while |
| E. Does the child rhyme words spontaneously? | Once in a while |

AKLESIA

Questions answered by relative

I. Physical Literacy environment

- | | |
|--|-----------------------------|
| A. Are there books appropriate for children present in the home? | Many |
| B. Are there children's books readily available to the children? | Yes |
| C. Are there writing materials available to the child? | Yes |
| D. Are there written materials for adults present in the home? | Books? Many |
| | Newspapers, Magazines? Many |
| E. Is there a computer in the home? | Yes |

II. Modeling of Reading and Writing

What functions and use of reading and writing would the child see demonstrated by parent or older siblings?

- | | |
|--|--------------------|
| A. Reading or writing for everyday activities like paying bills, cooking, shopping? | 3-4 times per week |
| B. Reading or writing for pleasure or for gaining information (reading novels, doing crossword puzzles, reading newspaper, magazines)? | Almost daily |
| C. Reading or writing by parents in conjunction with work, school-work (colleges, technical training), or religion? | Almost daily |
| D. Reading or writing to communicate with others (notes to other family members, letters to/from other persons)? | Almost daily |
| E. Reading by sibling(s) for school work? | Almost daily |

III. Social Interaction

- | | |
|---|--------------|
| A. Does the parent read books to the child? | Almost daily |
| B. Does the parent involve the child in reading or writing in conjunction with everyday activities (cooking, shopping)? | Frequently |
| C. Does the parent interact with the child in drawing and/or writing? | Frequently |

IV. Child's independent activities with written language

- | | |
|---|------------|
| A. Does the child look through and/or 'pretend to read' books on his/her own? | Frequently |
| B. Does the child talk about books or characters from books, or use words/phrases from books outside of storybook time? | Frequently |
| C. Does the child point out or 'read' environmental print (signs; labels on boxes, cans) or ask questions about print in the environment? | Frequently |
| D. Does the child initiate drawing and/or 'writing' activities? | Frequently |
| E. Does the child rhyme words spontaneously? | Frequently |

HANH

Questions answered by parent

I. Physical Literacy environment

- | | |
|---|------------------------|
| A. Are there books appropriate for children present in the home? | No response |
| B. Are there children's books readily available to the children? | Yes |
| C. Are there writing materials available to the child? | Yes |
| D. Are there written materials for adults present in the home? Books? | Some |
| | Newspapers, Magazines? |
| E. Is there a computer in the home? Yes | Some |

II. Modeling of Reading and Writing

What functions and use of reading and writing would the child see demonstrated by parent or older siblings?

- | | |
|--|--------------------|
| A. Reading or writing for everyday activities like paying bills, cooking, shopping? | 1-2 times per week |
| B. Reading or writing for pleasure or for gaining information (reading novels, doing crossword puzzles, reading newspaper, magazines)? | 1-2 times per week |
| C. Reading or writing by parents in conjunction with work, school work (colleges, technical training), or religion? | Hardly ever |
| D. Reading or writing to communicate with others (notes to other family members, letters to/from other persons)? | Hardly ever |
| E. Reading by sibling(s) for school work? | 1-2 times per week |

III. Social Interaction

- | | |
|---|-----------------|
| A. Does the parent read books to the child? | Rarely |
| B. Does the parent involve the child in reading or writing in conjunction with everyday activities (cooking, shopping)? | Once in a while |
| C. Does the parent interact with the child in drawing and/or writing? | Once in a while |

IV. Child's independent activities with written language

- | | |
|---|-----------------|
| A. Does the child look through and/or 'pretend to read' books on his/her own? | Once in a while |
| B. Does the child talk about books or characters from books, or use words/phrases from books outside of storybook time? | Once in a while |
| C. Does the child point out or 'read' environmental print (signs; labels on boxes, cans) or ask questions about print in the environment? | Once on a while |
| D. Does the child initiate drawing and/or 'writing' activities? | Once in a while |
| E. Does the child rhyme words spontaneously? | Once in a while |

APPENDIX C

Audio Transcriptions from October 13, 1987

Name : A. E. Cogdell Date : 10-12-87
 Tape : 10-12-87, Side A Video : #505-839
 Setting : Arlington I.S.D., Rankin Elementary School, Pre K, p.m.
 class.

The children have come to the writing table to write anything they want to write.

Supplies : Paper and pencils

Students at the table: Carol, Desiree, Daniel, Aklesia, Kim, Hahn

Case study child: Kim.

Verbal

Nonverbal

Teacher : How many people are here in this group?	The children start to count each other.
Children : One.....two.....three.....six.	
Teacher : Six people....Here goes the six people. Who are they? Kim....Hanh.	Teacher passing out white paper to the six children.
Desiree : Look, I made a bat.	She was naming the children
Teacher : Keep going....	
Carol : Aklesia, and Danile and Desiree.	
Teacher : Good, Carol.	
Hanh : I want to draw my name.	
Desiree : I made a six.	Forms a 6 on her paper.
Teacher : What are you making, Kim?	
Desiree : I made a six. I made a six!!!	
Teacher : Good!! Desiree made a six. She certainly did make a six.	Desiree made an upside down six.
Desiree : Now I made an <u>e</u> !	
Teacher : Oh, a six looks like an <u>e</u> , doesn't it.	
Desiree : If it's at the top.	
Teacher : If it's on top? If it's on bottom, what does it look like?	
Desiree : <u>E</u> .	
Aklesia : Let me see my name.	Aklesia takes the clothes pin that has her name on it.
Teacher : Aklesia wants to see her name.	
Hanh : I made my name.	Hanh has printed her name.
Desiree : Oh, the e's in the water and it sank and drying off.	
Teacher : Kim, write your name	

on there, for me,
would you please?
O.K. By Danile, go
to the restroom.
Then come back.
Tell Dr. McGovern
we're ready for her.
What is that?
Tell me what
letter that is, Kim?

Danile leaves the
group.

Kim : Nine.
Teacher : Is it a nine?
Desiree : Look, I made a six out
of a thing.
Teacher : Yeh, made a six out of
a thing.
Desiree : The e went out of water.
Teacher : Carol, what are you
going to write?
What was that, Kim?
Tell me.

Kim doesn't answer.

Kim : Water.
Teacher : Was it water?
Was it water?
Kim : Hot.
Teacher : Hot? Hat?
Kim : Hat.
Teacher : Hat with....?
Kim : Smurf Hat.
Teacher : Smurf Hat? Ho....Ho....
Hanh : I can write.

Aklesia : Now, this is my name!
Teacher : I like that smurff hat.
Now, this is my name!
It certainly is my
name, Aklesia.

She has printed her name
many times on her paper.
Looking at Aklesia's
paper.

Hanh : Look at my name.
Teacher : She's counting her
numbers.

Kim, tell me how
to spell it.

Looking at Kim's name.

Kim : K...i...r.
We're sitting
with a spider.
Teacher : We're sitting with
a spider?
That's a 5.
That's right.
Desiree : Look, this is my....

Hanh made a 5 on her
paper.

Teacher : That's very good.
 Desiree : And I made s' for the
 2 and 5.
 Teacher : S' for the 2 and 5?
 You are learning your
 numbers and your
 letters.
 Teacher : Carol, What is that?
 What is that?
 Carol : A hiding tree.
 Teacher : A hiding tree?
 Aklesia : This is my uncles' name. She prints letters.
 Teacher : I thought that was
 your name?
 Aklesia : It is my name. Aklesia laughs.
 Teacher : What's your uncle's name?
 Aklesia : Uncle's name, Kinsla.
 Teacher : Can you write that?
 Aklesia : All right, she's going to
 write her uncle's name.
 Desiree : I'm writing Me-Ma's name.
 Teacher : Me-Ma's name?
 Me-Ma is Grandmother.
 Desiree : F....L....O. Desiree spells her
 Teacher : Good. What's her name? grandmother's name.
 Desiree : F....L....O.
 Teacher : How do you pronounce it?
 Desiree : Flo.
 Teacher : F....L....O. Flo.
 Is that your Me-Ma's
 name? Flo?
 Desiree : This spells Flo.
 Aklesia : That's my uncle's name.
 Teacher : She has a whole bunch
 of names, but this
 one spells, Flo.
 Oh, Desiree.
 Who is this? To Aklesia.
 Aklesia : That's my name.
 Teacher : Daniel, can you write
 your name?
 He shakes his
 head, yes.
 All right, he
 says yes he can
 write his name.
 Hanh : That's a bear. A bear. She draws a bear.
 Teacher : Bear, write bear
 on there.

Aklesia : And that's my
uncle's name.

Hanh : A doctor bear.
: I can make an e.

Kim : I can make a bear.

Teacher : You can make a bear?
All right, Kim.
Make a bear.

Kim starts drawing.

Hanh : A doctor bear.

Teacher : A doctor bear?
How do you know it's
a doctor bear? Hanh?

Hanh : It has on a hat.

Teacher : Aklesia, can you write
on that side, too.

She turns her paper over.

Aklesia : The back?

Teacher : Yes, the back.

Aklesia : Yes.

Teacher : Yes.

Aklesia : I want to do a 2...4.
Who...a big-o one.

Teacher : Big what, Aklesia?
You want to do
a big one.
Look, Daniel is
writing his name.

Desiree : What are you saying?

Teacher : Why are you writing it
that way, Danile?

Daniel : I do it upside down.

Teacher : I think you are. He's
trying to do upside
down. What is that?

To Kim.

Kim : Bear.

Teacher : It's a bear?
Can you write bear,
on there?
Does the bear
have a name?

Kim :

Teacher : Don't mess it up.
Leave the bear on
there.
I like the bear.
She's putting arms
on the bear.
And then fingers
on the bear.
I like that,

Inaudible language.
She starts to draw on
the bear.

it's wonderful.

What does this say, all the way down there?

What does that say?

Tell me. What do you
think it says. Tell me.

It can say anything you
want it to say.

Hanh : His name.

Teacher : What is his name?

Hanh : Dr. Bear.

Teacher : This is his name and
it's Doctor Bear.

Aklesia, what are
you writing?

Aklesia : Will, you watch me
write my name?

Teacher : I want you to write
your name.

What's that name,
Danile?

What's this?

What's this letter?

Do you remember, Hanh?

Carol, do you know
that letter?

Carol : 0.

Teacher : Looks like an 0.

Desiree, what's
that letter
in Daniel's name?

Desiree : Q.

Teacher : Looks like a Q.

Dr. Bear.

Who's this, Hanh?

Hanh : That not Dr. Bear. He
got a stomach ache.

Teacher : He's got a stomach ache.

Is he coming to
the doctor?

What's the word
you're writing now?

Aklesia : My name.

Teacher : Oh, she likes to write her name. Daniel did a good job writing.

Hanh : You put the spider
up there.

Teacher : We put it up for

To Carol.

To Hanh.

Looking at the lower
case e.

Looking at Hanh's paper.

To Aklesia.

Pointing to decorations
for Halloween.

Halloween.
 Aklesia : We going to be a
 Halloween
 today?
 Teacher : Not today.
 Aklesia : Not today?
 Teacher : No.
 Aklesia : Tomorrow?
 Teacher : Not tomorrow.
 Kim, what is this
 little animal, here?
 Kim : That's not an animal.
 Teacher : That's not an animal?
 What is it?
 Kim : It's in the water.
 Ucky.
 Teacher : It's in the water and
 its ucky?
 Kim : Is sticky.
 Teacher : It's sticky?
 Kim : It got two heads.
 Teacher : Can you eat it?
 Kim : NO!!! Because it got....
 is a monster.
 Teacher : It's a monster
 Kim : In the water.
 Teacher : In the water.
 Aklesia : I'm scared to monsters.
 Teacher : Are you scared of
 a monster?
 Hanh : I can do a monster.
 Kim : It eat you.
 Teacher : Daniel, what are you
 writing? Do you know
 what you're writing?
 Daniel :
 Teacher : Yes, you do know what
 that word is.
 What is that word?
 Desiree : This is a D and an A.
 Teacher : What do you think that
 is, if it's a D and
 an A?
 Desiree : A, D and an A!
 Teacher : What do you think
 that spells?
 Desiree : Rain?
 Teacher : Well, it could.
 What does it spell?
 To Aklesia.
 She starts to draw.
 Shakes his head, no.
 Looking at Danile's
 paper.
 Laughs.
 To Danile.

Daniel : Danile.
 Teacher : It spells Danile.
 Hanh : I make a baby bear.
 Teacher : Baby bear? I like it.
 Do you know what
 those numbers are?
 Do you know what
 those numbers are?
 Desiree : He's mad because he
 has a stomach ach.
 Teacher : What does it say down Pointing to printed
 there? Desiree? letters.
 Desiree : It's his name.
 Teacher : What's his name?
 Desiree : Kiva Bear Doctor Reem.
 Teacher : How many names, Aklesia,
 do you have?
 Aklesia : One, two, three, four,
 five, six, seven, eight,
 nine, ten.
 Teacher : Oh, the trolls.
 Kim : And then they are
 going to
 kill the monster.
 Teacher : Oh, look. Carol is Carol has printing on her
 beginning to write. paper.
 She's got it all
 down there.
 What is it Carol?
 What does it say?
 Carol : Dr. Bear.
 Kim : And it going to
 kill the monster.
 Teacher : It's going to kill
 the monster?
 What's this little
 thing?
 Kim : It's a little thing.
 Teacher : What is that little
 thing?
 Kim : It going to take the
 thing and got this
 thing....and he die.
 Teacher : And he dies?
 Kim : And he yucky face.
 Teacher : Do you see that on T.V?
 Desiree: This is his first name
 and this is his
 last name.

Teacher : No?
 He's got a first
 and last name.

Kim : I see on T.V.

Teacher : Can you give him a name?
 Look, Desiree gave his a
 first name and last name.
 And Aklesia says she has
 20 names on hers!
 Look at hers.
 She's got 20 names.
 That's the first name
 and a last name.
 Wonderful, look,
 Daniel's got writing
 there. That look's
 like his Mama's writing.
 Is that cursive writing?

Aklesia : I can make Halloween.

Teacher : That's good. I like it.
 May I have it? Are you
 through with it?

Daniel : I can make McDonald's.

Teacher : Are you through, ladies?
 If you're through you can
 come play over here.
 If you're not through
 you can stay.

Danile : I made McDonald's right
 there. Daniel made an M.

Teacher : I made McDonald's right
 here. What is that?

Daniel : McDonald's.

Teacher : What is that? It's a
 McDonald's.
 What is that Carol?
 Danile said, I make
 McDonald's right here.
 Kim, you know what
 that is?
 What is that Hanh, Kim?

Hanh : McDonald's

Teacher : He said, I make
 McDonald's.

Kim : McDonald's.

Teacher : Is it McDonald's?
 Does it have a name?
 It's called, what?
 You know?

Kim shakes her head, no.

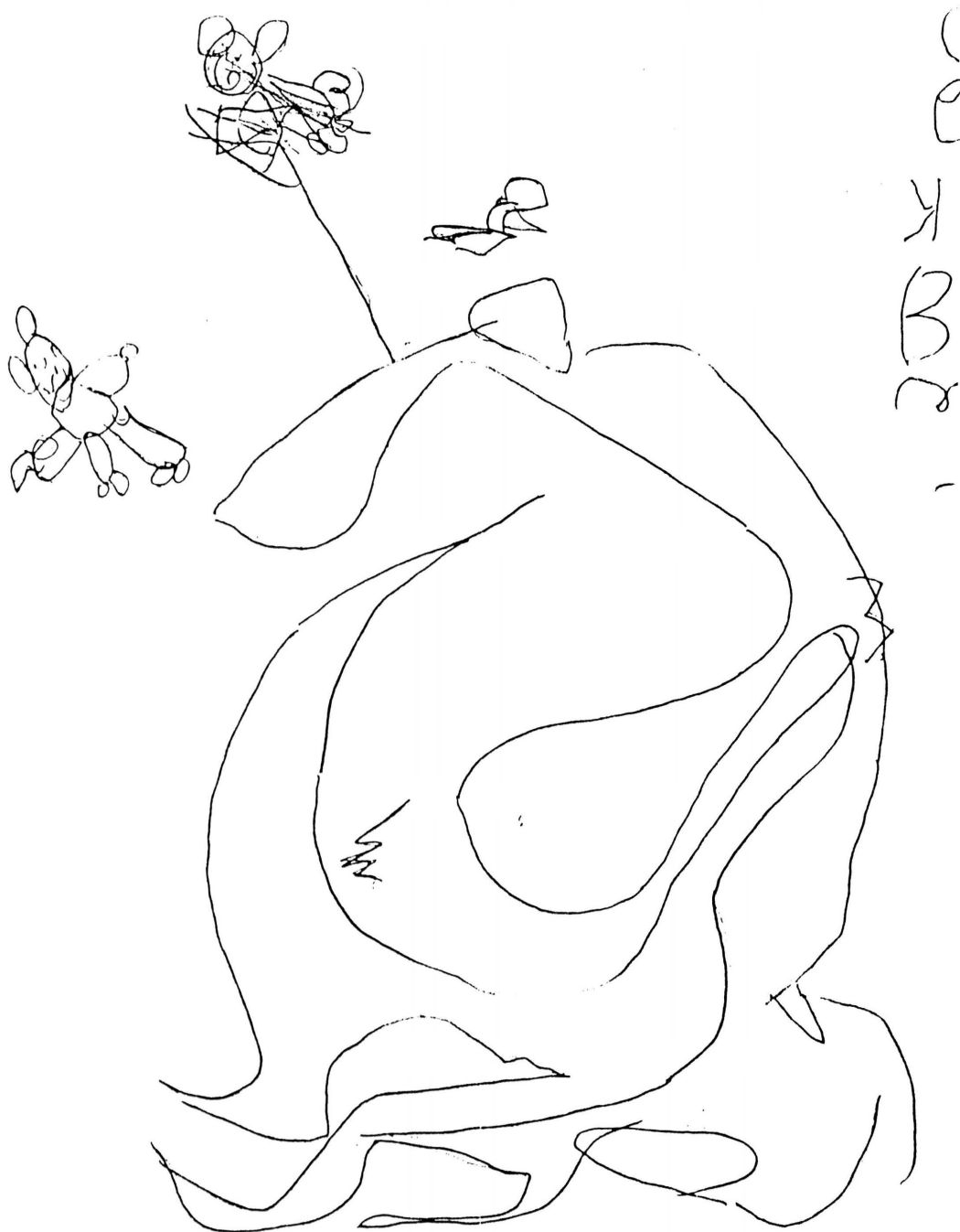
Shows the children
 Aklesia's paper.

Daniel smiles.

Carol : It's an M.
Teacher : It's an M. Good.
Thank you Carol.

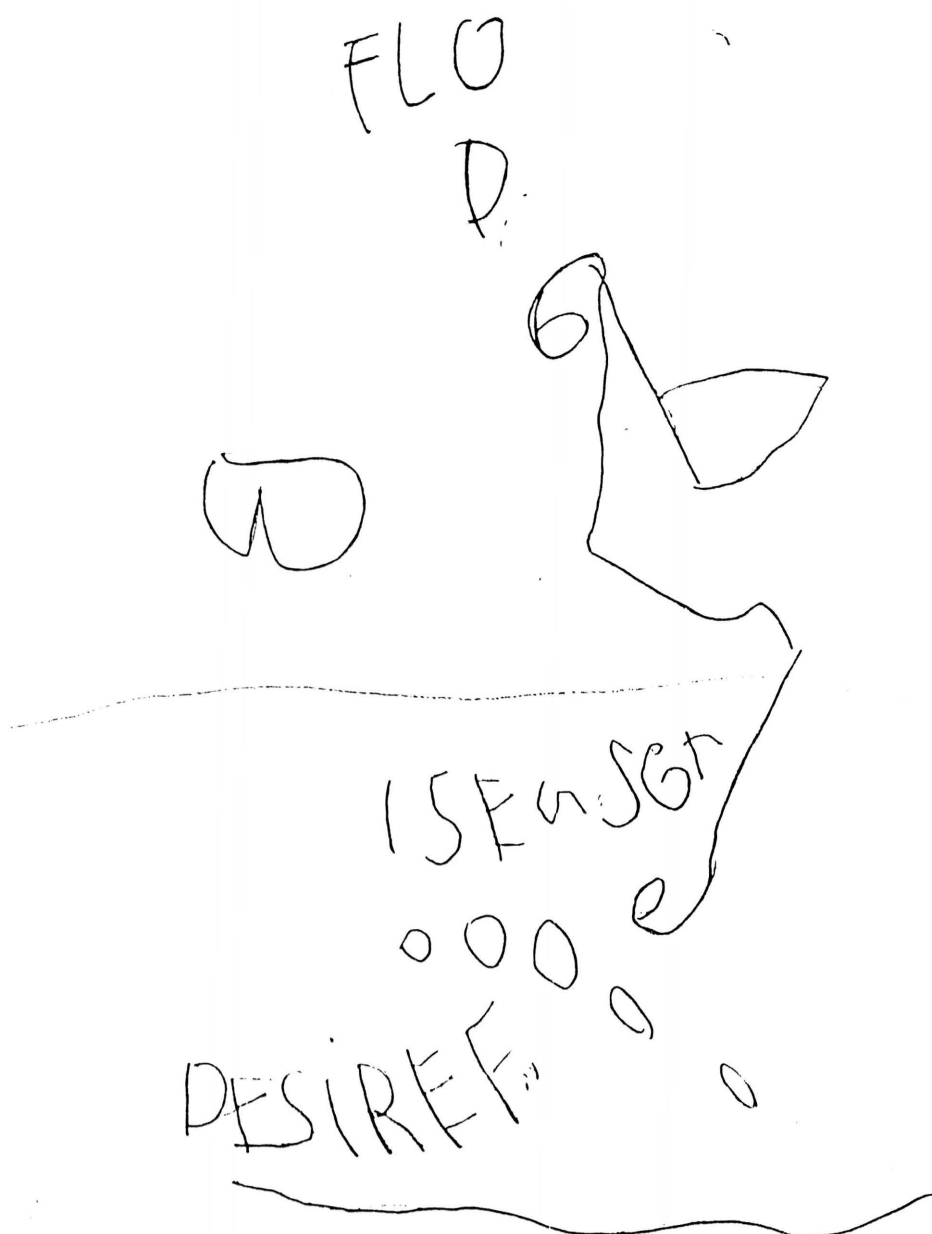


Carol. Produced in observation session 10-13-87.



Kim.

Produced in observation session 10-13-87.



Desiree. Produced in observation session 10-13-87.



Daniel. Produced in observation session 10-13-87.

ADL OELA

ADHELIA

ADHELIA

ADELA

AAAXAX

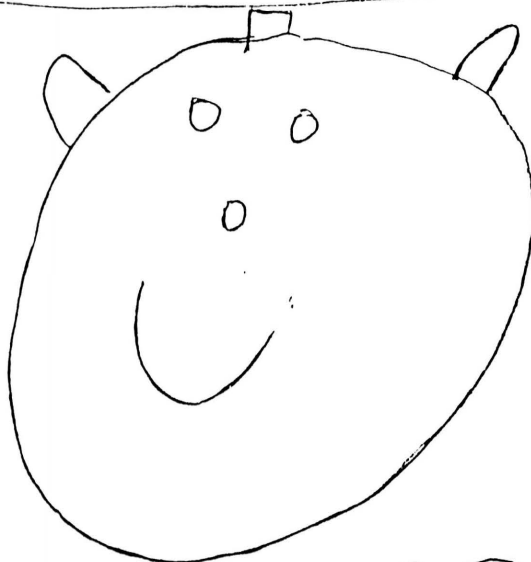
Aklesia. Produced in observation session 10-13-87.

HANH

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P

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V

Hanh.

Produced in observation session 10-13-87.

APPENDIX D

Audio Transcriptions from November 17, 1987

Name : A. E. Cogdell Date : 11-17-87
 Tape : 11-17-87, Side B Video : #972-1277
 Setting : Arlington I.S.D., Rankin Elementary School, PreK, p.m.
 class.
 Supplies : Paper and pencils.
 Students at the table: Hanh, Carol, Desiree, Daniel, Aklesia, Kim
 Case study student: Hanh

Verbal

Nonverbal

Teacher	: Daniel, why don't you come sit here?	
Hanh	: You....	Inaudible language.
Teacher	: Carol, why don't you come over here?	Showing paper.
Hanh	: Look.	Carol and Daniel are talking to each other.
Daniel	: You just need only one pencil.	
Teacher	: Look, look, she's got a little sheep. Yes, you do just need only one pencil. These are my writers, here. Come over here, Desiree. Come sit right there.	
Daniel	: I need that sharp one.	Daniel still looking at the pencils.
Teacher	: Hanh is here and Desiree and Aklesia and Carol and Daniel. I want to see you write things you've written before and I'm going to write, too.	
Daniel	: I'm going to write a number.	
Teacher	: What is that? Daniel wrote a letter that I've never seen before. I've never seen never seen that before.	Look at those letters.
Hanh	: A three, there.	
Teacher	: Is it?	Hanh turns her e upside down to make the number six.
Daniel	: <u>E</u> <u>F</u> .	To Hanh.
Hanh	: Look, a six like that.	
Teacher	: How did you learn a six? How did you know how to do that?	

Hanh	:	I see my Dad draw.	
Teacher	:	You see your Dad draw it?	
		What does your Dad draw it on?	
Carol	:	I saw Kim write....I saw Kim write here.	
Teacher	:	What does your Dad....?	
Hanh	:	My Dad does this, this this....	Pointing to letters on her paper.
Teacher	:	Does he?	
		Just like that?	
		Yes, Kim, that's right.	
Daniel	:	Look, teacher, look how much I write.	Daniel showing the teacher his paper.
		Teacher, look how much I write!	
		Teacher, I write numbers....	
Teacher	:	Hanh said he Daddy does numbers.	
Daniel	:	I never write this before.	
Teacher	:	You've never written that before?	
		Desiree has got a whole story there, already.	
		I like it.	
Hanh	:	I know....right now.	
Teacher	:	What is that one?	Pointing to the e.
		What is that letter?	Asking Hanh.
		What is it?	She writes letters without knowing their names.
		Do you know the name of it?	
Daniel	:	Teacher....	Showing his paper.
Teacher	:	Oh, I'm proud of you writers.	
Daniel	:	I'm going to write everything.	
Teacher	:	I'm proud of the writers, you've done so well.	
		Such good writers.	
Daniel	:	This is my....	Showing his writing.
Desiree	:	How do you spell....	
		I forgot.	
Teacher	:	How do you spell what?	
Desiree	:	Joe?	
		It starts with a <u>J</u>	

but I forgot....
 Daniel : This is my
 brother's name. Showing his paper.
 Teacher : That's your
 brother's name?
 Anybody know how
 to spell Joe?
 She forgot.
 Daniel : This is Bobby. Pointing to R.O.B.E.R.T.
 Teacher : It is Bobby.
 Daniel : It's my brother.
 Teacher : Listen to it....Joe. Desiree prints, J.O.E.
 I think that's right.
 Who is Joe?
 Daniel : I write my brother's
 name.
 Desiree : Your uncle brother.
 Daniel : Teacher, I wrote my
 brother's name.
 Teacher : How'd you know how
 to spell your
 brothers name?
 Do you know what
 that spells? Looking at Daniel's paper.
 Daniel : Bobby.
 Teacher : It spells, Robert.
 Is that his real name?
 But you call him
 Bobby?
 I like that.
 Daniel : Bobby's going to other
 school.
 Teacher : What school does Bobby
 go to?
 Daniel : Junior High.
 Teacher : Junior High?
 Hanh, you're erasing.
 Why did you erase
 that one?
 Aklesia : I'm going to write....
 Hanh : I didn't want....
 Teacher : Oh, you didn't want
 that one? You wanted
 another one.
 Carol : Teacher....
 Teacher : Yes?
 Hanh : I got a new one.... Hanh makes a new
 Teacher : I got a new one. letter.
 I like new words and

Carol : letters.
 Carol : I made drawing....
 Teacher : Carol....Carol's got
 a story and she's
 going to read it.
 Look, she's pointing
 with her finger.
 Carol : Every one....
 the baby dies....
 with another Mommy....
 the baby died 'cause....
 the Mommy was not there.
 Every time they died
 they had an accident
 they....the paint...
 every night.
 Teacher : Carol....Is that a
 picture of that?
 Daniel : Look how many letters
 I write!
 Hanh :
 Teacher : Look at all of Daniel's
 letters.
 Are you through?
 Do you want to go
 play or do you want
 to do some more?
 Daniel : This is not letters.
 It's Bobby's name.
 Teacher : It's not letters,
 that's Bobby's name.
 Carol, please put your
 name on that so I'll
 know it's yours.
 Hanh : I write....
 Teacher : Hanh, I'm so proud
 of you. You're hand
 is so strong and it
 makes so many words.
 Desiree : I spelled Flo and Reva.
 Teacher : Where are they?
 Where are they?
 Desiree : Some where up there.
 Teacher : Where are they?
 Can you show me?
 Thank you Carol.
 Next one you take home.
 I'll bet your Mom and
 Dad are proud of you.

Carol moves her finger
 back and forth over the
 letters she has printed.

Looking at his paper.
 Inaudible language.

Giving Carol back her
 paper.

Pointing to her paper.

Carol gives the teacher
 her paper.

Desiree : This is Reva....
 Teacher : What is that?
 Tell me what that is?
 Hanh : It's a eight.
 Teacher : An eight?
 Desiree : Mrs. Cogdell, this
 is Reva. R.E.V.A.
 and let me see....
 Teacher : Is Reva grandmother?
 Desiree : No....
 Teacher : Reva is mother.
 Desiree : My Mom.
 Teacher : Mom.
 Flo is grandmother.
 Desiree : Flo, how'd you know
 her name?
 Teacher : You've written
 it before.
 Desiree : Oh, F.L.O.
 Teacher : Yes, but I've never
 see Joe written before.
 I've never seen you
 write Joe before.
 Aklesia : My Mommy...
 Desiree : I didn't even know that
 was his name.
 He told me
 that, yesterday,
 last night.
 Teacher : O.K.
 Can I keep this one,
 Daniel?
 Put your name on there.
 Does Joe live with you?
 Daniel : I already did my name,
 right here.
 I want to do another one.
 Teacher : All right.
 Thank you. Is your name
 on here.
 Aklesia : That's for you.
 Daniel : Teacher....teacher....
 I want to read
 this....
 Teacher : Thank you, Desiree.
 Thank you, Hanh.
 Do you want to get
 another one?
 Daniel : Here's a whole bunch

Reading to teacher.

To Desiree.

Spells out Flo.

To Daniel.
 To Desiree.

To Daniel.

They are giving the
teacher their papers.

of them.

Teacher : Joe just leaves
his babies at your
house? Is he the
one who leaves his
babies to stay with you?

Carol : Teacher....teacher....
teacher....

Desiree : No, Joe....That's Gina.
She has big boys.

Teacher : She's got big boys?

Carol : Teacher.

Teacher : Yes, Carol.
Wait....wait....
We've got another
story from Carol.

Carol : This story is about a
family. It's about a
little girl and
another boy.

Teacher : She writes good stories.

Carol : Happy ever after.
The babies dies with
the next. They played
so much that they had....

Hanh : I got another one.
I got another new.
I got another new.

Carol : Every night they
come....home....
They saw a knife
popped up to the legs.
A real knife popped up
to their legs and cut
their legs read hard....
and they ever died.

Daniel : I'm making....

Teacher : Well. Do you read those
stories to your mother?
She's never heard them?
They are very nice.
Do you want to write
some more on there?
Big long story.
Carol, let's keep that
one to take home.
All right. Take home
pile is going to be on
the floor. Mrs. Cogdell's

Carol is still reading.

Shakes her head, no.

Drops papers in a pile on
the floor. Papers to keep
are put under the

Teacher : keep pile is on here.
 I've got one from
 everybody.
 Do you want
 another one or
 are you through?

Michael : Mrs. Cogdell, do you
 want to keep this one?

Teacher : Yes, I do. Thank you.
 That's windy.
 Do you want to sit
 and write with us,
 just for a while?
 This is Viet.
 He's going to sit
 down for a while.

Aklesia : I got that first.

Carol : I had that.

Teacher : What's so special
 about that one?

Danile : I'm writing a letter.

Teacher : Oh, you're writing a
 letter.
 What are you writing?
 You know, I like to
 see you write things
 I've not seen before.

Hanh : I got two new ones.

Teacher : Aklesia, what are you
 writing?

Hanh : I got another new one.

Teacher : You do have another new
 one. Dr. McGovern,
 come look at Viet's
 writing.
 Desiree's got a dollar
 mark. He's got a little
 Chinese thrown with
 his A,B,C's.
 Oh, that's a dollar
 mark. That means
 money.
 Did you know that?

Desiree : Two dollars.

Teacher : Two dollars.
 I'm impressed.
 I've got one of Hanh's,
 one of Aklesia's,
 one of Desiree's,

teacher's papers.

Michael gives the teacher
 a weather report thay
 spells windy.

Viet comes over to write
 with the group.

Aklesia and Carol are
 fighting over a pencil.

The pencil is special.

She got a new pencil from
 the table.

Desiree made \$.
 Viet's paper.

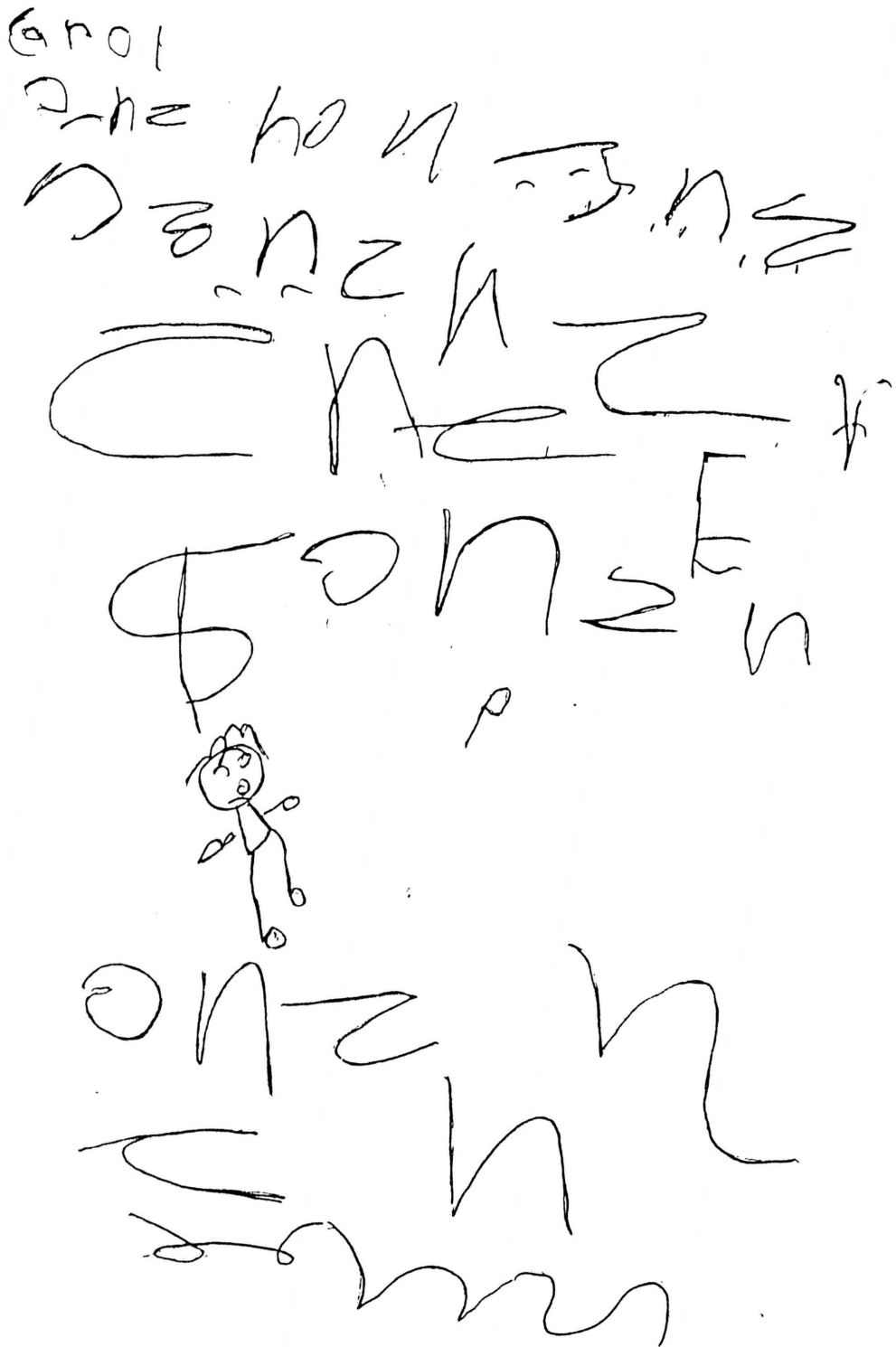
Hanh has made \$.
 To Hanh.

one of Daniel's
 and one of Carol's.
 Oh, Carol that's nice.
 I'll bet your mothers
 are proud of you
 and daddies, too.
 Oh, look what she wrote.
 Desiree : My Daddy doesn't live
 with me.
 Teacher : So he doesn't see
 your work?
 Carol : I have two daddies.
 Teacher : You have two?
 How did you get two?
 Carol : I have one who picks
 me up and one who
 stays with me.
 Desiree : I have three but one
 moved away.
 Hanh : Big and little.
 Teacher : Oh, I like that.
 Desiree : I have three that
 moved away. Three
 daddies that moved
 away.
 Teacher : Do you miss them?
 Aklesia : So we can go to
 Show Biz now.
 Teacher : Vivian sat down here. Sophia (Vivian's sister).
 Sophia sat down here.
 Oh, my lands.
 Children : Teacher....teacher....
 Teacher : Good, Daniel.
 Do you want to
 go....
 Children : Teacher....teacher....
 teacher....teacher....
 Carol : I want to read this
 to you.
 Teacher : Then we'll let Aklesia
 do it.
 Hanh : I want to do my name.
 Carol : The story is about
 a family who lived
 in a scary house.
 Daniel : I'll tell you what
 it says....
 Hanh : I do another one.
 Carol : She had another baby....

Her mother lives
 in another giant's
 house who scares
 the baby.
 Teacher : All right.
 Carol : And they....scares
 the babies....
 A little girl....
 a little girl....
 who's name is
 Sabrosaro....and she
 does things too
 loud and does....sad.
 She played a little
 while....
 she played a little
 while....
 and she start to cry
 cause another knife
 cut through her throat.
 Teacher : Oh..
 Aklesia, do you want
 to read your
 story then Daniel.
 Carol : And because....
 Teacher : You don't want to?
 Daniel, read yours.
 Daniel : I'm going to read
 the boy.
 Desiree : You can read, Daniel.
 Daniel : The boy saw the giant....
 and the giant....

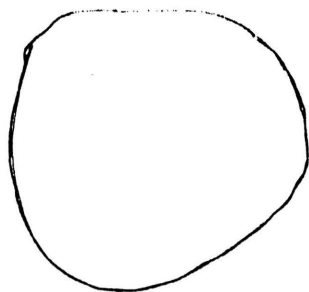
 Teacher : Gosh, you all have
 scary stories.
 Children : Laugh....

Carol had not finished.
 The teacher thought Carol
 was through.
 Teacher to Aklesia.
 Teacher to Daniel.
 Carol is still reading
 to herself.
 Inaudible language.



Carol. Produced on observation session 11-17-88.

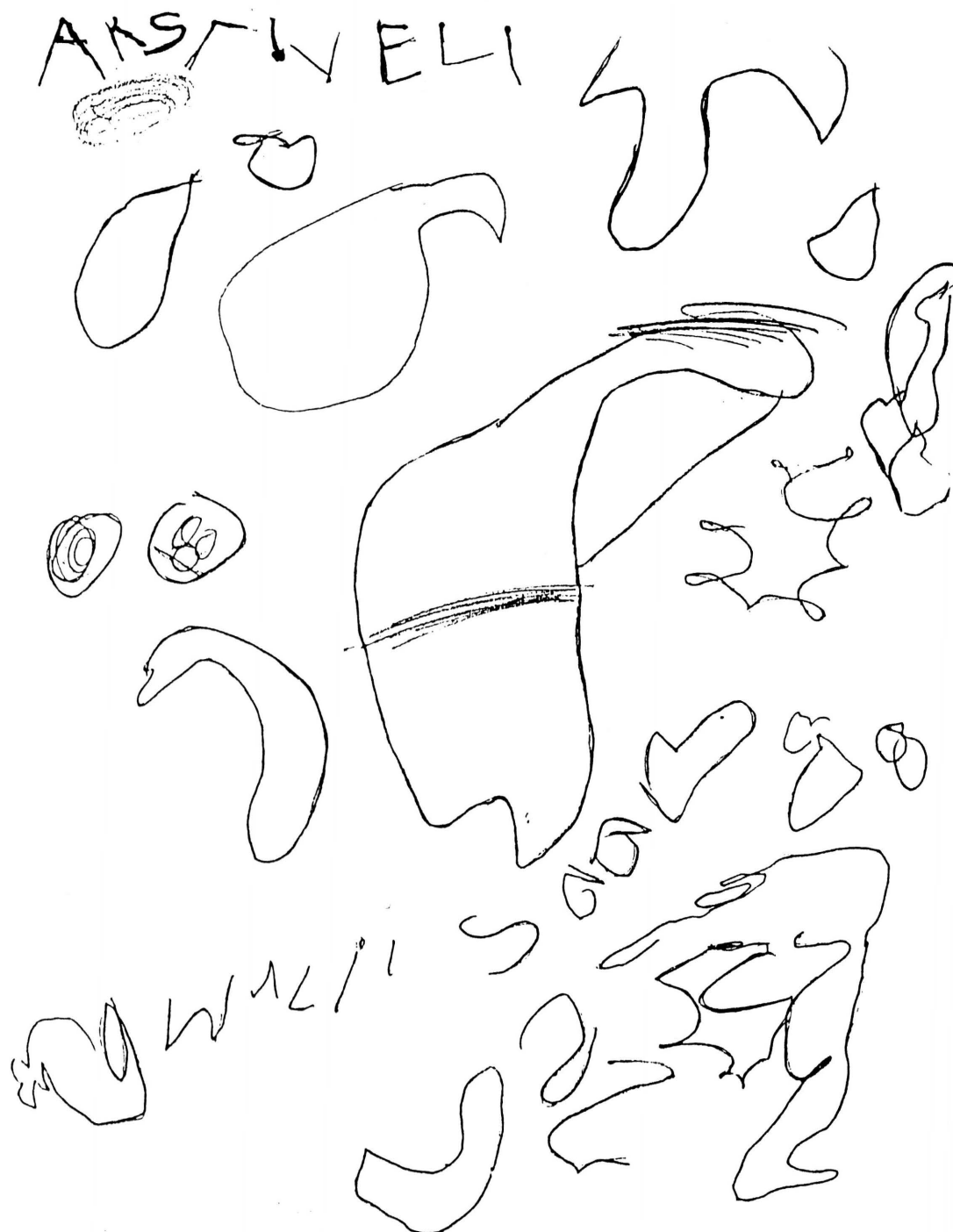
PFLOE FLORINHEHS/H



JOJ

DESIREE

FEE
 Robert
 nie
 Daniel
 nie
 nie



Aklesia. Produced on observation session 11-17-87.

J 1 e
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 6 7 HANH
 i M +
 r 8 3
 O + t
 R + M OI

APPENDIX E

Audio Transcriptions from December 8, 1987

Name : A. E. Cogdell Date : 12-8-87
 Tape : 12-8-87, Side, B Video : # 662-1007
 Setting : Rankin Elementary School, PreK Cogdell, p.m. class.
 The children have come to the table to write. They may leave
 and go to the fine motor station when they feel that they have
 finished writing.
 Supplies : Paper and pencils.
 Students : Hanh, Desiree, Daniel, Aklesia, Kim. Carol is absent.
 Case study student: Desiree

Verbal

Nonverbal

Teacher : Today is December the 8th, 1987.	Teacher is saying the date for the tape recorder.
Desiree : How do you write that?	
Teacher : Cogdell PreK and Desiree said, how do you write that? Where do you think you could find it?	We have the date on the board and have a calender for the the children to look at.
Desiree : I don't know where it is?	
Teacher : You don't know where that is?	
Does anybody else know where that is?	
Does anybody know where that is in the room?	
That's written down some place, in the room.	
Daniel : Could we write?	
Teacher : Yes.	
That's written some place in the room.	
Where is it?	A child is changing paper.
We can use one with holes....	Some paper has three holes.
You don't want one with holes?	
Daniel : I'm already writing.	
Teacher : I'm already writing!	
What are you writing, Daniel?	To Daniel.
Desiree : <u>E</u> .	
Teacher : What are you writing?	

Desiree : Where is it?
Teacher : Look at Daniel writing.
Desiree : How?
Teacher : Well, I'm not going to
tell you how because I
want you to think
of it yourself.
Desiree : OK.
Teacher : Because when you think
of it yourself, you
remember it longer.
Desiree : Uh-uh.
Teacher : Uh huh. It stays with
you always. When you
think of it yourself.
What Mrs. Cogdell tells
you....it doesn't always
stay with you. So it's
better to think of it
yourself.
Desiree : E.E.I.
Teacher : You've got some numbers. Looking around at the
Oh, Aklesia. papers.
Daniel : I know how to make
stars. See?
Teacher : Look, he's making stars.
He's got a....
What does that say,
Daniel?
Daniel : I didn't write it, yet.
Teacher : You did write it.
You have a whole
line down there.
What does that whole
line say?
Daniel : I didn't write it end.
Teacher : Pardon? What?
Daniel : Inaudible language.
Teacher : Oh.
Look at Kim writing.
Desiree : That's an upside
down e.
Daniel : So what.
Teacher : Look at Hanh,
writing over here.
Aklesia : A number.
Teacher : Number. Aklesia

knew they were
numbers. She's a
smart girl.

Aklesia : Do you know....
Do you know what
my mommy said?

Teacher : What?

Aklesia : My Mommy said,
I'm growing up.

Desiree : I went to see Santa
Claus.

Teacher : You are growing up.
You went to see Santa?

To Aklesia.

To Desiree.

Aklesia : You know, I go to my
Mommy's work....
to the party.

Desiree : At 303 Mall.

Aklesia : And I take picture
to Santa Claus and that
girl give me some toys.

Teacher : Did you do that?

Aklesia : Poppy.

Teacher : You do that?

Aklesia : Uh huh.

Daniel : Santa Claus is dead.

Desiree : Uh uh....

Teacher : Why do you say that,
Daniel?

Daniel : Granny told me a
thousand....

Aklesia : No, Santa Claus not
dead to....

Daniel : Yes, he is.

Aklesia : No he's not.

Teacher : What do you think?

To Desiree.

Desiree : He's not dead. I went
to see Santa Clause's
helper. Cause Santa
Claus is too busy.

Teacher : What do you think,
Kim. You don't know.
What do you think,
Hanh?

Daniel : I know how to make a
heart.

Aklesia : Making a kite.

Teacher : Well....What is this?

Desiree had written words
on her paper.

Daniel : Teacher, I made a heart.

Desiree : A BOO....

Daniel : Look, teacher.

Teacher : OK.

Daniel : Look teacher,
I made a heart.

Teacher : It is a heart.

Looking at Daniel's paper.

Desiree : I'm going to make
me a heart.

Daniel : You got to make it
sharp, down there.

Daniel is looking at the
tip of Desiree's heart.

Desiree : No.

Daniel : Make it sharp,
like this.
Make a sharp point.

Teacher : Look, here comes her
name, written there.
Kim, what does that say?

Daniel : I make two....

Desiree : See, I wrote
three hearts.

Teacher : What does that say?

Daniel : I draw two hearts.

Desiree : Three.

Teacher : Three hearts.

Daniel : I draw two hearts.

Teacher : OK. Keep on.

Aklesia : I'm going to make my....

Teacher : Why'd you mark that
out, Aklesia?

Aklesia : I'm....I'm going to
make it right.

Teacher : OK.

Daniel : She don't know how
to make a heart.

Talking about Desiree.

Teacher : Just to stay there....

Talking to Aklesia.

Daniel : Hey....

Aklesia : This don't move.

Daniel : Let's start with this
heart, sharp like this.

Desiree : It doesn't have to be
sharp.

Daniel : Yes it does.

Teacher : What has to be sharp?

Desiree : The heart.

Teacher : What part of the heart
is sharp?

Daniel	:	The bottom. See?	Showing his paper.
Teacher	:	I see. What about the top? Does it have to be sharp?	
Daniel	:	Yes. You go like this....	Drawing a heart on Kim's paper.
Kim	:	Oh....	
Teacher	:	Oh. That's a.... Kim didn't want you to write on her paper. She's erasing it.	Kim starts erasing Daniel's heart
Kim	:	Teacher, I can't take it off.	
Teacher	:	It won't come off? Do you think you can turn it into something wonderful?	
Aklesia	:	Do you want to see mine?	Aklesia gives Kim her eraser.
Teacher	:	That's nice of you to loan her your eraser. He did it really hard. Sometimes you can turn that into a picture or writing. Hanh's got a lot of writing. What are these called?	To Hanh.
Hanh	:	Numbers.	
Teacher	:	Numbers! Can you tell me the numbers? Where's one? Where's two? What's that one?	Hanh points to one. Hanh points to the number two.
Hanh	:	Three, four....	
Kim	:	I four years old.	
Hanh	:	Five, six, seven, eight, nine, ten, eleven, twelve, thirteen....	
Teacher	:	Oh, she knows up to thirteen! She just counted them.	
Children	:	All talking at once.
Desiree	:	A triangle.	
Teacher	:	A triangle?	
Daniel	:	Teacher this is	

going to be a....
 Desiree : With a bee stuck in it.
 Children :
 Teacher : It looks like a bee.
 Daniel : A heart.
 Teacher : One heart?
 Kim, where'd your
 paper go?
 Aklesia is busy working
 on the erasing.
 That's very nice of her.
 A bee in the triangle.
 And these are what?
 Desiree : Numbers.
 Teacher : How are these different
 from these?
 Desiree : That's December.
 Teacher : All right, that's
 December.
 And what are these?
 Desiree : Numbers.
 This is December
 the 21st.
 Like you said that.
 Teacher : All right, that's today.
 Aklesia : Do you want me to
 erase it?
 Teacher : It's December the 8th.
 Desiree : How do you spell
 your name?
 Teacher : You spelled it
 once before.
 Desiree : How? R....P. R. P. R.
 Daniel : That's mine.
 Desiree : K....
 Teacher : How do you know that?
 Oh, she's looking on
 my tape recorder.
 Oh....that's my name?
 Oh...that's your grade.
 Oh, she's busy.
 I thought I took off
 everything you could
 possibly copy, Dear.
 Why are you having
 her erase your pretty
 hearts?

All talking.

Aklesia has Kim's paper
 erasing the heart Daniel
 drew.

Asking Desiree.

Teacher is asking how the
 alphabet is different from
 the numbers.

Desiree has printed
 the word December.

She is looking at the tape
 recorder and copying Pre
 K.

Desiree wants to copy
 words, today.

Hanh, would you write
some words on there,
for me? Write some
words. Now, give that
back to him and let
him do his own work.
Come on Daniel
and you write some
wonderful words.
You haven't written
a story in a long time.

Child :

Teacher : No....get busy and
write one.
At school you can
write it any way you
want to write it.
I don't know about
at home, but at school
you can write it any
way you want.

Desiree : Is this your name?
This is?
Is this your name?
This is?

Teacher : No, neither one of
those are my name.
What are these?
What do we call them?

Kim : She wrote a K for me.

Teacher : Now you have to do
your own.

Desiree : This ain't a P.

Teacher : Kim, write your name.

Desiree : It's not a P.

Teacher : It isn't?

Desiree : It's this.

Teacher : Oh. It's a nine.

Kim : That's a K for me.
See K?

Teacher : Write Kim on there.

Kim : That's K for me.

Teacher : That's a K for me?
K. M. I.
Well, now write some
more words on there.
I want some words

The children want to
print for Daniel.

Inaudible language.

Desiree wants the teacher
to tell her how to print.

Pointing to the words she
wrote.

Aklesia printed a K for
Kim.

Kim means her name starts
with a K.

Spelling the way Kim
prints her name.

written.
 Oh, look, she's writing.

Desiree : How do you spell
 your name?

Teacher : Hanh's writing.

Desiree : How do you spell
 your name?

Teacher : What is my name?

Desiree : Mrs. Cogdell.

Teacher : Well, write that down.
 Mrs. Cogdell.

Desiree : I don't know how.

Teacher : Well take a
 take a chance.
 Just try something.
 Mrs. Cogdell.

Kim : You messed me up,
 Daniel.

Aklesia : What's this spell?

Teacher : It's KaRonda Jones. Reading the name on the
 That's what that says. pencil.

Aklesia : You know mines....
K....like Katrina.

Teacher : Oh....I'm sorry to hear
 that. You think
 like Katrina?

Dr. McG. : Her name is like Katrina.

Teacher : Oh....

Desiree : Is that an A?

Teacher : Hanh has something
 written here.
 Look at her work.
 Look what Hanh as
 written.
 Yes, and she didn't
 look on the board.
 Daniel, look at that.
 Can you write some?

Daniel : Teacher, look what
 I made.

Teacher : I know.
 What is that?

Aklesia : Birthdays.

Teacher : What is that
 little thing?
 You don't know?
 Is it part of

To Aklesia.
 Aklesia has printed her
 drawing for birthday.
 Teacher wants to know
 is she know letters.

your name?
 Desiree : Is this your name?
 Daniel : Here, teacher,
 you can keep it.
 Teacher : All right.
 Are you through?
 Desiree : Is this your name?
 Daniel : No.
 Teacher : No. Well, read it
 to me and I'll
 tell you. Read it
 to me and I'll tell
 you if it's my name
 or not.
 Desiree : Repeat that...
 Teacher : No, no. You've got
 to tell me.
 I can figure
 out what's up there.
 Try to make up my
 name out of your head.
 Like December.
 You did December.
 Desiree : Well I done it on here.
 Teacher : You just heard it,
 you didn't see it.
 Kim : You made an R for
 my sister.
 Desiree : No, I looked on here.
 Teacher : What's your sister's
 name? R....
 What's the rest of it?
 Ruth? Rachel?
 Kim : Rosie.
 Teacher : What is it?
 Rosie?
 Rosie is her sister.
 Are you sure
 it's her name?
 Desiree : My Aunt's name
 is Rosie.
 My Aunt's name
 is Rosie but that's
 her last name
 and her first....
 They call
 her last name because

Desiree still wants to
 copy.

To Daniel.
 Pointing to words on the
 board. He starts to write
 some more.

that's all they
know and I know Rose.
Her name is Rose.

Teacher : It's Rosie?

Desiree : It's really Rose.

Teacher : It's really Rose.

Akleisa : A. P....with
....inaudible....

Teacher : That's her name.
There it is.
What is that called?

Aklesia : Me.

Teacher : Me is Aklesia.

Desiree : This you name?
Nope.

Teacher : What does that say?

Desiree : Mrs. Cogdell.

Teacher : It looks like a Cogdell.
Mrs. Cogdell.
Mrs. Cogdell.

Desiree : Is that it?

Teacher : Yes, that's close enough.
You see, I can read
children's writing,
even if they don't
spell it like I
spell it.

Aklesia : This is my Mrs. Cogdell.

Teacher : Because I've worked with
writing so long....
I can read it.

Aklesia : This is my Mrs. Cogdell.

Teacher : Kim, are you through?
Did you ever tell me
what that says?
What does it say?
If you girls are
through, why don't you
go pick up the papers
on the floor for me.
I'm not through,
she says. Kim, do you
want to go pick it up
over there?
Are you through?

Daniel : Teacher....I made a....

Teacher : Hanh, why don't you

Pointing to the letters in
her name.

Aklesia knows she has made
her name.

Desiree wants the name
correct.

Kim does not answer.

go help her?
 Daniel : Teacher, I know a
 Teacher : What is that?
 Aklesia : I don't know.
 Teacher : It's got a name, though.
 Desiree : How do you spell
 Mrs. Conley.
 Teacher : I like that.
 What is it?
 I want you to make
 it up out of your head.
 Daniel : You are going to keep
 two and I'm going to
 keep one.
 Teacher : OK. Are you going to
 keep that one?
 Aklesia : Not....
 Teacher : Can I have that one?
 Daniel : Yeh. You can have
 two of them.
 Teacher : All right.
 That's good.
 What does this say?
 Aklesia?
 Desiree : Is this how?
 Teacher : That's close.
 Mrs. Conley.
 Desiree : Is that how?
 Teacher : Well, now Desiree,
 that's close enough
 for me.
 I like it that way.
 Desiree : How do you really
 spell it?
 Teacher : Mrs. Conley. I like it
 that way.
 Can you read it now?
 What does this say?
 Desiree : Desiree.
 Teacher : What does this say?
 You remember?
 The month?
 What does this say?
 Desiree : Mrs. Cogdell.
 Teacher : Right. What does that
 one say?
 Desiree : Mrs. Conley.

Looking at the letters on
Aklesia's paper.

Desiree now tries to find
out how to spell another
name.
To Desiree.

Aklesia nods yes.

Teacher pointing to a
word.
Pointing to the word
December.

Pointing to the spelling
of Mrs. Cogdell.
Pointing to words on
Desiree's paper. She
cannot read them.

Teacher : What does this one say?
 See, if you make it up
 out of you head and
 write it down you can
 always read it.
 But if you just copy
 it off of something you
 can't always read it.
 That's why I want the
 information to come
 out of your head and
 go down on your paper,
 even if I don't,
 then you'll always
 know what it is.
 You can tell me.
 Yeh, do you want
 to go clean up over
 there, if you're
 through.

Aklesia : No, I need to
 make words.

Teacher : Oh, make some words
 and then go clean
 up for me.

Desiree : I want it to be Queen.

Teacher : Pardon?
 Are you through?

Desiree : No. I do two more.

Teacher : All right.
 We've got two minutes.
 Finish up in two
 minutes. Look at all
 of those words
 she is writing.
 She's writing now
 and she's all smiles.
 I haven't seen a smile
 in a month. I'm glad.
 What does that say?
 All that?
 What does that say?

Aklesia : It say I can't
 play today.
to....go....

Teacher : Does this say

To Desiree.

Looking at Aklesia's
 paper.
 Hanh is making up words
 she is smiling.

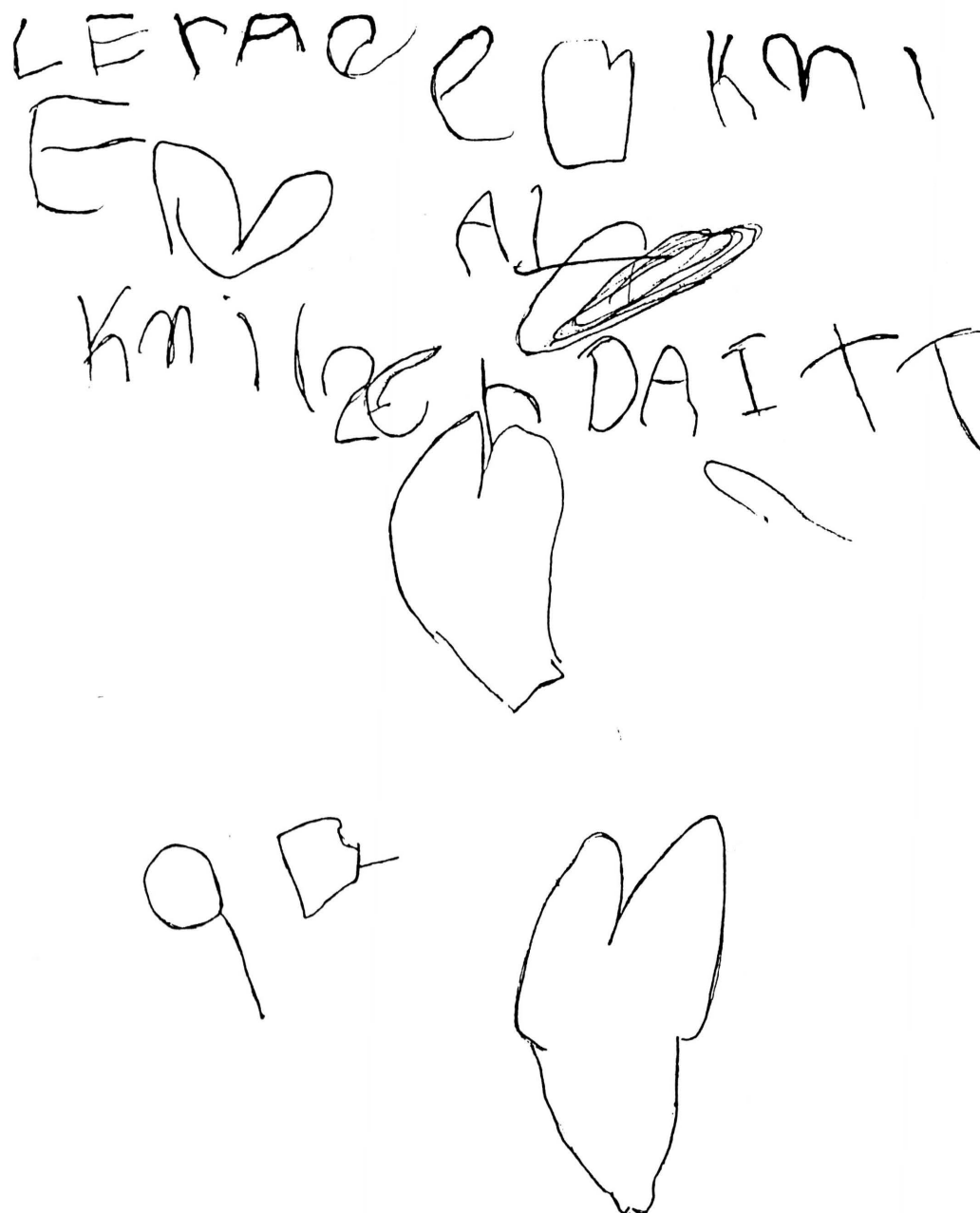
The teacher is looking at
 the first letters
 Aklesia printed.

Inaudible language.
 Pointing to the picture of

something, too?
Aklesia : This is not words.
 This is kids.
Teacher : What are these?
 Are these words?
Aklesia : Nope.
Teacher : Are these words.
Aklesia : Yep.
Teacher : Are these words?
Aklesia : Nope.
 My name.
Teacher : Is your name a word?
Aklesia : Nope.

balloon like figures.

Pointing to the balloon
like things again.
Teacher pointing to the
letters at the bottom
of the page.
Pointing to Aklesia's
name.



DESIREE MR
 DEIVAR MCKOX
 R BOO

MPRSIREF PR-K

MCIQSS

WV DV

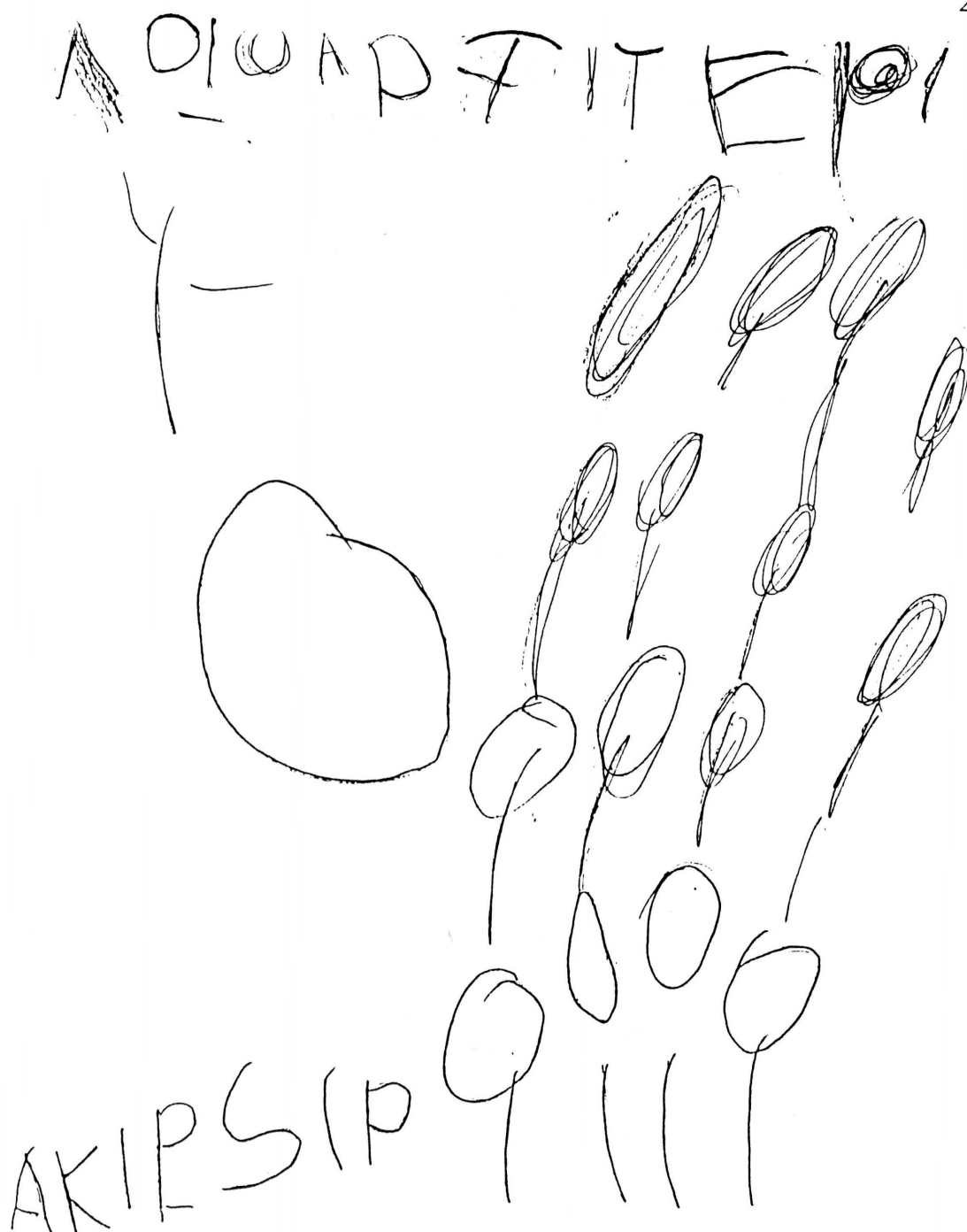
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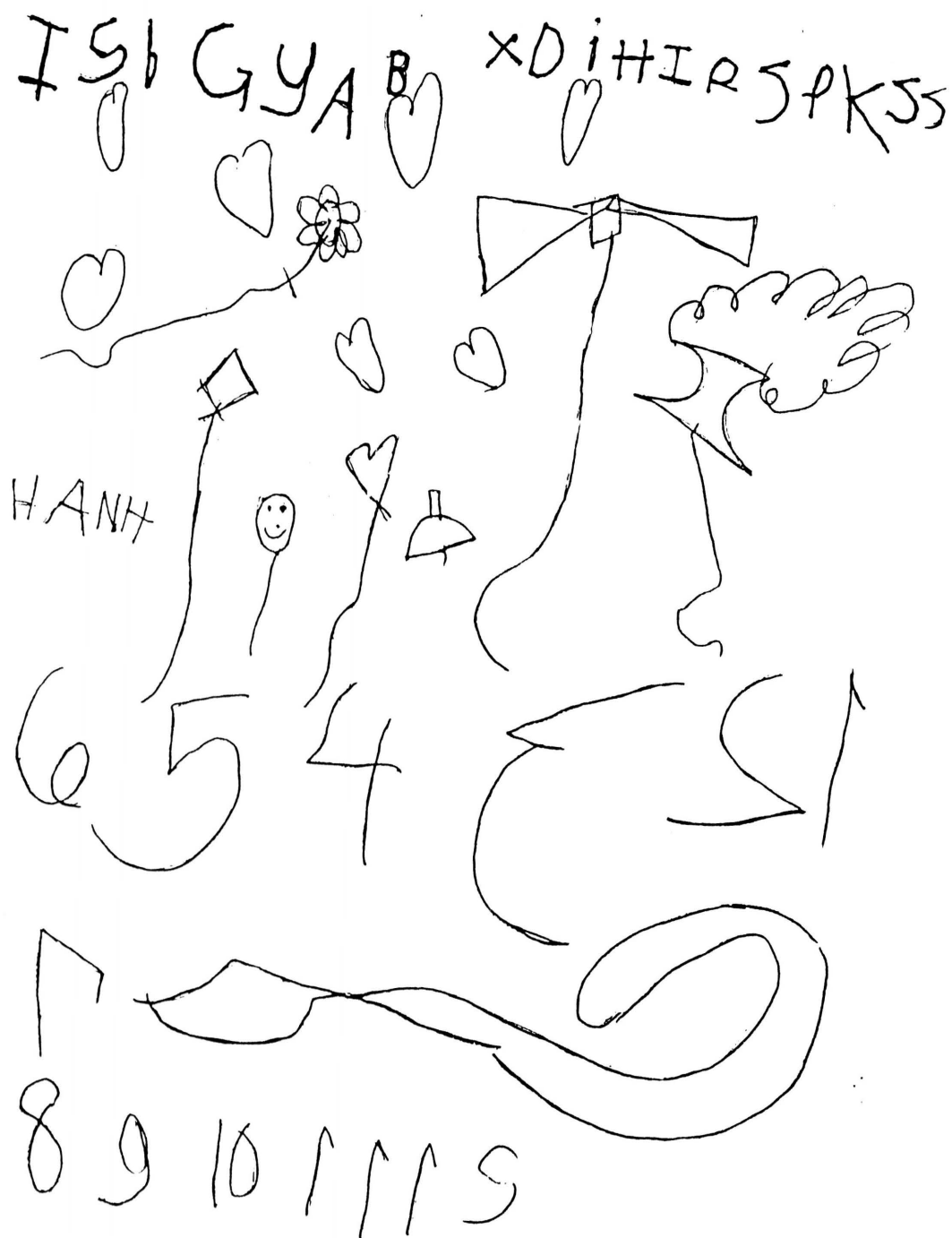
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 PTEK

h k p h i e d f e r a)
h a . v m l l v





Aklesia. Produced in observation session 12-8-87.



APPENDIX F

Audio Transcriptions from January 12, 1988

Name : A. E. Cogdell Date : 1-12-88
 Tape : 1-12-88, Side, B Video: #544-907
 Setting : Arkington I.S.D., Rankin Elementary School, PreK
 Cogdell, p.m class.

The children have come to the table to write. The rest of the class is in Dr. McGovern's classroom, which provides a distraction to this group.

Supplies : Paper and pencils.

Students at the table: Hanh, Carol, Kim, Daniel, Desiree, Aklesia.

Case study child : Hanh, #3.

Verbal	Nonverbal
Teacher : Here's Hanh's paper, over here, and here's Daniel, and Carol, and Aklesia....Aklesia, say your name, Aklesia, and Kim. Desiree, you need a chair, though, please....You'll make me feel more comfortable. Thank you. Today is.... What's today?	The children have come to the table to write. Desiree has a chair but she is standing at the table. The teacher does not know she has a chair.
Desiree : December.	Teacher asks the kids.
Teacher : Is it December? Anybody know the month?	
Desiree : March? No, no.	
Teacher : Nearly. Do you know what this month is? Don't know? January. Can you look over there and see the name of it? It's on the board, over there. It says, January, and today is one and two. What's that number?	January is on the board.
Desiree : Twelve.	Desiree goes to find the word January on the blackboard.
Teacher : Twelve. See, show her where January is. Do you know where the word, January is? It's up above the	Aklesia helps Desiree find the word, January.

thirteen.
 Oh, that girl is going
 to show us....
 That says Today.
 Way up on the
 blackboard.
 Yes, there it is!
 January!
 Good, smart girls.
 The twelveth.

Desiree : I have this in my locker.
 Teacher : What is that?
 Carol : I'm writing my name.
 Teacher : I'm writing my name!
 Carol : I'm getting sweat....
 Teacher : Well, when you sweat,
 Carol, what do you need
 to do? What do you need
 to do when you sweat?
 Can you all help her?
 Can you all help her?
 Can you all help her?

Desiree : I pull my sleeves up
 and take off my coat.

Teacher : You can put your
 sleeves up and take
 off your coat. Aklesia
 is writing her name.
 Hanh's got her name
 written down there.

Daniel : I'm making a ghost.
 A ghost.
 She's troubled.

Teacher : Yes, I think she's
 mad because she
 can't go, yet.

Desiree : I'm making a price S.
 Teacher : We'll go...
 Desiree : A price S.
 Teacher : What is that called?
 Desiree : A price S.
 Teacher : A price S.
 Carol : A price S.
 Dr. M : Is that a dollar sign?
 Teacher : Yes. In her name.
 Aklesia :
 Teacher : Why?
 Aklesia, is that all
 of your name? Is

Desiree finds the word.

Desiree finds Today
 printed, not January.

Aklesia knew the 12th.

Carol is hot.

Teacher asks all of the
 children the answer.
 What should she do?

Daniel looking at Kim.

Desiree made \$.

Laughs.

DE\$IREE.
 Inaudible language.

- that how you write
all of it?
Go look up on the
board and see if
that is how you
write it all.
Do you remember
where it is on
the board?
- Aklesia : Right there.
- Teacher : Where is it, Kim?
Can you write it
for her?
Can you write it on
your paper?
- Desiree : A....K....i.
- Teacher : Is this an i?
What is this?
No, it's not an i.
- Children : L....
- Children : E....S....I....A.
- Teacher : That's right.
It's a bunch of letters.
- Daniel : Teacher, do you know
what this is here?
- Teacher : What is it?
- Daniel : This is a monster.
- Teacher : Well, what does that
say, down there?
- Daniel : That I gott'a write....
a....daddy.
- Carol : I guess he really
means it.
- Teacher : What are you writing, Kim?
Are you writing her name?
Oh, Kim is writing
Aklesia's name.
- Daniel : It says....
- Teacher : Tell me what it says.
- Daniel : The monster going to
eat the daddy.
- Teacher : That's the first story
you've ever written.
The monster is going
to eat the daddy.
- Daniel : Here, teacher.
- Teacher : Are you through?
All right. Do you want
to do another one,
- The children have their
names and pictures on
the board.
- Points to her name.
- Asking Kim to print
Aklesia.
- The upper case i looks
like a lower case l.
The children read the
letter names together.
- Teacher points to the
printing on Daniel's
paper.
- Kim is writing Aklesia's
name on her paper.
- Daniel reads the story
in his reading voice.
- Daniel has finished his
first paper.

	or do you want to go?	
Daniel	: I'm going to do another one.	
Teacher	: All right. Get a piece of paper. Daniel, that's a good story. Do you think your daddy would like that story. Think he would?	Daniel smiles positively.
	Wait, you're not through. What does that say? What does that say? You've got to keep writing.	Kim gives her paper to the teacher. She has printed Aklesia.
	I want some more writing. What does that say? What's her name?	To Kim.
Kim	: Aklesia.	
Teacher	: All right. Where does it say, Aklesia. Where does it say it, Kim?	Teacher asking Kim.
Kim	: Aklesia.	
Teacher	: Where on the paper does it say Aklesia? Where is it? Tell me. There? Is that right, Aklesia?	Kim points to the name.
Aklesia	: The <u>A</u> is supposed to be here.	Aklesia points to the A. Aklesia knows the order of letters in her name.
Teacher	: She says the <u>A</u> is supposed to be there.	
Aklesia	: Then the <u>K</u> .	
Teacher	: Then the <u>K</u> . I like it. You're smart ladies. What does that say?	To Desiree.
Desiree	: It says the ghost is going to eat brother and daddy.	
Teacher	: Oh, my goodness. What does this say?	Points to words at the bottom of the page.
Desiree	: It says.... the ghost is going.... wait....where does that say....	Desiree starts reading and pointing again.
Teacher	: Where do you start reading?	
Desiree	: OK. It says the ghost....	

is going'ta eat the....
 my brother and my father.
 Teacher : Oh, my goodness.
 Is that a good story?
 Is that a scary story?
 I think so, too.
 Aklesia, write some more.
 Fill the paper up
 with writing.
 Child : The....
 Teacher : Very nice. You've never
 written that before.
 Can you write
 some more?
 Desiree : Here, here.
 Teacher : Thank you, are you
 through?
 Desiree : Yes.
 Teacher : All right.
 Desiree : I'm going to do
 another one.
 Teacher : Thank you.
 You're good writers.
 I can't believe
 you can write so well.
 Where did you learn
 to write?
 Desiree : I don't know.
 I just learned.
 Teacher : Where did you learn
 to write?
 Aklesia, where did
 you learn to write?
 Daniel : You think.
 We think in our minds
 and our brains.
 Teacher : We think in our minds
 and our brains.
 Is that how you
 learned it?
 Desiree : Yea. That's how
 we learned.
 Teacher : It is really how you
 learned it.
 You think about it.
 That's nice.
 Can you do some more
 of this?
 Can you write

She nods, yes.
 Desiree has never seen
 her brother or her
 father.

 Gives her paper to the
 teacher.

 Asking the children.

 To Aklesia.

your sister's name?
 Desiree : When I was a baby
 I used to scribble.
 When I was a baby
 I used to write
 pretty things.
 Teacher : You did?
 Aklesia : My mommy showed me.
 Desiree : When I was a baby. The teacher is talking
 Teacher : Now write your Mama's name. to Kim. The other
 Can you write her name? children are talking.
 Can you write, Rosie?
 Desiree : Rosie..
 Teacher : That's her brother....
 Oh....
 What is she writing,
 down here....
 Desiree : Rosie is my aunt.
 Teacher : Is Rosie her aunt? To Kim.
 Daniel : Do you see what
 this is?
 A ghost.
 Desiree : No, another Rosie.
 Daniel : Here's a ghost.
 Teacher : Another Rosie.
 I like that.
 Daniel : This is a goat.
 Teacher : A goat? To Daniel.
 Daniel : The goat is going to
 eat the ghost.
 Teacher : The goat is going to
 eat the ghost. Teacher laughs.
 Hanh is writing a
 sentence and she's.... Aklesia printed some
 Oh, look she did, too. letters on her paper.
 That's the first time
 you have and Hanh, too. Aklesia laughs.
 What does that say? To Aklesia.
 Aklesia : My sister name.
 Teacher : That's your sister's name.
 I like that.
 Are you through, Kim?
 I think you are.
 I've got to find
 out what this
 story says. Hanh doesn't talk.
 Are you through, Carol?
 Put some words on there. Carol starts to print
 All right. Here come letters on her paper.

the words.
 Tell me what that says? To Carol.
 Carol : Inaudibly reads the story.
 Teacher : Very nice.
 Thank you, Kim.
 Desiree : A hairy monster....
 a hairy
 monster....It says....
 Daniel : Inaudible language.
 Desiree : It says, a hairy Carol talks to the
 monster is crying teacher.
 because a bad monster
 got killed.
 Me and my mama.
 Teacher : Come over here.
 What does this
 say, Daniel?
 Desiree : And my grandma....
 Teacher : What does that say? To Daniel.
 Daniel : The goat is going
 to eat the ghost.
 Desiree : Here's the bad guy.
 Teacher : The goat is going
 to eat the ghost.
 OK. Thank you.
 Desiree : Here the bad ghost....
 Bad ghost....
 bad ghost....
 Teacher : All right.
 Desiree : And Mema's killed.
 Teacher : Oh, my.
 Desiree : I'm keeping this one.
 Teacher : All right.
 Put it in your pocket.
 Desiree : I don't have a pocket.
 Teacher : All right. Here's
 Hanh's story.
 Tell it to me Hanh.
 All right. Hanh doesn't talk.
 Carol : Monsters was....
 Teacher : Can you point to it?
 Put it down and point
 to it as you read?
 Carol : A....came to a pot to....
 to....cook the brother
 and the mama....
 and the monster came
 to the pot.
 Teacher : Oh, that's nice.

Where does it end?
 Can you tell me
 where it ends?
 Where did you start
 reading?
 Right there?
 And where did you
 stop reading?
 Very nice.
 Right there? OK.
 Are you ready?
 Are you through?
 Carol : I'm through.
 Teacher : OK. Thank you, Carol.
 Hanh, are you through?
 You've got little
 packages, here.
 Did you have packages?
 Are those presents?
 Now, tell me the story,
 again.
 Tell me the story,
 again. Hanh, tell me
 the story.
 Tell me the story about
 the picture.
 Hanh : It's a picture of
 the Santa Claus.
 Teacher : It is?
 And what's he doing?
 Hanh : Bring the toys.
 Teacher : Did he?
 Did he bring you
 some toys?
 Did he?
 What does this say?
 What does it say?
 Hanh : It says the girl
 is bringing the box.
 Teacher : The girl is bringing
 the box.
 That's very good.
 Where do you start
 reading?
 Hanh, where did you
 start reading?
 Down there?
 Where do you
 stop reading?

Carol doesn't know what
 the teacher is asking her
 to do. She points to some
 letters.
 Carol points to letters.

Carol points to the same
 letters.

To Hanh.

Looking at the picture.

Hanh smiles.

Hanh does not point to
 the words.

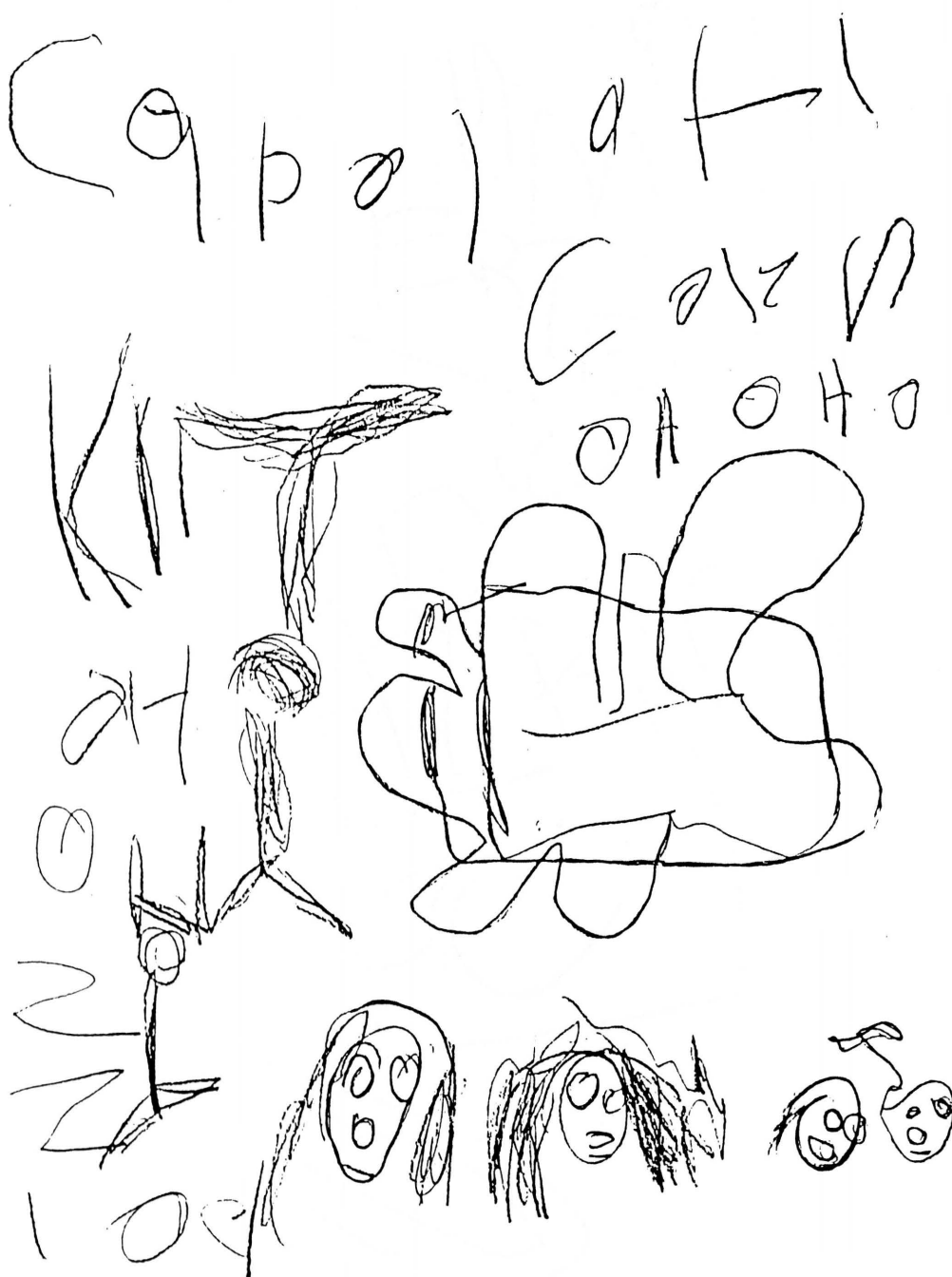
Hanh points to letters.

Where's the last
thing you read?
Right there? The t?
What does that say?

Hanh points to the last
letter on the page.

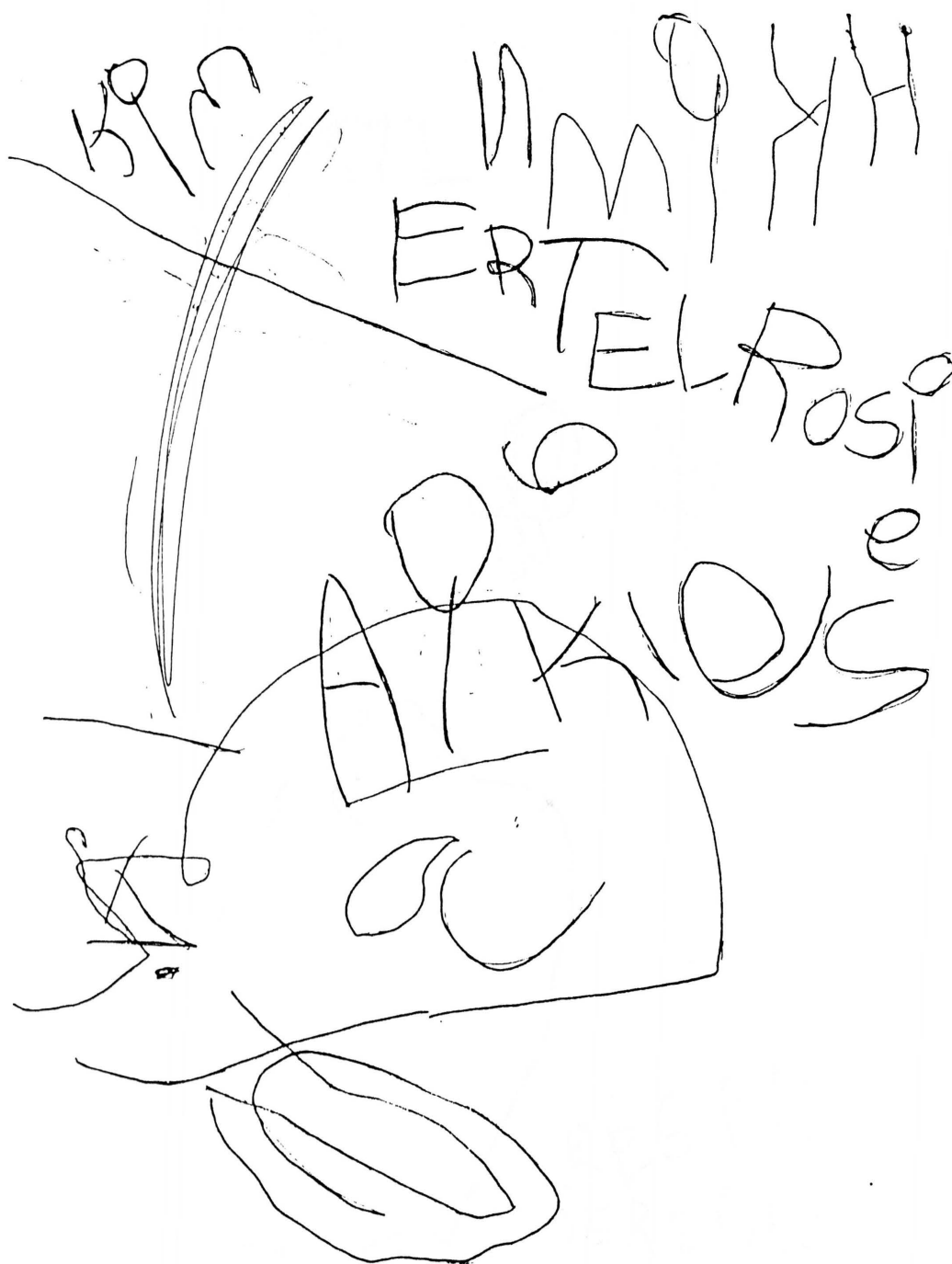
Hanh : It says the end
of the story.

Teacher : The end of the story.
Thank you.



Carol.

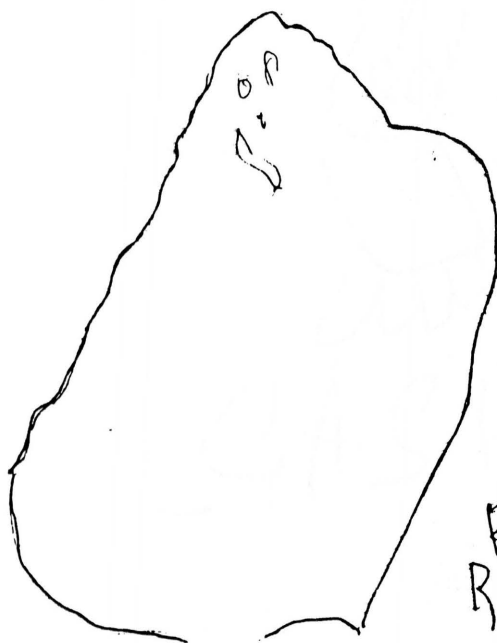
Produced in observation session 1-12-88.



Kim.

Produced in observation session 1-12-88.

DESIREE
\$IRPSTL



RESIR
REREORI

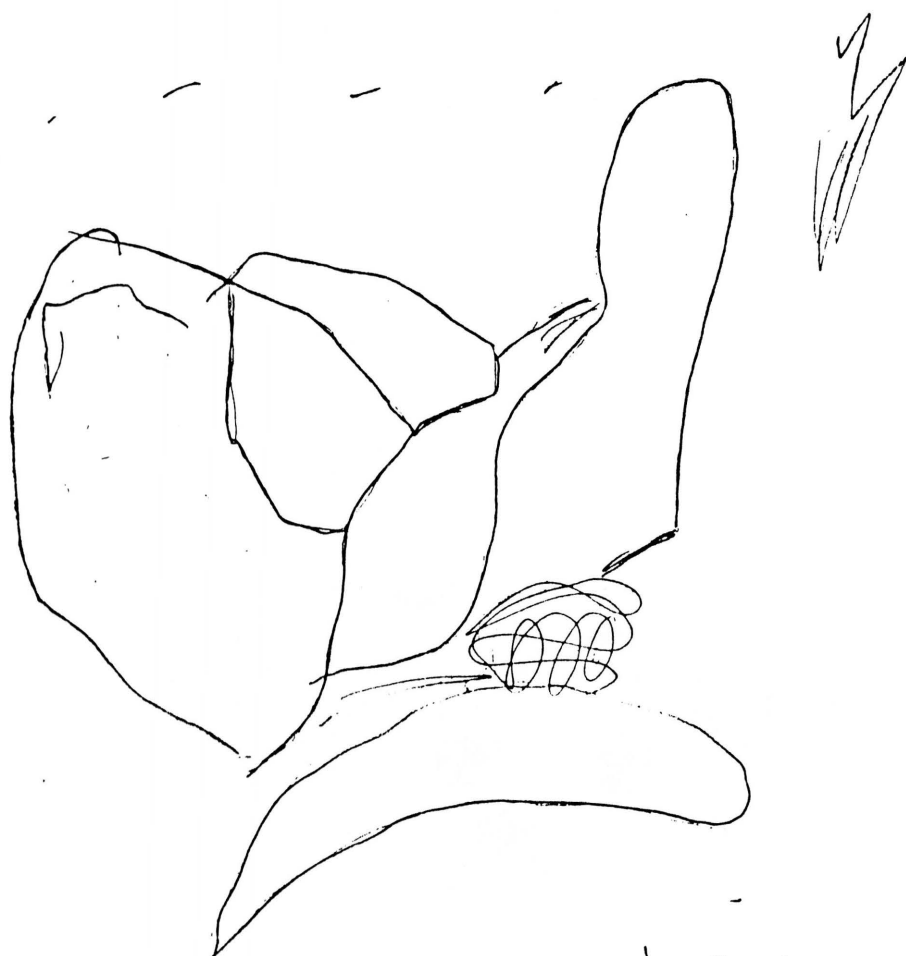
Desiree. Produced in observation session 1-12-88.

Danielle



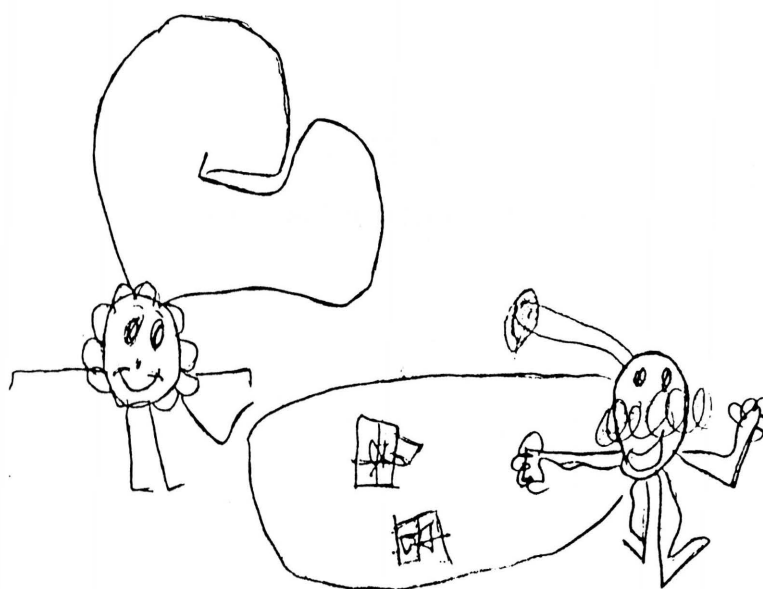
REASI

AK 291219



2+EF DDAH

HANH



TSX i HMie soo tde

Hanh.

Produced in observation session 1-12-88.

APPENDIX G

Audio Transcriptions from February 23, 1988

Name : A. E. Cogdell Date : 2-23-88
 Tape : 2-23-88 Side, B Video : #1156-1427
 Setting : Arlington I.S.D., Rankin Elementary School, p.m. PreK class.

The children have come to the writing center. No special task is given to the children. They may leave the center when they feel they have finished writing.

Supplies : Paper and pencils.

Students at the table: Kim, Carol, Hanh, Daniel, Desiree and Aklesia.

Case study child: Aklesia

Verbal	Nonverbal
Teacher : Write something wonderful so you can show your mom and dad tonight.	Today was school open house evening.
Desiree : It disappears.	
Teacher : It disappears?	
Hanh : I need that.	
I have some and I need another.	Hanh was looking over the supplies on the table.
Desiree : Um....	
Aklesia : Aaaa....	
Teacher : Her mother says she has to draw her name little.	
Kim :that pencil....	
Teacher : No, we just sat down.	
Kim :that white pencil....	Kim gets the white pencil.
Teacher : You certainly may.	All talking at once.
Children :	
Hanh : I have a....I have a....	
My sister have a sticker....	
four, five, six stickers. Ten.	
Teacher : Six stickers?	
What are they about?	
Hanh : Kitty cat....	
Aklesia : I'm going to write....	
Hanh : Have a kitty cat.	The cat was a sticker.
Teacher : Do you have a kitty cat?	
Aklesia : I have a dog.	
I have a dog.	

Teacher : You have a dog?
 Aklesia : Puppy.
 Teacher : What's his name?
 Aklesia : Lady.
 Teacher : Lady.
 Daniel : Do you know my
 dog's name?
 Teacher : What?
 Daniel : Charlie.
 Teacher : Charlie?
 She says she's got a cat. Hanh has a cat sticker at
 Hanh : Cat stickers! home.
 Daniel : Just like Charlie Brown.
 Teacher : Pardon?
 Hanh : No, cat stickers.
 Teacher : A cat sticker.
 Daniel : And we sold boots
 and we got a new dog
 named Charlie.
 Teacher : Two dogs?
 Boots and Charlie?
 Daniel : Charlie's gone and
 now I got Boots.
 Aklesia : My name. Aklesia printed her name.
 Daniel : Teacher, look what
 I drew.
 Teacher : I didn't know you
 brought that over here.
 What do you think
 it says?
 Hanh : He draw that and I
 draw this.
 Daniel :say....
 Teacher : Look, she's done a whole
 sentence, here. Good.
 Daniel : This....this....
 Teacher, I'll tell you
 what is. It's
 the same thing this is.
 Teacher : What does it say, though?
 Daniel : Nothing.
 Teacher : I'll bet it does
 say something.
 Kids have been saying
 it says something.
 Daniel : Here what my name is.
 Teacher : What does it say, Hanh?

Daniel has copied the
 card.
 The New Years card is
 printed in Chinese print.
 It gives some kind of
 good greeting to the
 holder of the card.

Aklesia	:	Let me see....	Showing Aklesia the card.
Teacher	:	Can you read it? It's in Chinese. What does it say?	
Hanh	:	Inaudible language.
Teacher	:	Can you? What would you like for it to say, Daniel? What would you like for it to say?	Daniel doesn't answer.
Daniel	: right now....	Inaudible language.
Teacher	:	Wish I were going to Disney Land right now?	
Hanh	:	I have a sticker....	
Teacher	:	Desiree, write a sentence down here.	
Hanh	:	I have a sticker....	
Carol	:	All kinds of kids like to go to Disney Land.	
Teacher	:	Oh, look. She's got writing, too. Yes, Hanh?	
Hanh	:	Inaudible language.
Teacher	:	Please write it on your paper so I can see it. I don't mind you hopping up to go and see it on the board but....	To Aklesia.
Aklesia	:	You're going to want it.	
Teacher	:	Yea. Write it on your paper. Oh, look. Kim that's so wonderful.	
Aklesia	:	I can look at it when I want to.	
Teacher	:	You're hands are strong. They can draw really well. What tells your hands what to draw? What tells your hands what to	To Kim.

draw?

Kim : I know it.

Teacher : You know it?

Kim : In my head.

Teacher : You know it in
your head?
How do you get
information
in your head?

Kim : Because I can
write it.

Teacher : Because you can
write it.
That's right.

Kim : I think it.
Do you want me
to read it?

Teacher : Yes, I want you
to read it.

Kim : Inaudible language.

Daniel : Do you know what
this says? Kim is still reading.

Teacher : Wonderful.

Daniel : Teacher, do you
know what this says?

Kim : Copy it off.

Teacher : Going to make
a copy of it.
Wait, let Desiree.
She's finished.
Read yours.

Desiree : I heard a big noise.
It was
my Mom and my Mema.

Teacher : Very nice.
The top will have to be
put on the sand, if you
throw it out. Just
remember that, please.
Desiree, that's wonderful.
You're mother will be so
pleased. I keep this one.
Would you like to do
another one or would
you....off you go?

Kim : I want to copy it.

Desiree : I'm going to do three.

Desiree is going to read
her story to the group.

Desiree is using a
bookish reading way
to say the words.

Teacher talking to the
children at the sand
table.

Two for you and
one for me.

Aklesia : Whoooo....

Teacher : All right.
Oh, my lands, look.
She's got three lines.
Oh, Carol, read
it for me.

Desiree : Four.

Teacher : Four. All right.
All right.
Carol, read us the story.
Oh, you're not through?
She's not through with
the story. My goodness.
Daniel's got a story.

Hanh : Aunt Terry and
an elephant.

Teacher : That's so nice.
Is this your
story, right up here?
Can you read it to me?

Aklesia : Mother says,
where's my baby is?

Teacher : That's nice.
Mother said, where
my baby is.
What is this going
to say? Down here?

Aklesia : That's a street.

Teacher : It's a street? Oh.

Kim : Here.

Teacher : Thank you, Kim.
Thank you.
Do you want to go
off and....

Aklesia : She needs to get
another one.

Teacher : Or would you like
to stay here?
Yes. You've got
to get your
own paper.

Carol : I can read this.

Teacher : All right.

Carol : A ghost came to my
house and scared.

Drawing lines.

Hanh has three lines of
printing.

Desiree has four papers.

Teacher to Aklesia.

Teacher pointing to
print.

Carol's print and picture
compose a whole idea.

Teacher : Oh, Carol.
Can you put your
name on there,
please.
So I'll know.
Is that the ghost
and that's you?
Desiree, do you
want to keep
that paper?

Aklesia : You can keep it.

Teacher : Thank you.

Desiree : I'm going to give
you two.

Teacher : All right.
You might save one.
Thank you, Aklesia.
Ha....Look, she's
got lots and
so does Daniel.

Daniel : Teacher, do you
know what this is?

Teacher : Thank you.

Daniel : Do you know what....

Teacher : No, what does it say?

Daniel : This castle is....

Teacher : No.

Daniel : This is the castle
and this is
a man coming out
and this is
Mickey Mouse....
is there.
It's a castle.

Teacher : Have you been to
Disney Land?

Daniel : Not yet!

Kim : I did. Last time.

Daniel : I'm going to.

Teacher : How did you know
there was a castle?

Kim : I....Last time I did....

Daniel : Because I saw it on TV.

Kim : Last time I go on
Disney Land. I saw it
and I get in there
and Daddy said can

Teacher laughs.

I go in Disney Land
 and Daddy said, yes.
 Daniel : This is Daniel coming
 out with Mouse.
 Teacher : Did you....
 Oh, that's so nice.
 Kim, did you drive
 to Disney
 Land or did you fly?
 Kim : Fly.
 Teacher : Oh, Daniel...
 Daniel : There's some more paper.
 Teacher : Good. You need to be
 able to get your own
 paper. Bring us
 some more.
 Daniel : Oh, she's brings us
 some more.
 Teacher : Oh, my. I think she
 got a lot.
 Daniel : She does.
 Teacher : Well, we have to be
 careful with it.
 Use it well.
 Look at this!
 Look at all of those....
 Do you still know how
 to write Daniel Miller?
 You've forgotten how to
 write Daniel Miller?
 You wrote Robert, too.
 When you first came.
 Bobby.
 Carol : Minney Mouse have
 flowers on her dress.
 Teacher : Does she? I thought
 she had spots on there.
 Carol : I mean she has stripes,
 too.
 Hanh : I see a Mickey Mouse
 on a book.
 Teacher : On your book?
 Would you read
 this to me, please?
 What would you like
 for this to say?
 Carol : Maybe it's her ABC's?

Kim's mom said that they
 had never gone to Disney
 Land.

Teacher talks to Daniel.
 Two children are pulling
 the last sheet of paper.

Desiree gets lots of
 paper.

Hanh has filled up her
 paper

Teacher asks Daniel a
 question.

To Hanh.

- Teacher : Maybe it's her ABC's?
That's a good guess,
Carol.
- Daniel : That's not my
brother's name.
That's my name.
- Teacher : Oh, Daniel, yes.
Can you write your
sister's name?
- Kim : Oh, oh.
She.....she play the page.
- Daniel : Sherie.....Sherie.....
Sherie's name?
- Teacher : Uh huh.
- Daniel : She got a that name. Pointing to a letter.
- Teacher : Does she?
- Daniel : But I don't know
what else.....
in her name.
- Teacher : I don't know how
to write her name.
- Daniel : I don't either.
- Teacher : How do you learn how?
- Daniel : She gets a long one.
Longer than my
brothers and
longer than mine.
- Teacher : Is it?
- Daniel : Sherie.
- Teacher : How do you.....
How do you
find out how to
write it?
- Daniel : Aunt Winnie write
it on Sherie's paper.
Sherie's got some candy.
- Teacher : Come write?
Come sit down and get a
piece of paper and get
going. Oh....Viet, do you
want to come start writing?
Do you want to come start?
Come write....come draw a
picture and write a story.
Viet knows how to
do this really well.
- Hanh shakes her head, no.
- Katrina joins the group
at the table.
Viet comes and joins the
group at the table.

Now, Hanh, finish up.
 Katrina : I messed up on an I.
 Teacher : Kim, do I have
 your paper?
 Katrina : Or you can make
 this like an A.
 You can make this
 like an A.
 Teacher : Yes, you can.
 Now read this to me.
 Katrina : Another different
 A like this.
 Teacher : Can you read this
 to me.
 Katrina : This she can make.
 Teacher : Do you know what
 that's called?
 Katrina : What? A.
 Daniel : Teacher, do you
 know what this is?
 Teacher, look what
 the rest letters
 says? Do you know
 what the letter
 says?
 Teacher : Beautiful.
 Where did you start.
 I wasn't listening
 when you started off.
 Wait, wait,
 Daniel. Where did
 you start reading?
 And where did you end
 your reading?
 Where did you stop?
 The last one?
 Down there?
 Daniel : Teacher, do you
 want this?
 Teacher : No.
 It used to have
 Daniel and
 Robert on it.
 Daniel : The ghost was
 coming to Daniel's
 house and....
 I killed him.

Katrina has printed an
 upper case A and a
 lower case A.
 Teacher wants Hanh to
 read.

Hanh reads her story
 quietly

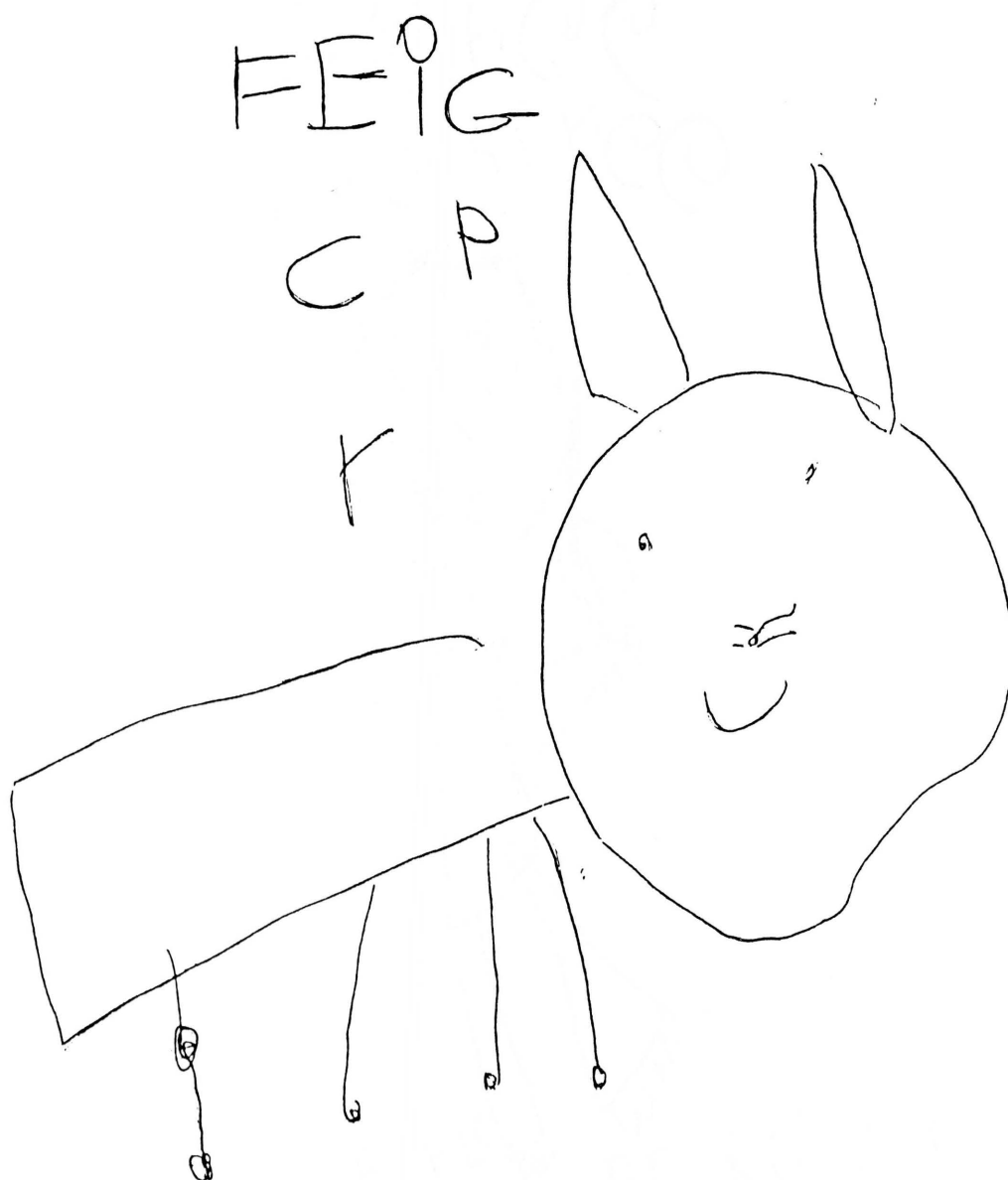
Daniel points to the top.

Daniel points to the
 bottom.
 Daniel wants to give the
 teacher another paper.



Carol.

Produced in observation session 2-23-88.



Kim.

Produced in observation session 2-23-88.

DESI HOO
desi HOO

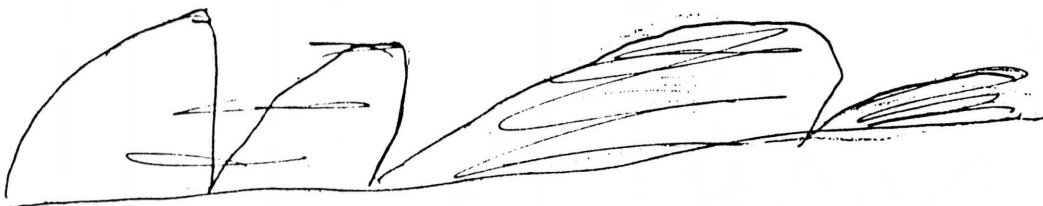
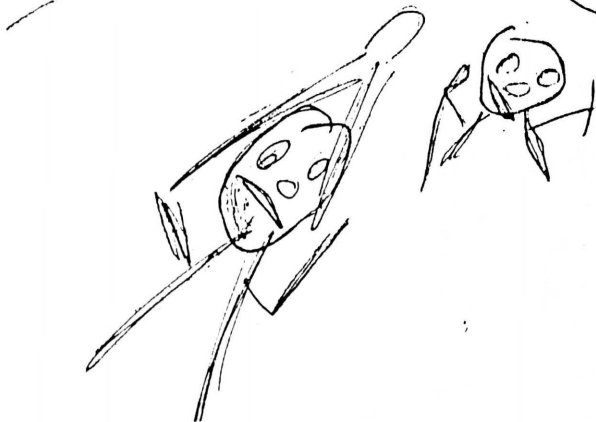


DEE FLA DR RE /a
I RER EDERE R



Daniel. Produced in observation session 2-23-88.

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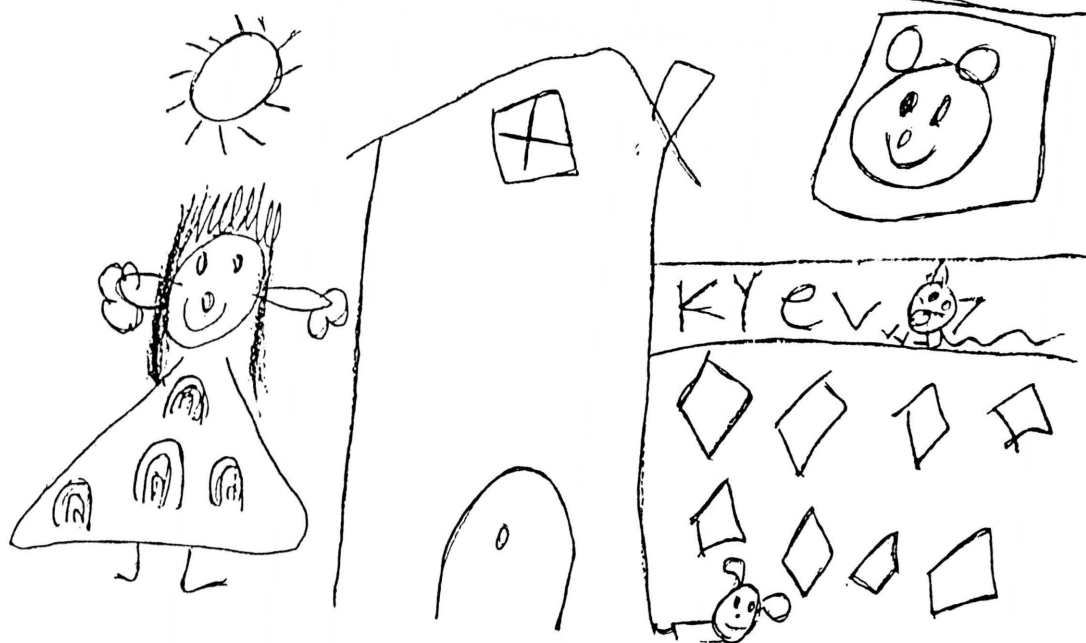


SKA

HANH

240

OKHJEGMGFS
+NSBI EGDJ T
EKMS + JEPVM
+HKII JEFSQ



Hanh.

Produced in observation session 2-23-88.

APPENDIX H

Audio Transcriptions from March 29, 1988

Name : A. E. Cogdell Date : 3-29-88
 Tape : 3-29-88 Side, B Video : #1000-1328
 Setting : Arlington I.S.D., Rankin Elementary School, p.m. PreK class.

The children have come to the writing center. No special task is given to the children. They may leave the center when they feel they have finished writing.

Supplies : Paper and pencils.

Students at the table: Carol, Hanh, Desiree, Aklesia and Daniel. Kim was absent this day.

Case study child: Desiree

Verbal	Nonverbal
Teacher : Oh, I think it's enough. Carol you come sit over there.	The children are coming to the table.
Aklesia : No, that's not new. My mama bought me at K Mart.	The teacher asked Aklesia about her dress.
Teacher : She did?	
Aklesia : Yes.	
Daniel : There's the trash man.	Daniel sees a trash truck outside the window.
Aklesia : Trash man.	
Teacher : Sure is.	
Aklesia : It don't look like.	
Teacher : It doesn't look like your trash man?	
Aklesia : No.	
Teacher : Looks like mine. It does. Do you have one that goes by and looks like that?	Hanh laughs. Children smile.
Aklesia : No.	
Daniel : Yes.	
Teacher : Me too. What were you writing, over there? Carol has already made a book.	To Carol.
Carol : I made a letter book.	
Teacher : OK. How did you put your book together, Carol?	
Carol : Stapled it.	
Teacher : Uh huh. She stapled it together.	The children have looked

When you're through, let
 me have my list back.
 Aklesia : I want this page.
 I want that. Do you
 have that one?
 Teacher : No....What is that,
 even?
 What is it?
 Aklesia : Happy faces and stars.
 Teacher : Yes. That's by groups
 and you are this group.
 What group are you in?
 Aklesia : Flowers.
 Teacher : The flowers.
 Somebody is missing
 in the flowers.
 Aklesia : Kim.
 Teacher : Kim.
 Kim is absent.
 Aklesia : Let me see.
 Teacher : You do. What are you
 going to do with that?
 What are you going to
 do with that?
 What are those?
 Aklesia : Happy face.
 Teacher : What are these things?
 What are those things?
 Do you know what
 that is?
 Do you know what
 those are?
 Carol : Someone?
 Teacher : Someone!
 Desiree : Names.
 Teacher : Names.
 We call those names....
 These are the names
 of the children in the
 morning and these are
 the names of the
 children in the
 afternoon.
 Aklesia : Aklesia.
 Teacher : Uh huh.
 Aklesia : Desiree.
 Teacher : Who's that one?
K.I.M.
 Carol : Kim.

at the list of children
 in the different groups.
 They are the flower group
 She wants the list.

Pointing to the flowers.

Aklesia wants to look at
 the list of names. She
 takes it from the teacher

Teacher pointing to the
 names on the list.

Asking all the children.

Reading the names on the
 list.

Asking her to read a name
 Teacher spells the name.

Teacher : H.A.N.H.
 Who is H.A.N.H?
 Aklesia : Desiree?
 Hanh.
 Teacher : C.A.R.O.L.
C.A.R.O.L.
 Who's that?
 Aklesia : Desiree?
 Teacher : Are you Carol?
 Desiree.
 She says, no.
 Who's C.A.R.O.L?
 Are you C.A.R.O.L?
 Aklesia : Carol.
 Teacher : Yes.
 Who's this last one,
 down here?
 Aklesia : Desiree?
 Teacher : Let's see.
 Is that Desiree?
 Carol : Uh huh. Daniel.
 Desiree : That's Desiree.
 Teacher : How did you know
 that was
 Daniel, Carol?
 Desiree : D.E.S.I.R.E.E.
 Teacher : How did you know
 that wasn't Desiree?
 Carol : I've seen that name
 on it.
 Teacher : That's his name.
 He's got
 Aklesia : What's Douglas?
 Daniel : I can see Douglas.
 Aklesia : Who's that?
 Teacher : That's the
 morning class.
 Hanh : Laughs.
 Teacher : He was in a bad
 mood today.
 Aklesia : That one?
 Teacher : Charles was.
 Desiree : He better not be
 a smiley face, then.
 Teacher : We have two
 groups of flowers.
 A morning group
 flower and an
 afternoon

Spelling Hanh's name.
 Hanh puts her hand up in
 the air.

Teacher spells Carol.
 Carol puts her hand up.
 Most of the children know
 each other's names.
 Teacher looking at

Looking at Daniel.

Reading the last name on
 the list.

She spells her name.

Looking at Daniel's paper
 it right there.

Looking for Douglas'
 name on the paper.
 That's a boy named
 Charles.

Making a joke.

Carol : group flower.
 Carol : He always be
 in a bad mood.
 Teacher : Who?
 Do you know Charles?
 How do you know
 Charles?
 Aklesia : Who's this?
 Who's this?
 I can write my name.
 Carol : At summer school.
 Teacher : Oh, yes.
 Aklesia : I can write my name.
 Teacher : Well, you write it
 without that.
 Did you know Charles
 for summer school?
 Was he in a bad
 mood then?
 Well, he isn't always
 in a bad mood here.
 Desiree : M....I....S....
 Teacher : I think she has got
 a cheer leader, there!
 Who is that?
 Pony tail?
 Look at Hanh's pony
 tails on that.
 Who is this little
 person, Hanh?
 With a C on it?
 With a moon?
 Who is that?
 Desiree : Is that an A?
 Teacher : Yes. It's a lower case a.
 You wrote an upper case A.
 Did you know that?
 Did you mean to do that?
 I think so.
 Do you know
 what that is?
 Desiree : H.
 Teacher : Right.
 How did you learn those?
 You told me how you
 learned the colors by
 looking at the shower
 curtain in the bathroom
 with your mother....

Asking Carol.
 Puts the paper away.
 Teacher looking at
 Hanh's paper.
 Hanh does not answer the
 teacher's question.
 Desiree is copying a
 name, Misbah. The A was
 printed in lower case.
 Shakes her head, yes.
 The teacher asks Desiree
 if she knows the name of
 the letter she has just
 copied.

She helped you....
 Aklesia : Mrs. Cogdell....
 Mrs. Cogdell....
 Teacher : How did you learn
 your letters?
 Desiree : With my Mom and Mema.
 Teacher : Do they help you? She nods, yes.
 How do they help you?
 Desiree : They....They talk....
 Teacher : What do they do?
 Desiree : They write it first.
 Teacher : They do? Do they
 write things for you?
 Desiree : Yea. Then I write it
 next.
 Teacher : What kind of things
 do they write?
 Desiree : Letters and numbers.
 Teacher : Well, write some
 numbers.
 Carol : Yea. That's what my
 mommy did.
 Teacher : Did they do that? To Carol.
 Did they write it
 first and you copy it?
 Desiree : One, two....
 Teacher : Who wrote that one
 for you?
 Desiree : Three....Mema.
 Teacher : Did she?
 That's grandma?
 Do you know how
 old she is?
 How old Mema is?
 Desiree : No, I....I....I keep
 thinking she's
 31 but she's not.
 Teacher : Why do you think
 she's not?
 Desiree : Because she said so. Teacher laughs.
 Teacher : That's a good reason.
 Did she tell you
 how old she was?
 Desiree : Yea. But I forget.
 Teacher : Oh. It's easy
 to forget.
 I forget....
 Desiree : Mema teached me
 that five.

Teacher : All right, Mema.
 She's a good grandma.
 Now look. Daniel's
 got his whole page
 filled up with letters.
 Daniel, can you read
 that story to us?
 Can you read it
 to us?

Daniel : I got to write
 something right here.

Desiree : Why did you take the
 numbers off?

Teacher : Pardon?

Desiree : Why did you take the
 the numbers off the
 wall?

Teacher : Off of what? Oh!
 They fell off.
 They just fell off
 the board. And I took
 them off.

Carol : And gave them to us.

Teacher : Yea. They're curled
 up down there
 on the floor.
 We got a new list
 of them.
 Carol, you had a story
 there and a picture,
 before you covered it
 up, what does it say
 up there?

Carol : Do not get a policeman
 when you're....

Teacher : Do not get a policeman
 when you're....?

Carol : Dumped.

Teacher : Say it, again?

Carol : Doded.

Teacher : Doded? What does that
 mean?

Are the policeman our
 friends? When shouldn't
 you get a policeman?
 Maybe when you don't
 need one. Have you ever
 met a policeman?
 We should have gotten

Desiree wants to know
 why the numbers are down
 in our room.

Carol nods, yes.

Dr. McGovern's
 husband in here.
 Dr. McGovern's
 husband is a policeman.
 Is that a picture
 of you in that picture?
 Who is it?
 Carol :
 Teacher : Is she scared of
 policemen?
 They are our helpers.
 Oh, look at all
 of this writing.
 Desiree : My mom's 30.
 Carol : My daddy's not.
 Desiree : My mom's 30.
 Teacher : Your daddy's not?
 Carol : I have two daddies.
 Teacher : Two of them?
 How'd you get two?
 Carol : The other one ran
 away so we got another
 one.
 Teacher : All right.
 Is this one nice?
 Do you like this one?
 No? Yes?
 Carol : The daddy who ranned
 away, he picks me up.
 Teacher : Oh, you still see him?
 Oh, that's good.
 Carol : Then the next morning he
 will take me back
 to my house.
 Teacher : He's your real daddy?
 Well, that's very nice.
 He still loves you.
 You're his little
 girl.
 Look at Aklesia's.
 All of her names.
 Daniel's got
 a whole page full.
 Isn't that wonderful?
 Can you read it?
 What does it say?
 Daniel : Little boy finds
 some orange
 pieces and he want

Teacher asking Carol.

Inaudible language.

Carol makes no answer.

to get a whole
 bunch of pieces for
 his friends.
 Teacher : All right....
 Daniel : Here's the little boy.
 Teacher : That's a wonderful story!
 Daniel : He's playing.
 Teacher : Can you put your name
 on that?
 All right?
 Daniel : Here's the little boy.
 Teacher : That's a wonderful
 story....
 Daniel : He's playing.
 Teacher : Did you put your
 name on that?
 Go when you're
 through...
 Go to center time.
 Aklesia, read yours.
 Daniel : Mine is on here. Points to his name on the
 Teacher : Where is it? paper.
 All right.
 Right down in the
 middle of the story.
 Daniel : You can keep it.
 Teacher : Thank you.
 Do you want to go
 in the other
 room, now?
 Daniel : Yea. Daniel leaves the table.
 Desiree : I write mine so
 I can keep.
 Teacher : All right.
 That's a good plan.
 Read yours.
 Carol : I'll get a whole
 story.
 Desiree : Let me copy.
 Aklesia : My....my....my....
 going to the
 restaurant....
 at home....and you
 can go there...
 Teacher : That's nice! Aklesia does not know
 Where did you start what the teacher asked.
 reading?
 Can you show me
 where you started?

Do you know where you
 started reading?
 On the paper?
 Look at Daniel writing.
 He's got cursive, over
 there. Got cursive.
 Now, Hanh, what have
 you said, over here?
 Daniel, that's wonderful.
 I like it.
 That looks like
 your mama's hand writing.
 Daddies (hand writing).
 Aklesia : Can the kids go in there? Aklesia wants to go to
 Teacher : If you like. centers in the other room
 Hanh, what does
 that say?
 What do you want
 it to say?
 Well, read yours to me. To Desiree.
 You can read yours.
 Desiree : Mish..... Reading the name, Misbah.
 Teacher : Well, what does this say? Pointing to the numbers.
 Desiree : Numbers.
 Teacher : What does this say? Desiree could not read
 Desiree : Something that you the name she copied.
 wrote down.
 Teacher : It's the name of a person.
 Misbah.
 What does this say? Pointing to her name.
 Desiree : Desiree.
 Teacher : What does this say? Pointing to the name,
 Do you have two of Misbah.
 those on the paper?
 Desiree : Where did I
 found that out?
 Teacher : I don't know.
 Why are you back?
 Why didn't you stay
 in there?
 Carol : This is finished.
 Teacher : OK. Hanh, tell me
 what you've
 said. That's her name.
 Tell me what this
 says. Hanh!
 What does your's say? Aklesia came back from
 the room with centers.
 She came back to the
 writing table.
 Hanh : Reads inaudibly.
 Teacher : Do you write stories

like that at home?

With your daddy?

Do you?

No answer.

They're very nice.

Do you read stories like
that to your sister?

Brother?

No answer.

Carol : OK. I'm finished.

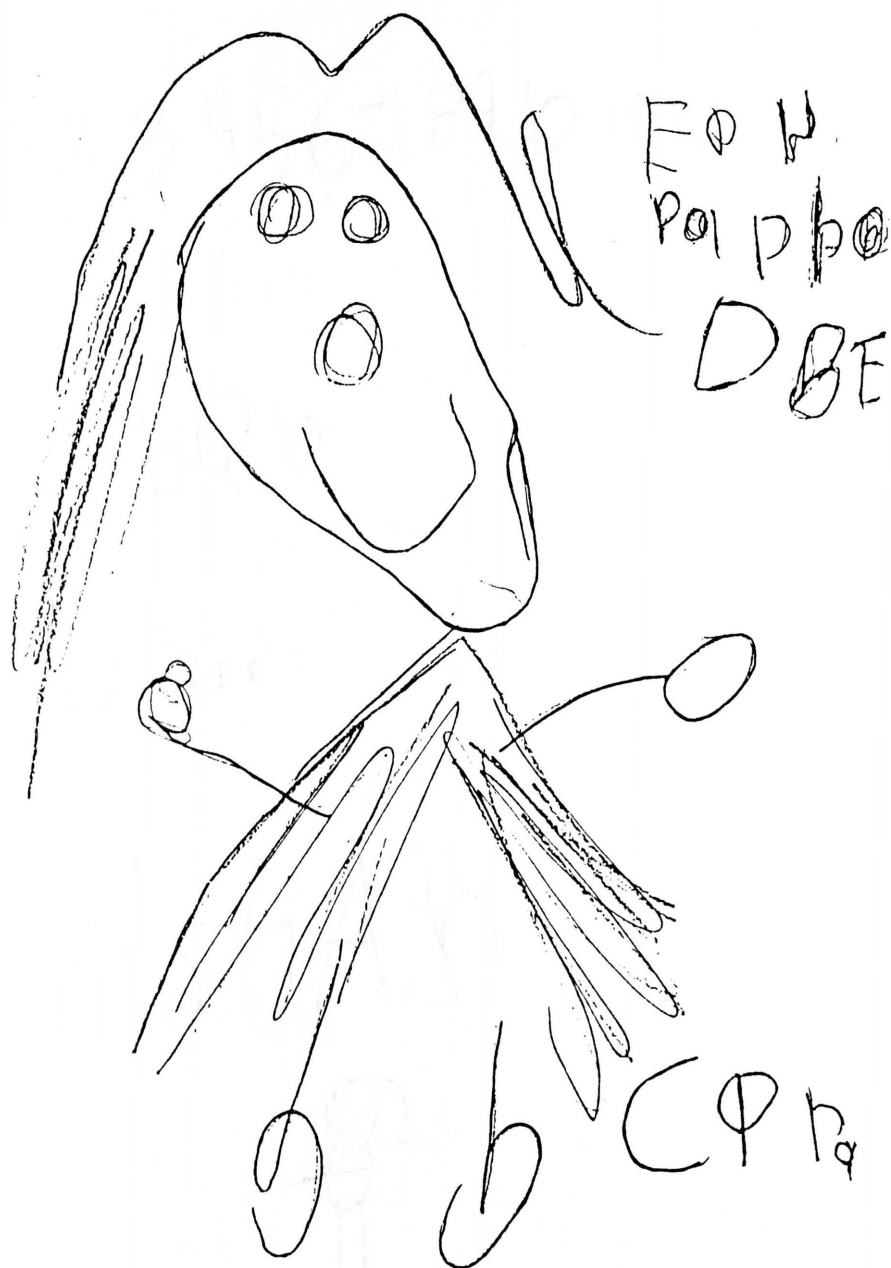
Aklesia : Finished?

Carol looks through
her papers before
leaving the table.

Teacher : Carol, do I have one of
yours? May I have one?
Please, I don't believe
I have it. May I have
one of your papers?
The first one you did.
Is that the first one?
Yes, but you'd better
put your name on that.

Aklesia : I putted my name.

Teacher : Thank you very much.



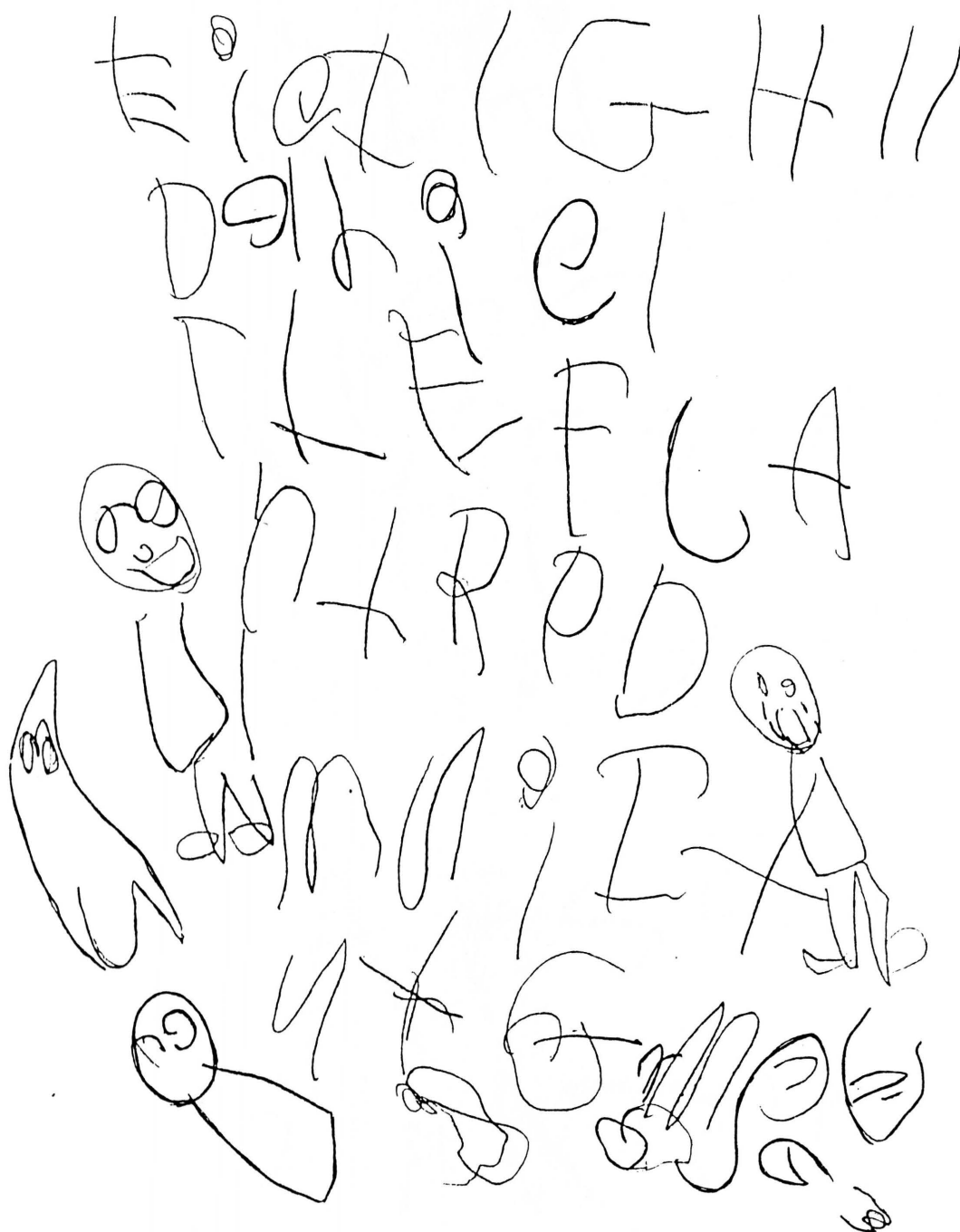
0 1 2 3 4 5 6 7 8 9 10 11 12

misbQb

DESIREE

misbAh





Daniel. Produced in observation session 3-29-88.

A S L E
 A S E F S
 + F S + E
 A S E S T + S
 A A E S E S
 S A A T H

Hanh



Hn J Gm
 i e o s d n J y
 I n J n E n J n
 a n G n J i y o s
 T n T T n T i e m

Hanh.

Produced in observation session 3-29-88.

APPENDIX I

Audio Transcriptions from April 28, 1988

Name : A. E. Cogdell Date : 4-26-88
 Tape : 4-26-88 Side, B Video : #1159-1442
 Setting : Arlington I.S.D., Rankin Elementary School, p.m. PreK class.

The children have come to the writing center. No special task is given to the children. They may leave the center when they feel they have finished writing.

Supplies : Paper and pencils.

Students at the table: Kim, Carol, Hanh, Desiree, Aklesia and Daniel.

Case study child: Daniel

Verbal

Nonverbal

<p>Teacher : Boys and girls do you remember you made these books last time yourselves? Well, this time I made them so you won't have to put them together. You just have to take one of them and make them. Please work on all of the pages. Do on that page.</p> <p>Carol : That's a hard work.</p> <p>Teacher : Do something on that page. Do something on that page.</p> <p>Desiree : I'm going to make a....</p> <p>Teacher : We are going to make a book for Mrs. Cogdell. Then you can make one for yourself or your mom or....for somebody else.</p> <p>Carol : I write my name on it.</p> <p>Teacher : No, just one, please. Just one to start with.</p> <p>Daniel : Teacher, write your name on here.</p> <p>Teacher : Yes, you write your name on here.</p> <p>Daniel : You write yours.</p>	<p>All the children have come to the table to work.</p> <p>The teacher has made different sizes of small white paper books.</p> <p>The teacher shows the children where to work.</p> <p>Teacher wants them to write one at a time. Daniel wants the teacher to write on his book.</p> <p>Teacher to Daniel who wants the teacher to write her name.</p>
--	---

Teacher : It's not my book.
It's your book.

Daniel : It's going to be yours.

Teacher : Well....Yea, but you
write....you're the
real writer of it.
You are just going
to give it to me as
a present.

Daniel : You write your
name on here.

Desiree : I'm going to write,
from Desiree.

Teacher : OK. OK. I will.

Desiree : From Desiree.

Teacher : Your book is going
to be from Desiree?

Desiree : No, that what the
name of it is....

Daniel : I write my name to
say, from Daniel.

Desiree : Worms Crawl Around.

Daniel : Then you're going
to write your
name on it.

Teacher : OK. The name of her
book is Worms Crawl
Around. Look at Carol
writing. Oh, you're
wonderful writers,
Aklesia.

Desiree : That's all I ever
think about.

Teacher : Writing?
Is that all you
ever think about?

Desiree : No, worms.

Teacher : Worms.

Carol :
herself

Daniel : Teacher, here's a
butterfly.

Teacher : There's a butterfly.
Daniel's got a
butterfly on his
first page.
Look at Hanh's.

She prints that on her
book.

The name of her book.

Teacher to Desiree.

Carol is talking to
while she works.

She's got
 butterflies, too.
 Aklesia : And this is....
 Teacher : Oh, Carol, that's
 so nice.
 Kim :
 Teacher : What?
 Kim : I want to turn it
 this way.
 Teacher : No. It's done that way.
 Thank you for asking.
 Daniel : Write your name on it.
 Teacher : What do you want me
 to write?
 Daniel : Your name.
 Teacher : What is it?
 Daniel : Your name.
 Teacher : What is my name?
 Daniel : Mrs. Cogdell.
 Teacher : Mrs....Cogdell.
C.O.G.D.E.L.L.
 Aklesia : Mrs. Cogdell.
 Teacher : For Mrs. Cogdell.
 Now you have to fill it
 up....
 Aklesia : Are you four year old?
 Teacher : Wonderful things.
 Aklesia : You four year old?
 Teacher : Am I four years old?
 Daniel : I'm filling mine up
 with butterflies.
 Teacher : All right. He's going
 to make butterflies.
 What does that say,
 Carol?
 Carol : How do you get
 back home to anywhere.
 Teacher : All right.
 How are we going to get
 back home?
 Daniel : Teacher, now make a
 spider that eat the
 butterfly.
 Children :
 Teacher : What does that say?
 Hanh : The butterfly flies.
 Kim : I want to make a heart.

Inaudible language.

Teacher and Kim have a conversation about which way a book is turned.

Teacher talks as she prints the name.

Aklesia heard the word "for" and thought we were talking about the age, "four".

All talking at once.

Teacher : OK. Put hearts in it.
 Daniel : Teacher, I know how
 to make spiders.
 Teacher : Just hearts.
 Kim : And butterflies.
 Teacher : All right.
 Make it whatever
 you want.
 Hanh : He drink tha water
 and ate the rat.
 Teacher : Oh, good group.
 Look at Carol writing....
 there. She's got some
 words along with her
 pictures.
 Daniel : Teacher, look at this
 spider.
 Teacher : Oh, Aklesia is writing
 on all of the pages.
 Carol : And be careful...
 Teacher : Carol's talking as she
 writes.
 Desiree : The little rabbit
 brings...
 Daniel : He ate the fly.
 Teacher : Write that down there.
 He ate the butterfly.
 Daniel : I can't.
 cannot
 Teacher : Yes, you can.
 Daniel : Uh....uh.
 Teacher : Well, try to. Pretend.
 Yes, you can. Look at
 Desiree writing along
 there.
 Desiree : That's my second page.
 Teacher : All right.
 Desiree : He ate a wing.
 Carol :
 Teacher : I love you.
 Kim, that's nice.
 You're wonderful.
 Daniel :
 Desiree : You draw it.
 Teacher : Hanh has got
 letters...
 Desiree : He wanted me to draw

Talking as she writes.

Daniel feels that he
 write words.

Daniel wants to get
 Desiree to write his
 words.

Carol is talking to
 herself.
 Kim shows her book to the
 teacher who reads it.
 Inaudible language.
 Desiree won't print for
 Daniel.
 This is the first time
 Daniel has asked

something about the spider.
 Teacher : He wants you to write it for him?
 Kim : I love you.
 Teacher : Can you tell him how to do it?
 Desiree : Write what?
 Teacher : What ever he wants to write?
 Can you tell him how to do it?
 What to write down?
 Daniel : That the spider ate the butterfly.
 Desiree : I don't know to spell spider.
 Daniel : How the spider ate the butterfly.
 Teacher : Just pretend you're writing that down.
Look at that!
 She's got letters in her rainbow.
 Oh, that's so nice.
 Look at Carol's writing.
 Oh, you're wonderful.
 You are.
 Children :
 Teacher : Yes, what does it say?
 Daniel : Teacher, look at how many of these she got.
 Aklesia : One, two, three, four, five.
 Teacher : Oh, look what he did.
 Look at his butterfly and his words.
 What does that say, Daniel?
 Daniel : Spider and the words.
 Teacher : Does it say spider?
 Daniel : It says the spider ate the butterfly.
 Teacher : The spider ate the butterfly.
 What does that say?
 Kim : I love you.

someone else to print his words for him.

To Daniel.

All talking.

Aklesia counts pages.

Daniel wrote the words.

Daniel wrote a sentence.

Teacher : I love you.
 Daniel : Two more pages. Daniel counts the pages
 Teacher : Two more pages. he has to write.
 Daniel : I mean one page.
 Teacher : Carol, I love this.
 What does that say?
 Carol : Inaudible language.
 Daniel : Teacher, I going to
 make letters on this one.
 Teacher : All right. Just
 letters?
 Are you through?
 Desiree : OK, I'm through.
 Teacher : Wait a minute, love.
 Finish and then come
 read it to me.
 Desiree, come read
 it to me and then you
 can go.
 Aklesia : I want to read it.
 Teacher : OK. Come here and
 read it to me
 and you can go.
 Aklesia : One day a little boy
 went to a house and....
 brother.... Inaudible language.
 He wanted to spend the Aklesia tells a story.
 night....and he....
 so mommy....
 One day his brother
 said you have to ask
 my mama. Yes, I ask
 my mama. I can come here
 and....OK....The end.
 Desiree : From Daniel.
 Teacher : OK. Now wait, Daniel,
 you be next.
 Desiree : From Desiree. Called
 Worms Crawl Around.
 Once a worm was hungry
 and thrsty. Saw a rabbit
 and ate the rabbit and
 saw some water and drink
 the water.
 Daniel : I copy another one
 for you. To teacher.
 Teacher, I want to

Teacher : color this butterfly.
 Teacher : Not yet. Not yet.
 Finish writing it.
 Desiree : He....He didn't, wait.
 He won't....
 He was still hungry.
 He ate a ring.
 The ring....the ring
 fell, wait.
 It's back here...
 The ring fell out.
 He was still hungry.
 He cannot eat again.
 Because he didn't
 find nothing to
 eat or drink. The end.
 Teacher : Thank you.
 I get that one.
 You can do another
 one. OK.
 Daniel come read it.
 Come over here.
 You have to turn
 your own pages.
 Daniel : I got to color it.
 Teacher : Step over...
 No....You can read
 it without
 coloring it.
 Daniel : This is a butterfly.
 Teacher : You turn the pages.
 Daniel : A butterfly page
 from Daniel.
 A butterfly was
 flying with....
 from the worm and the
 worm....spider....
 Make a spider web all
 the way up to there
 and ate him. The end.
 Teacher : Oh, Daniel, that's
 wonderful.
 Daniel : I want to color it.
 Teacher : Do another before you
 color it.
 Color the second one.
 Let me have this one.

Look back in her book.

Teacher takes the book.

Step over a cord.

Are you ready to read,
Carol?
Are you ready to read,
Hanh?
Hanh is, she's just
finishing.
Hanh, come read it
to me.

Carol : Three more pages
to finish. Carol counts her pages.
I have three more pages.

Teacher : All right. All right.
Read it to me.
Read this page.

Hanh : The rainbow come out
and rainbow come out.
The little heart on
top of another heart....
.... Inaudible language.

Daniel : Oh, she's sitting in
my place.

Hanh : Another butterfly.

Teacher : Oh, so good.
If you've lost your
place, get another
chair. Go get another
chair and pull it up.
You can get a book over
there. Viet, get a book
and sit down. Teacher to Viet who has
come to the table to work.

Carol : Talking to herself

Teacher : Are you ready Inaudible language.

Desiree : That's the first.... to read?

Teacher : Are you ready to read? To Carol.

Carol : Two more pages.
I just started this one.

Desiree : A little girl asked
if she could go out
to play.

Teacher :Just find a place.... Other children are
coming to the table.

Desiree : Y.E.S.

Teacher : Or go to the other table.

Desiree : My mom said Y.E.S. Spells yes.

Teacher : Or sit down on the floor.
What's that?

Desiree : Yes.

Teacher : All right. That's nice.

Carol : I wonder why my brother
know what to do....

Teacher : They are over here in
this box. You can go
sit down on the floor
with them.

Child : How do you spell start?

Teacher : How do spell what?

Child : Start.

Teacher : Can somebody help her
spell start?
Desiree is going to....

Desiree : Uh....

Teacher : You're not?
Can you spell start?

Desiree : Start....the end.

Teacher : How do you think
it's spelled?
S....art.

Viet : Teacher....

Teacher : Yes, what is it Viet.
an you read yours
now, Kim?

Kim : On a sunny day there was
a butterfly. He said,
sweetheart....with me....
The end.

Teacher : Oh, that's so nice. Kim,
I get to keep that one.
You make another one....
Here comes Carol.

Carol : How do you get to my
home to nowhere to
backwards. I don't know
how to get to school
or nowhere.
Here's the building.
I don't know how to
get to the building.
Nowhere. I never get
to nowhere. How do
you get to my school?
I don't know how to
get to my school.
Really and really.
I don't know what

Carol reading and writing.

A child is looking for
the blank books.

To teacher.

Stop the video player.

to do to my school.

It's the farm.

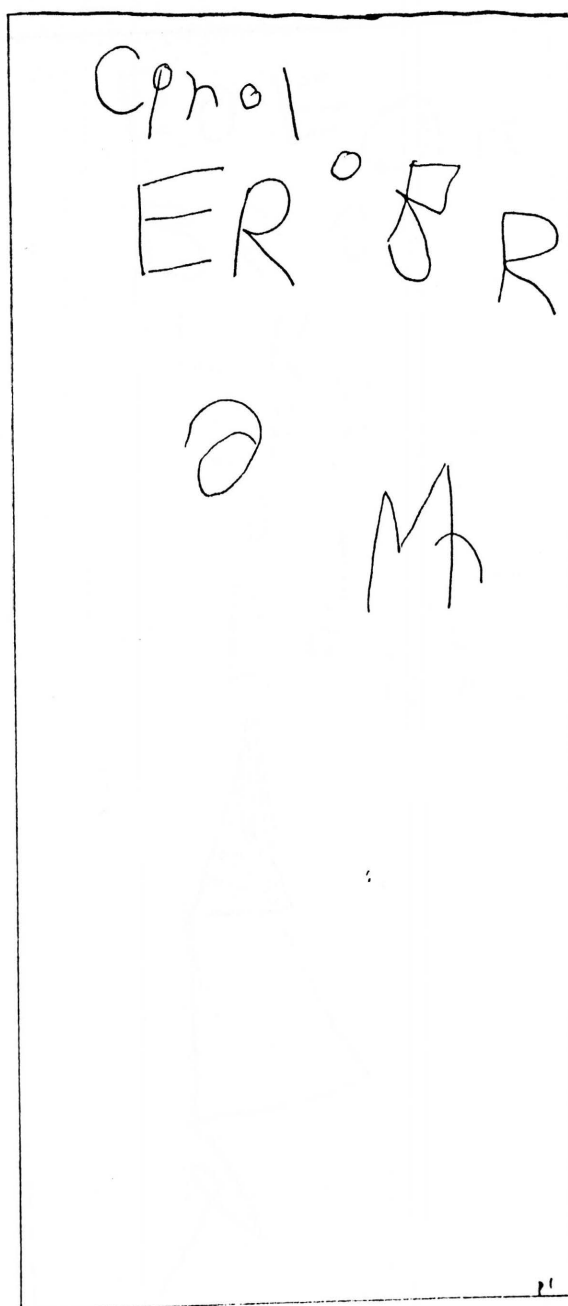
I don't no where

to get to my farm.

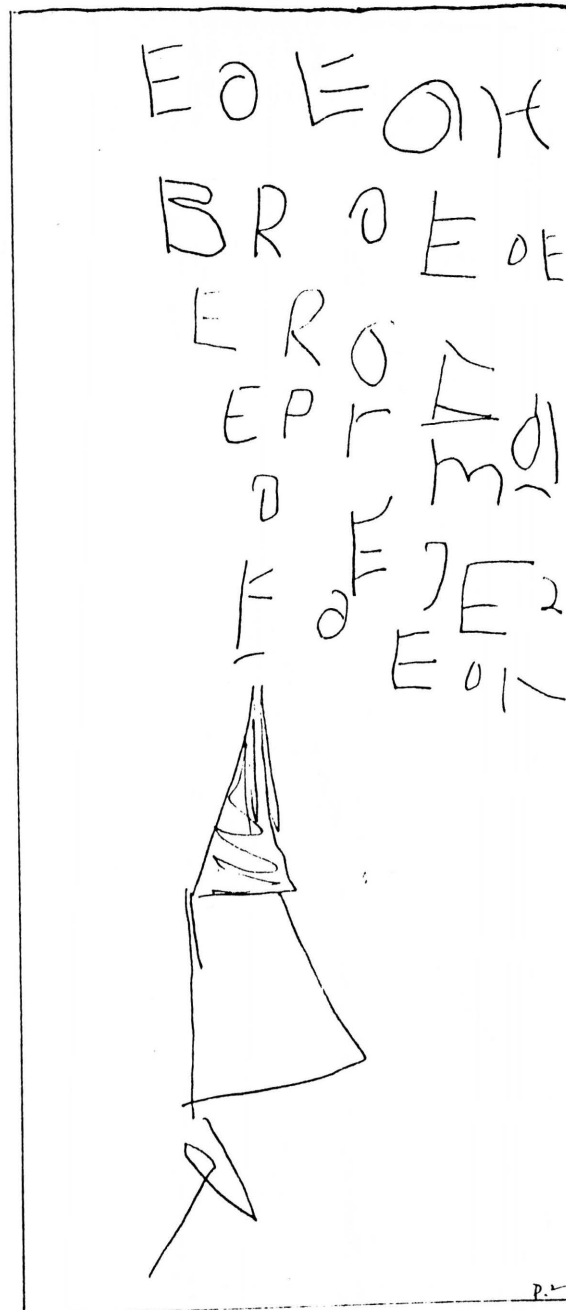
I need short hair.

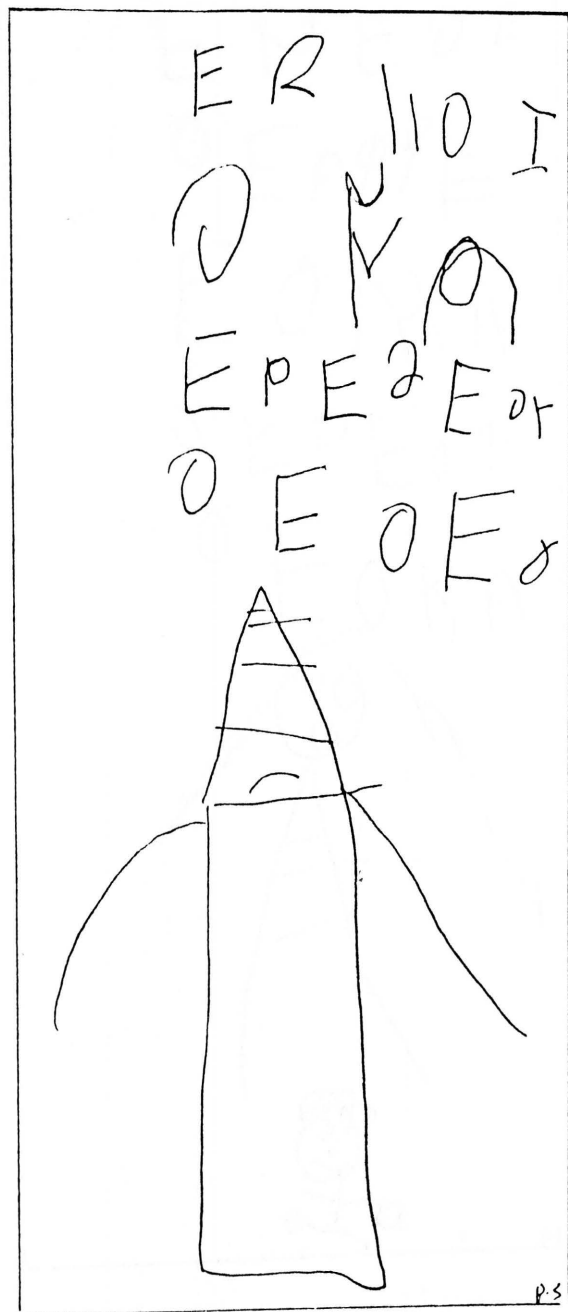
Here's my short hair.

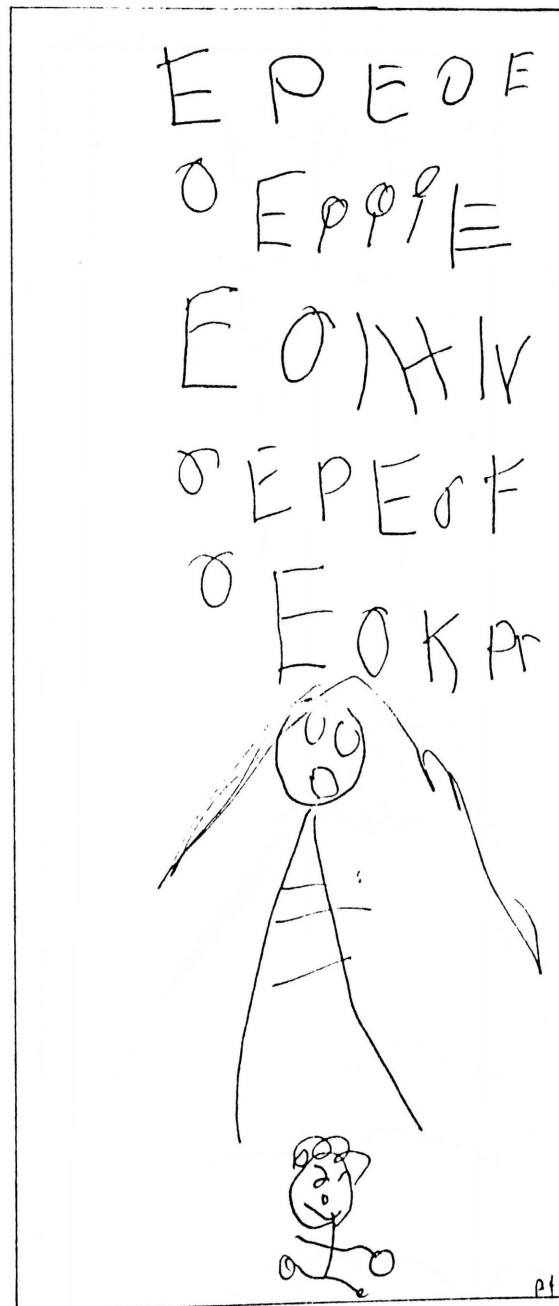
Teacher : I like it. Oh....



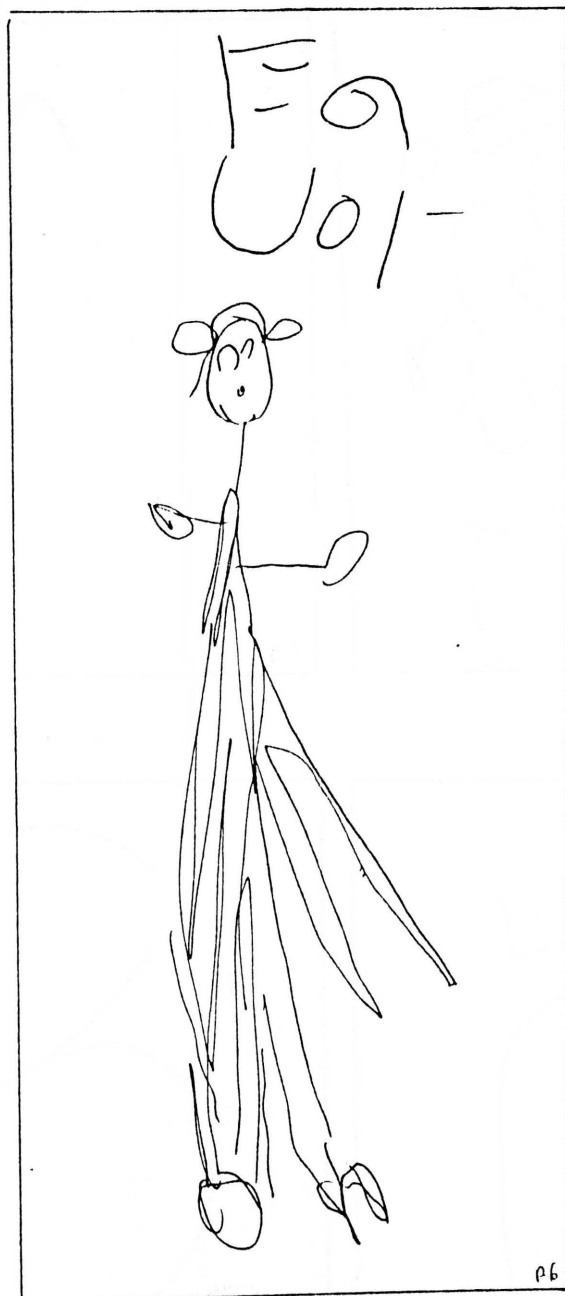
Carol. Produced on observation session 4-28-88.



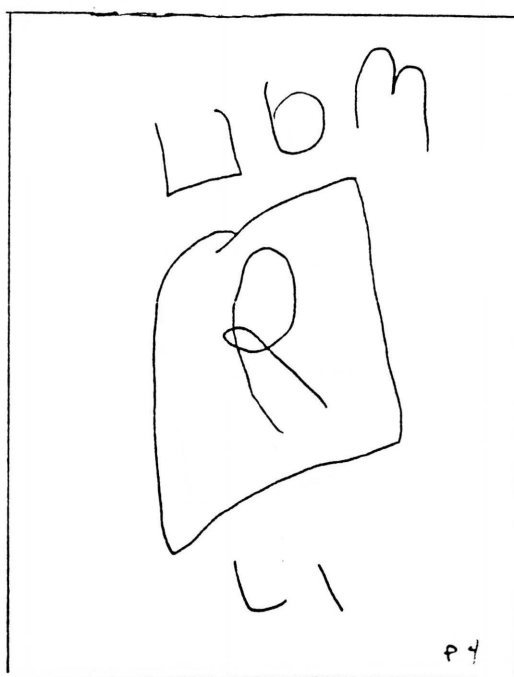
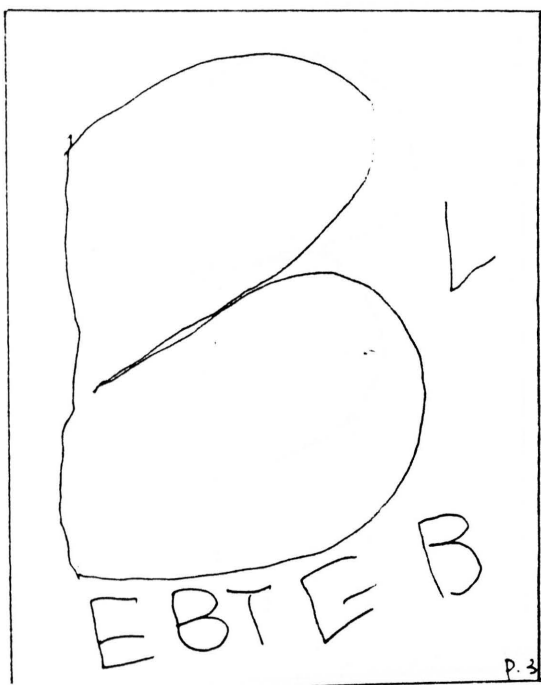
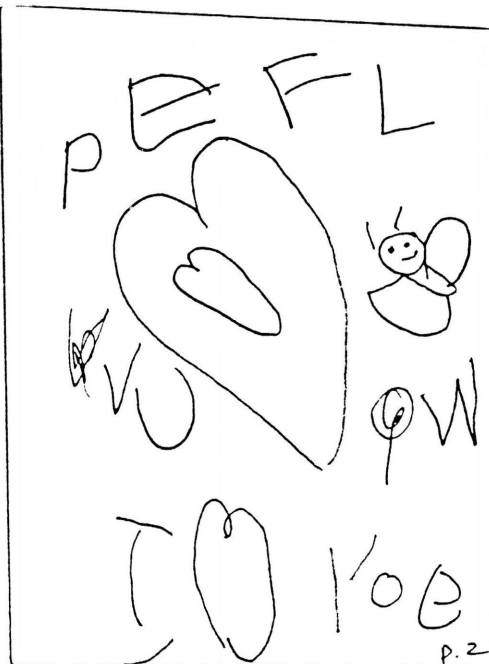
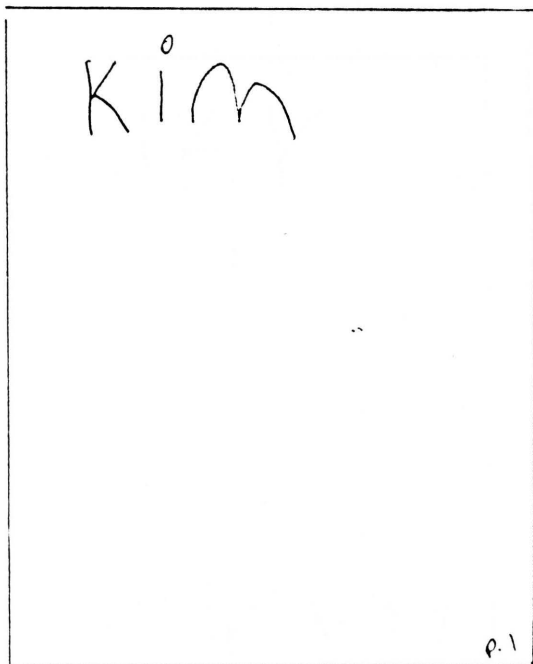






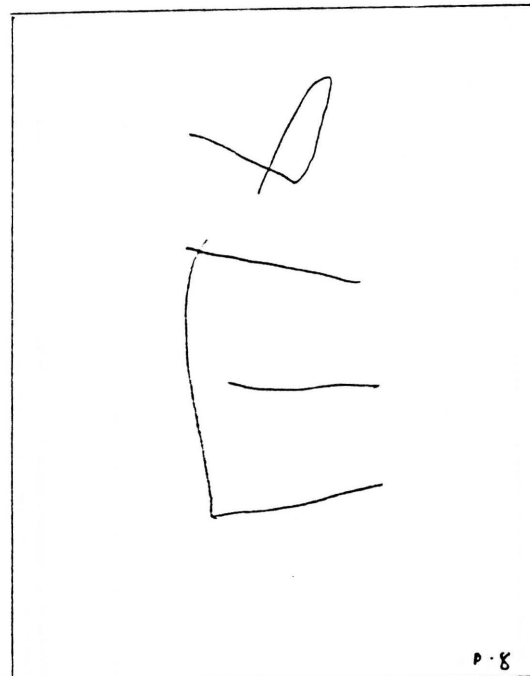
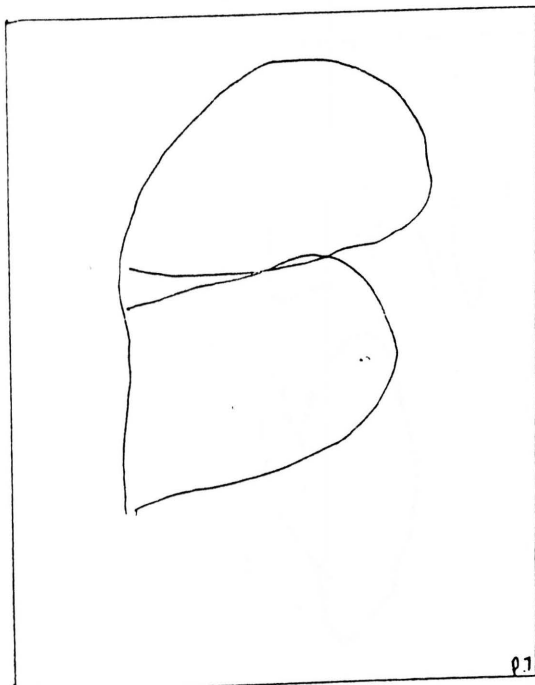
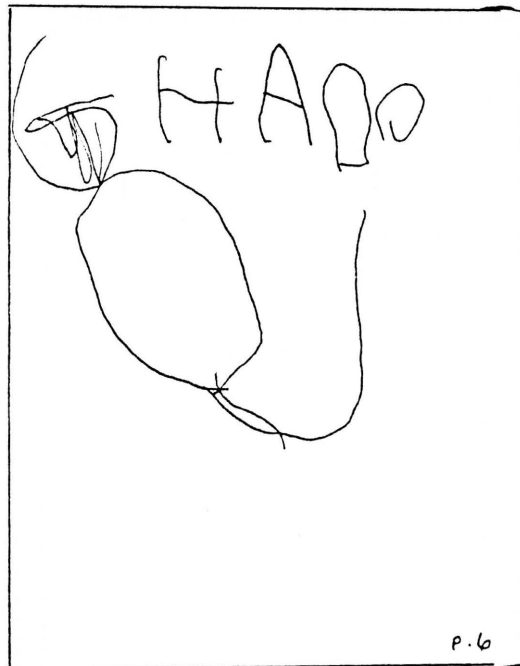
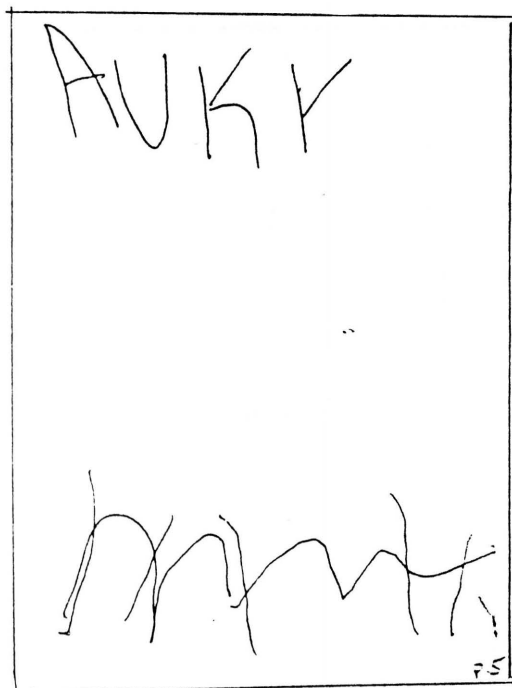


Carol. Produced on observation session 4-28-88.



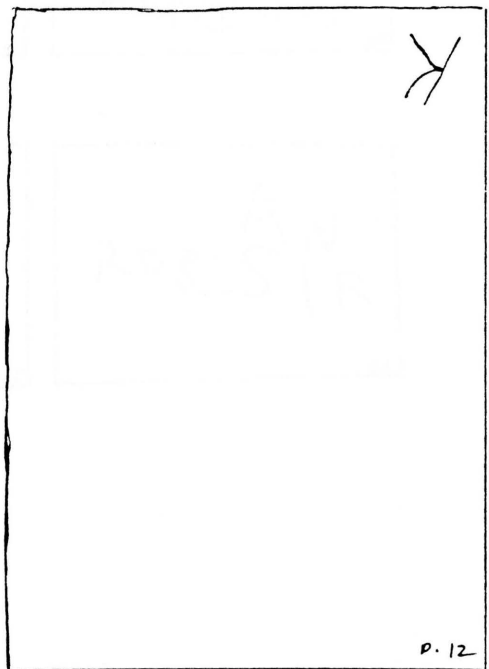
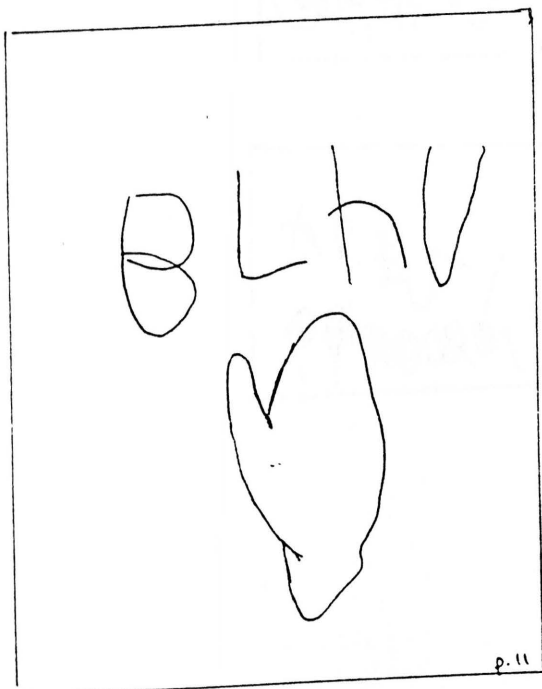
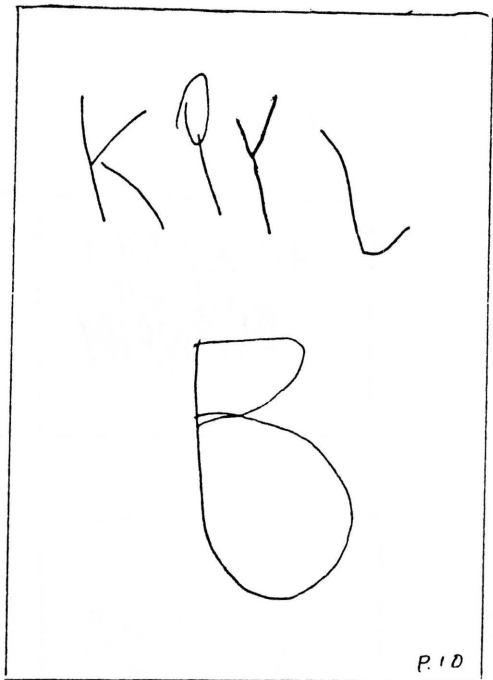
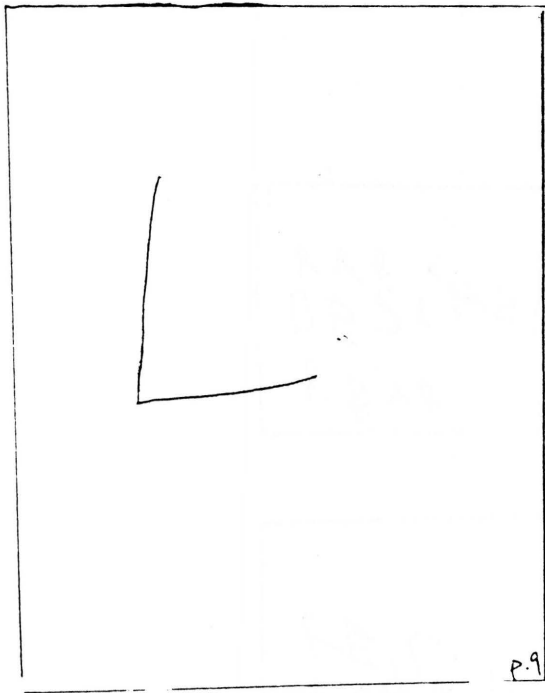
Kim.

Produced on observation session 4-28-88.



Kim.

Produced on observation session 4-28-88.



RRR.
DESIREE
R. E. AR

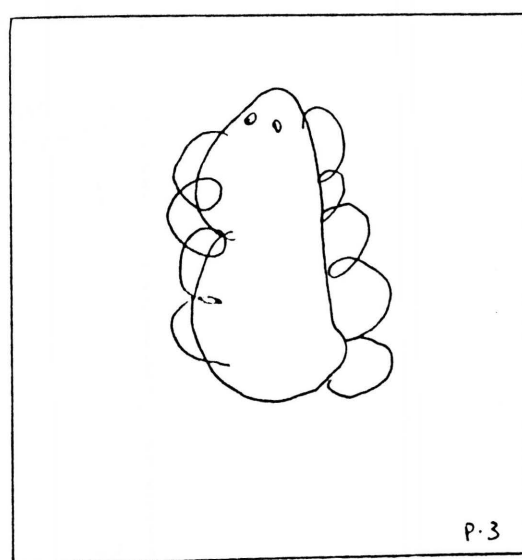
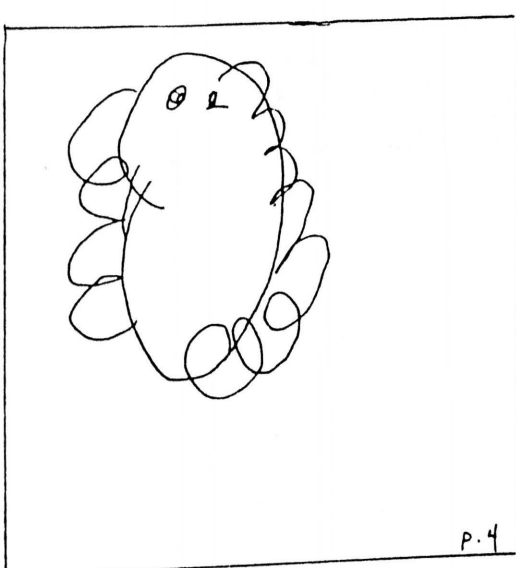
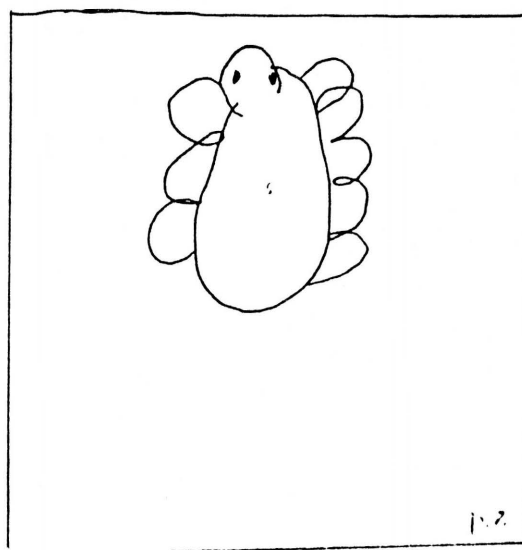
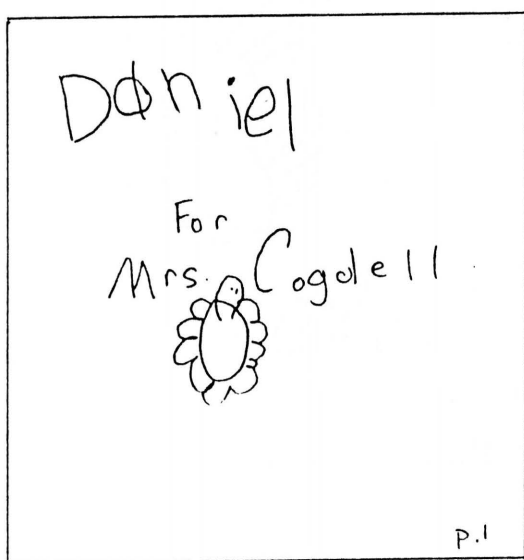
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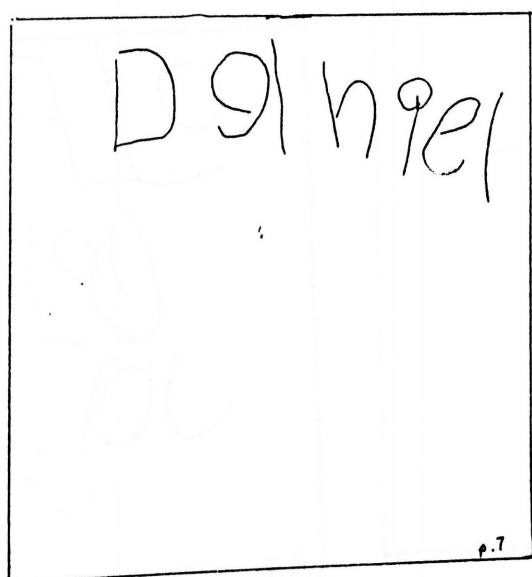
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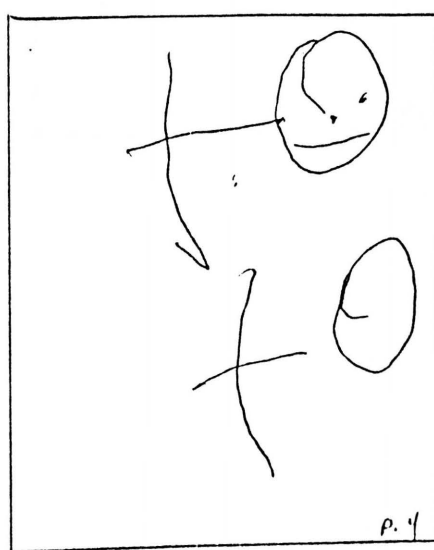
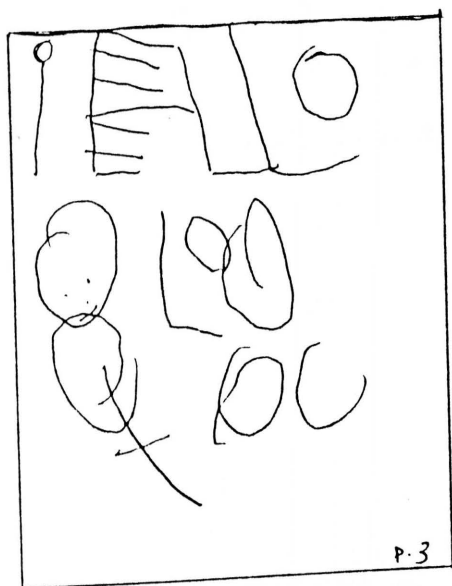
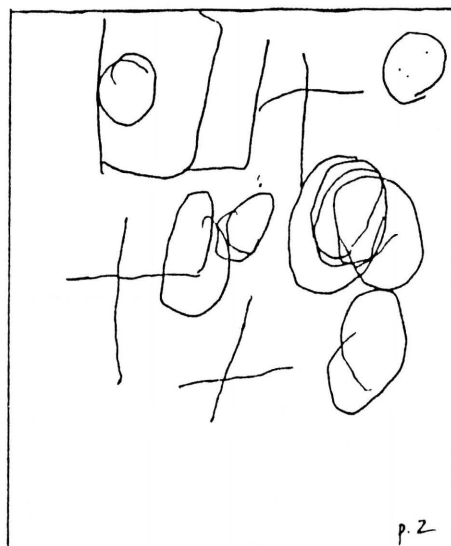
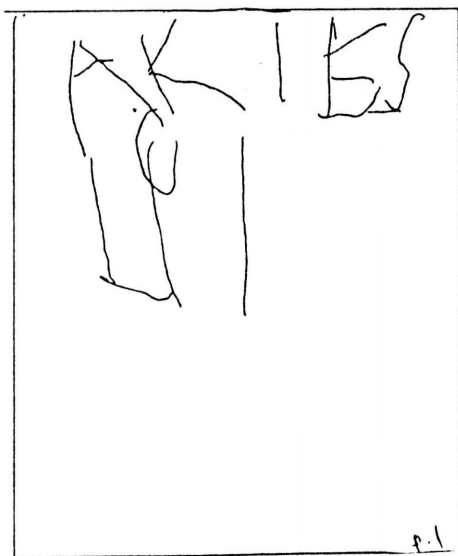
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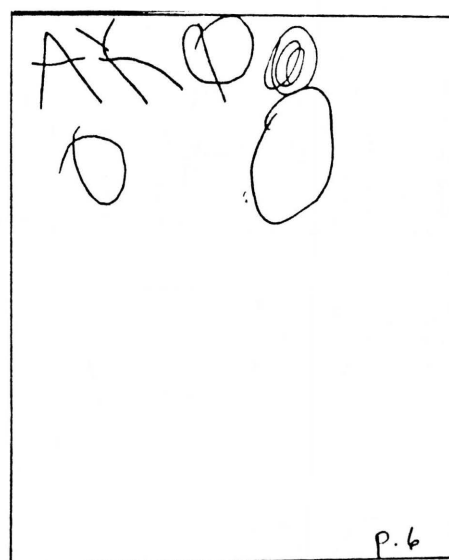
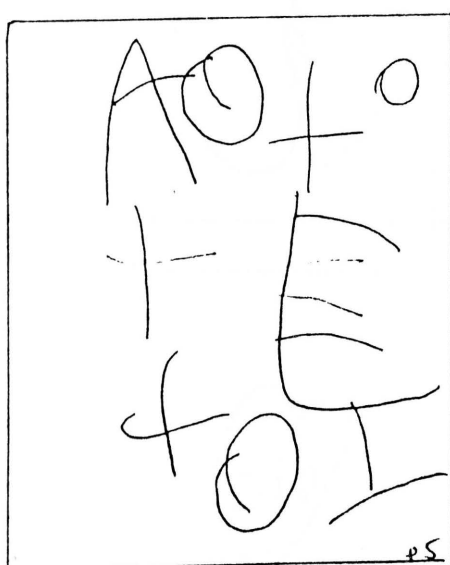




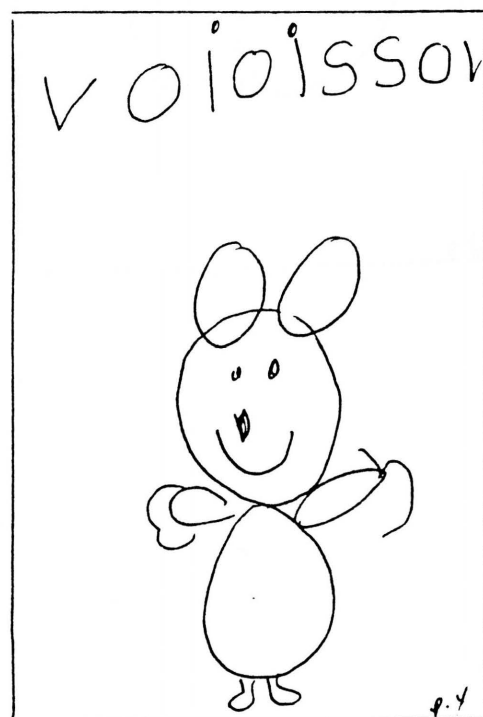
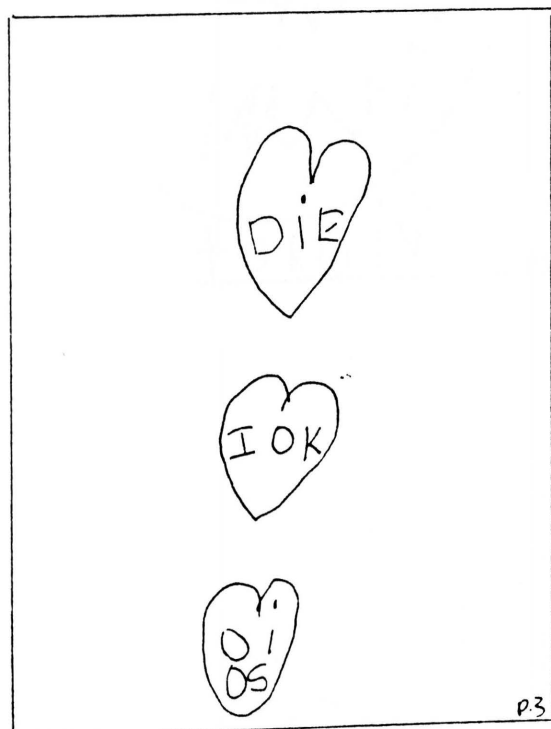
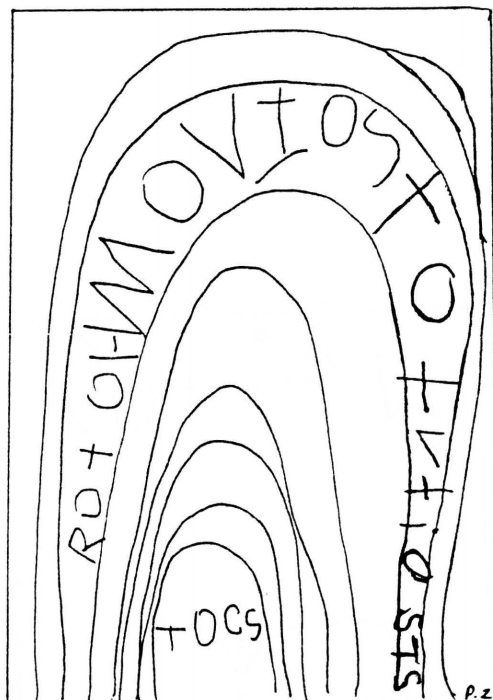
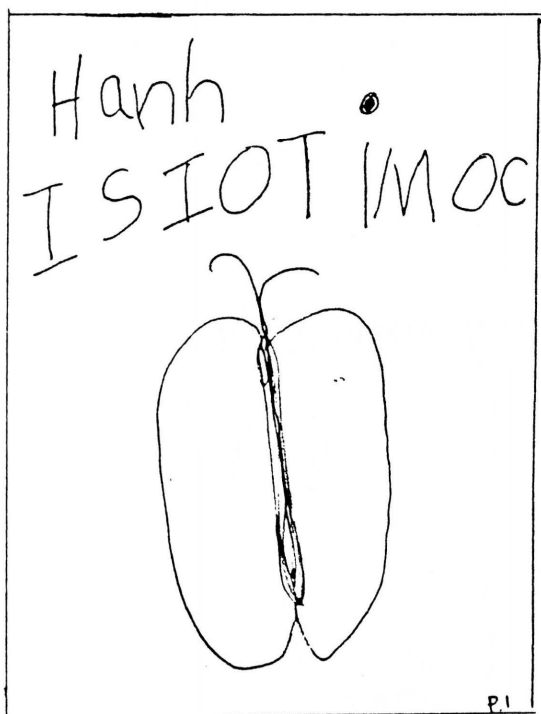
Daniel. Produced on observation session 4-28-88.



Aklesia. Produced on observation session 4-28-88.



Aklesia. Produced on observation session 4-28-88.





APPENDIX J

Audio Transcriptions from May 3, 1988

Name : A. E. Cogdell Date : 5-3-88
 Tape : 5-3-88 Side, A Video : #4-474
 Setting : Arlington I.S.D., Rankin Elementary School, p.m. PreK class.

The children have come to the writing center. No special task is given to the children. They may leave the center when they feel they have finished writing.

Supplies : Paper and pencils.

Students at the table: Kim, Carol, Hanh, Desiree, Aklesia and Daniel.

Case study child: Hanh.

Verbal	Nonverbal
<p>Teacher : Are we ready? Yes, we're ready. Daniel will be here in a minute. Aklesia, do you want to sit here?</p>	<p>The children are finding seats at the table.</p>
<p>Hanh : I want to sit here. Teacher : Look who she has a picture of.... of her sister, Rosie.</p>	<p>Kim has brought a picture of a girl.</p>
<p>Kim : Rosie. Teacher : Who is that? Hanh : Rosie. Teacher : Rosie. Kim : I tell her that. Teacher : Did you?</p>	<p>The teacher was having parent conferences.</p>
<p>Hanh's daddy came to see me today to talk to me. Daniel :inaudible.... Pencil.</p>	
<p>Carol : I know where's an <u>O</u>. Teacher : What?</p>	
<p>Hanh : I know how to.... I know all the ABC's they have....<u>A</u>, <u>B</u>, <u>C</u>, <u>D</u>, <u>E</u>, <u>F</u>, <u>G</u>, <u>H</u>, <u>I</u>, <u>J</u>, <u>K</u>, <u>L</u>, <u>M</u>....</p>	
<p>Teacher : What's after that? <u>A</u>, <u>B</u>, <u>C</u>, <u>D</u>, <u>E</u>, <u>F</u>, <u>G</u>, <u>H</u>, <u>I</u>, <u>J</u>, <u>K</u>, <u>L</u>....what?</p>	
<p>Hanh : <u>M</u>.</p>	

Teacher : Then what? What's
after that?

Carol : P.

Teacher : What's after that?

Carol : O.

Teacher : OK.

Daniel : Teacher, what's
after this?

Teacher : What's after that?
Look what he put?

Carol : A.

Desiree : B.

Teacher : I'll keep it, Kim....
What is that letter?

Desiree : A.

Teacher : What goes next?

Desiree : B.

Aklesia : B.

Teacher : It's a B.

Aklesia : C.

Teacher : Can you make a C?
Can somebody show
him how
to make a C?

Desiree : C.

Carol : Here.

Teacher : These people know a lot,
Daniel. They'll help
you. Yea.

Desiree : Look.

Teacher : Look at that!

Carol : D. Here this....

Children :

Teacher : I'm so glad you can
do that.
What's after that?

Aklesia : A, B, C, D, E....

Teacher : Why do we need....

Hanh : A, B, C.

Daniel : What's after this?

Aklesia : D.

Teacher : What's after that,
somebody?

Desiree : D.

Carol : D.

Teacher : D? Show him how
to do it.

Teacher asks students.
Daniel started printing
his A, B, C's.

He has printed A,B..

Teacher takes Kim's
picture of Rosie.

Teacher to Daniel.

The children start
helping Daniel print
a C.

Carol goes over to help
Daniel by drawing a C.
All working on the letter.

Aklesia knows the
alphabet but she never
uses many letters when
she prints.

Aklesia : E.
 Daniel : What's after this?
 Hanh : E, E!
 Aklesia : E.
 Desiree : E.
 Teacher : E? They say E.
 Aklesia : A, B, C, D, E. Sings the alphabet.
 Children : F, F. Oh, no.
 Desiree : F, G.
 Aklesia : A, B, C, D, E, F.... Singing.
 F....F.
 Teacher : Somebody help him?
 Aklesia : F.
 Teacher : F.
 Daniel : How do you make that?
 Teacher : How do you make an F?
 Aklesia : Two. An F has two hands out.
 Two of that.
 Teacher : Aklesia says
 two of them.
 Kim : Teacher....
 Hanh : Two....
 Teacher : Two of them.
 What do you call
 those?
 Aklesia : F.
 Carol : An F.
 Aklesia : A, B, C, D, E, F, G.
 H, I, J, K, L,
 M, N, O, P.... Singing.
 Teacher : What's after
 that one?
 Aklesia : A, B, C, D, E, F, G....
 Hanh : A, B, C, D.... Daniel continues to ask.
 Daniel : What's after this?
 Teacher : What's after that
 Daniel says?
 Hanh : G.
 Teacher : Somebody know?
 Kim, do you
 know what's after
 that one?
 Carol : G.
 Desiree : G.
 Teacher : They say G.
 They think G's next.
 Can you make a G?

Daniel : No.
 Teacher : Desiree made one.
 A six?
 Daniel : How do you make a G?
 Teacher : Desiree made one for you.
 Kim : I can make one.
 Teacher : Kim made one, too.
 Kim : My daddy have a G.
 Daniel : What else?
 Teacher : What else?
 Aklesia : A, B, C, D, E, F, G....
 Teacher : What's after G?
 Aklesia : H.
 Teacher : H.
 Daniel : How do you make an H?
 Teacher : How do you make an H?
 Hanh : Look.
 Teacher : Hanh....Hanh did one
 for you.
 Kim : H.
 Teacher : Kim did one.
 Daniel : What's after H?
 Hanh : I.
 Aklesia : A, B, C, D, E, F, G....
 Daniel : What's after I?
 Children : I.
 Aklesia : H, I.
 Teacher : I.
 Aklesia : L.
 Daniel : L?
 Aklesia : K.
 Carol : O.
 Hanh : L.
 Aklesia : A, B, C, D....
 Daniel : What's an L?
 Children :
 Teacher : Tell him, Kim.
 Tell him.
 Kim : L.
 Hanh : L.
 Teacher : Show him which one
 it is.
 Hanh : This one....H, L, J....
 Teacher : J.
 Children :
 Daniel : How do you make a J?
 Carol : No, L.

Aklesia's G looked like
a six.

Daniel copies.

He asks for more letters.

Hanh shows him one.

Daniel knows the letter I
and makes one in lower
case.

Aklesia sings the song
to help her locate the
correct alphabet letter.

Aklesia sings.

All talking together.

All talking.

Teacher : Make a....J?
 Hanh : Right there.
 Desiree : No, L.
 Teacher : Is it an L or
 is it a J?
 Desiree : L....L!
 Teacher : Do you think so?
 Hanh : A, B, C, D, E, F, G,
 H, I, J, K, L....
 Daniel : What's after that?
 Child : P.
 Teacher : Why do we need
 to know the alphabet?
 Daniel : What's after this?
 Teacher : Why do we need to know?
 Carol : It helps you learn.
 Teacher : It helps you learn what?
 Daniel : What's after this?
 Desiree : Your letters.
 Daniel : What's after this?
 Teacher : Why do you need
 to know your letters?
 Daniel : What's after this?
 Desiree : L.
 Teacher : Why do you need
 to know your letters?
 Desiree : So you can spell.
 Carol : A, B, C, D, E, F, G....
 Children : H, I, J, K.
 Child : N, N, N.
 Teacher : That's a lower case one.
 Hanh : I.
 Teacher : That's an I, too.
 Daniel : What's an N?
 Teacher : Two I's.
 Daniel : How do you make an N?
 Teacher : How do you make an N?
 Hanh : J, K....A, B, C, D, E,
 F, G, H, I, J, K.
 Kim : I just learned him.
 Teacher : You just learned him.
 You sure did!
 Hanh :
 Teacher : He can make some
 of those.
 Daniel : How do you make a Q?
 Teacher : Anybody know how

Children are all working
together.

Answering Daniel.

Daniel printed a lower
case i and Hanh wanted an
upper case I.

Asks the children.

She helped Daniel.
Hanh is talking
to the teacher.

to make a Q?
 Desiree has got a
 whole line of them.
 Aklesia : Q.
 Teacher : Do you know how to
 make a Q?
 Desiree : I made it.
 Teacher : How'd you know them? Teacher to Aklesia.
 Aklesia : I got my name on it.
 Daniel : What's after this?
 Teacher : What's after Q?
 Desiree : R, R, R.
 Teacher : That's nice!
 Daniel : How do you make an R?
 Desiree : Like this, Daniel. She makes Daniel an R.
 Carol : Do this Daniel..
 Desiree : I'll show him. R.
 Aklesia : I know how to make it.
 Desiree : Right here. Like this. She shows Daniel her R.
 Hanh : Inaudible language.
 Children : Helping Daniel with R.
 Hanh : Make a book?
 Teacher : I don't care.
 Carol : Go straight down,
 around....
 Teacher : No, let me have
 this one.
 Do you want to do
 another one? To Kim.
 Hanh : I make a book for me.
 Teacher : OK.
 Hanh : I can make a book
 for you.
 Teacher : OK.
 I like that very much.
 Are you through? Teacher to Kim. She
 leaves the table.
 Desiree : S, T, P, T.
 Carol : No, no, no, don't
 erase this. Helping Daniel.
 Daniel : How do you make a....
 Carol : Like this.
 Daniel : Inaudible language.
 Desiree : U.
 Carol : Yea, U.
 Desiree : V.
 Carol : Like this goes....
 I'm going to

get a drink.
 Desiree : W.
 Daniel : How do you
 make that?
 Desiree : Here. I'm just
 showing you.
 Children :
Y, Z.
 Hanh : My daddy said,
 four...three girls
 and three boys.
 Teacher : Yes. You have three
 girls and you were
 the littlest one.
 He loves you very
 much.
 Children :
 Hanh : One brother is big.
 He loves me.
 Right there.
 Teacher : Oh my.
 Are you all helping him?
 Are you teaching him,
 over there. What's
 he going to do
 with that paper?
 Hanh : Look.
 Teacher : Going to look at it?
 Daniel : I make my A, B, C's.
 Teacher : Daniel, that's the
 first time
 you've ever done that.
 Daniel : What's after this?
 Carol : Y, Z.
 Desiree : Y, Z.
 Daniel : What's after the Y, Z.
 Carol : That's the end.
 Teacher : What's after that one?
 Carol : Nothing.
 Daniel : What's after this?
 Carol : That's all!!
 Desiree : That's all!!
 That's all.
 Carol : That's the end.
 Daniel : Uh...uh.
 Desiree : Right, that's the end?
 Teacher : That's all the

Carol leaves to get a
drink.

Talking and working.

Hanh's father came
to talk to the teacher.

Talking to each other.

Puts her hand up tall.

To the group of children
helping Daniel.

Daniel's paper.

Daniel thinks tha A, B,
C's go on and on and on.

Teacher pointing to Z.

To teacher.

letters I know.
 Do you know what
 you do with
 those letters?
 Daniel : What?
 Carol : What?
 Teacher : You write them.
 Does Carol have
 some in her name?
 Carol : C.
 Kim : I have some in
 my name.
 Teacher : Kim has some in
 her name.
 Hanh : I got one in my name.
 Carol : C.
 Children :
 Daniel : Teacher, what's
 else? What else?
 Carol : L in my name.
 Sometimes I have
 this in my name.
 Teacher : Sometimes?
 Daniel : What else?
 Teacher : That's all of them we
 know. You move them
 around to make
 different words.
 Desiree : This is in my last
 name.
 Teacher : Yes. No?
 Your middle name.
 You do, Bakshai,
 too! Your last name.

All talking about letters.

Daniel is sure there are
 many more letters in the
 alphabet.

Ca

Carol

EPAOT B 1h
 R 012 012
 0 12 12
 0 12 12



Kim Kim m Rosie U
~~AK~~ BSL T T GCD
 EK w | AVLW
 5

Kim

DESIREE ALIA

BARKHSHAI

KIM

REAR
ARESH

AA



5

Re Q



Daniel.

Produced in observation session 5-10-88.

ARIES 9 0
K 000

+

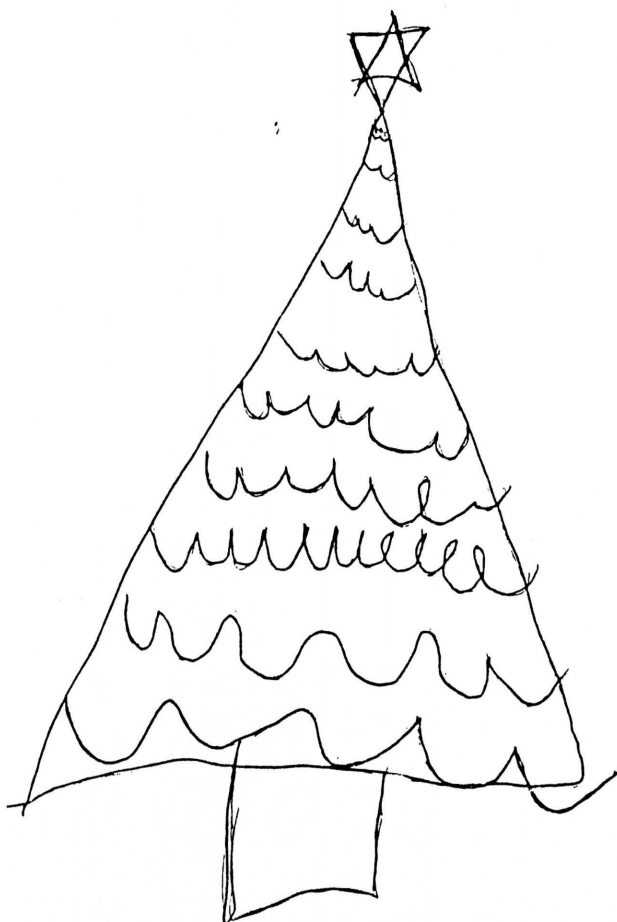
COA

4C-+

0+ 0 + + 0 + - 6
0 - 1 + 0 5 + +
C + t
/ / /

HANH

RSIEIOTM/JL4



Hanh.

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