

Copyright

By

Joan Y. Fulenwider

May 2014

THE HOME LITERACY PRACTICES OF CULTURALLY AND LINGUISTICALLY
DIVERSE FAMILIES OF KINDERGARTEN STUDENTS

A Dissertation Presented to the
Faculty of the College of Education
University of Houston

In Partial Fulfillment
Of the Requirements for the Degree

Doctor of Education

by

Joan Y. Fulenwider

May 2014

THE HOME LITERACY PRACTICES OF CULTURALLY AND LINGUISTICALLY
DIVERSE FAMILIES OF KINDERGARTEN STUDENTS

A Dissertation for the Degree

Doctor of Education

by

Joan Y. Fulenwider

Approved by Dissertation Committee

Dr. Laveria Hutchison, Chairperson

Dr. Cheryl Craig, Committee Member

Dr. Cameron White, Committee Member

Dr. Lee Mountain, Committee Member

Dr. Teresa Edgar, Committee Member

Dr. Robert McPherson, Dean
College of Education

May 2014

ACKNOWLEDGEMENTS

This research study could not have been completed without the support of numerous people. First, I would like to thank my family, husband Fred and sons Robert and Mark for their unfailing love and encouragement during this long academic journey. I would like to thank my sister-in-law Barbara for her expert advice concerning the writing of the dissertation. I also want to thank my mother Elizabeth for her frequent reassuring comments during the process, and my father Ernest.

I especially would like to thank my advisor and dissertation chair Dr. Laveria Hutchison ,and committee members Dr. Cheryl Craig, Dr. Cameron White, Dr. Lee Mountain, and Dr. Teresa Edgar for their insightful perspectives regarding the study, from which the research derived its true meaning.

I want to thank the mothers who took the time out of their busy lives in order to participate in the study, and who provided such detailed and illuminating descriptions of their work with their children at home.

I wish to thank Rebecca Perez for her expert assistance in getting the dissertation propelled to the finish line.

I especially want to thank Dr. Gayle Curtis. I cannot say enough about her ability to clarify the meaning and intent of the dissertation narrative. Her kind and generous comments and superb editing skills were indispensable elements in the completion of the dissertation.

THE HOME LITERACY PRACTICES OF CULTURALLY AND LINGUISTICALLY
DIVERSE FAMILIES OF KINDERGARTEN STUDENTS

An Abstract
Of a Dissertation Presented to the
Faculty of the College of Education
University of Houston

In Partial Fulfillment
Of the Requirements for the Degree

Doctor of Education

by

Joan Y. Fulenwider

May, 2014

Fulenwider, Joan Y. "The Home Literacy Practices of Culturally and Linguistically Diverse Families of Kindergarten Students." Unpublished Doctor of Education Dissertation, University of Houston, May, 2014.

Abstract

This qualitative study was initiated in order to examine the home literacy practices of culturally and linguistically diverse families of kindergarten students. In particular, the literacy practices of mothers were surveyed, as previous research has supported the assertion that mothers play a significant role in the development of literacy success in their children. The study added to what is already known about parental involvement with respect to literacy achievement.

Six culturally and linguistically diverse mothers, two African American, two Hispanic, and two Vietnamese participated in the study. Face-to-face semi-structured interviews were conducted with the participants. The interviews were conducted at a school in a large urban school district in the mid-South United States.

The findings of this study suggest that culturally and linguistically diverse mothers in this school environment support their children's literacy endeavors by providing the physical resources that have been reported in previous studies. These resources include use of space, time, and particularly in this study, types of books, technology and use of print-stamped objects. Aspects of social climate were also represented in the study. These social climate characteristics emerged along two dimensions, family direct support, such as the mother assuming sole responsibility for helping her child; and family indirect support, observed in expressions of affectionate relationships during literacy activities.

Finally, evidence of literacy routines was also detected. One type of routine specifically addressed academic tasks assigned by the child's teacher. Other routines reflected the symbolic use of literacy previously reported in the literature.

TABLE OF CONTENTS

Chapter		Page
I.	INTRODUCTION	1
	Statement of the Problem	2
	Introducing the Researcher	3
	Introducing the Context of the Study	5
	Introducing the Participants	6
	Purpose of the Study	6
	Research Questions	7
	Significance of the Study	8
	Definition of Terms	9
II.	REVIEW OF RELATED LITERATURE	10
	Definitions of Literacy	10
	History of the Early Literacy Period in the U.S.	13
	Modern Historical Trends in American Literacy	18
	Autobiographies, Self-Improvement, and the Literacy of Women	18
	Influence of Labor Shifts on Views toward Literacy	20
	Literacy and Social Justice	22
	A Brief History of African American Literacy	24
	A Brief History of Hispanic American Literacy ...	26
	A Brief History of Vietnamese American Literacy .	28
	Characteristics of Literate Home Environments	29
	Physical Resources of Literate Homes	29
	Social Resources	30
	Symbolic Resources	30
	The Home Literacy Practices of Culturally and Linguistically Diverse Students.	33
	Research studies related to the home literacy practices of African American students	35
	Research studies related to the home literacy practices of Asian American students	39
	Research studies related to the home literacy practices of Hispanic American students	44
III.	METHODOLOGY	46
	Research Design	46
	Narrative Inquiry	47
	Selection of Participants ...	49

	Data Collection	50
	Interview Questions.	51
	Data Analysis and Interpretation.	53
IV.	FINDINGS	54
	Situating the Researcher within the Study	54
	Situating the Participants' Stories within the Study	55
	Selecting the Participant Mothers	55
	Interview Context	56
	The Mothers' Stories around Literacy	56
	Marian's Interview Stories.	56
	Unpacking Marian's interview stories	59
	Sydney's Interview Story	61
	Unpacking Sydney's interview story	63
	Sofia's Interview Stories	63
	Unpacking Sofia's interview stories	68
	Mia's Interview Stories.	70
	Unpacking Mia's interview stories	72
	Dina's Interview Stories	73
	Unpacking Dina's interview stories	76
	Kim's Interview Stories	78
	Unpacking Kim's interview stories	83
	Emergent Themes	86
	Physical Resources	88
	Physical surroundings	88
	Books in the home	88
	Time	89
	Technologies.	90
	Computers.	90
	Television.	90
	DVDs	91
	Print-Stamped Objects	91
	Social Resources	92
	Family direct support	92
	Family indirect support	93
	Symbolic Resources.	94
	Family academic routines	94
	Family nonacademic routines	95
	Unpacking Emergent Themes.	95
	Physical Resources	96
	Space.	96
	Books	96
	Time	97
	Technologies	97

	Print Stamped Materials	98
	Social Resources	98
	Symbolic Resources	98
	Review of Findings	99
V.	NEXT STEPS	101
	Summary of Findings	102
	Limitations and Affordances	104
	Implications	105
	Broad Educational Landscape	105
	Researcher Practice	108
	Future Research	108
	Final Thoughts	109
	References	110

LIST OF FIGURES

Figure		Page
1	Aiden Elementary School demographics 2013	5
2	Inquiry space	47
3	Emergent themes: Broad themes and sub-themes	86
4	Emergent themes: Interview evidence	97

APPENDICES

Appendix	Page
Appendices	
Transcripts of Marian's interviews	121
Transcript of Sydney's interview	134
Transcripts of Sofia's interviews	136
Transcripts of Mia's interviews	148
Transcripts of Dina's interviews	161
Transcripts of Kim's interviews	174
Letter of Consent.....	191

CHAPTER ONE: INTRODUCTION

It should come as no surprise that parental involvement is a key component leading to academic achievement in young children. Jeynes (2011) states that the influence of parental involvement on learning is accorded increasing respect by social scientists and its positive effects are observed in many academic disciplines. Singh, Bickley, and Trivette (1995) also assert that the most pervasive effect on students' educational achievement is found in the parent and child relationship.

Reading ability is an especially important element underpinning academic achievement. Cunningham and Stanovich (1997) note that early exposure to print provides many advantages for students, including stronger decoding skills, and reading with greater facility than children who have not been provided with early intervention experiences. These abilities lead to more engagement with reading, which in turn leads to vocabulary and comprehension skills that are comparably superior to students who lack these early experiences with print. Sparks, Patton, and Murdoch (2014) also report in their longitudinal study which followed students from first through 10th grades that positive relationships exist between reading abilities in early grades and general knowledge, and reading and language skills in 10th grade. Stanovich, Cunningham, and West (1998) assert that reading enables individuals to acquire declarative (general) knowledge from their environment in unique ways.

Clearly, early exposure to reading is a significant asset leading to school success. Many studies document the significance of family influence, particularly that of the mother, on reading ability as well. These factors, coupled with the recognition of the

vibrant cultural diversity present in American society, point to the need to expand the knowledge base related to early reading skills attainment.

Statement of the Problem

Concern over the ability of the United States to produce well-educated citizens who could compete successfully in a global economy was vividly expressed in the government report “A Nation at Risk” (National Commission on Excellence in Education, 1983). This document was written in response to a directive issued by T.H. Bell, then Secretary of Education, and asserted that the United States was raising a scientifically and technologically illiterate society. As justification for this position, the report noted an international comparison of student achievement in industrialized countries on 19 academic tests; the United States was last in seven of these and was never higher than third in any one of them. The report also noted declines in reading skills, such as the ability to draw inferences from reading material, and a rise in functional illiteracy among 17-year-olds.

Faced with this alarming view of the future, though several of the statements found in “A Nation at Risk” regarding student achievement were seriously questioned later (Ansary, 2007), lawmakers introduced stricter academic achievement standards through the No Child Left Behind Act of 2001. For example, all students in grades three through eight were to be tested annually in reading and math, and were expected to pass more rigorous examinations. This challenging criterion applied to all students, regardless of ethnicity or culture.

Coinciding with the development of stricter academic standards was the phenomenal level of immigration into the United States. These levels changed the

demographics of United States public schools. For example, between 1995 and 2006, Limited English Proficient (LEP) enrollment in schools increased 57%, according to the U.S. Department of Education (year). Gonzalez, Pagan, Wendell, and Love (2011) report that nearly every state recorded increases in their population of English Language Learners (ELLs) in the 2005-2006 school year. The U.S. Census Bureau (year) predicts that by 2030 almost 40% of the school-age population will have a home language other than English.

The term ‘culture’ is a broad concept that refers to more than the native language of individuals or groups. It encompasses components of ethnicity, religion and geography as well. Terry and Irving (2010), explain that cultures which differ from mainstream cultures are often termed ‘culturally diverse.’ Children from diverse cultural backgrounds form a significant portion of the American school population. Because of language differences or other cultural factors, they often struggle to keep up with their mainstream peers. It is critically important, then, to identify the ways in which these children are assisted in their attempts to become academically successful, particularly in reading. One of these avenues includes examining the literacy practices found in the home environments of culturally and linguistically diverse children.

Introducing the Researcher

I have been an elementary school educator for more than 25 years, and have taught almost every elementary grade. Love of reading and literature has always been a major part of my life. I still have the books I read as a child and occasionally I will read them again. Books from “Anne of Green Gables” to Tolstoy’s “Russian Folk Tales” are

displayed in the bookcase in my home. My enthusiasm for reading extends to the classroom where I have discovered that teaching reading sometimes leads to the neglect of other subjects!

Kindergarten has been a favorite grade of mine. Kindergarteners naturally love reading and it usually does not take much more than showing them a book cover to motivate them to learn. In recent years I have noticed a change in the way young children are taught. The focus is now on paper-and-pencil tasks that supposedly will train them to perform successfully on future standardized tests. There is less time for traditional, more appropriate approaches to reading. That is a major reason why I wanted to be involved in research that targets effective literacy practices for kindergarten children. The joy and spontaneity of childhood is dissolving in the face of new, inappropriate, and alarming academic demands.

Introducing the Context of the Study

The study was conducted at Aiden Elementary School (pseudonym) which is located in a historically Hispanic area of a large, urban school district in the mid-south of the United States. It is situated on a main city boulevard, sitting alongside numerous churches of all denominations, small businesses, and apartment buildings. Older cottage style homes fill the tree-lined streets around the school, with the neighborhood park serving as a meeting place and focal point for the area.

The students at Aiden Elementary School are primarily Hispanic and Asian, reflective of the neighborhood population. The school's Title I status reveals that the majority of students come from low socioeconomic backgrounds. Within the last fifteen years, the neighborhood has seen an influx of Vietnamese families and business. Aiden is well known for its high standardized test scores and has been the recipient of numerous honors. These include recognition as a Title One Distinguished School and a National Center for Educational Achievement award as a Higher Performing School.

Aiden Elementary School Student Demographics 2013 TEA, Texas Academic Performance Report	
Total Number of Students	1060
African American	2.4%
Hispanic	73.3%
White	0.4%
American Indian	0.0%
Asian	23.6%
Pacific Islander	0.1%
Two or more races	0.3%

Figure 1 – Aiden Elementary School demographics 2013.

Introducing the Participants

Six mothers were selected from a convenience sample to participate in this study. Most of the mothers were selected on the basis of English not being the primary home language, as reported by parents on the Home Language Survey. All have children who attend Aiden Elementary. Pseudonyms were assigned to mothers and their children in order to protect their anonymity.

Participants included mother Sofia¹ who is Hispanic, and who works as a Communities in School project manager at a nearby elementary school. Her daughter Elena is in my class. Mia was the second Hispanic mother involved in the study; son Alex is also in my class. Dina is the bilingual Vietnamese teacher in kindergarten at Aiden. Her daughter Mai is enrolled in the second of two ESL/Regular kindergarten classes. Kim is a young Vietnamese mother whose daughter Tien is in my class. Marian is an African American mother who also is an ESL first grade teacher at Aiden. Her son Jeffrey is enrolled in a regular kindergarten class at the school. African Americans Sydney and daughter Monserrat are new to Aiden. These six mothers gave of their time in order to recount their rich recollections expressing the ways they assist their children at home with reading strategies. They made possible the completion of the study. Pseudonyms were assigned to all to protect their anonymity.

Purpose of the Study

The importance of literacy development and its impact on academic success has been explored in numerous studies. These studies document the significance of literacy practices found in the homes of young students and the impact these experiences have on

¹ Throughout the dissertation, pseudonyms are used to refer to participant mothers, their children, and the school site of the study.

literacy achievement (Gonzalez, Pagan, Wendell, & Love, 2011; Jeynes, 2011; Roberts, Jurgens, & Burchinal, 2005). Though there are a number of studies found in professional literature describing the home literacy experiences of native English speakers, there appear to be fewer studies reporting the practices found in the homes of culturally and linguistically diverse (CLD) students, including ELLs.

This observation also pertains to CLD kindergarten students. This qualitative study aims to increase the knowledge base relating to the home literacy practices observed in CLD, including ELL, kindergarten students. The study seeks to identify practices utilized at home that caregivers, especially mothers, deem to be effective in the task of helping their children become literate in a language that perhaps does not reflect their own native speech, within a culture that is distinct from their own.

Research Questions

This study can be defined as a narrative research project utilizing interviews. “The aim is to build a layered, complex understanding of some aspect of human experience, in which linkages between themes are of interest to a researcher” (Josselson, 2013, p. 3). This study documents interview responses which are meant to illuminate the participants’ experiences.

The theoretical framework upon which the study is based is found in the nature of the narrative experience. A narrative is a reporting of events and social interactions that have occurred in particular contexts over time in an individual’s life (Clandinin & Connelly, 2000). Narratives, such as stories, myths and rationales explaining behavior, assist in organizing and making sense of personal experience. They are a version of reality as experienced by the narrator. The narrative story is imbued with meaning

according to the events connected with it; the way a narrative is constructed by the speaker is significant (Bruner, 1991). Within the range of the meaning and significance of narrative experience the following research questions will be addressed:

1. What are the literacy practices documented in interviews using a sampling of culturally and linguistically diverse mothers residing in a mid-South region of the United States?
2. What are the trends observed as culturally and linguistically diverse mothers recount their literacy experiences with their kindergarten children?
3. What conclusions can be drawn regarding the literacy practices of these culturally and linguistically diverse mothers?

Significance of the Study

Reading comprehension necessitates a certain level of background knowledge; most reading material assumes that a working background knowledge of reading operates within the reader (Chall & Jacobs, 1996). Children build their literacy knowledge base through personal interaction with the appropriate resources present in their environment (Zeece, 2008). Literacy experiences found in homes contribute to the knowledge base leading to successful literacy acquisition. This study will add to what is already known about successful literacy practices present in homes, particularly those of culturally and linguistically diverse kindergarten students.

This study will also inform my practice as a kindergarten teacher. Understanding the home literacy activities in which parents participate with their children will help me to support the families of the students I teach, by informing them of the reported strategies they can use at home. Information gathered here will also augment my

knowledge and understanding of the challenges confronting my students and their families in regards to home literacy.

Definition of Terms

Literacy: The ability to read and write in a language, with understanding, a short, simple sentence about one's everyday life (UNESCO, 2006).

Early literacy period: The historical development of literacy in colonial and frontier America (Monaghan, 2005; Soltow, 1991).

Literate home environments: The resources found in homes which facilitate literacy attainment (Roskos & Twardosz, 2004).

Home literacy practices: The strategies and routines used in order to enhance the development of literacy (Roberts, Jurgens, & Burchinal, 2005).

CHAPTER TWO: REVIEW OF RELATED LITERATURE

Our nation's economic success is enhanced by the success of its minority and culturally diverse populations, whether they are native English speaking or English Language Learners (ELLs). Economic success (and presumably individual well-being) is correlated with literacy competence. Given the assumption that literacy is a significant element influencing the success of individuals, factors relating to its attainment should be examined. Of particular interest is the study of literacy practices found in the homes of minority students, those students who could be termed culturally and linguistically diverse, or nonmainstream, and how these literacy practices might affect their mastery of the literacy skills needed to prosper in a setting which might be at variance from their native culture.

Culturally and linguistically diverse families continue to add their strands of personal history and rich literary achievement to our nation's social fabric and history. Student populations also contribute their own unique experiences and events to American's literacy saga, which began in the colonial era. It would be beneficial to briefly sketch both the beginnings of literacy attainment in the United States as well as to review some of the definitions of literacy.

Definitions of Literacy

The simplest, most general definition of literacy might be "...the ability to read and write in a language, with understanding, a short, simple sentence about one's everyday life" (UNESCO, 2005, p. 29). An extended, more flexible definition might include acquiring the reading and writing skills which enable an individual to partake in the activities recognized in his or her culture (Soltow et al., 1981). Kaestle, Damon-

Moor, Stedman, Tinsley, and Trollinger, Jr. (1991), state that literacy is "...the ability to decode and comprehend written language at a rudimentary level-the ability to say written words corresponding to ordinary oral discourse and to understand them" (p.3). Kaestle et al., (1991) assert that an exact definition of literacy is elusive, that the term captures a wide range of abilities, and that measuring and assessing its meaning is complicated.

Calfee (1994) maintains that societal needs modify concepts of literacy. What worked as an explanation of literacy since the Civil War era is now outdated and inadequate. Today's complex world requires a definition of literacy that extends beyond traditionally understood interpretations. Calfee terms this contemporary definition 'critical literacy' and includes elements of problem-solving and communicating through the literate use of language. Ellsworth (1994) also states that problem-solving and critical and creative thinking abilities may be more urgently required than reading and writing skills.

Venezky (1994) asserts that new literacy demands require abilities and skills related to computer information-processing. Technology literacy incorporates three dimensions: knowledge, capabilities, and ways of thinking and acting (Committee on Technological Literacy, 2002). The abilities needed to create, analyze, synthesize, observe and organize are all literacy skills related to computer information-processing. Additionally, self-monitoring and metacognitive strategies, such as deciding when to locate an example, an explanation, or a definition within hypertext as it is read, are critical to successful navigating within hyperspace. The goal is to create associations between ideas and knowledge, and to organize concepts in such a way that new and robust relationships are discovered. The Internet is bringing about deep changes in the

way society communicates, produces, and disseminates knowledge and information (Luke, 2000).

Another view of literacy espoused by Hedley, Hedley, and Baratta (1994) is described as 'visual literacy.' It alludes to the need for a multi-dimensional approach to problem-solving, especially problems connected to relationships; for instance, knowing how to network effectively within a career. This type of literacy is reflected in the ability to coalesce several factors into a sole visual image; it is tied to the management of social competencies. Bamford (2003) explains that visual literacy is the successful combination of syntax (the organization of an image) and semantics (the symbolic meaning of an image).

Literacy can also be described as recognition of the patterns which lead individuals to appropriate social practices, including modifications of practice as external events change, as well as engagement with technology. This modern definition also encompasses the view that literacy involves creating texts that can stand alone, without an enunciator. For example, photoshopping an image is considered to be a literate act. Within this definition, meaning making is embedded in discourse because humanity finds membership in social and cultural groups (Lankshear & Knobel, 2011).

Multicultural literacy definitions reflect the increasing diversity in American society. Most supporters of multicultural literacy find the traditional emphasis on the mechanics of reading and writing acquisition and performance unacceptable. Instead, definitions that are rooted in culture and social practice are favored. The term multicultural literacy frequently mirrors the reality that various cultural meanings and numerous forms of literacy exist (Garcia, 2003). Furthermore, multicultural literacy

denotes the ability to understand, communicate with and effectively interact with people across cultures (Thomas et al., 2008). This includes appropriate behavior in different cultures, cultural adaptation and performance, cultural judgment and decision making, as well as effective intercultural interactions.

Modern definitions of literacy stress the need for communicative competence. These definitions take into account the changes observed in science and society, as well as the need for sensitivity to cultural concerns. Literacy reflects the life of a society (Didsbury, 1994.)

Historical contexts clarify the meaning and purpose of literacy. According to Ohio teachers in 1854, literacy was achieved with the taking of a grammar class. Another popular 19th century attempt to define literacy was a school grade level indicator of reading ability. In the mid-20th century, literacy was defined in World War II as the ability to understand the written instructions needed to carry out basic military functions (Soltow et al., 1981).

History of the Early Literacy Period in the U.S.

A study of the history of literacy in the United States provides fascinating glimpses into the American past. The ability to read was a skill that was greatly valued in colonial America, and early American colonists believed that children could learn to read at astonishingly young ages. For example, in 1691 the colonial author and minister Joseph Sewell began his schooling at the age of three. In 1644 Elizabeth Walker tragically drowned while on her way to school in Plymouth Colony. She was two years old. In the days of the early Republic, Billie Daingerfield, aged four, was reported to have read the Bible in his Virginia school in twenty-four months (Monaghan, 2005).

The desire to inculcate literacy in early America found its roots in the Protestant Reformation of Europe. The Reformation encouraged Bible reading for people in all walks of life; Ulrich Zwingli, the Swiss reformer, enthusiastically stated that peasants' homes in Europe had become schools where both the Old and New Testaments were read (Soltow et al., 1981). The zeal for reading, especially Bible reading, was brought by the colonists to the New World and soon permeated early American culture.

The first American colonists, the Puritans and the Pilgrims, believed in the importance of educating young children. The Puritans thought that the Biblical statement "You shall know the truth and the truth shall make you free" (Holy Bible, John 8:32) was a God-given command to educate their community (Jeynes, 2011). Eventually the "Old Deluder Satan Law" was passed in 1642, which stated that all children were to be educated (Monaghan, 2005).

Many young children in the colonies began their education at a dame school. These were schools run by women, often widows, who charged a few pennies a week to take charge of small boys and girls for a few hours (Monaghan, 1989). The school was held in the kitchen or bedroom of the home (Good, 1956).

Students at these schools were presented with a hornbook. This first reading tool consisted of a small wooden paddle having a sheet of paper inserted within it. The paper contained the alphabet, a set of syllables, and the Lord's Prayer. The paper was covered with sheets of clear, protective horn (Good, 1956).

The primer, or first book, was introduced after the reading concepts found in the hornbook were mastered. The primer was crudely printed and illustrated with woodcuts (Good, 1956). It contained an elaborate set of syllables (the syllabarium) and words of

increasing complexity up to six syllables in length (Monaghan, 1989). Primers also contained catechisms and outlines of Puritan theology, such as John Cotton's *Spiritual Milk for Babes* (Good, 1956).

The next sequence of reading texts included the Psalter (the Book of Psalms), the New Testament and finally the entire Bible. Spelling books became increasingly popular as it was believed that spelling was the key to reading. These books were in such demand that by the end of the 18th century they had replaced the primer as the student's first book (Good, 1956). Spelling books of the time included lengthy tables of words followed by reading lessons based on previously introduced vocabulary (Monaghan, 1989).

All reading was accomplished orally through the alphabetic method. The 26 letters of the alphabet were taught first, followed by hundreds of two- and three-letter syllables which children were to learn to spell and pronounce. Students were then taught to spell words syllable by syllable. Finally they were ready to learn to read texts (Good, 1956). It was assumed that the texts were automatically understood; comprehension was not an issue since the texts were familiar treatises on Christianity (Monaghan, 1989).

The task of teaching children to read was given to women because it was thought that learning to read was simple. Many of these colonial teachers could naturally read but were unable to write. The job of learning to write, termed penmanship, was assigned to men because writing was within the province of the business world. Writing at that time seemed to mean almost exclusively fine letter formation (Monaghan, 1989).

In colonial America, the distribution of literacy was relative to affluence. An examination of estate documents of the time demonstrated that the number and variety of books an individual owned was positively correlated to personal wealth. The existence of

land title documents of the colonial period also provides inferential proof of a desire to learn to read and understand these documents (Soltow et al., 1981).

As the American frontier expanded from its colonial roots, churches and schools were quickly built after a town's initial formation (Soltow et al., 1981). However, "In the social structure of colonial America all things important in the matter of educating future generations were to be attended to (if not controlled by) the family" (Soltow et al., 1981, p. 55). In places lacking schools and churches, the family assumed the entire responsibility of transmitting literacy to its members. As early as 1656 clergyman John Cotton exhorted parents to educate their children, not surprisingly, through Scripture reading (Soltow et al., 1981).

American leaders throughout the 19th century placed a need for literacy within a context of spiritual salvation; in addition, the purpose of Bible reading was not only to heal the soul but to preserve the social order. These beliefs were supported through the publishing of inexpensive tracts that encouraged accepted Christian moral behavior. These tracts were highly regarded; by 1796 two million of them had been sold. They were especially popular along the western frontier (Soltow et al., 1981).

The family remained the moral mainstay of the social order (Soltow et al., 1981). A charming vignette relates the story of a father who promised his son a walk to an excellent orchard because he had been attentive to his books. "The very presence of books in the home clearly was perceived as a formative influence on interpersonal relations among family members" (Soltow et al., 1981, p. 66).

Mothers were a key figure in the teaching of reading, and the existing relationship between mother and child was reinforced through the concept of literacy. "In the context

of family education, it is significant that in those rare cases when we know who taught the child to read at home it is the mother who is singled out” (Monaghan, 1989, p. 58). Mothers were expected to teach their children to read (ironically, many were illiterate.) The poor needed encouragement to make the mother’s role as reading teacher a significant one (Soltow, et al., 1981).

In the late 18th and early 19th centuries books expressed the importance of the home atmosphere. Reading was perceived as an activity that reinforced relationships among family members. The ideology of the day pronounced that one’s leisure time should be spent reading and that after Sunday church one should go home and read a good book, preferably the Bible, for the rest of the day (Soltow et al., 1981).

Books in the home were cherished objects, and children who damaged them were strongly censured. Noah Webster stated that when at home good children will ask to read; later authors contended that ‘bad boys’ will not want to read books. The virtue of reading was frequently associated with other moral virtues (Soltow et al., 1981).

As the nation grew so did outlets for various new types of publications. Printers of catechisms and storybook authors assumed that parents would teach their children the elements of reading and writing, and that children would recite and learn their letters before they started school (Soltow et al., 1981). “There was a major expansion of the reading public in the late 18th and early 19th century, accompanied by an expansion and diversification of printed matter” (Kaestle et al., 1991, p. 54). From 1830 to 1850 five times as many books were published than in the previous 60 years (Kaestle et al., 1991).

Many books now expressed a more secular, sentimental character and new forms of fiction emerged. Diverse values expressed in tales, novels and romances began to be

found in the world of print (Soltow et al., 1981). For example, books such as *Attila, a Romance* found their way to the bookshelf. Beginning in the 1860s dime novels became the first profitable mass market fiction. These were adventure stories read by adolescent boys. Westerns were the dominant genre in which the significance of the setting of the story was stressed. Civilization faced nature; there was tension between order and civilization, and virtue and freedom. The hero usually resolved this tension through a violent act (Kaestle et al., 1991).

Reading material began to reflect class lines. The middle class perused magazines and read sentimental novels. Working class readers read story papers and the dime novels which were sensitive to working class concerns. The wealthy were the most likely of all groups to read the classics. Most Americans probably were not regular readers of newspapers or books except for those relating to religious publications (Kaestle et al., 1991).

Just as social class differences in literacy uses appeared in the 19th century, so did differences in other diverse American groups. It was not until the middle of the 19th century that women's literacy rates caught up to men's (Kaestle et al., 1991). Also, differences in rates of literacy in 1880 between African American and white groups "...were vast...with the American black population emerging from slavery and subject to massive poverty and discrimination" (Kaestle et al., 1991, p. 125). Literacy remained significantly tied to social structure (Kaestle et al., 1991).

Modern Historical Trends in American Literacy Development

Autobiographies, self-improvement, and the literacy of women. Studies of published autobiographies (particularly those of women) reveal the purposes of literacy,

such as reading for self-improvement, information or entertainment. For example, autobiographies from the early 20th century demonstrate that many women of the time read to provide a diversion from difficult circumstances. In 1910, Anne Ellis, a widow and working mother, confided that she loved to read Mark Twain ‘for amusement’ but was usually so exhausted that she could not recall any meaningful excerpts. Rose Cohen rented books from soda-water dealers in the 1890s in order to escape the world of the New York ghetto. One of her favorite authors was Charles Dickens, and she recounted that reading *David Copperfield* represented one of the few happy times in her life. Harriette Arnow, living in Kentucky in the 1910s, recalled in her autobiography that her family read magazines to obtain information about diverse topics such as seeds, planting information and World War I (Kaestle et al., 1991).

The ability to read also became a way to better oneself. Elizabeth Gurley Flynn related that when the family moved to New York in 1900 her mother attended night school in order to improve her penmanship and spelling, and to hear lectures on Shakespeare. Annie Vaughn Clary revealed that her grandmother relied on Bible reading to encourage moral self-improvement. Other women frequently mentioned Bible reading as a path or self-betterment (Kaestle et al., 1991).

This was an era when family members read aloud to each other as well. There were many references to family reading in the autobiographies of women growing up at the turn of the 20th century. Elizabeth Corbett recalled that her grandmother, who had a beautiful speaking voice, always read to the family when she came to visit. Often the reading would continue until midnight. Marietta Minnigerode (Andrews) reminisced that

she and her sister stifled sobs as their mother recited the verse of Alfred, Lord Tennyson (Kaestle et al., 1991).

Autobiographies supply valuable clues regarding characteristics of the reading public in America at the turn of the 20th century, yet “strangely enough, we know very little about the distributions and uses of literacy over the past century” (Kaestle et al., 1991, p. xiv). However, it can be stated confidently that self-reported illiteracy almost disappeared during the 20th century when seen as a percentage of the population, and that schooling had produced a more literate population (Kaestle et al., 1991). “Research . . . seems to confirm that each succeeding generation has been better educated than the last” (Kaestle et al., 1991, p. 76).

Influence of labor shifts on views toward literacy. The earliest look at the buying habits of American citizens was initiated in 1890 by the Bureau of Labor Statistics. This agency wished to gather information that yielded a measure of the public’s interests and reading habits within the home. Although identification of distinct trends is difficult, some observations deserve mention. For example, spending on newspapers, magazines and books has risen steadily, but more money has been spent purchasing books relative to that spent on newspapers and magazines. Also, Americans are a more homogeneous group of print purchasers now than they were one hundred years ago (Kaestle et al., 1991).

Brandt (2003) records that by the decades of the early 20th century the context of literacy changed. Concepts of literacy shifted because the economy transformed from one of physical labor to that of mental labor. Literacy skills were perceived as

commodities in themselves; skills were identified so as to be marketable to potential employers.

Literacy began to play a significant role in social change. “It became a major catalyst in new modes of communication, production and social relations” (Brandt, 2003, p. 248). There has been, and continues to be, rapid change in communication technology. New technologies have been invented for home, school and workplace use which have had a major effect on the viability of literacy skills (Brandt, 2003).

During the 1970s and 1980s the standardized test scores (i.e., the literacy) scores of students in the U.S. declined to the point that the authors of “A Nation at Risk” claimed that the nation’s security was threatened, and that weak academic standards were to blame. However, Kaestle et al., (1991) argue that the skill decline might be explained by non-school (i.e., home environment) factors such as television, extra-curricular activities and recreational drug use. The 1970s were characterized by social and economic disruptions; divorce rates rose and single parent families increased in number. “We believe that such upheavals in families in communities . . . were likely contributors to . . . lower achievement” (Kaestle et al., 1991, p. 141).

In the decade of the mid-1960s to the mid-1970s, American life brimmed with diversity. Examples include the civil rights and women’s movements, a resurgence of fundamentalist Protestantism, and increased immigration. These phenomena influenced American reading. Foreign-language publications flourished, especially the Hispanic press. However, American reading characteristics as reflected in such publications as *The New York Times*, *Newsweek* and *Ladies Home Journal* remained basically the same (Kaestle et al., 1991).

In the past, becoming literate was grounded in a growing sense of nationalism found in nascent American culture. Citizens learned to read so that they could become not only cognizant of the bold ideas germinating in a new America but practice them as well. As time progressed, the definition of literacy gradually evolved. Literacy characteristics changed as the need for it found new dimensions.

Literacy and social justice. As views of literacy changed to accommodate a changing and more diversified American society, social justice issues emerged. Moss (1994), asserts that a growing awareness of the ways people are characterized in terms of being literate, or not literate, has generated much discussion. The importance of the cultural milieu and the social practices embedded in literate acts deserve examination.

According to Street (1995), “the [language] literacies of non-European peoples have generally been ignored by developers” (p. 108). For those individuals acquiring new language literacy from a dominant society, the impact of a new culture and its structures can be more consequential than the technical demands imposed by reading and writing (Street, 1995). Cope and Kalantzis (2000) also explain that certain kinds of literacy in American society, particularly written literacy, have been privileged at the expense of other types of literate activity, primarily oral. This ignores the trends observed in the communications field, where range and technical integration have expanded the extent of literate possibilities.

Over the years, numerous court decisions and legislation based “on the due process and equal protection clauses of the 14th Amendment” (Wright, 2010, p. 71) have significantly changed education and shifted how language literacy is perceived in the U.S. Perhaps one of the most well-known court cases is 1954 *Brown v. Board of*

Education, in which the Supreme Court ruled that separate but equal education is inherently unequal. By overturning the 1896 “separate but equal” education decision in *Plessy v. Ferguson*, the Court called for the integration of schools (Russo, Harris, & Sandidge, 1994). Equally important in the *Brown* decision was the ruling that states are responsible for assuring and providing “equal educational opportunities” for all students, which became the basis for other landmark cases related to bilingual and ESL education (Wright, 2010). While there is disagreement as to whether the Court assured bilingual education in the *Brown* decision, researchers agree that *Brown* opened the doors for the establishment of bilingual and ESL education in the U.S.

Two prominent court cases were *Lau v. Nichols* in 1974 and the *Castañeda v. Pickard* in 1981 (Wright, 2010). *Lau v. Nichols* charged that Chinese-speaking students in California who were receiving instruction in all English were not afforded equal opportunities to an education due to the language barrier. The Supreme Court agreed, stating that “students who do not understand English are effectively foreclosed from any meaningful education.” This led to the Equal Education Opportunities Act of 1974 (EEOA) which included provisions and methods for identifying language-minority students and providing the appropriate instructional programs and strategies for such students.

In *Castaneda v. Pickard*, a case involving English language learners (ELLs) in Texas, a federal court found that the school district failed to take the appropriate actions relating to the education of ELL students as called for in EEOA. As a result, a three-pronged system was written into EEOA mandating that ELL student programs must be (1) based on a sound educational theory, (2) implemented effectively with sufficient

resources and personnel, and (3) evaluated to determine whether they are effective in helping students overcome language barriers (Del Valle, 2003).

Brown v. Board of Education, Lau v. Nichols, Castaneda v. Pickard, and other court cases and legislation brought forward critical issues in education, such as the downfalls of segregated schooling, the right of all students to have equal opportunities in school, and importance of establishing systems to assure that these opportunities provided. Furthermore, they bring to light the idea of literacy, not as a solely English-language pursuit, but one that is attainable in any language.

A brief history of African American literacy. In Civil War era America (1860) African slaves, four million at the time, were not allowed to become literate. The end of the Civil War purportedly signaled an end to racial discrimination and a substandard education for blacks, but that did not come to pass. Only in the middle of the 20th century did black enrollment in schools begin to reflect numbers comparable to white enrollment (Weinburg, 1991). However, “systematically inferior schools were the inevitable lot of black children” (p. 5).

In Texas, education for African American children was infrequent and unreliable during the years preceding the Civil War. Education emphasized on-the-job training for several types of occupations; formal education barely existed. In an 1850 census reports show that there were 58,558 African Americans living in Texas, and that of these 217 were believed to be literate (Wilson, 2010).

At the end of the Civil War the United States Congress created the Freedmen’s Bureau. The Bureau supervised schools for African American children in many Southern states including Texas, and provided a formal curriculum. Most teachers were from the

North and were recruited from the American Missionary Association. Some individuals in Texas did not approve of the Freedman's Bureau and its methods and burned the schools. As time progressed laws supporting the maintenance of the African American schools were alternately passed, then repealed. A survey conducted by the State Board of Education in 1921 revealed that Texas spent about a third less for the education of African American students than it did for white students (Wilson, 2010).

The civil rights movement has been the most important factor influencing African American life since 1940. Schools which had been segregated were now to be integrated, and equal education for all was to be guaranteed. Unfortunately, many in the education field insisted that African Americans change their cultural practices as they entered mainstream American schools (Weinburg, 1991).

The cultural practices and literate lives of African Americans are embedded in oral tradition and figurative language, and a high degree of verbal literacy is documented. According to Qualls (2001), verbal and figurative literacy are central to the oral tradition; verbal dexterity is highly valued in African American culture. Reliance on inferential language and ambiguity developed as a form of communication that enslaved peoples needed in order to survive oppressors. Body language, coded messages, and words imbued with multiple meanings were common features of African American communication.

The foundation for learning is found in language development. The oral traditions developed at home that African American children bring to school sometimes do not match the language that is found in mainstream culture. This can create discontinuities between home and school and can impede academic success for African American

children. For example, differences in language forms developed in nonmainstream homes, such as types of dialect, can provide evidence of disconnectedness between home and school (Scott & Marcus, 2001).

A brief history of Hispanic American literacy. Hispanic Americans descend from a people who have lived oppressed by a dominant culture for hundreds of years. Hispanic groups have found themselves in modern times without opportunities for effective, formal schooling. Schools which have been available to them are often substandard, in poor physical condition, and in segregated areas (Jones & Fuller, 2003).

In Texas, informal schooling for Hispanic Americans was the standard for 300 years. The education for mestizos (those of mixed Spanish and native ancestry), Spaniards and indigenous groups was meant to foster literacy appropriate for the missions, towns and presidios (forts) scattered across the Texas landscape. There was no educational system, and formal schooling was not considered a priority. The ultimate goal was to control the Native American population (San Miguel, 2010).

During the late 19th century the first public school system was organized in Texas. As schools were opened, the Hispanic population faced discrimination. Hispanic children could attend segregated schools only and state policies excluded Mexican culture, community and the Spanish language. Many Mexican Americans did not attend school because of discrimination and poverty (San Miguel, 2010).

Between 1880 and 1930 the curriculum for Hispanic populations at the elementary level changed from academic to nonacademic concerns such as civics and cultural norms education, and the development of a command of English. Secondary schools began to emphasize vocational education. English-only policies were instituted

during this time as well (San Miguel, 2010). A statement from the Texas Department of Education in 1923, for example, welcomed Spanish-speaking parents, but advised them that their children must learn English as well as new cultural habits (Rodriguez, 2010).

Prior to 1973 efforts were made in Texas to assist Hispanic children in their efforts to attain literacy. Barrio (neighborhood) schools were established and were in operation as late as 1965. These schools emphasized home based reading and writing instruction. The League of United Latin American Citizens (LULAC) instituted community based schools known as “Little Schools of the 400.” These schools taught basic English vocabulary needed for formal school success. Equal opportunity for Spanish speakers became a desirable goal (Rodriguez, 2010).

In 1973 bilingual education became law in Texas. The law required that school districts use native language instruction for those whose home language was not English. English literacy skills were to be taught using English as a Second Language (ESL) instructional methods.

The harsh political realities faced by Hispanic groups for many years stand in sharp relief to the observed characteristics of Hispanic literacy. The role of the family is central to a discussion of literacy in Hispanic culture. The family is part of an extended support network that can extend to many generations. Emotional support for learning and literacy resources are frequently shared. Children are taught to respect older members of the family (Hammer & Miccio, 2004).

From a cultural perspective, children are also taught to respect teachers; teachers, not parents, control the acquisition of knowledge. Because of this respect for the teacher as authority figure, Hispanic parents often do not ask educators questions because they

fear they may be perceived as impertinent. Additionally, they may not participate in classroom activities because of the belief that a respectful distance must be maintained between family and school (Hammer & Miccio, 2004).

Children who have been immersed in both Spanish and English at home have demonstrated superior phonological awareness skills as they learn to read in school. However, students who have experienced minimal exposure to English may experience difficulties in school because of the differences in Spanish and English phonological systems. Limited English vocabulary may also create challenges. Spanish and English exposure patterns can affect literacy outcomes (Hammer & Miccio, 2004).

A brief history of Vietnamese American literacy. Vietnam was controlled by China for a thousand years, beginning in 111 BCE. Confucian philosophy and respect for scholarship was brought to Vietnam from China, and Confucian education patterns were closely followed in Vietnam. For example, if Vietnamese boys exhibited a talent for learning they were sent to learning institutions where they studied Chinese literacy classics in the Chinese language. Exams were based on Confucian literature. But schooling was also available to students who were not in a position to take the state exams, as parents taught their children to read and write. This esteem for learning has been a tradition in Vietnam, more so than for any other East Asian Marxist country (Woods, 2002).

This observation is supported by Mr. Nguyen (pseudonym), a teacher at my school and the interpreter during some of the interviews with non-English speaking Vietnamese parents in my study. Drawing on his experiences of growing up and teaching in Vietnam, Mr. Nguyen stated that there is “a thousand year old tradition of the

Vietnamese loving learning and respecting teachers and scholars” (personal communication, April 2, 2014).

Respect for learning has been brought to America by Asian newcomers, and Asian American students have demonstrated a high degree of academic rigor. The Vietnamese are included in this cultural group, and are a part of what has at times been termed the “model minority” in America.

Characteristics of Literate Home Environments

The examples presented throughout the preceding section highlight the significance, from colonial times to present day where those from other cultures continue to add their meaningful traditions to American life, and where the home is described as a place where literacy is encouraged and developed. Characteristics of literate homes have been the focus of careful and detailed observations. For example, appropriate reading environments are crucial to the development of literacy in the young. Reading in the home that is reliable, habitual and quiet can alleviate situations with potentially negative effects for a child, such as substandard child care settings which provide few literacy interactions (Roskos & Twardosz, 2004).

Physical resources of literate homes. Researchers have identified three major characteristics of literate homes. One is the physical resources present in the home environment. Adequate time is a physical resource necessary for literacy development. Shared book reading requires this resource, i.e., blocks of time with no external pressures. Similarly, bedtime reading must be well-managed because time is a scarce commodity in American society (Roskos & Twardosz, 2004).

A second physical resource requirement in a literate home addresses the physical surroundings. Literate homes might include ‘literacy pockets,’ which are areas in the home with comfortable seating and appropriate lighting, and which are away from family traffic (Johnson, 1987). These conditions encourage skill development in both reading and writing. Other physical resources include quality and quantity of books, writing tools, technologies (television and computers) and print-stamped objects such as games and toys. These types of physical resources enhance children’s independent exploration of books and print (Roskos & Twardosz, 2004).

Social resources. A second characteristic of a literate home is its social resources. This includes those in the home who desire to share responsibility for reading tasks and activities. The emotional relationship among family is also a significant factor. The salutary effects of shared book reading are increased if several family members read to a child. If this responsibility is shared within the family there usually is a greater willingness to read as well (Roskos & Twardosz, 2004).

Symbolic resources. A third resource relating to literacy in the home could be described as symbolic. These are literacy routines, such as grocery shopping and bedtime routines. “Taken as a whole, routines preserve and transmit patterns of action and beliefs about literacy” (Roskos & Twardosz, 2004, p. 291). Routines are an objective reality which proves family intentions that are already permeated with beliefs regarding literacy.

Studies related to physical resources of literate homes. These three resources related to literacy, the physical, the social and the symbolic, work together and influence each other. The quality of physical resources, such as comfortable spaces and adequate lighting, could positively correlate with children’s requests to have books read to them.

Development of these literacy processes can influence the resources of the family environment. The availability of physical resources might also positively correlate with children's requests to have books read to them and adults' willingness to comply (a social resource). More books might be obtained to continue the pattern once it has been established. Increasing interest in various reading materials can lead to trips to bookstores and libraries, as well as the integration of computer-based literacy activities. This represents the symbolic resource component. Not surprisingly, families may not continue their investment into literacy activities with their children if the interaction is not enjoyable and does not lead to academic progress (Roskos & Twardosz, 2004).

Roskos and Twardosz (2004) analyzed several studies relating to home literacy. They found that space in the home was the most neglected resource and therefore was barely described in many of the studies. However, one examination described the living room, the place where a young mother read to her child, as a distracting mix of foot traffic, and television and radio noise (Heath & Thomas, as cited in Roskos & Twardosz, 2004).

Time as a resource was briefly mentioned in the sense of what time reading occurred, such as at bedtime. Some studies referenced how little time families could actually have together (Heath & Thomas, as cited in Roskos & Twardosz, 2004). According to Roskos and Twardosz, predictable time schedules were not addressed. In terms of routines, one author discussed the fact that a regular storybook reading routine was not a common feature of low-income homes (Teale, as cited in Roskos & Twardosz, 2004).

In these research efforts materials as a literacy resource received significant attention (Roskos & Twardosz, 2004). Effects of genre and format on teaching interactions were studied (Pellegrini, Perlmutter, Galda, & Brody, 1990). Taylor, (1995) examined materials that could help or hinder reading to children. These included items such as computer software or television.

In discussions of individuals reading to children in the home no mention was made of any person other than the mother in a quarter of the studies, though one study referred to fathers and a grandmother (Yaden, Smolkin, & Conion, 1989). One coping strategy for stressed mothers was to use siblings to facilitate reading activities (Taylor, 1995). All studies referenced the fact that family members' level of literacy attainment, particularly that of the mother, might contribute to reading interaction (Roskos & Twardosz, 2004). Children's emerging literacy knowledge can make greater demands on the mother's knowledge, and children might also acquire more knowledge through the ensuing literacy interactions (Bus & van IJzendoorn, 1988).

One study illumed the emotional component of a secure mother and child relationship, which led to motivating yet demanding book-reading experiences (Bus & van IJzendoorn, 1988). Another investigation noted that the more friction there was in parent and child book reading experiences, the lower the reading comprehension scores were for the child (Leseman & de Jong, 1998).

Compilers of these studies remark that the development of the family practice of book reading may have as much to do with the use of literacy resources as with access to those resources. Some resources, such as the number of persons in a household or the presence of television, can have positive or negative influences on the act of reading to

children. Finally, it is not well documented how the ways that physical and social resources found in the home may influence storybook reading (Roskos & Twardosz, 2004).

Evidence consistently supports a relationship that links children's early success in reading with parents' own reading and interest in books, parent and child storybook reading and parents' general interactions with their children around print. Some parents acknowledged literacy as a practical, functional necessity; becoming literate was an obligation.

Research supports the notion that parent and child interaction with print most likely influences the literacy development and academic success of young students. Characteristics of literate home environments point to ways that parents can help their children become competent readers. However, more research is needed in the area of home literacy practices, particularly where these practices relate to young children.

The Home Literacy Practices of Culturally and Linguistically Diverse Students

America is a diverse society. The students who contribute to its diversity, however, frequently experience lower educational outcomes than those in mainstream American culture (Bennet, Bridglall, Cauce, Everson, Gordon, Lee, Mendoza-Denton, Renzulli, & Stewart, 2004). These students, often termed 'culturally and linguistically diverse' (CLD), are students who are distinct from the dominant culture of a society by way of their social class, ethnicity or language (Perez, 1998). It is therefore important to examine the factors that contribute to the success of culturally and linguistically diverse students. One of these factors is the literacy practices found in the homes of CLD

students. Numerous studies document the competent literacy practices of African American, Asian, and Hispanic families.

Chu and Wu (2010) discussed their survey of research documenting the home literacy practices of CLD students. They report that children from CLD backgrounds may not have similar literacy experiences as those in the mainstream culture, which can impact their academic success and ability to compete (Hammer, Miccio & Wagstaff, 2003). They found that poor minority families value rich literacy activities for their children, and that parents act as meaning makers of their children's literacy environment (Auerbach, 1989).

Parents' literacy involvement within the home enhanced literacy skills, school readiness, and social functioning. Factors influencing home literacy practices included opportunities to access materials, amount of available reading materials and degree of parental involvement. The home environment was important because it is there that children might become knowledgeable about literacy materials, observe literacy activities going on, explore literacy activities, and engage in joint reading and writing tasks (Chu et al., 2010).

Ezell, Gonzales and Randolph (as cited in Chu et al., 2010), found a positive correlation between ability to access materials and enhancement of literacy skills. Britto and Brooks (2001), and Roberts, Jurgens and Burchinal (2005), demonstrated a positive relationship between home literacy and CLD students' literacy skills. These include language skills (expressive and receptive language) and school readiness. Additionally, Roberts, Jurgens, and Burchinal, commented that "parents who are responsive, sensitive and accepting...and who provide structure, organization and a positive general emotional

climate at home...facilitate children's language and early literacy development" (p. 347). Similarly, the level of maternal education and quality of assistance and sensitivity are factors affecting learning outcomes (Chu et al., 2010).

Research studies related to the home literacy practices of African American students. A perusal of studies highlighting culturally diverse groups sheds light on significant home literacy practices and their effects on child development. Roberts et al., (2005), initiated a study which examined the relationship in African American children from the age of three to kindergarten entry, between literacy skills and home literacy practices. Specifically, four measures of practice were examined: The level of sensitivity demonstrated by the mother during shared book reading, mothers' strategies during shared reading, the extent to which the child enjoyed being read to and the parents' perception of how often they participated in shared book reading time.

Participants included 72 African American children recruited from community-based child centers, who were followed until their entrance into kindergarten. Frequency of book reading and child's interest in reading were assessed using questionnaires (Roberts et al., 2005). Book reading strategies were assessed through videotaping and level of maternal sensitivity was coded using MULTI-PASS, a video coding protocol used for analyzing parent and child interaction.

Assessments measuring language and literacy outcomes were administered. These were the Peabody Picture Vocabulary Test-Revised, for receptive vocabulary; the Clinical Evaluation of Language Fundamentals-Preschool, for receptive and expressive language skills measurement; and the Test of Early Reading Ability, for an analysis of students' emergent literacy knowledge (Roberts et al., 2005).

The general quality of the home environment was analyzed using HOME, a 45 item semi-structured observation and interview system that measured the caregiver's emotional and verbal interactions with the child. The HOME measure was positively correlated to the four literacy practices. Other findings revealed that young students' receptive vocabulary was related to maternal sensitivity. Mothers who utilized more strategies during book reading had children who achieved higher vocabulary scores. The HOME was positively related to several outcomes: receptive vocabulary, receptive language, expressive language and early literacy skills. The authors caution that controlling for background variables is important. For example, the mothers' responses to interview questions may have been affected by a desire to reflect positive responses. Strengths of the study include the factors that home practices were assessed at multiple time periods, various measures of specific literacy behaviors were studied, and the tests were administered more than a single time (Roberts et al., 2005).

Daniels (2012) demonstrated that literacy skills are used in daily life by low-income families. Participants in the study were taken from the Head Start program in Washington, D.C. and Baltimore, Maryland areas and lived at or below the poverty line. They included 51 African American children between the ages of four and five as well as their biological mothers. Daniels wished to investigate culture-specific family practices within a low-income minority population to ascertain if these practices were linked to the children's emerging literacy.

Data collectors administered diagnostic tests to determine the emergent literacy skills and the receptive and expressive vocabulary abilities of the child participants. An objective rater was used in order to gather information about the home environment.

Interviews and questionnaires seeking background information were also utilized. After all information was documented, each parent and child engaged in unstructured play; the caregiver was then asked to read a prescribed book to the child (Daniels, 2012).

Interestingly, the unstructured play and book reading were not included in the investigations' conclusions.

Results of the study indicated that the quality of the home environment as well as participation in a variety of literacy practices are associated with emergent literacy skills, especially expressive language. A majority of parents had books or magazines for their children in their home. An increase in the number of books in the home was significantly correlated with increased performance on vocabulary, and phonological and print awareness tests (Daniels, 2012).

Johnson (2010), authored a qualitative life history study seeking to illuminate the literacy practices of the Jones family, an intergenerational African American family (Maggie, Harriet, Sally, Lola, and Kiki) living in Pinesville. Using anecdotes and reminiscences Johnson documented the many ways that this family supported each other through their literacy endeavors. Literacy was significantly utilized in order to manage practical life situations, such as to prepare budgets and apply for loans, as well as to copy and share recipes found in magazines. Literacy skills were used for religious purposes, including Bible reading and reading prayers and poems at church services. The family also used their literacy knowledge for enjoyment; they read novels for pleasure and read children's books to the baby, Lola (Johnson, 2010).

For years, one of the older family members habitually used her reading and writing abilities in her work for a blind white American. She read the mail for her elderly

employer and wrote letters for her as well. Newspapers were given to the Jones family by the people they worker for, providing them with important knowledge about the world. These stories about the literate lives of this family show that they used reading and writing to bolster and maintain relationships not only among themselves, but also among others in their community (Jones, 2010).

The Jones family used literacy in order to engage in the education of the children. For example, one of the women did not graduate from high school but she worked assiduously with her children so that they could succeed in school. Children were taught to read at home using everyday materials; a strong commitment to education existed within the family (Johnson, 2010).

Johnson (2010) concluded through evidence found in her study that a legacy of literacy is a resource that African American children bring with them to school. Literacy sustained the Jones' personal culture; this was observed in the ways that the family utilized their literacy knowledge such as through Bible reading and book reading for enjoyment. The family was convinced that literacy was a source of empowerment.

Ethnographers Denny Taylor and Catherine Dorsey-Gaines described the literacy practices they observed in CLD families living in a large urban area of the Northeast United States. They discovered that, far from being devoid of literate experiences as some experts assumed, literacy was alive and well in this environment. Families preserved their personal identities through reading (Taylor & Dorsey-Gaines, 1988). "Children were growing up with literacy as an integral part of their personal, familial, and social histories" (Taylor et al., 1988, p. 131).

Families read storybooks to their children on a regular basis, though there was variation in the amount of time spent reading to children within the family. Parents and children worked on homework together as well, checking and comparing answers. Family members built and sustained relationships with each other through reading (Taylor et al., 1988).

Families also read to gain information, meet practical considerations and schedule the needs of everyday life. For example, these CLD families read and discussed with each other local, state and national events found in newspapers. They kept and read information about parent meetings at day schools, bills to be paid and recipes to be enjoyed (Taylor et al., 1988).

These families read for pleasure as well. Taylor and Dorsey-Gaines observed mysteries, magazines and religious books in the homes of their participant families as well as archived materials such as birth certificates and report cards. Discussions related to political issues, religion, philosophy and poetry were supported by books that had been read (Taylor et al., 1988).

Research studies related to the home literacy practices of Asian American students. Other studies document the rich literacy experiences of Asian English language learners (ELLs). By means of a survey Li (2007), reported Chinese immigrant parents' perspectives on schooling, homework and parental involvement. Chinese immigrant parents tend to be actively engaged at home with regard to their children's education. They often provide a nurturing literacy environment and engage their children in daily literacy activities, and prefer traditional, skills-based approaches to holistically based principles. For example, they believe that the most important things they can do to

help their children learn to be literate are to teach correct spelling and to recite a story they have previously read. However, “Chinese parents appear not to recognize the effects the sociocultural dimension of literacy (such as providing role models and encouragement) may have on their child’s literacy development” (Li, 2007, p. 30). Chinese parents tend to have more controlling parenting styles which would influence how students would experience home literacy practices (Li, 2007).

In her research Li (2007) found that the majority of parents in her survey read aloud to the child, taught reading strategies, helped with reading comprehension, and read in their native language. If children were bored, 44 percent of the parents recommended reading books. Their home literacy practices seemed to reflect the typical school activities related to literacy. Her findings suggest that the Chinese exhibit traditional cultural values with respect to literacy acquisition, but as they are accommodated in America culture they adopt mainstream American practices.

Li (2007) also conducted an ethnographic study of four Chinese immigrant families in Canada. She examined the effects of family physical capital (wealth), parental human capital (family) and social capital as major influences in the acquisition of literacy. Family physical capital can provide opportunities for children to experience art, theater, museums, and libraries. However, the amount of physical capital in a home does not automatically guarantee the quality of literacy knowledge in a family. Parental human capital, especially the mother’s, can influence the home language and literacy environment. Parents of different educational backgrounds often demonstrate varying educational philosophies. Social capital, the relations and interactions between adults and children, is a major source of the material that can provide a quality family

environment. When parents use their human and physical capital effectively, their children's educational achievement is enhanced.

Li (2007) describes her four participant families. The Li family included parents who were both engineers and a five-year-old son. The Zhang family was comprised of a husband who was an associate professor and a wife who had been an assistant librarian in China. However, she took a job working at a factory in Canada in order to help support the family. Their five-year-old daughter completed the family. The Ye family eventually owned a Chinese restaurant in Canada; the father had completed a high school education, the mother a junior-high education. They had three young children. Finally, the Liu family, who had resided in Canada the longest, was comprised of a father with a fourth grade education, a mother who had completed a twelfth grade education, and four children. This family also owned a restaurant.

The purpose of the study was to investigate the ways in which the families invested their capital with regard to literacy experiences. Li found in her study that the way physical capital is invested in literacy is more important than the amount of physical capital a family possesses. For example, the Zhang family, though struggling financially, rented a more expensive two bedroom apartment so that their daughter could study. They also sent their daughter to a piano lesson each week. They bought their books at garage sales and public library sales. The Li family lived in a small apartment with limited space, so the walls became a classroom, full of maps and a variety of print materials. The two restaurant owning families had more income but made different choices. The Ye family did not make an effort to invest in literacy materials for their children. There were no books, crayons, or pencils in the house. The children spent their time in the family

restaurant and saw only the print that was related to the managing of the restaurant. The Liu family enjoyed the healthiest financial situation, and following Asian tradition, saved \$10 thousand dollars in order to purchase a set of classic books of the Western world. The volumes included works by authors such as Aristotle, Einstein, and Shakespeare. The books were piled against a wall and evidently were never opened. The family made no trips to the public library (Li, 2007).

Differences in investment of parental capital were reported. The Zhang and Li families (the academic families) supported their children's learning through supervision, monitoring, modeling and moral support. As an example, the Li parents made flash cards of English words for their child. These academic families had family literacy time, i.e., they incorporated teachable moments into their children's lives, such as when trips to the grocery store were conducted (Li, 2007).

In the entrepreneurial restaurant owning families, their limited educational experiences influenced the ways that they could assist their children. The Liu family bought a huge set of books, for example, that though impressive was of little help to their young children. The children of both of these families were often unsupervised due to the hectic schedules of the parents. According to Li, reading and writing were foreign concepts to these parents (Li, 2007).

The academic families also built social networks. The entrepreneurial families appeared not to, though one family interacted with the community more frequently than the other. Li's findings support the contention that physical and parental capital in and of themselves do not determine whether a home environment will be rich in literacy

experiences; rather, it is the way resources are invested that makes the crucial difference (Li, 2007).

Roberts (2008) examined the effects that home reading of storybooks has on ELLS. She tested 44 preschool age children; primary languages included Spanish and Hmong. Students took home 12 classic children's storybooks in either Hmong or Spanish, depending on the home language of the student, for each of two six-week sessions. Parents were to read the book with their children. However, half of the group took home the same story written in English. During the week that followed the at-home reading, a storybook lesson was done at school in English. For the next two six-week periods the books were switched (the students who had a book written in English took home a book written in their primary language and vice versa).

After the 12 weeks concluded, vocabulary tests were administered to the children. An analysis of scores on the tests revealed that students who received storybooks in their native language actually identified more English storybook words than those students who took the same book written in English home with them (Roberts, 2008).

Family literacy practices studied reveal that families with a storybook written in their home language read the book more frequently than those who received their book in English. Yet children in the second six-week session who received their books in English received higher vocabulary scores than those who were given a primary language storybook. Most parents preferred reading in their home language. The family caregiver's knowledge of English strongly correlated with the students' measure of English vocabulary (Roberts, 2008).

Research studies related to the home literacy practices of Hispanic American students. Hammer, Rodriguez, Lawrence, and Miccio (2007), surveyed Puerto Rican mothers' beliefs and home literacy practices. The investigators found that mothers of children who were exposed to both Spanish and English at birth read to their children more often than mothers of children who were not expected to communicate in English until age three. Beliefs about literacy may influence how mothers teach and read books to their children more than the frequency of participation in literacy activities.

Haneda (2010) found that in the homes of ELLs, siblings and others in a larger support network maintain their literacy practices. For example, Latino families often engage in collaborative literacy activities in public spaces, such as the kitchen or dining room which involve extended family members. The literacy practices of ELLs are typically bilingual or multilingual in nature, and the support network is critically important.

Hammer and Miccio (2004) discussed the implications of observations documented in two investigations of home literacy practices of Latino (Puerto Rican) families. They explain that Hispanic families sustain each other by offering emotional support. Mothers view the mothering role as the primary responsibility. However, several specific literacy behaviors were reported by these researchers, who used semi-structured interviews to support their conclusions. One mother helped her son read letters of the alphabet in a style termed 'labeling style' (book reading style). Mothers commented about the pictures in the books, and questioning elicited basic information. The experience was much like a vocabulary lesson. Another mother believed that children learn to read by looking at the pictures. 'Leticia' believed children learned to

read by looking at pictures and determining what was happening in the story based on their own experiences. 'Leticia' looked at books in English with her child several times per week. She also possessed literacy-related toys such as a memory game, alphabet flash cards, paper, pens, pencils, markers, and scissors.

Some of the parents in the study pointed to words as they were read. It was important to the mother that the words were repeated by the child. One mother read only when a book was brought to her by the child. Another mother valued books so highly that she wanted to ensure that they were well-maintained, so most of them were at the grandmother's house. This mother employed a text reading style, in which 60 percent or more of vocal utterances were lines of text. About three percent of utterances were questions about the book (Hammer & Miccio, 2004).

The purposes and characteristics of American literacy have evolved over the centuries, but the desire to become literate, and the perception that being literate is tied to success has not changed. This is true of culturally and linguistically diverse groups as well as native English speakers. There is still much to be learned regarding the home literacy practices of these student populations and how these practices might influence student academic achievement.

CHAPTER THREE: METHODOLOGY

Although it can be stated that there are various sound and justifiable meanings of literacy, the focus of this research will be on aspects of reading literacy. Reading ability is given enormous attention in school districts. The lesson planning guides provided by districts devote most of their space to reading methods and activities. Therefore, a study which seeks to illuminate some of the ways that reading ability is developed is appropriate. As a researcher, I was intent on discovering what kinds of reading literacy practices supported true literacy learning, because students' lives were significantly impacted by drives to succeed academically at younger and younger ages.

Research Design

Social science research is concerned with the truism that social realities are constantly evolving. A quantitative researcher will most likely want to access these realities through an experimental procedure using statistical analysis. The experiment is used in order to test the impact of an intervention while controlling for factors that might affect the outcome (Jackson, Drummond, & Camara, 2007).

By contrast, a qualitative researcher focuses on understanding the experiences and reflections about them that construct personal reality. Qualitative research relies on in-depth responses to questions based on a quest for an understanding of human experience as it is lived. A qualitative researcher will gain access to much information about a particular phenomenon through an interpretive approach known as 'thick-descriptive,' so-called because of the richness and detail gleaned through the discussion. "The aim and function of qualitative inquiry is to understand the meaning of human action by describing the inherent or essential characteristics of social objects or human experience"

(Jackson et al., 2007, p. 23; see also Denzin & Lincoln, 2000). Because this study seeks to understand how families, particularly mothers, experience assisting their children with literacy tasks, especially reading, a qualitative approach is the most appropriate way to approach the research question.

Narrative inquiry

Narrative inquiry is a popular and relevant type of qualitative research used in social research studies, including education, and is the type of research utilized in this study. Narrative inquiry derives its significance from the observation that as people live out their lives their lives are framed in story. These stories, or narratives, influence the way individuals perceive the world. One's experience is the story (Clandinin, Pushor, & Orr, 2006).

Narrative inquiry is concerned with the person and with the context in which the person operates or interacts over time. Context is especially important (Clandinin et al, 2006) and represents the landscape of the research and how this landscape (context) affects the meaning of the narrative (Elbaz-Luwisch, 2010). The intersection of context, social interaction, and time then form the inquiry space in which researchers examine participants' experiences (Figure 2).

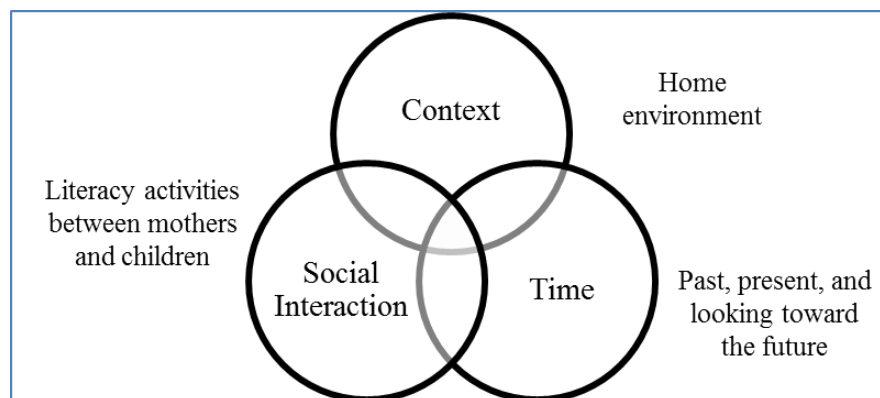


Figure 2 - Inquiry space

In this inquiry, the context is the home environment of each of the participant mothers and their respective children as related by mothers during interviews. The social interaction centers on the activities the mothers, children, and other family members engage in related to literacy development. In regards to time, the literacy activities occurred in the past, were occurring at the time of the inquiry, and presumably will continue on into the future.

Data relevant to narrative inquiry research includes, but is not limited to, field notes, storytelling, journals, records, and especially interview transcripts. These data bases point to the moments in life that make a participant's narrative particularly significant. The various data are also evidence that the participant and the researcher work collaboratively. Narrative inquiry, then, is capable of explaining personal and social experience through meaningful avenues (Connelly & Clandinin, 1990).

This qualitative, narrative inquiry study was undertaken in order to examine the home literacy practices of culturally and linguistically diverse families of kindergarten students, as family members help their young children with the challenges of reading. In particular, the mother's participation in this endeavor was examined, since previous research has already demonstrated that the mother has an especially prominent role in enhancing a child's reading experiences.

The research design makes use of the semi-structured interview. In this design the researcher investigates the intricacies of an issue, attempting to increase the knowledge base already observed in existing literature. The investigator attempts to obtain a substantive record of the mental set, or reality, of the respondent, so that the

ways the participant engages the world are exposed. Interview techniques are meant to reveal multilayered meanings (Josselson, 2013).

The purpose of the interview is to encourage narrative conversation that speaks to the research question. The researcher does not look so much for ‘information’ as for stories of experience in context, and must attend to content and process within the interview simultaneously. Although the researcher cannot know whether the statements recounted are factual, some truth is always expressed in the experiences of the participants (Josselson, 2013).

Selection of Participants

The researcher recruited six culturally and linguistically diverse mothers, two African American, two Hispanic, and two Vietnamese, who have children enrolled in English as a Second Language (ESL) or Regular kindergarten class at the school in which the investigator is an ESL/Regular kindergarten teacher. The school is located in a large urban school district in the southeast United States. The researcher contacted the mothers by phone using a recruitment script, with a Spanish or Vietnamese translator present as needed. In most cases the participants were known to the researcher. Pseudonyms were used for each mother to assure anonymity.

The researcher examined the permanent folders found in the school in order to identify kindergarten students enrolled in ESL classes whose Home Language Survey documented that the language spoken at home was not exclusively English. This examination of the folders identified the diverse, nonmainstream languages spoken by the Hispanic and Vietnamese mothers who were to be recruited for the study. Cultural considerations were implicit where these language issues were considered. In the cases

of the African American mothers cultural identity was especially important. Culture is defined as the sum of an individual's symbolic and representational environment, "the conscious and unconscious, implicit and explicit beliefs, values, habits and practices that pattern and structure daily life and our interactions with others" (Roberts, 2010). It was important to realize that cultural beliefs, practices and identity would be revealed through the narrative inquiry process as these mothers told their stories related to their work with their children.

Data Collection

Data for the study was collected by means of the semi-structured interview, which is the most significant type of interview technique in qualitative research studies. It often yields the richest sources of data. In this type of interview system key topics are identified and several open-ended questions are developed which are related to the topic (Gillham, 2000). The questions are actually directed toward the researcher, not the participants, and are a reminder of what the researcher is looking for. There is continuous interaction between the issues and the data (Yin, 1994).

The semi-structured interviews took place at the school in which the researcher is employed as a kindergarten instructor. Each mother agreed to three interviews, each planned to last from 30 to 45 minutes. The Hispanic and Vietnamese mothers were interviewed in their home language using a translator as requested. The researcher was present during the interviews as well.

The interviewees signed a consent letter developed by the University of Houston's Division of Research. The consent letter was translated into Spanish and Vietnamese for the parents who required it. The principal of the school provided a letter

of support. Additionally, written approval was secured from the school district in whose school the interviews took place.

The interviews were audiotaped and were conducted in Spanish or Vietnamese by the translators as needed. The researcher was also present, as previously stated. The researcher conducted the interviews with the African American mothers. When each interview was complete the participants received a ten dollar gift card from a major department store.

At the conclusion of the interviews the researcher met with the translators. The responses made by the participants were translated into English by the interpreters; these oral responses were written down word-for-word by the researcher. The responses were saved for later analysis.

Interview Questions

Researchers concerned with qualitative investigations focus on how individuals interpret the events in their lives. The researcher attempts to understand participants as meaning-making beings. Their meaning is communicated through the spoken word; the interview is the best way to capture the data needed to explore the research questions (Josselson, 2013).

The semi-structured interview should find a balance between rigid structure that stifles expression, and so little structure that respondents' speech is not focused on the research questions. Interview questions are open-ended and identify the researcher's topic of interest. However, participant subjects should be able to express their experiences within the dialogue (Josselson, 2013).

The interview must be apprehended in context. As the interview moves forward the responses of the researcher to the answers given by the respondents might shape in their turn subsequent responses of the interviewees. The researcher understands more clearly, through these experiences with the participants, why respondents answer in their unique way. This adds depth and complexity to the interview process (Josselson, 2013).

According to Josselson (2013), a qualitative study should begin with a conceptual question that adds to the scholarly discussions which already are present in literature. The question should bring to mind an individual's point of view related to his or her own experience. It can change over time as well, yet enable the investigator to remain focused on the research study.

The conceptual question should include a framework that briefly describes, and helps the participant to understand, the reason for the study. The description should be phrased in simple, general terms, and is meant to engage the participant in further discussion. The researcher uses the description to connect the participant with the overarching conceptual question (Josselson, 2013). In the case of this investigation, the framework statement was "I am doing a study of how families work with their children at home with their reading, and I would like to talk with you about what that is like for you and your child." The conceptual question for the study was that "I would like for you to describe how you help your child with reading, in any way you would like to describe it."

The study required follow-up questions which also attended to the narrator's experience. The questions must orient the participant to the research interest in a direction that connects with the participants' personal view. The follow-up questions concerned with this study were:

1. What has helping your child been like for you personally?
2. What is it like for your child?
3. Describe a book your child really likes, his or her favorite book.
4. Do you take your child to the library?
5. (If so), are there particular books your child likes to find and check out?
6. Are there any reading materials your child likes to read over and over again?
7. Describe any literacy routines you might have in your home.
8. What is your child's response or attitude when you teach letters and sounds to him or her?
9. Describe the scene when your child watches programs on Channel 8 or other media.
10. Has your child ever said anything especially memorable as you were engaged in a literacy activity? If so, please describe it.
11. Do you teach your child in ways that are similar to the ways you were taught to read?

Data Analysis and Interpretation

After gathering data through interviews, data was reviewed for emergent themes. These themes were then analyzed in relation to the related literature on early childhood home literacy practices. Reflecting upon this analysis, implications were then formulated as to possible school actions that will promote early literacy home practices, as well as implications to this researcher's current and future practice.

CHAPTER FOUR: FINDINGS

This study touched on the home literacy practices of six culturally and linguistically diverse (CLD) mothers whose kindergarten children attend Aiden Elementary School (pseudonym) a school situated in the mid-South United States. The purpose of the study was to better understand family routines and actions that promote their children's language literacy development in reading, as well as the challenges encountered. I hoped that the findings expressed in the conversations that took place between these mothers and me would help me understand how best to educate my kindergarten charges, regardless of whether they were English and a Second Language (ESL) students or Regular students.

Situating the Researcher within the Study

I have been a classroom English as a Second Language (ESL) kindergarten teacher at Aiden for about eight years. During this time I noticed a distinct change in the way the students were taught. Formerly, the traditional activities that one associates with kindergarten life, such as singing, changing, and playing with manipulatives, were a common sight in all classrooms, whether ESL or Regular classes. The focus changed to an emphasis on completion of worksheets designed to help young students achieve successful performance results on standardized tests designed for kindergarten. Kindergarten life changed dramatically.

The shift from tactile, kinesthetic activities to paper and pencil work made me wonder about the best and most appropriate approaches to instilling reading literacy in young children. Seeing students kept inside to work on academic activity sheets greatly

concerned me. The question situating appropriate practice within an academic context provided the basis for the study.

I wanted to investigate how mothers helped their children at home with their reading tasks and reading literacy attainment. Since mothers are usually more engaged with their children when the children are younger, I thought that developing a study which targeted the reading strategies the mothers used would be relevant. I hoped to add to what is already known about effective home literacy practices with young children.

Situating the Participants' Stories within the Study

Selecting the Participant Mothers

The first criterion used to select mothers for the study was to identify the language used at home with their kindergarten children; the language could not be exclusively English. This was achieved by examining the Home Language Survey found in the permanent records at Aiden. I looked at the list of mothers that emerged from this perusal and chose two Hispanic mothers and two Vietnamese mothers. One of the Vietnamese mothers, Dina (pseudonym), is a bilingual Vietnamese kindergarten teacher at Aiden who also had a kindergarten child enrolled at the school. Kim (pseudonym), the other Vietnamese mother had a child who was enrolled in my class. Both Hispanic mothers, Mia and Sofia (pseudonyms) had children enrolled in my class as well. Kim, Mia and Sofia were actively engaged at the school, attending school functions, chaperoning field trips and providing support for the class. They communicated with me easily and frequently through email and other means. I had a positive relationship with them and their children were good students. Marian (pseudonym), an African American first grade ESL teacher at Aiden, had a son enrolled in a Regular kindergarten class;

Sydney (pseudonym), the second African American mother involved in the study had a daughter enrolled in another ESL/Regular class at Aiden.

Interview context. The face-to-face semi-structured interviews were intended to take place at Aiden after school hours in my classroom, but that did not always occur for various reasons. Kim, one of the Vietnamese mothers, asked for the assistance of a translator, so two of her interviews took place in the room of the interpreter, Mr. Nguyen. Mia, a Hispanic mother, asked that the third interview be conducted at a coffeehouse near her home. She did want to take time away from her job, and I did not want to put her job in jeopardy, so the coffeehouse meeting place was a good solution. Most of the mothers did not want a translator. The interviews were conducted over a three month period from February through April, 2014.

The Mothers' Stories around Literacy

Marian's Interview Stories

Marian is a confident, friendly African American first grade ESL teacher at Aiden who is involved in several school functions, and is on various school committees. She has two sons at Aiden, Jeffrey (pseudonym), a kindergartener, and older sibling James (pseudonym) who are both good students. She obtained her bachelor's degree at a university in the mid-South United States. She quickly agreed to be part of the study. The interviews took place in her colorful, spacious classroom; the importance of literacy was demonstrated by her choice of the posters decorating the walls of her classroom. Also, the theme of the small bulletin board outside her room—Reading Counts—showcased reading points earned by her students. Reading Counts is a popular program

used by the school from kindergarten through fifth grade, in which students earn points by reading books and passing tests.

Marian's tone and attitude throughout the interviews were consistently sociable and engaging. As she moved through her discussion of the literacy practices found in her home, there was always a sense of organization of ideas found in her conversation.

Marian always began her discussion with a description of how she teaches phonics to Jeffrey. She related,

I...use the same thing that I teach my students with, which is the Saxon Phonics Base program...where they start off with each letter, and then they step it up. We also use that curriculum at our school.

She continued in a subsequent interview,

I help my child with reading, the beginning stages we're just learning the alphabet, the letters, and the sounds that they make, and then I combine also with the acknowledgement of the vowels, and the sounds that they make, so they were able to distinguish between a consonant and a vowel...the next step that we use, is, we actually put them together to make words.

Marian reported using print-stamped objects in resourceful ways. She explained,

I do have them help me out at the house by, say, "Go look for this in the bathroom", like toothpaste or certain things like that. Then if they come back I may quiz them like, what letter does this start with, what sound does this make, the letter.

She also recounted,

But my youngest one, he still does this: When we go...and he sees a place of business with a person wearing a name tag he's going to read their name, and if he doesn't get it, he's going to sound it out, and if he doesn't get it right, the person is usually able to correct him, so he's always trying to read, wherever we go. I noticed that about my...younger son.

Marian utilized other types of print-stamped objects to teach reading. She commented, With the use of flash cards...it has the picture on it with one letter-for instance "a, /a/, apple." I may have them say the name of the picture, say the name of the letter, and then the letter sound. I made from flash cards from the "Babies Can Read" program...they were very old tapes, but...I made flash cards from the words that they said.

Marian reported strong use of technology with her children. She stated, I hate to say TV, but "Dora", you know, ...my youngest knows a lot of things in Spanish 'cause of the exposure to "Dora" .You know, some of the [TV] programs are really good, "Dora" being one of them. And there also, it comes on Channel 8 . . . "Word Girl" and it exposes them to a lot of different words that they may not hear with going to school.

Later she added,

They follow the [TV] shows-"Word Power". "Martha Speaks" was also a show that they liked to watch...it was about a dog who could speak English...but they usually have some type of special word, so at the end of the show you would know the definition.

She disclosed that she used other types of technology as well,

I invested in a lot of phonics tapes, so they use a lot of those DVDs . . . they were very old tapes . . . for VHS . . . I copied those Now they have tablets . . . that I purchased for them; they have a phonics program on it. Many games are phonetic based anyway.

Marian used grocery store routines to draw connections between the world and literacy. She stated,

Whenever I'm cooking I let my kids pick out the ingredients that we're going to need...when we get home from the grocery store, when we unpack the bags I let them tell me what the item is.

Marian reported a positive social climate with both her children, She related,

I enjoy it, (helping her children with reading); it's not a problem, because I do teach during the day. I do a primary grade, which is first grade . . . I make a better connection with them that way. They make the connection that they go to school for Mommy.

Marian revealed that there were positive relationships between her two sons as they supported each other in literacy activities. She explained,

My younger one helps the older one with reading. I guess I can say they help each other; if its' a harder word, my oldest will help my youngest. If it's a word that my oldest does not know, he will tell the youngest to sound it out [for him].

Marian reported that Jeffrey's favorite books are the Thomas the Train books. She added, They [both sons] can identify all the characters there.

Unpacking Marian's interview stories. Within the interview context, Marian explained the ways that literacy achievement became a meaningful phenomenon for

Jeffrey. Marian taught phonics to Jeffrey in ways that were similar to what he knew in school. The flash cards, a type of print-stamped object which Marian made for him, were based on a DVD called "Babies Can Read" that Jeffrey was familiar with from a younger age. Decoding name tags seen at stores was another meaningful way that Jeffrey recognized a situation that called for literate action on his part. Familiar objects in the house, such as toothpaste, or grocery store items became vehicles for the teaching of literacy.

The varied use of technology, such as television utilized for purposes of literacy education, DVDs used to teach words, and tablets were other items that Marian made available to Jeffrey for the purposes of literacy development. Technology is a physical resource known to be found in literate homes (Roskos & Twardosz, 2004).

The social climate in Marian's home also reflected sensitivity to literacy development. The boys assisted each other, and in some cases Jeffrey, the younger child, helped James decode words.

Jeffrey's favorite book was the Thomas the Train series. The reason he liked the books, according to Marian, was because of the characters that were in them. Marian had also reported that Jeffrey already loved trains, and perhaps he identified with the characters in the books.

Before I started the series of interviews Marian and I did not know each other well. We teach at a large school, and my classroom in a temporary building was about as far away as one could get from hers in the main building. After the interviews, I felt that I knew her much better. I understood the great value she placed on literacy, and

appreciated the efforts she expended in order to help her sons achieve it. I was impressed by her ability to discuss ways that she helped Jeffrey in such extended detail.

Sydney's Interview Story

Sydney and her daughter Monserrat were new to Aiden, and I did not know either of them. A day before Sydney was to come for the interview I discovered that her child was moved from her original kindergarten class to another at Sydney's request. Perhaps that explained Sydney's attitude when she came for her first and only interview. She arrived with her own mother and with Monserrat, and the tension was palpable. Sydney's mother asked me if what they were doing was supposed to help Monserrat with her reading, and told her that the study was not designed to help Monserrat's literacy development, but rather Sydney's participation was going to help me with a project I was working on in regards to literacy. Sydney looked around my room and uttered a contemptuous 'Humph'. I knew my messy room could not compare with the room Monserrat had left, a room twice the size of the other kindergarten classrooms, with chairs upholstered and covered in plastic, tables set for tea with stuffed animals waiting to be served, and other charming amenities. The interview did not get off to a good start.

Sydney relayed valuable information, though, as the interview progressed. She reported using objects in her home as tools for literacy development. Sydney stated,

I read to her a lot, I point out objects. Depending on what room we're sitting in, I might point to an object, television...what sound does it start with? We might sound it out, and we just do a lot of talking back and forth.

She also created print-stamped objects by using Monserrat's spelling list. Sydney revealed,

We'll sit down; I always keep her spelling words, and I cut them up into little strips, and we shuffle them around...and I might pull out 'ride', and I'm, like, "What does 'ride' start with?", and she'll sound it out.

Sydney reported being pressed for time as she tried to address the dynamics of her hectic life and those of Monserrat's school life. She stated,

It's just the time, with me going to school and working full time, and her going to school full time, it's just, I need more time, but on the weekends I really try to focus on us doing the activities at home, or activities with my grandparents.

Sydney found many ways to express a close mother and child bond with Monserrat. She commented,

I just try to show, I keep her motivated by letting her know that we both have a common goal, for her to read. And I do a lot of reading to her, and I've been reading to her, even when she was in the womb I read to her.

She also stated,

[I] let her know that she has the support, and just being able to...be able to just actually be there and help her.

When asked about doing activities with Monserrat, Sydney replied,

I know there's a lot of things on the Internet but I prefer to do more of a one-on-one.

Sydney reported much valuable evidence of traits of a literate home. In spite of the fact that I attempted to set up other times to meet with her she never came to another interview. I was uncomfortable during the interview session because I felt the interview itself was upsetting Sydney, and I did not know why. I suspected later that it had

something to do with Monserrat's move to another class. Monserrat was present at the interview and seemed restless and upset as well. Regardless of the discomfort of all participants, I thought that the dynamics of Sydney's relationship to Monserrat were beautifully expressed.

Unpacking Sydney's interview story. Within the context of the interview Sydney expressed ways that she made literacy acquisition meaningful for Monserrat. Her relationship with Monserrat was important, as evidenced by statements that she wanted Monserrat to know she had her support, and that they both had a common goal, which was for her to learn to read. She also said that she read to Monserrat while she was in the womb. Sydney said that she preferred one-on-one activities to the Internet. These statements reflect findings reported by Roberts, et al. (2005), in which it was demonstrated that a supportive home environment correlated positively with literacy acquisition.

Sidney used words from Monserrat's spelling list to help her learn to read as well as items in her home such as the television set. Perhaps the meaning for Monserrat was embedded in the fact that within the context of the use of these items her mother was there to help her. I believe this context was important for Sydney.

Sofia's Interview Stories

Sofia was a Hispanic mother who was active in classroom functions and was comfortable communicating with me in various ways, such as through email and telephone. She was a Communities in Schools (CIS) manager at a nearby elementary school. Her daughter Elena was in my class and was identified as Gifted and Talented. Sofia was born in El Salvador and came to the United States at the age of seven. During

our interviews she always spoke softly and elegantly. Although the Home Language Survey she completed indicated that Spanish was the sole language spoken in her home, she did not want an interpreter. When Sofia came to the interviews she always had her information typed into her cell phone ahead of time, in English. This organizational talent was present in Elena as well. Elena enjoyed fixing up her table, getting notebook containers organized and stacking papers neatly. Then she liked walking to the other tables and straightening them up as well. Elena enjoyed the after school program provided at Aiden, so she did not accompany her mother to the interviews.

Sofia was a prolific and articulate reporter of strategies and activities she used with Elena to foster literacy development. She liked to use print-stamped objects with Elena. She stated,

I do a lot of the words, too, on the refrigerator, like I try to buy a lot of word magnets and letter magnets, things like that. She loves to read; we just put up new words...actually a lot of letters so she can make words and read. She loves that, they're all colorful, like, yellow, blues, red, so...it'll be attractive to her...And we've been doing some match games . . . some word match. I also like to do matching words, like with vocabulary; we'll make cards and I'll flip them over.

Interestingly, Sofia mentioned technology uses briefly. She stated that she put some applications on her iPad for reading, and that sometimes Elena would choose a book over the iPad. She mentioned a particular show on PBS. She explained,

One of her favorite [shows] is "Ruff Ruff Dog?" [Ruff Ruffman] He investigates all these things, basically he runs the talk shows and . . . kids . . . get points by running experiments, knowing different things.

Most of Sofia's discourse centered around the culture of books in her home. She commented,

She is getting used to just having books everywhere, like she'll take a book in the car . . . she chooses books over the iPad sometimes, so I know that she's starting to really get into it.

Sofia also stated,

She'll take a book almost to anybody . . . she'll try to read as much as possible, even when she has friends over. She has older friends or cousins that she knows; they know how to read, so she'll say, "Read this book!"

Sofia discussed the kinds of books Elena liked. She revealed,

If we don't read anything else we read a Bible story.

Elena used the Bible story as a prompt for her writing. Sofia continued.

She really goes for the set "Fancy Nancy"; I think she just loves that character. It's a young girl, like her, likes to dress up, and she's real girly, so I think she just loves that character.

Sofia brought favorite books of Elena's. She showed me a beautiful hardcover Disney Book, filled with single lines of quotes in graceful script, facing color scenes from Disney animated films. She explained,

I think what she really likes about it, it's not really like a story...it's kind of like scenes from different movies or books from Disney . . . and I think she likes it, 'cause . . . she's familiar with all the movies and quotes and everything.

Sofia added to her discussion of books that Elena liked. She continued,

She likes the funny stuff. She has a few [Curious] George books that she likes.

Sofia mentioned another book that Elena enjoyed. Sofia stated,

There's another one, I believe it's called "Birthday Party", and it's basically a book about . . . manners, actually, it tells . . . the good way to have a birthday and a bad way to have a birthday.

Sofia discussed the reading routines that are practiced in her home. She disclosed,

We're reading . . . Bible stories for kids, at night, so she reads a story every night.

Sofia revealed in a subsequent interview that the Bible stories teach moral values. She explained,

It's a child's Bible book which is great 'cause it explains at her level, too, and at the end it has, like the moral of the story . . . Let's say if . . . Moses parted the Red Sea, they say, "Why do you think God did that?" and usually she gets [it] . . .

Another routine that Sofia mentioned in each interview was reading Reading Counts books and completing the tests online. Additionally, Sofia reported that she used homework that her church gave Elena each Sunday to teach literacy skills. She explained,

Some of the extra things at church...homework...they basically read, like a verse, and like memorizing, so I think that's helped a little bit, too . . . where she sees that reading is important everywhere, not just at school.

Sofia revealed symbolic uses of reading when she recounted cooking experiences in her home. She explained,

I know that we . . . she likes to cook (quote unquote cook!) so she likes reading the recipes. Like how much goes on . . . like one tablespoon of . . . she likes reading the process on how to . . . Sometimes we'll make a cake or make macaroni and cheese, whatever it is, easy stuff, but she likes to read that kind of stuff, too.

In her second interview, Sofia revealed,

She loves to make the grocery lists, we'll be reading it when we get to go buy stuff, so, when I don't have a *huge* amount to buy I figure she gets to write it and read it to me.

Books were woven into the fabric of Elena's life as revealed by statements made by Sofia regarding books and their relationship to social climate. She disclosed,

I know that she watches me read books, too, so she sees me and she says, "What are you reading?" and it might not be something that is her level . . . so I'll Say, "Okay, one of *your* books," so I think that encourages her to read.

She continued,

She likes reading to me now, so . . . we take books that we know for sure she can read, the whole thing by herself, and she likes to say that she's reading to me instead of me to her.

Sofia added,

She'll usually take a book to anybody in the house, even if it's just not me, like if she knows there's Spanish, she'll take them to my grandma to read to her . . . my

mom, too, my husband, so she'll take a book to almost anybody . . . she really does like reading.

Sofia also took Elena to the public library, and she had a special place for books at home.

She explained,

We have a library at home, like a small library, it's not big or anything, it's a couple of shelves full of books. It's like our library corner and I also make sure that there's books in her room. So there's a shelf for a few books in her room as well.

Sofia used reading experiences with Elena to monitor her progress. She noted,

I'm really enjoying seeing her learn to read. It seems like, every time, you know, not every day, but every few days I feel she improves a little more, she can say another word or she can say a different sound now. It's kind of nice to see her start read the words . . . first with two letters, then three letters, and now we're up to five or six letters. I really like the process of . . . watching her learn to read.

Unpacking Sofia's interview stories. Within the context of the interviews, Sofia revealed the various ways that reading literacy attainment was meaningful for her and her daughter. Reading was not limited to school activities; it was all around Elena, at church, the grocery store, the library, her home, and family gatherings. The value of being literate permeated almost every aspect of Elena's life. For instance, Sofia and Elena read a Bible story every night, and memorized a Bible verse. Elena made and read lists for quick trips to the grocery store. Sofia and Elena went to the public library and had a special location for books as well. At home, Elena had word magnets to work and play

with and books to read. At family gatherings Elena would find relatives and friends to read books to her.

The context of Sofia's statement does not mention specific ways to teach phonics or comprehension. The idea seemed to be that if Elena could relate literacy activities to her life, everything else would fall into place naturally. However, Sofia did monitor Elena's progress. She would make sure that Elena had books she could actually read, and she stated that she saw improvement over time. Sofia also mentioned controlling the words that were introduced to Elena; she started with two letter words, and now they were up to five or six letters.

Technology did not seem to play a major role in Elena's life. Elena's experiences with reading reflected more traditional leanings, even though Sofia demonstrated an expert use of her phone, and she had an iPad available for Elena. Elena appeared to get more meaning from the books she really liked, and enjoyed books that taught right from wrong, such as "Birthday Party" and her children's Bible.

Time as a resource, as either making time for reading or being pressed for time when reading tasks were taking place, was not specifically mentioned in any of Sofia's interviews, yet all of the activities she was doing with Elena implied a serious time commitment. Perhaps her time with Elena superseded any other time demands that were present in her family's life, and she accepted that. I was impressed with Sofia's command of English, and awed by the many ways that she instilled a love of reading literacy in Elena.

Mia's Interview Stories

When Mia requested that her son Alex be moved out of a Spanish bilingual class into a regular class, she asked the school administration to assign him to my class. She willingly assented to participating in the interviews after school; she commented in passing that she liked the place where she worked (a trendy downtown home fashion store) because they were very flexible. However, she asked that the next interview be conducted after our field trip to the rodeo, because she had already asked for that day off in order to be a chaperone, and she asked that the third interview take place on a Saturday morning at a coffeehouse which was close to her home. I was concerned that Mia's job was in jeopardy because of the time needed for the interviews, but she assured me that everything was okay. She always was dressed nicely for the interviews, whether in business attire for the first interview, rodeo chic for the second, or breezy and comfortable for Saturday morning. The interpreter, Ms. Vega (pseudonym) was present at the first interview in my room and translated the questions. But Mia said she wanted to do as much as possible by herself, and later said she did not need an interpreter for the other interviews. Mia's tone and attitude were always friendly but a bit nervous. I wondered if she completely understood the questions, but she had insisted that she did not want the services of the translator. At the last interview in the coffeehouse she said her home was close by and I was welcome any time. I felt gratified upon hearing that.

Mia reported mainly that she read with Alex in order to help him learn to read and she used a dictionary when necessary. She stated,

Well, first of all I got some books, I got my dictionary and I don't understand sometimes, and like reading, like almost every day a little, my English is not that good, but I try my best.

She continued,

We try to read together, the little sentences. Sometimes he don't and I just give him a little push, I help him. I let him do it himself.

Mia reiterated her reading strategy in subsequent interviews. She said,

I help with books. If it's a big book, maybe we read like a couple of pages. It helps him a lot, learn the vocabulary, the colors, the animals . . . it's easy for him.

Mia reported some use of technology with Alex, especially television. She disclosed,

[Channel 8] is his favorite channel. He loves [Curious] George; I love it too. [It] help them out . . . the ABC, the alphabet, colors, 'cause they're babies. It's a healthy channel.

Mia discussed use of routines with Alex. She explained that Alex does some homework, and then plays soccer. She remarked,

We read, and then, you know, the kids will . . . play soccer with him, he loves it. I say, okay, before you go outside, let's do first, homework, and then I give him a little break and then we read.

She also described bedtime routines. She explained,

Yes, at bedtime, so he will read really, it will relax . . . but I have to do soccer next day!

Mia discussed a book Alex really liked, "The Diary of a Wimpy Kid". She reported,

He loves that book . . . he has like four books, but, you know we read like, one page a day. He's asking me, why does wimpy kid have to go to the hospital, to this, or that, so I have to explain . . . okay, that wimpy kid is really good, he likes to listen to the parents.

Much of Mia's discourse focused on relationships within the family. She observed,

We are helping each other. If I don't know a word I just write it down and ask my daughter. He's like reading all the books but he really enjoys...spending time with his mom. Now I know that my kids are first more than anything else. Okay, if I have to do the dishes I put the dishes on the side and pay attention.

She also stated, when I asked what it was like for personally when helping Alex,

I really enjoy that because I work all day and we have a little time for both, so I can talk to him, how was your day, and we can talk for a little bit.

When I asked if Mia's daughter helped Alex with reading she reported,

She helps him with the homework. But you know something? She's got a lot of her own homework.

Mia's daughter is in the IB program at her high school, and is busy with the challenging program. Mia also commented at the last interview,

I always say to my friends, I tell them, "Look, I work eight hours, and I still have time for my child, because when I'm out, I spend time, and that's the best way to help our kids.

Unpacking Mia's interview stories. Mia read with Alex faithfully each evening.

When she could not understand a word she used her dictionary or asked her daughter for

help. This demonstrated her deep commitment to reading literacy success for Alex. She only spoke of reading English books with Alex.

Mia developed strategies and routines that would work for Alex at home. Alex worked a little on homework, then played soccer which he loved, then read. She also reported reading bedtime routines with Alex; but she had to have soccer available the next day. She wanted to motivate Alex so that he would continue to want to read.

Alex' favorite book was "The Diary of a Wimpy Kid." Mia tried to read a page or two with him each evening, and used the book to show Alex that the wimpy kid was good because he listened to his parents.

Above all, Mia reported on the close relationship she had with Alex. She stated that she loved to spend time with him because he did not see her for eight hours. She liked to ask him about his day, and that they made time for both reading and conversation. Reading abilities were developed within this context.

Within the social relationship Mia discussed time issues. She especially noted that she told her friends how important it was to make time to help their children.

I enjoyed my interviews with Mia, but I was concerned during the last interview that she did not always understand me. I am not sure she understood what routines were, but I interpreted the series homework, playing soccer, and reading as a routine.

Dina's Interview Stories

Dina is the bilingual Vietnamese kindergarten teacher at Aiden. Dina is known for the high standardized test scores in reading she achieves yearly with her kindergarten students. Her room was beautiful and uncluttered. The student work attached to her bulletin boards was stapled in perfect alignment; often the work displayed three-

dimensional effects. Dina was born in the United States and earned her bachelor's degree at a university located in the mid-South. She was open, friendly and soft-spoken. Dina's tone during the interviews was consistently matter-of-fact and her attitude reflected a quiet, unhurried dignity. Her kindergarten daughter Mai ate lunch with her every day in her room. I observed them frequently reading together after school in her room as well, Mai perched comfortably in Dina's lap. Dina did not want a translator present during the interview sessions. The interviews took place in my room which was close to Dina's, and which contrasted vividly with the aesthetic aspects of her room.

When asked how she helped Mai with reading Dina responded by describing a literacy routine using a print-stamped object. She stated,

I have this card, this sheet, and it has like, all the vowel patterns, like, you know long vowels, and the ou, oi, oy. I just . . . use that as a reference, so that she can have a visual thing.

Dina reiterated this practice in her third interview, where she recounted,

At home, I use what I use in class . . . the chart where they have the . . . phonics rules, so I try to review, so when I come upon a word, and she struggles with it . . . I pull the chart out, and I say . . . see this, oa, it makes the long o sound, and so I help her sound it out.

Dina reported several instances of her routine with Mai as she read with her. She disclosed,

I explain to her . . . why you have to sound it out this way or that way. Like I would say, "Oh, ay makes a long a sound", so it helps her when she's reading, she looks at a word 'play', so she sounds it out, like, /pl/, and then I say 'ay' makes the

long a sound, and then she sounds it out: /pl/, /ay/, so it helps her when she's reading.

Dina spoke in greater detail about how she helps Mai. She continued,

You know . . . whenever I use phonics skills, like decoding, she doesn't like, she just wants to read the story, she doesn't want me to explain to her, "Oh, we have to this way, like vowel-consonant-e sounds this way", so she just wants to move on with the reading the story, not learn, you know, read.

Dina discussed what she thought it was like for Mai when they engaged in literacy activities. She responded,

Well, she's kind of frustrated at times, because I'm always correcting her, teaching her how to decode the words, but she's getting used to it now, so I praise her. She likes it, so it encourages her.

Dina explained her rationale supporting her detailed use of phonics patterns. She stated,

Well, it . . . helps me, like, track . . . to see how she is with reading, just by listening and seeing, you know what words she's having difficulty with, like I know . . . her fluency is improving, and . . . she can decode . . . short words . . . but . . . she gets confused with words with the long vowels, like silent e.

When asked about trips to the library, Dina reported,

Well, I take her . . . to check out books to do Reading Counts for the summer. I usually take her to the public library and she gets to choose the books she likes.

When I asked about a book that Mai really liked, she said,

Easy reader books, with, you know, words that she could decode . . . easy, easy books.

Later, though, when asked about something memorable Mai might have said as she was engaged in literacy activities, Dina related,

She likes . . . a funny story . . . a couple of weeks ago we read about something that she relate about, her sister, you know, when her and her sister argue, and it's just like the characters in the story, they were arguing for, something that's ridiculous. I was driving in the car and she mentioned it, yeah.

Dina reported technology use as well. She stated,

She watches, the YouTubes, where they . . . it teach you how to cook, how to bake things, or how to make things, like craft stuff, so she actually like, kind of like education and learning.

Dina also addressed sensitivity to time issues. She observed,

I'm more involved with her education and her learning. It's time-consuming but it helps me monitor her progress.

When I asked Dina if she teaches Mai the way she was taught, she exclaimed,

No, not at all, because . . . I didn't learn phonics growing up. I guess it's because . . . the education system was different. I don't know how did I learn to read . . . I just remember that when I, the teacher would just hand me the book and we would sit and read together.

In her third interview, Dina stated,

When I grew up the teacher didn't teach phonics, you know, so I don't know how I learned to read.

Unpacking Dina's interview stories. Within these interviews' contexts, Dina reported many instances of practicing phonics sounds by either using a printed sheet or

by reciting the sounds with Mai. Her context was most likely her experiences as a child trying to learn to read a language she did not know well. Her teacher handed her a book and she had to follow along with the other students. She stated that she does not know how she learned to read. Her commitment to literacy success is demonstrated by her frequent use of phonics practice as utilized by her in class. Perhaps, since she did not have phonics lessons as a child and could not read in the beginning, Dina believed that a serious emphasis on phonics was the key to early reading.

When asked how it was for Mai personally, as Dina read to her, Dina observed in her first interview:

Well, she does retain...when I explain to her...why you have to sound it out this way or that way.

Her response to the same question in her third interview was similar:

Well, she's kind of frustrated at times, because I'm always correcting her and teaching her how to decode the words, but she's getting used to it now.

Dina's responses did not appear to reflect enjoyment of books as a family, even though Mai experienced a strong relationship with her mother which was seen in other contexts. As I stated earlier, I frequently saw Mai sitting in her mother's lap as she was reading, as well as running around Dina's room and enjoying an extra snack or two.

Dina reported that in the summer Mai went with her to the library and they picked out easy books, though a favorite book title was not mentioned. Mai watched YouTube videos about crafts and cooking, but reading or other aspects of literacy were not part of the videos.

As I reflected on the reports of reading practices with Mai that Dina discussed with me, I felt that the quality of her experiences reflected something neither positive nor negative, but neutral. If I situated this within Dina's context of reading as a child, it made sense. Reading in school could not have been a pleasant experience for her; most likely it was a bewildering and frustrating time. She was determined that her child, and her class as well, would not have similar experiences. This determination reflected the high value she had for literacy attainment.

Kim's Interview Stories

Kim was a pleasant, energetic woman with whom I have been acquainted for several years because I taught her older daughter Nhi in kindergarten, too. She always participated in class events such as chaperoning field trips; she took many photos of the students on these excursions and gave me copies. Kim quickly agreed to the interviews even though I learned later that she was in the process of moving to a neighboring suburb. Kim worked in a nail salon and scheduling times for the interviews was challenging. Kim was born in Vietnam and asked for the help of an interpreter.

When she arrived for her first interview she was a bit late and was worried about inconveniencing Mr. Nguyen, a highly respected bilingual Vietnamese teacher at Aiden. Both Tien and Nhi were with her during the interview; they sat quietly while we spoke. Kim and Mr. Nguyen laughed and conversed in Vietnamese before the interview began. I could not help wondering if they were talking about some aspect of the interviews, perhaps discussing why they had to stay late, and so on. I felt a bit uncomfortable because I knew Mr. Nguyen had just completed his tutorial session and was probably tired. However, 5:00 was the only time Kim could come to the interview.

We situated ourselves in Mr. Nguyen's room, a room filled with computers and desks which were arranged in a non-traditional way that reflected an effective use of space. Kim's tone during the interviews reflected a pleasant and dignified attitude commensurate with her personality. She seemed nervous and I was too; I felt I was inconveniencing everyone, and Tien and Nhi both looked tired.

Kim reported through Mr. Nguyen that she read 15 to 20 minutes per day with Tien and tried to explain the contents of the pages along with the pictures. She tried to read the story in English and then explain it in Vietnamese. Kim stated (suddenly in English),

And you know, my English is not that well, but when I read the story of...kid, it easy for me, so I try to let them understand the story in Vietnamese with me... because I don't want her to lose the language.

Kim also mentioned in her second interview that she read to Tien 15 to 20 minutes per day, but normally it was longer than that, according to Mr. Nguyen. This was one of her literacy routines.

Kim reported that she also liked to make learning fun by chanting and singing. Kim continued in English,

Oh, normally, somehow I, if they have fun in the story, to not read, to try to sing, you know.

In her second interview, Kim also mentioned making reading fun. Mr., Nguyen commented,

She...goes along with the contents of the reading...to act like the character.

Kim then spoke enthusiastically in English,

She know, and she say "Cheep, cheep, cheep!"

At her third interview, Kim confided,

It's funny; we make fun from the story. With the voice, I pretend it's the duck, or the chicken, the old man, or the baby, and we pretend.

Kim created a positive social climate through dramatization. At her second interview I asked if her children enjoyed that and she reported laughingly that they loved it.

Kim also used big sister Nhi to help Tien. She reported that Tien usually read Reading Counts books with Nhi, and Mr. Nguyen stated,

Another trick, another strategy is for the older one to assist the younger one in phonics, basic sight words, and fluency.

Mr. Nguyen also reported,

They work as a team, one mom and two kids, to spend time in the evenings and move on with the reading.

Similarly, at her third interview, Kim explained the team spirit displayed by her children. She remarked,

At first, she try the reading, she understand, and she have to want to repeat, Nhi correct her. They get along very well.

A recurring motif throughout Kim's interviews was her determination to make sure that Tien and Nhi did not lose their first language, Vietnamese. Kim read simple stories written in English to Tien, then explained them in Vietnamese. Kim stated (in English),

And, you know, my English is not that well, but when I read the story of...kid, it easy for me, so I try to let them understand the story in Vietnamese with me... because I don't want her to lose the language.

Kim also commented during her initial interview,

I don't know with some Vietnamese mom, but I...still have a lot of Vietnamese book with Vietnamese story.

At her second interview I asked Kim if she could describe a book her child really liked, a favorite book. Through Mr. Nguyen she revealed that she had a set of Vietnamese books about animals and fun things. At her third interview she brought one of the books. She showed me a sturdy, colorful softcover book with small pictures of animals displayed across the top. Kim said, in English,

And they like a lot of book and the most they like are the tales of the Asian people.

She went on to describe the book she had brought, entitled 'Happy Dragon'.

Happy Dragon was a dragon who came down from heaven to make everyone happy, but he was not welcomed because he looked different. Finally, he was welcomed by the other animals at the end of the story. She explained that the book was written in Vietnamese only. She continued in English,

Somehow I have to explain my English, and they also learn the Vietnamese language. I make my language with them, and I learn from them and they learn from me, and I learn English!

During Kim's explanation of 'Happy Dragon' at the third interview and her assertion that this was one of her children's favorite books, Nhi exclaimed, "Uh *uh*!" (No!). Kim said in a confused tone, in English,

But Mommy read for you about the...

Nhi then stated firmly,

No, "Arthur", A-R-T-H-U-R!

I found myself asking Tien what her favorite books were and she softly stated,

"Biscuit."

Other strategies Kim reported were uses of technology. She had an iPad with loaded with reading applications and, according to Mr. Nguyen at the second interview,

And a lot of materials available, so it's one of the fun things about high tech we have at home!

Kim also used programs on television to develop an appreciation of literacy. I asked Kim to describe the scene when her child watched, television. Kim queried her children,

Oh, you like the monkey, you like the monkey early in the morning....

We determined that it was "Curious George". When I asked Tien directly what she learned from "Curious George" her response was simple.

Juggling.

Kim responded, "Juggling?" She spoke to Tien in Vietnamese, and then laughed.

Watching "Curious George" also taught the girls right from wrong. Kim explained,

They learn from that, they say "Mommy, they bad."

When I asked Kim if she taught her children the way she was taught, she responded, through Mr. Nguyen at her second interview,

Yeah, she could relate to her past experience as a child, when people read to her and . . . expressed feeling and emotion . . . let her act out the events in the reading material.

At her third interview, Kim reiterated, concerning her literacy experiences in Vietnam,

Oh, yes, we chant, we sing, my Mommy she pretend like the old woman.

Dramatization was a significant part of the lives of the Tien and Nhi. Nhi related,

Like the time I was little . . . the old house upstairs we used to be in, we would go upstairs and pretend there is a restaurant.

Kim added, laughing,

After they read a book and I pretend I like a waitress, and so, I take the order.

Kim also stated in her first interview that she participated in a type of dramatization, where, sometimes, if she were really tired, she pretended to be in the room with Tien and Nhi as they were reading, but actually she was in the next room cooking.

Kim concluded her last interview by stating,

In Vietnam, my parents, I learn from them.

Unpacking Kim's interview stories. Kim's arrival at all three of her interviews demonstrated her profound respect for literacy and for the education system in general. At the first interview, when she arrived a bit late, she expressed concern that she was inconveniencing the interpreter, Mr. Nguyen. As we talked about a time for the second interview she confided that she was in the process of moving to a house in a nearby suburb. Still, she wanted to come to the interview. The afternoon she arrived was rainy,

blustery, and cooler than usual. I felt great admiration for her as I saw her walk up to Aiden's glass doors about 5:00, with Tien and Nhi in tow. She obviously was tired, but still she disclosed valuable information about her literacy experiences. The third interview was memorable. Both Tien and Nhi were sick and were going to the doctor. Kim did not want to take them to their new home and then come all the way back to Aiden for the interview, so she asked if we could have it earlier in the day. I explained that it would have to be at my planning time and Mr. Nguyen would not be available. She did not seem concerned about that, so the third interview was held in my room without the presence of Mr. Nguyen. Again I felt guilty about having the interview because the girls, with their dull eyes and puffy faces, were obviously not feeling well. I was amazed at Kim's respectful attitude toward reading literacy and the esteem that was demonstrated through her efforts to make it to her interviews.

At the third interview the importance of context and its effect on the interview process was revealed to me. Because Mr. Nguyen could not be present at the interview, I assumed that I would glean limited information from Kim. Kim's responses to the familiar questions were shorter than what was seen at the first two interviews. When I asked how she helped her child with reading, she stated simply,

We have the time to play together, to learn.

In this situation, the absence of Mr. Nguyen influenced Kim's responses and limited their scope, perhaps because she did not completely understand the questions.

However, as the third interview progressed, Kim's demeanor became more light-hearted and casual. When I asked Kim about how Tien felt about her helping her, she exclaimed,

They speak out, they say, "Mommy, I'm so proud of you!" because they make the good point [Reading Counts points] reading in the school, too, so they think that because I help them, they feel that.

Also, Tien and Nhi, who did not say a word during the first two interviews in Mr. Nguyen's room, suddenly became more animated in my room. When Kim was trying to explain that her children loved the Vietnamese tales written in Vietnamese, Nhi exclaimed,

Uh *uh* . . . I like the 'Arthur' books-A-R-T-H-U-R.

Tien later joined the discussion by saying her favorite books were the "Biscuit" books.

Tien and Nhi also related their story of pretending to have a restaurant upstairs in their old house, where Kim would pretend to take orders. I am convinced that I never would have obtained this information if Mr. Nguyen, who is highly revered, had been present. The absence of Mr. Nguyen, which influenced context, unexpectedly added to the discussion of literacy in delightful ways.

Kim spoke of learning from her parents, of remembering that her mother would pretend to be a story character. She explained,

Oh, yes, we chant, sing, my Mommy, she pretend like the old woman.

Mr. Nguyen also related,

She could relate...to her past experience as a child when...people read to her and...expressed the feeling and the emotion, let her act out the events in the reading material.

Kim's pleasant memories of the ways she was taught influenced the ways she taught Tien and Nhi, particularly through uses of dramatization. The children seemed to

enjoy this as well, demonstrating this as they related stories of pretending to have a restaurant upstairs.

Kim was determined that her children would not lose their ability to understand Vietnamese. She read an easy book in English, and then translated it into Vietnamese for Tien and Nhi. She made sure that she read, in Vietnamese, Vietnamese animal tales which were written in the language. She assumed that they were her children's favorites, and, though they enjoyed them, their true favorite books were something completely different. The context provided by Kim's early experiences perhaps influenced her perception of Tien and Nhi's beliefs regarding books.

Kim closely followed the advice of the teachers when she read to her children 15 to 20 minutes per day. She also added her special touches by, according to Mr. Nguyen, having her children work with her as a team in the evenings. Another of her strategies was to have Nhi help Tien with the basic academic literacy skills, phonics, basic sight words and fluency. These actions demonstrated her respect for education, and her desire that her children be successful in reading tasks.

Kim used technology, such as unspecified applications on her iPad as well as television, but her main focus appeared to be oriented toward her personal relationship with her children. Perhaps this recalls the positive relationships she had appeared to have had as a child when growing up as her family engaged in literacy activities.

Emergent Themes

The information gathered from the participants' audiotaped responses was examined in order to identify emerging themes relevant to the study. Possible situational contexts gleaned from the responses were also studied. These two data components,

emerging themes and contexts, operated together to form an inquiry space in which the home literacy practices of the participants were revealed. I aimed to then relate what they reported to my current and future classroom practice.

Themes from the study emerged naturally, yet they fell into categories suggested by previous research. Broad themes included physical resources of literate home environments, social climate, and symbolic resources. Within each of these broad themes emerged a number of related sub-themes. These included physical resources such as the physical surroundings conducive to reading, books in the home, time, technologies, and use of print-stamped objects. Social climate in this study referred to ways in which family members assumed responsibility for transmitting literacy, and the emotional climate present as literacy events unfolded. Symbolic resources which address patterns of action and beliefs about literacy (Roskos & Twardosz, 2004) were represented in academic context and nonacademic contexts. Figure 3 shows the relationship between these sub- and broad themes.

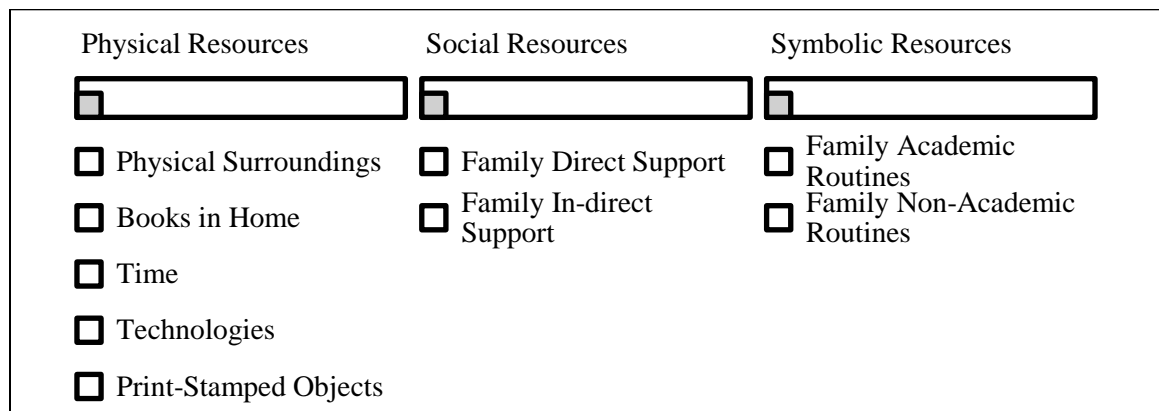


Figure 3 - Emergent themes: Broad themes and sub-themes

Physical Resources

Physical surroundings. Sofia dedicated space in her home especially for storage and retrieval of books. She explained,

We have a library at home, like a small library...it's a couple of shelves full of books. It's like our library corner, and I also make sure that there's books in her room. So there's a shelf for a few books in her room as well.

Books in the home. Discussions of books, especially favorite books, figured prominently in the interview responses. Sofia commented,

I know that she watches me read books, too, so she sees me and she says, "What are you reading?" and it might not be something that is her level when I'm reading something, so I'll say, "Okay, one of your books, so, I think that encourages her to read, too.

Sofia also recounted,

So this is one of the ones we read a lot and it's called "Princess Magic", and I think what she likes about it...it's kind of like scenes from different movies or books from Disney, and I think she likes it...because she's familiar with all the movies and quotes and everything.

Sofia also revealed,

The Bible book that I have...is great, and at the end it has, like the moral of the story; like, let's say...when Moses parted the sea, they say, like, why do you think God did that?

Also,

There's another one called "Birthday Party", and it's basically a book about

manners.

Marian stated,

My oldest one, he really likes the "Dr. Seuss", and my youngest one really likes the "Thomas the Train", both of them really like the "Thomas the Train" books.

Kim revealed,

And they like a lot of book, and the most they like are the tales of the Asian people.

Kim's daughter Nhi had different ideas when she exclaimed,

Uh-uh; I like the "Arthur" books!

Younger daughter Tien then stated later that she liked the "Biscuit" books.

Concerning Alex's love of books, Mia remarked,

He loves that book ["Diary of a Wimpy Kid"]...he has, like, four books. I have to explain him, okay, that wimpy kid, is really good, he likes to listen to the parents.

Time. Time is one scarce physical resource reflected in almost every mother's discussions regarding their home context in supporting their children's efforts in learning to read. Sydney explained that

It's just the time...with me going to school full time and her (Monserrat) going to school full time, I need more time, but on the weekends I really try to focus on us doing activities at home.

Mia mentioned that sometimes she and Alex did not always have time for the big stories [chapter books]. She stated,

I work all day and we have a little time for both [homework and conversation], so I can talk to him, how was your day?

Dina remarked,

I'm more involved with her education and her learning...it's time-consuming but it helps me monitor her progress.

Kim confided,

Sometime it depend on, I'm tired, and we do the story really short...and I don't have the time.

Technologies. Technology resources and use were significantly represented in the mothers' responses. This observation supports Luke's (2000) assertion that the Internet is influencing the way our society handles knowledge and information. All mothers but two reported some use of technology.

Computers. Through the translator, Mr. Nguyen, Kim related that she has an iPad, with apps, and a lot of materials available, so, it's one of the fun things about high tech we have at home!

Sofia stated that she also has an iPad for Elena, though sometimes Elena will choose a book over the iPad. Marian revealed that,

Now they have tablets now, they use the technology...the tablets that I purchased for them have a phonics program on it. Many games that are phonetic-based anyway they have a phonics program, games that go with it after that.

Television. Television as a technology resource was identified by several of the mothers, particularly Marian. She stated,

You know, some of the programs are really good, "Dora" [the Explorer] being one of them and there also, it's called..."Word Girl", and it exposes them to a lot

of different words...so I have to say that some TV programs are good, you know, that I do let them watch at home.

Dina recounted that her child was more interested in the Disney channel than in purely educational television programs. Mai, Dina's daughter, loved YouTube videos on cooking and crafts. She watched how to cook and how to make the crafts, and would pretend to do what the video said afterward. Dina observed,

Yeah, it's educational, too.

Sofia recalled a television show that Elena liked. She explained,

I think, one of her favorites is . . . Ruff, Ruff, Dog? [Ruff Ruffman]. He investigates all these things, basically he runs the talk show and it's...kids, and they get points by running experiments.

DVDs. Marian related that she invested in DVDs, and copied some "very old" VHS tapes from the "Babies Can Read" program to help her children with reading. Marian also mentioned other programs she held in high regard, such as "Girl Power" and "Martha Speaks", a program about a dog who can speak. In "Martha Speaks" a new word is learned by the end of the day.

Print-Stamped Objects

This resource received significant attention. Marian related,

I use flash cards, and it has the picture on it with one letter, for instance, 'a, /a/, apple.

Sofia reported,

I try to buy a lot of word magnets and letter magnets, things like that. We just put up new words on the refrigerator. She loves that, they're all colorful, like, yellow, blues, red, so . . . it'll be attractive to her.

Dina explained that

At home I use what I use in class the chart where they have the phonics rules. I have this sheet and it has like, all the vowel patterns.

Social Resources

Social resources and quality of relationships found in literate homes are well documented in related literature. Social resources refer to family members and others within a home who are willing to help with literacy tasks (Roskos & Twardosz, 2004). Also, the quality of relationships in a young child's life influences their attitude toward reading literacy tasks (Bus & van IJzendoorn (1988.) In this study, social resources were naturally organized according to two themes: Family direct support and family indirect support.

Family direct support. In this study, most of the time it appeared to be the mother alone who had responsibility for helping the kindergarten child with reading. Dina remarked that Mai's older sister has homework, too, so Dina herself worked with Mai. Similarly, Mia stated that Alex's older sister was in the International Baccalaureate (IB) program in her high school, so she was not able to help Alex frequently. Sydney related that she helped Monserrat with spelling words. However, Kim mentioned through Mr. Nguyen that,

Another trick for her, another strategy, is for the older one to assist the younger one in phonics, basic sight words and fluency.

Kim also stated through Mr. Nguyen that

The three of them, they work as a team, one mom and two kids, spend time in the evenings to . . . move on with the reading.

Kim also had Nhi help Tien with Reading Counts books and tests.

Family indirect support. Supportive relationships, another part of social resources, were detected in the responses given by the six respondents. (Bus & van IJzendoorn, 1988) Daniels (2012) demonstrated that the quality of the home environment was associated with emergent literacy skills. Sydney reflected this type of support when she asserted that she needed to let her [Montserrat] know that she has the support, and just being able just actually be there and help her. Kim developed a positive social climate through dramatics. She tried to make reading fun by singing and chanting some of the words; at one point she exemplified this by exclaiming,

Cheep, cheep, cheep!

Kim also reported,

With the voice, I pretend it's the duck, or the chicken, the old man, or the baby, and I pretend.

Kim reported that her children love this dramatization.

Mia explained that she really enjoyed working with Alex because she works all day, and now she gets to spend a little time with him. She goes on to say that Alex is really excited,

So it's like, oh, Mom, let's read a book . . . he really enjoys it too, spending time with his mom.

Mia continued to explain that she knew that her kids were:

First more than anything else. I put the dishes on the side and pay attention.

Mia mentioned spending quality time with Alex in each of her interviews.

Sofia in particular reported examples of Elena's positive reactions in literacy learning situations.

I think she's very excited about learning to read; the more words she learns, she just gets very excited; she loves to read to us now, too . . . I think she's almost to the point where she reads to us instead of us reading to her.

Sofia again stated that she enjoyed seeing Elena learn to read, and that every few days she thought she improved a little more. Elena also took Spanish books to family members who could read Spanish, and had them read the books to her. Sofia explained that she did not have to force Elena to read, that she says, "Mom, let's read."

Symbolic Resources

Symbolic resources transmit ideas about respect for literacy and are a major characteristic of a literate home. An especially important symbolic resource is literacy routines. In this study, literacy routines appeared to fall into two categories. The first category described routines related to learning academic tasks, and the second encompassed a more general approach, one that reflected family intentions about literacy.

Family academic routines. Dina regularly taught Mai reading with a phonics card that was like the one she used at school. Marian used flash cards to teach Jeffrey phonics, and Sydney cut up Monseratt's spelling list to create a print game for her.

Marian also read books multiple times to Jeffrey. Mai reported that,

We like reading, every day a little bit . . . we do it little by little, you know, the little bitty books.

Family nonacademic routines. Several of the mothers reported using their trips to the grocery store to showcase the importance of literacy. Sofia related,

And like the grocery lists, she loves to make the grocery lists . . . when I don't have a huge amount to buy I figure she gets to write it and read it to me.

Sofia also reported using cooking as a routine. She said,

I know that . . . she likes to cook, so she likes reading the recipes. Like how much goes on each . . . like one tablespoon of . . . she likes reading the process.

Marian also reported,

When we get home from the grocery store, when we unpack the bags I let them tell me what the item is.

Bedtime routines also reflect symbolic resources. Mia explained that Alex

Enjoys reading the stories . . . he likes that . . . at bedtime, so he will read . . . it will relax.

Mia also developed a routine for getting Alex to do his reading tasks. She explained,

When I get home, help them with their homework, then give them a little break, and then, we do his trick, so it's soccer playing a little.

Unpacking Emergent Themes

Figure 4 displays a description of the emergent themes revealed in the mothers' interviews as they relate to physical resources, social resources and symbolic resources.

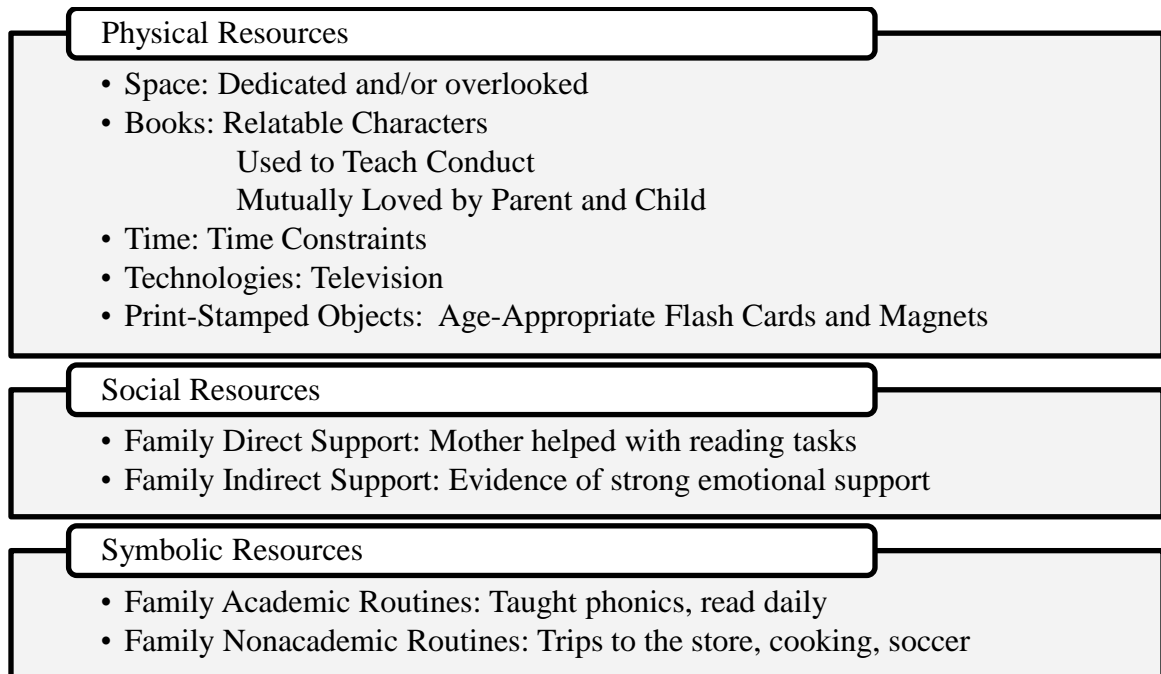


Figure 4 - Emergent themes: Interview evidence

Physical Resources

Space. Sofia alone described places in her home that were designed to store books especially for Elena, showing that only one in six homes had a dedicated space for literacy. This finding supports what is seen in the literature, that ‘literacy pockets’, areas in the home that are specifically designed for reading, enhance literacy development (Johnson, 1987). This observation also correlates with what is reported in the literature, that use of space for literacy in the home is the most neglected resource (Roskos & Twardosz, 2004).

Books. Books as a physical resource were discussed in detail by most of the mothers. Books are the customary, hands-on material of reading literacy, and are the building blocks of a literate home (Roskos & Twardosz, 2004). What began to emerge was recognition of the characteristics of books the children liked. They were not the most beautiful or the books that won many awards; they were books with characters to

which the children could relate. Sofia stated that Elena liked "Fancy Nancy" books because the character likes to dress up and is real 'girly.' According to Sofia, Fancy Nancy is a young girl, like Elena. Marian said that Jeffrey liked the "Thomas the Train" books because of the characters in it. Dina explained that Mai liked a book about two girls arguing about something ridiculous because that is what she and her sister do.

Another emergent theme related to books was using them to encourage right conduct. Sofia used a Bible story, the parting of the Red Sea, to see if Elena understood its significance. Sofia also commented that the book "Birthday Party" taught manners. Mia made sure that Alex knew that the wimpy kid listened to his parents.

Also, parents and children's love of books and literacy emerged as a significant theme. Kim loved to read Vietnamese books and dramatize them. Sofia frequently mentioned reading books herself. This often led to Elena and Sofia reading together. Mia stated that Alex loved Curious George and she loved it, too.

Time. Issues relating to uses of time were reported by many of the mothers. Dina said that checking Mai's phonics was time-consuming. Kim stated that if she were tired she would not read a long book to her children, and would pretend to be in the room with them when she actually was cooking. Sydney stated that she was crushed for time because she was going to school full-time and Monserrat was in school full-time. These mothers felt that they needed more time to complete literacy tasks with their children. The literature related to literacy learning upholds the view on time as a resource, in that time should be managed effectively (Roskos & Twardosz, 2004).

Technologies. Technology was used by the mothers, especially television. The high-quality educational programs reported by the mothers were explained by them as

well, demonstrating that they were engaged with their children as the shows were viewed. Research supports the assertion that television programming which aims to instruct viewers has a positive effect on school readiness and early literacy skills (Anderson, Huston, Schmitt, Linebarger, & Wright, 2001). Tablets and iPads were also mentioned, but not with the same clarity as television programs.

Print-stamped materials. Print-stamped objects were often mentioned, such as flash cards, refrigerator magnets, and a phonics chart. For the most part parents wanted to engage their children with attractive objects. Perhaps this was an age-related phenomenon. It demonstrated ways that parents found age-appropriate ways to engage their children in literate behavior. Research alludes to uses of print objects, such as flash cards; when parents identified elements of print, it was discovered that children also remarked about print when they read later (Morrow & Temlock-Fields, 2004).

Social Resources

Social resources were amply represented within this study. Often it seemed to be the sole responsibility of the mother to teach literacy, though sometimes siblings were recruited to help with the younger ones. This trend is in agreement with the literature, which reports that the mother and child dyad is the most salient feature of book-reading experiences (Roskos & Twardosz, 2004). All of the mothers made it clear through either direct or indirect means that they had strong relationships with their children. The context of relationship played a central role in the lives of these mothers and their children. Again, the relevant literature supports the value of a healthy emotional relationship when reading to a child (Bus & van IJzendoorn, 1988).

Symbolic Resources

Symbolic resources, or routines, appeared to separate along two dimensions. “Routines are the symbolic planks of the family’s literacy practices - what literacy means or signifies for its members” (Roskos & Twardosz, 2004, p. 291). Routines related to teaching academic school related subjects such as phonics, appeared to be within the province of the two teachers, Dina and Marian. Their context naturally is more closely aligned to school-related issues. Nonacademic routines were practiced by several of the mothers, who used grocery stores routines and cooking in the kitchen to expand their children's ideas about where literacy is needed beyond the classroom.

Review of Findings

The emergent themes are supported by reports of characteristics of literate homes previously reported in the literature, with some findings unique to this study. Many examples of physical resources were represented in this study. Use of space dedicated to book storage reflected what is reported in the literature, i.e., that this is the most neglected resource (Roskos & Twardosz, 2004). As stated previously, my study documented that a single mother made space for books in her home.

Books as a physical resource inspired several emergent themes. The children liked books that included characters to whom they could relate. The books were used to encourage appropriate conduct, and a mutual love of books between mothers and their children was also evident.

Time issues were reported in the study in that lack of adequate time to enjoy reading activities was reported by many of the mothers. This is supported by the literature which cautions that time must be carefully managed in U.S. culture (Roskos & Twardosz, 2004).

Use of technology was supported by mothers, especially the viewing of educational television programs. Heavy use of television was a surprising finding, since the literature emphasizes computer use and the importance of computer literacy. Perhaps television viewing was easier for mothers and their children to enjoy together than computer applications.

Print-stamped objects were a popular physical resource and were used by the mothers in inventive ways. Use of print-stamped items such as games and toys were well-documented in the related literature.

Social resources were well-represented in the study. In this research social resources were divided into family direct support, such as teaching discrete literacy skills, and family indirect support, expressed in a positive home atmosphere. Symbolic resources also fell into two groups, academic routines, which were regular ways of teaching literacy tasks habitually, and nonacademic routines, which pointed to uses of trips to the grocery store and cooking which inferred a respect for literacy in the larger community.

The physical resources of literate homes reported in this study, which included use of space dedicated to literacy, time management, presence of books, use of technology, and print-stamped materials; social resources, observed in instances of family direct support and family indirect support; and symbolic resources, seen in academic and nonacademic routines, support what is found in the literature.

CHAPTER FIVE: NEXT STEPS

This narrative inquiry study took place at Aiden Elementary School, a large, culturally diverse school located in the mid-South region of the United States. The study examined the home literacy practices of six culturally and linguistically diverse (CLD) mothers whose kindergarten children are enrolled at Aiden. The study sought to add to what is already known about literacy practices observed in homes of culturally and linguistically diverse children.

The guiding questions fueling the research included:

1. What are the literacy practices documented in interviews using a sample of culturally and linguistically diverse mothers residing in the mid-South region of the United States?
2. What are trends observed as culturally and linguistically diverse mothers recount their literacy experiences with their kindergarten children?
3. What conclusions can be drawn regarding the literacy practices of these culturally and linguistically diverse mothers?

The data derived from this study yielded valuable information regarding the home reading literacy practices of these mothers. The mothers included Marian, an African American ESL teacher at Aiden, Sydney, an African American mother who was new to Aiden and who soon opted out of the study; Sofia, a Hispanic mother who worked at a nearby school, Mia, A Hispanic mother who worked at a home fashion house; Dina, a bilingual Vietnamese teacher at Aiden, and Kim, a Vietnamese mother who was in the process of moving to a neighboring suburb. These mothers added their unique threads of

personal experience to the research narrative; without them the research could not have been completed.

Summary of Findings

A summary of the research findings disclose practices that support what has been reported in related literature. Various characteristics of literate homes, as organized and reported by Roskos and Twardosz (2004), were observed in many of the mothers' responses to the interview questions in this study. These characteristics were organized into three groups and include physical resources (physical surroundings, books in the home, time, technologies, and print-stamped objects); social resources, defined as the ways family members help younger children with literacy tasks, as well as the quality of the relationships in the home; and symbolic resources (routines and rituals which clarify attitudes toward literate behaviors.)

For example, Sofia demonstrated use of her physical surroundings when she reserved specific areas in her home for library space for daughter Elena. There were shelves full of books in the main living area as well in Elena's room. This use of space supports what is reported in the literature, that space, or physical surroundings, dedicated to literate activity is one characteristic of a literate home. It also is the most neglected resource, according to Roskos and Twardosz. This observation was also supported in the study, as Sofia was the only mother who reported special areas in her home used to house the family's books.

Books in the home were amply described by the participants. These included "Diary of a Wimpy Kid", reported by Mia, who said that son Alex had four of the books; and "Fancy Nancy" loved by Elena according to Sofia because Nancy, like Elena, is a

young girl who likes to be "girly". Marian stated that Jeffrey liked "Thomas the Train" books because of the characters in the books, and Kim said that daughter Tien liked the Vietnamese book "Happy Dragon" (though Tien volunteered that she liked the "Biscuit" books, too.)

Time issues were also substantiated by these mothers. They reported sensitivity to time constraints imposed by their busy lives. For example, Sydney stated that because she went to school full-time and Monserrat was in school full-time, she needed more time to work with Monserrat. Mia also mentioned that she worked all day, and sometimes she and Alex did not have time to read chapter books. She enjoyed using her time to ask Alex how his day had gone as well. Dina stated that helping Mai through decoding practice was time-consuming but it helped her monitor her progress. Kim also stated that if she did not have adequate time, she made the work with her children's reading short. This finding also found support in the literature.

Use of technology was reported by all mothers except Sydney, who came to one interview only. Computers such as iPads and tablets and their applications were reported, but not in detail. However, television use was explained at length by the mothers, who mentioned specific programs and what their children learned from them. Marian also mentioned that she took old VHS tapes of a literacy program and copied them onto DVDs.

Print-stamped items were used in age-appropriate ways by the participants. Marian used flash cards to teach phonics to Jeffrey, Sofia put letter magnets on the refrigerator that would be attractive to Elena, Dina used a phonics card or sheet to review and practice letters and sounds with Mai, and Sydney cut spelling lists apart to create a

word game for Sydney. This compilation also reflects what is found in literature, as conversations about use of printed objects receive more attention than space and time resources.

Social resources that were reported fell into two categories: Family direct support and family indirect support. Family direct support refers to family members helping younger children with literacy tasks. Kim, for example, recruited Nhi to help Tien with some of her reading assignments. However, most of the mothers reported helping their children themselves. Family indirect support or the affective quality of the relationships was clearly present in this study. Sydney explained that she wanted Monserrat to know she had her support, and she wanted her to know their common goal was for Monserrat to read. Mia frequently alluded to her close relationship with Alex, and Sofia reported that she enjoyed seeing Elena read.

Symbolic resources, which are revealed mainly in uses of routines, fell into two categories used by these mothers: Family academic routines, such as regular teaching of phonics and reading comprehension strategies reported by Dina and Marian; and family nonacademic routines, seen in such events as trips to the grocery store explained by Sofia. These routines communicated the value of reading literacy needed in the community outside the home.

Limitations and Affordances

There were some limitations to this study. For one, the sample size was small; it included five mothers basically, because one mother opted out of the study after the initial interview. Most of the interviews were held after school, sometimes as late as 5:00 and the mothers were obviously tired (as was the researcher). This could have affected

the length and descriptive quality of the responses. The fact that some of the participants wanted to have the interviews conducted without an interpreter present could also have affected the findings.

The affordances of employing narrative inquiry, however, outweighed the aforementioned limitations. This inquiry gave me the opportunity to examine the home literacy practices of six culturally and linguistically diverse mothers of young children, who related their experiences when engaging in literate activities with their children in ways unique to them. I was able to view first-hand through face-to-face interviews the common threads woven in their narratives, which connected their actions to a common goal, reading literacy attainment for their children. I was impressed by their repertory of strategies that these mothers discussed, and inspired by their determination to instill literacy in their children. Narrative inquiry provided the methodology through which I was able to hear and evidence the mothers' stories surrounding literacy in the home, an opportunity I would not have had if using other quantitative methodologies.

Implications

Broad Education Landscape

Interview questions targeting book experiences in their homes, especially favorite books, inspired many of the mothers. They responded enthusiastically and in detail about the books their children loved. This finding supports what is seen in the literature, that literate homes have books, in most cases books that have been carefully chosen. The books that the children liked were not the most beautiful or ones that won the most awards, they were books with characters to whom the children could relate. Elena liked "Fancy Nancy" books because Nancy was 'girly', like Elena. Mai enjoyed a book about

two sisters who argued about something ridiculous because that is what Mai and her sister sometimes did, too. Jeffrey liked “Thomas the Train” books specifically because of the characters that were in them. This theme, relatable characters, suggests that parents should invest in books that reflect this characteristic; finding books that interest children in this way can fuel a life-long interest in reading.

A pervasive culture of books was seen in the home of Elena, who was identified as Gifted and Talented and who was the most capable reader in the small group of children involved in the study. Elena was encouraged to see that books were everywhere, not just at school. These observations reflect what has been reported in the literature, that having books in the home encourages academic attainment and a higher level of education for the child (Evans, Kelley, Sikora, & Treiman, 2010). The presence of books in her home, and the various contexts described when books were read, such as reading when friends were over and reading with mother Sofia, were presented as a natural, essential, and enjoyable part of life.

This finding suggests that schools should follow a similar course of action. Reading books and discussions of favorite books should be presented as an integral facet of life, not as a means to an end, such as a way to pass a mandated standardized test, or reading only “so you can be ready for college.” Schools might address this in practical ways, such as having pictures of books favored by students displayed in hallways, along with notations of why the book is their favorite. This might evoke a sense of the culture of books evidenced in Sofia and Elena’s home.

The importance of technology as a resource found in literate homes was identified as an important theme in this study. Venezky (1994) stressed the importance of

information-processing literacies, referring to it as a forgotten component of language arts curriculum. In this study, the importance of knowing how to navigate through hypertext was not supported. Uses of computers, such as iPads and tablets, while discussed, did not figure as prominently as watching educational television programs. Mothers carefully monitored their children's use of television. They were able to discuss in detail the programs their children watched. Mia commented "He [Alex] loves "Curious George" and I love it, too!" Marion stated that Jeffrey was very proud of knowing a word he had heard on an educational show and placing it in the right context. These observations suggest that mothers and children strengthen their relationship through a mutual enjoyment of quality television programs, and that this relationship might be more difficult to sustain during more solitary work with iPads or tablets. This suggests that schools should take heed and make available lists of quality educational television programs for children.

The use of print-stamped objects recalls age-appropriate ways to engage children in literacy tasks. Schools could provide "Make-and-Take" sessions for mothers and other family members to create these items, so that reading literacy learning could be made more enjoyable for children.

This research study supports the assertion that the social climate present in a family influences the quality of literate activity (Heath, 1983). Social climate is a pervasive element that enhances the quality of literate experiences. Or perhaps, meaningful literate experiences strengthen the social climate of a home. Parents can use experiences with literacy to enhance their relationship with their children.

Literacy routines are a symbolic resource found in literate homes and allude to a respect for literacy. Literacy routines were a common feature in this study. Routines were well-represented in this study, both for academic reasons, such as teaching phonics, or reading Reading Counts books for points; or nonacademic reasons, such as using trips to the grocery store as an informal way to teach literacy. Parents should be informed that use of these routines can relate literacy events to the community and the larger society, and situate literacy within a meaningful context.

Researcher Practice

As stated in the introduction to this dissertation, I asserted that the study would inform my practice as a kindergarten teacher. The data derived from the mothers' interview transcripts validated my current practice, as I already foster a love of books and reading in my classroom. However, more can be done. I can extend my practice so that students have ample opportunity to identify their favorite book and explain why it is special to them. The class can put up posters in the kindergarten and pre-kindergarten hallways showcasing their favorite books for other classes to see.

I also can communicate the study's findings with parents through PTO meetings and by classroom letters as well. Additionally, the school can foster a love of books for their own sake through displays of older children's book along Aiden's spacious hallways, which hopefully will spark discussions related to reading literacy.

Future Research

Further research is suggested by this study. More mothers could be brought into the study in order to ascertain if their responses support what has been documented in this research. Perhaps a study of older children could be initiated in order to determine if

these home literacy practices continue as the children get older, or if something different is observed. For example, uses of technology may change as students move through their elementary years and into secondary school. Since this was a study about families, particularly mothers and their interactions with their young children during reading activities, research examining how fathers help their children with reading tasks represents an intriguing new avenue of study.

Final Thoughts

This narrative inquiry provided the opportunity to step into the homes of six culturally diverse mothers to learn about their family activities related to literacy. It revealed the many resources that the mothers drew on, and continue to draw on, to support their children's reading and writing development. These included physical, social, and symbolic resources. While much of the research affirmed information found in previous studies regarding home literacy practices, unanticipated findings also emerged. One of these was the way in which book character perceived personalities attracted the attention of both children and mothers, thereby promoting the desire to read. Another was the overall sense that these mothers and children loved reading, particularly reading together. As for me, this inquiry gave me new insights into the lives of my participants and their children who are my students. I garnered validation for education beliefs and practices related to reading and writing in early childhood. I carry forward affirmations for my current practice and am inspired with new ideas to support children and their families--in school and at home--in their efforts to promote the literacy development so critical to future school and life success of children.

REFERENCES

- Andrews, M.M (1927). *Memoirs of a poor relation*. New York: E.P. Dutton.
- Ansary, T. (2007). Education at risk: Fallout from a flawed report. Retrieved January 29, 2013, from [http: www.edutopia.org/landmark-education-report-nation-risk](http://www.edutopia.org/landmark-education-report-nation-risk)
- Arnow, H.S. (1977). *Old Burnside*. Lexington: University of Kentucky Press.
- Auerbach, E.R. (1989). Towards a socio-economic approach to family literacy. *Harvard Education Review*, 59, 165-181.
- Bamford, A., (2003). The visual literacy white paper. Adobe Systems Incorporated: Tools for the new work. Retrieved March, 14, 2014 from http://www.adobe.com/uk/education/pdf/adobe_visual_literacy_paper.pdf
- Bennet, A., Bridglall, B.L., Cauce, A. M., Everson, H. T., Gordon, E. W., Lee, C. D., Mendoza-Denton, R., Renzulli, J. S., & Stewart, J. K. (2004). *All students reaching the top: Strategies for closing academic achievement gap*. Naperville, IL: Learning Point.
- Brandt, D. (2003). Changing literacy. *Teachers College Record*, 105(2), 245-260.
- Britto, P. R. & Brooks-Gunn, J. (2001). Beyond shared book reading: Dimensions of home Literacy and low-income African-American preschooler's skills. *New Directions for Child and Adolescent Development*, 92, 73-89.
- Bruner, J. (1991). The narrative construction of reality. *Critical Inquiry*, 18(1), 1-21.
- Bus, A. G. & van IJzendoorn, M. H. (1988). Mother-child interactions, attachment and emergent literacy: A cross-sectional study. *Child Development*, 59(5), 1272-1272.
- Calfee, R. (1994). Critical Literacy: Reading and writing for a new millennium. In N. J.

- Ellsworth, C. N. Hedley, & A. N. Baratta (Eds.). *Literacy: A redefinition* (pp. 19-38). Hillsdale, NJ: Lawrence Erlbaum.
- Chall, J. S., & Jacobs, V. A. (1996). The reading, writing, and language connection. In J. Shimron (Ed.) *Literacy and education: Essays in memory of Dina Feitelson*, (pp.33-48). Cresskill, NJ: Hampton Press.
- Chu, S. & Wu, H. (2010). Understanding literacy practices in culturally and linguistically diverse children's homes. *New Horizons for Learning*, 8(2). Retrieved February 17, 2014 from <http://jhepp.library.jhu.edu/ojs/index.php/newhorizons/article/view/5>
- Clandinin, D. J., & Connelly, M. F. (2000). *Narrative inquiry: Experience and story in qualitative research*. San Francisco, CA: Jossey-Bass.
- Clandinin, D.J., Pushor, D., & Orr, A.M. (2007). Navigating sites for narrative inquiry. *Journal of Teacher Education*, 58(1), 21-35.
- Connelly, F.M. & Clandinin D.J. (1990). Stories of experience and narrative inquiry. *American Educational Research Association*, 19, (5), 2-14.
- Cope, B. & Kalantzis, M. (2000). Designs for social futures. In B. Cope & M. Kalantzis (Eds.). *Multiliteracies: Literacy learning and the design of social futures* (pp.203-234). New York, NY: Routledge.
- Cunningham, A. E., & Stanovich, K. E. (1997). Early reading acquisition and its relation to reading experience and ability 10 years later. *Developmental Psychology*, 33(6), 934-945.
- Daniels, J. (2010). Home literacy environment of African American head start children. *Journal of Education and Learning*, 6(3), 133-146.

- Del Valle, S. (2003). *Language rights and the law in the United States: Finding our voices*. Clevedon, UK: Multilingual Matter.
- Denzin, N. K. & Lincoln, Y. S. (Eds.). (2000). *Handbook of qualitative research* (2nd ed.). Thousand Oaks, CA: Sage.
- Didsbury, H. F., Jr., Literacy in the future. (1994). In Ellsworth, N. J., Hedley, C. N., & Baratta, A. N. (Eds.). *Literacy: A redefinition* (pp. 281-285). Hillsdale, NJ: Erlbaum.
- Elbaz-Luwisch, F. (2010). Narrative inquiry: Wakeful engagement with educational experience. *Curriculum Inquiry*, 40(2), 263-279.
- Ellsworth, N. J. (1994). Critical thinking and literacy. In N. J. Ellsworth, C. N. Hedley & A. N. Baratta (Eds.). *Literacy: A redefinition* (pp. 91-108). Hillsdale, NJ: Erlbaum.
- Evans, M.D.R., Kelley, J., Sikora, J., & Treiman, D.J. (2010). Family scholarly culture and educational success: Books and schooling in 27 nations. *Research in Social Stratification and Mobility*, 28(2), 171-197.
- Ezell, H. K., Gonzalez, M. D., & Randolph, E. (2000). Emergent literacy skills of migrant Mexican American preschoolers. *Communication Disorders Quarterly*, 21(3), 147-153.
- Garcia, E. E. (1994). "Hispanic" children: Effective schooling practices and related policy issues. In Ellsworth, N.J., Hedley, C.N., & Baratta, A.N. (Eds.) *Literacy: A redefinition* (pp. 77-87). Hillsdale, NJ: Erlbaum.
- Gillham, B. (2000). *Case study research methods*. London, UK: Continuum.

- Gonzalez, R. J., Pagan, M., Wendell, L., & Love, C. (2011). Supporting ELL/culturally and linguistically diverse students for academic achievement. *International Center for Leadership in Education*. Rexford, New York, NY: International Center for Leadership in Education, Inc.
- Good, H. G. (1956). *A history of American education*. New York, NY: Macmillan.
- Hammer, C. S. & Miccio, A. W. (2004). Home literacy experiences of Latino families. In B. H. Wasik (Ed.) *Handbook of family literacy* (pp. 305-328). Mahwah, NJ: Lawrence Erlbaum.
- Hammer C. S., Miccio, A. W. & Wagstaff, D. A. (2003). Home literacy experiences and their relationship to bilingual preschoolers' developing English literacy abilities: An initial investigation. *Language, Speech, and Hearing Services in Schools, 34*, 20-30.
- Hammer, C. S., Rodriguez, B. L., Lawrence, F. R. & Miccio, A. W. (2007). Puerto Rican mother's beliefs and home literacy practices. *Language, Speech, and Hearing Services in Schools, 38*, 216-224.
- Haneda, M. (2010). Becoming literate in a second language: Connecting home, community, and School literacy practices. *Theory into Practice, 45*(4), 337-345.
- Hedley, C. N., Hedley, W. E., & Baratta, A. N. (1994). Visual thinking and literacy. In N.J. Ellsworth, C.N. Hedley, & A.N. Baratta (Eds.) *Literacy: A redefinition* (pp.109-126). Hillsdale, NJ: Erlbaum.
- Jackson, R. L., II, Drummond, D. K. & Camara, S. (2007). What is Qualitative Research? *Qualitative Research Reports in Communication, 8*(1), 21-28.

- Jeynes, W.H. (2011). *Parental involvement and academic success*. New York, NY: Routledge.
- Johnson, A.S. (2010). The Jones family's culture of literacy. *International Reading Association*, 64(1), 33-34.
- Johnson, L.C. (1987). The developmental implications of home environments. In C.S. Weinstein & T.G.T. David (Eds.), *Spaces for children: The built environment and child development* (pp.139-157), New York, NY: Plenum.
- Jones, T.G. & Fuller, M.L., (2003). *Teaching hispanic children*. Boston: Pearson.
- Josselson, R. (2013). *Interviewing for qualitative inquiry*. New York: The Guilford Press.
- Kaestle, C.F., Damon-Moore, H., Stedman, L.C., Tinsley, K., & Trollinger, W.V., Jr. (1991). *Literacy in the United States: Readers and reading since 1880*. New Haven, CT: Yale University Press.
- Lankshear, C. & Knoebel, M. (2011). *Literacies: Social, cultural and historical perspectives*. New York: Peter Lang.
- Leseman, P.P.M. & de Jong, P.F. (1998). Home literacy: Opportunity, instruction, cooperation and socio-emotional quality predicting early reading achievement. *Reading Research Quarterly*, 33, 294-318.
- Li, G. (2006). What do parents think? Middle-class Chinese immigrant parents' perspectives on literacy learning, homework, and school-home communication. *The School Community Journal*, 16(2), 27-46.
- Li, G. (2007). Home environmental and second-language acquisition: The importance of family capital. *Journal of Sociology in Education*, 28(3), 285-299.

- Luke, C. (2000). Cyber-schooling and technological change: Multiliteracies for new times. In B. Cope & M. Kalantzis (Eds.) *Multiliteracies: Literacy learning and the design of social futures* (pp. 69-91). New York, NY: Routledge.
- Monaghan, E. J. (1989). Literacy instruction and gender in colonial New England. In C. N. Davidson (Ed.), *Reading in America: Literature & social history* (pp. 53-80). Baltimore: Johns Hopkins University Press.
- Monaghan, E. J. (2005). *Learning to read and write in colonial America*. Amherst, MA: University of Massachusetts Press.
- Morrow, L.M. & Temlock-Fields, J. (2004). Use of literature in the home and at school. In B.H. Wasik (Ed.). *Handbook of family literacy* (pp.83-99). Mahwah, NJ: Erlbaum & Associates.
- Moss, B. J. (1994). Creating a community: Literacy events in African-American churches. In Moss, B.J. (Ed.). *Literacy across communities* (pp. 147-178). Cresskill, NJ: Hampton Press.
- National Commission on Excellence in Education. (1983). *A nation at risk: The imperative for educational reform* (Supt. of Doc. No. 065-000-00177-2), Washington, D.C.: U.S. Government Printing Office.
- Pellegrini, A. D., Perlmutter, J.C., Galda, L. & Brody, G.H. (1990). Joint reading between black head start children and their mothers. *Child Development*, 61, 443-453.
- Perez, B. (1998). *Sociocultural contexts of language and literacy*. Mahwah, NJ: Erlbaum and Associates.

- Qualls, C.D. (2001). Public and personal meanings of literacy. In Harris, J.L., Kamhi, A. G. & Pollock, K. E. (Eds.). *Literacy in African American communities* (pp. 1-19). Mahwah, NJ: Erlbaum.
- Roberts, J., Jurgens, J., & Burchinal, M. (2005). The role of home literacy practices in preschool children's language and emergent literacy skills. *Journal of Speech, Language, and Hearing Research*, 48, 345-359.
- Roberts, P. (2010). Cultural studies in relation to curriculum studies. In C. Kridel (Ed.). *Encyclopedia of curriculum studies* (pp. 171-178).
- Roberts, T.A. (2008). Home storybook reading in primary or second language with preschool children: Evidence of equal effectiveness for second language vocabulary acquisition. *Reading Research Quarterly*, 43(2), 103-130.
- Rodriguez, R. (2010). Bilingual education. *Handbook of Texas Online*. Published by the Texas State Historical Association. Retrieved April 14, 2014 from <https://www.tshaonline.org/handbook/online/article/khbo2>
- Roskos, K. a., & Twardosz, S. (2004). Resources, family literacy, and children learning to read. In B. H. Wasik (Ed.) *Handbook of family literacy* (pp. 287-304). Mahwah, NJ: Lawrence Erlbaum.
- Russo, C. J., Harris III, J. J., & Sandidge, R. F. (1994). Brown v. Board of Education at 40: A legal history of equal educational opportunities in American public education. *The Journal of Negro Education*, 63(3), 297-309.
- San Miguel, G., Jr. (2010, June 15). Mexican Americans and education. *Handbook of Texas online*. Published by the Texas State Historical Association. Retrieved April 4, 2014 from <http://www.tshaonline.org/handbook/online/articles/khmmx>

- Scott, J. C. & Marcus, C. D. (2001). *Emergent literacy: Home-school connections*. In Harris, J. L., Kamhi, A. G., & Pollock, K. E. (Eds.). *Literacy in African American communities* (pp. 77-97). Mahwah: NJ: Erlbaum.
- Singh, K., Bickley, P.G., & Trivette, P. (1995). The effects of four components of parental involvement on eighth-grade student achievement: Structural analysis of NELS-88 data. *School Psychology Review*, 24(2), 219-237.
- Soltow, L. & Stevens, E. (1981). *The rise of literacy and the common school in the United States: A socio-economic analysis to 1870*. Chicago, IL: University of Chicago Press.
- Sparks, R. L., Patton, J. & Murdock, A. (2014). Early reading success and its relationship to reading achievement and reading volume: Replication of ‘10 years later’. *Read Writ*, 27, 189-211,
- Stanovich, K. E., Cunningham A. E. & West, R. E. (1998). Literacy experiences and the shaping of cognition. *Global prospects for education: Development, culture, and schooling*, 253-288. Retrieved February 22, 2014 from www.rfwest.net/Site_2/Welcome.../Stanovich_Lit_Exper_Globa_98
- Street, B. V. (1995). *Social literacies: Critical approaches to literacy in development, ethnography and education*. New York, NY: Longman.
- Taylor, D. & Dorsey-Gaines, C. (1988). *Growing up literate: Learning from inner-city Families*. Portsmouth, NH: Heineman.
- Taylor, R. L. (1995). Functional uses of reading and shared literacy activities in Icelandic homes. A monograph in family literacy. *Reading Research Quarterly*, 30(2), 194-219.

- Committee on Technological Literacy. (2002). *Technically speaking: Why all Americans need to know more about technology*. G. Pearson, and A. T. Young (Eds.). Washington, D.C.: National Academies Press.
- Terry, N. P. & Irving, M. A. (2010). Cultural and linguistic diversity: Issues in education. In R. Colarusso & C. O'Rourke (Eds.), *Special education for all teachers (5th ed.)* (pp. 110-132). Dubuque, IA: Kendall Hunt.
- Thomas, D. C., Elron, E., Stahl, G., Ekelund, B. Z., Ravlin, E. C., Cerdin, J., Poelmans, S., Brislin, R., Pekerti, A., Aycan, Z., Maznevski, M. Au, K., & Lazarova, B. (2008). Cultural intelligence: Domain and assessment. *International Journal of Cross Cultural Management*, 8(2), 123-143.
- United Nations Educational, Scientific and Cultural Organization (UNESCO). (2005). *Education for all: Literacy for life. Education for all global monitoring Report*. Paris, France: UNESCO.
- Venezky, R.L. (1994). Literacy and the textbook of the future. In N. J. Ellsworth, C. N. Hedley & A. N. Baratta (Eds.). *Literacy: A redefinition* (pp. 39-54). Hillsdale, NJ: Erlbaum.
- Weinburg, M. (1991). The civil right movement and educational change. In C. V. Willie, A. M. Garibaldi, & W. L. Reed (Eds.). *The education of African Americans* (pp. 3-6). Westport, CT: Auburn House.
- Wilson, A.V. (2010, June). *Education for African Americans. Handbook of Texas online*. Published by the Texas State Historical Association. Retrieved April 14, 2014 from <https://www.tshaonline.org/handbook/online/article/khbo2>
- Woods, L.S. (2002). *Vietnam: a global studies handbook*. Santa Barbara, CA: ABC-CLIO.

- Wright, W. E. (2010). *Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice*. Philadelphia, PA: Caslon Publishing.
- Yaden, D.B., Jr., Smolkin, L.B. & Conion, A. (1989). Preschoolers' questions about pictures, print conventions, and story text during reading aloud at home. *Reading Research Quarterly*, 24(2), 188-214.
- Yin, R. (1994). *Case study research: Design and methods* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Zeece, P.D. (2008). Linking life and literature in early childhood settings. *Early Childhood Education Journal*, 35, 565-569.

Appendix A

Transcripts of interviews conducted with mothers during the course of this inquiry

Interview with Marian (#1)

Joan: So, I am doing a study of how families work with their children at home with their reading, and I'd like to talk with you about what that is like for you and your child. I'd like for you to describe how you help your child with reading, in any way you would like to describe it.

Marian: Well, my children are in kinder and first grade, so we're dealing with the phonetics, of the sounds, of course, so we're. we have-they go to the same school that I teach at, but my first grader, usually doesn't have problems with the phonetics, only whenever the word is too long or too complicated, while my kinder is still working with the phonetics...what sound does this letter say, and things like that, so I kind of use the same thing that I teach my students with, which is the Saxon Phonics base (?) program, the phonics-based program anyway, where they start off with each letter and then sound...which is a review from kinder, and then they step it up. They use suffixes, and they also use prefixes, digraphs, blends, and , ah, they also use what they call diphthongs, which is like the 'ou', like in 'mouse', in the, like that, so since we also use that curriculum here at our school it kind of, it's the same thing that I use to help with their reading.

My younger one, my younger student, well, my younger child had problems with comprehension, so I do , um, with him, we may read the story three times, question orally...

Joan: Like a story book at your house, like what you have at your house?

Marian: Yeah, the Saxon program comes with little mini books, okay and they also go over the skill, 'cause each day, it's just a building block, it's a certain skill repeated, they

keep building, so they also have book that goes with that, okay, and we have books at home, so, um, the exposure is definitely there.

Joan: Do you usually have a specific place?

Marian: They usually do it at the table, or the couch (laughs), or the dinner table. My oldest one is more independent-he doesn't need my help. My youngest is too, because he's kind of bright, his level his comprehension is a little bit low. He has more problems with his handwriting and reading.

Joan: What has helping your child been like for you personally? I was thinking more in terms of storybook reading, or just reading for fun.

Marian: Both of my kids love to read. I don't have a problem with that, and, um

Joan: So they read, like, independently?

Marian: Yeah, they do both my kids went into kinder pretty much reading-I'm sorry, preK, reading, a lot of sight words, because of where they were before, my babysitter, she used the program, I don't think they use it anymore, but it was called "Babies Can Read". So,,they had that exposure prior to coming to school, and then, uh, she would also take newspaper clippings of sales ads, so they would be able to recognize store items, and you knew, where they knew various items, and these are various items in the house. So that actually helped me out a lot.

Another thing is that whenever I'm cooking I let my kids pick out the ingredients that we're going to need, they can pick, like you know, when we get home from the grocery store when we unpack the bags I let them tell me what the item is. You know, I may put it away but at least they say what it is (my oldest one does not do this).

But my youngest one, he still does this: When we go to, and he sees a place of business with a person wearing a name tag he's going to read their name, and if he doesn't get it, he's going to sound it out, and if he doesn't get it right, the person usually is able to correct them, so he's always trying to read wherever we go. It noticed that about my youngest, my younger son.

Joan: What do you think your helping your child is like for your child?

Marian: I think they're, because they understand-they make the connection that they go to school for mommy so, um, they know how school goes, and things like that they're both good kids that really enjoy school so I don't have any problems with that.

Joan: So is there anything else to add to it?

Marian: I know the more exposure, uh-a lot of the programs, I hate to say TV, but, Dora , you know, where they can learn a lot of things in Spanish...my youngest-both my kids-know a lot of things in Spanish 'cause of the exposure to Dora, because, you know, I'm monolingual here,, I don't speak anything but English, so, uh, that's something.

You know, some of the programs are really good, Dora being one of them and there also, it's called, it comes on Channel 8: "Word Girl", "Word Girl", and it exposes them to a lot of different words that they may not hear, with going to school, you know, those special occasions and things like that, so I would have to say that some TV programs are good, that I do let them watch at home. I don't let them watch a lot of cartoons, and when they were younger I invested in a lot of phonics tapes, so they use a lot of those DVDs, phonics DVDs, along with, I made some flash cards, with the words from the "Babies Can Read" program, um, she-they were very old tapes, they weren't

DVDs, so, for VHS, so I copied those, so I would have a copy on DVD but also I made flash cards from the words that they said.

Because the man was basically teaching his daughter to learn how to read and of course I would periodically put in the high frequency words, the words I knew they needed to know for first grade even though they weren't coming in to first grade, and I also would put in their own name, so they're constantly, you know, when we're in the car they would use the flashcards or whenever, you know we're just around the house, they would use the flash cards and things like that. And some of the flashcards would have pictures on them and those were the ones that I bought from the store.

Joan: Okay, well, thank you.

Interview with Marian (#2)

Joan: So, I am doing a study of how families work with their children at home with their reading, and I'd like to talk with you about what that is like for you and your child. I'd like for you to describe how you help your child with reading, in any way you would like to describe it.

Marian: Okay, um, phonetically, we use flash cards, um, maybe starting with the basics, what letter, what sound. With the use of the flash cards of course the letter, and it has the picture on it with one letter, for instance 'a, /a/, apple.' I may have them say the name of the picture, say the name of the letter, and then the letter sound. From there we've moved on to, of course, we watch TV, Sesame Street was big and it still is, 'cause it's the TV, but "Dora the Explorer" also and I think it's called "Choo-Choo Something"-something with a train. My kids love trains. That attracted them a lot. We start out with the phonics, the basics, and once we move past that, then of course it's making the connection between the letters, what the vowels are, putting it in there to make words to build words. I bought a lot of phonics tapes whenever they were still little. I still have them. So, they still like to, you know, look at those periodically as well. They, you know, know those words, phonics tapes, as well, and like I mentioned before, my kids can read. I do have them help me out at the house by, say, "Go look for this in the bathroom," um, like toothpaste or certain things like that. Then if they come back I may quiz them like, "What letter does this start with, what sound does this make, the letter.

Now they have tablets now, they use the technology, not those big red things-the tablets that I purchased for them, have a phonics program on it. So they're not actually on the Internet. You can use it without actually being on the Internet. Many games that are

phonetic-based anyway, Looney Tunes and they have a phonics program, games that go with it after that, the games that are on there, they have a that ties into it.

Joan: What has helping your child been like for you personally?

Marian: I enjoy it, it's not a problem because I do teach during the day. I do a primary grade, which is first grade, it doesn't bother me, I make a better connection with them that way, versus if I taught them as if they were in middle school. They would know how to read by then, but uh, a different waters for me.

Joan: What is it like for your child?

Marian: I think they enjoy it. My youngest one learns from me, enjoys reading more than my oldest, but my boys love to read, especially if it's interesting or trains, or, something like that, because, once you pique their interest, then it doesn't bother them.

Joan: Okay, well, thank you.

Interview with Marian (#3)

Joan: So, I'd like to...I'm doing a study of how families work with their children at home with their reading, and I'd like to talk with you about what that is like for you and your child. I'd like for you to describe how you help your child with reading, in any way you would like to describe it.

Marian: Okay, I help my child with reading, the beginning stages we're just learning the alphabet, learning the letters, and the sounds, that they need, and then I combine also with the acknowledgement of vowels, and the sounds that they make, so they were able to distinguish between a consonant and a vowel, and then we, the next step that we use, was, is actually putting them together to make words, Now I did incorporate flash cards with my kids in order for them to, um, pictures, that also went with the words, and of course that all will help them with the memorization of definitions or I think the, you know, things like that

Joan: And so, so you tell 'em that a vowel is a, an open sound, and that type of.. things like that..

Marian: Um-Hm, just a vowel, a vowel is a- e-i- o- u.

Joan: Oh, okay

Marian: And, like I said before we were watching, they would watch videos, so, a lot of that stuff, like Sesame Street, and things like that, that is, will go over the type of concept. As they started to get older and go to school, that would help them, with the digraphs, the blends, and all that stuff, you know, making that connection, to put them together yeah, 'cause that's what I noticed, my son that's in kinder, is doing now, and even though he came, you know, he went to school both of my kids went to school, learning,

you know, knowing a lot of their sight words already, I still saw that they were trying to break them apart, even though they knew the word already,so...

Joan: Like, they knew the word automatically but they still wanted to...

Marian: Break it apart to blend it, and I don't know, if that hindered them, or you know, or not, whatever,so anyway, the flash cards, the recognizing the vowels, identifying their letters and their sounds, and then recognizing that, there, that there are letters that, they make the different sounds. I didn't go into long vowels so much, but just the short ones, making the connection that consonants and vowels go together to make words. They watch the DVDs, so, uh,,phonics-based shows, they also watch, remember the DVDs I was telling you about, the "Babies Can Read"?

Joan: Something about girl something?

Marian: Girl, Word Power:

Joan: Oh, okay

Marian: That comes on Channel 8, and I think it still does. Martha Speaks also was a show that they liked to watch, I don't know if that one still comes on, but it was about a dog who could speak

Joan: Oh, how cute

Marian: Who could speak English,,but they usually have some type of special word, like 'day', so at the end of the show you knew the definition of. And, um, like I said I, I enjoy my kids at home, with their learning how to read; my smallest one now, he's still trying to break thing apart

Joan; Yeah, that's...And, um, so what's it like for your child,you think, like when you help your child with reading?

Marian: I think that both of my kids enjoy it, mostly my youngest one, I guess because he's still at those stages where he's learning a lot of the words. My oldest one, he's, he's okay, you know, he, um, he's, he does, whenever he gets tripped up on a word he may try the skills that his teacher is teaching him now in class, to try to break it apart, and then, like, sometimes, now, he'll come home and say, "We learned this, we learned suffix -ed, or 'ing, or prefix or we're doing a combination of

Joan: And what grade is he in?

Marian: He's in first, so he'll just come and he'll tell me what he's learning more.

Joan: Okay.

Marian: But my youngest one, he's going to say, he *tries* to do it himself, I notice, where my oldest one, "Okay, now what is this?"

Joan: Yeah, All right, (I'm so tired of working with this![recorder]) so I've got a few more questions., So describe a book your child really likes, that might be his favorite book

Marian: okay, like, my oldest one, he really likes the Dr. Seuss, and my youngest one really likes the train books, the Thomas the Train, both of them really like the Thomas the Train books, and they like mostly all the characters there, um when my oldest one was younger, my sister bought him the Dr. Seuss books, so, I think that's why he gravitated towards the Dr. Seuss more.

Joan: And, so, do you take your child to the library?

Marian: No, we don't

Joan: So, any particular book, so, okay

Marian: Yeah, they get a lot of books from...I go to Borders (laughs), they get a lot of books from there, and, um, some of the books, I guess, from me being a the teacher; you know, I make copies of a lot of the books, the, ah, that we use in the class, so that's why, they may be paper, but, and, they usually have a lot of books, 'cause I have the books that whenever, like when I was al little girl, and they still have them.

Joan: I do too; I have them, and I read them over and over again too, but, are there any reading materials your child likes to read over and over again?

Marian: Um, I think they gravitate toward those same books, the Dr. Seuss books, and, the Thomas the Train books, Thomas the Train is more because of the character in it, and the Dr. Seuss is more because of the rhyming. So that's what I notice they gravitate more towards

Joan: And so, as you teach your child, talking about the the letters and sounds and all that, what do you, what is his response to that? Do you think, what is his attitude, does he, do they enjoy the phonics?

Marian: Yeah, both of them.

Joan: The phonics (Marian nods assent) Okay.

Marian: Both of them do

Joan: By, by, like, how do you know, like say, over and over again, is there just, just with their attitude?

Marian: They, they try it out on their own, and they usually only ask my help, I'm there, they usually only ask my help if it's something they can't get. You know, all words don't follow the, a pattern so those, those are the ones, of course they have to know the 'brain

words' they have to remember in their brain, so, the more they see, you know, the better success they are with these.

Joan: These are , these are, homework or reading books, or any time they happen to see a word?

Marian: They can be anywhere.

Joan: Yeah.

Marian: It can be on their homework. It can also be added. My youngest one. His teacher puts a star by the word that are high frequency words, so he knows it doesn't follow a pattern, and, um, my oldest one, he has random words. The teacher doesn't really doesn't discriminate, these are the high frequency words, you know, being in (the school district) we have the high frequency words they have to know, oh, that list goes to my oldest, but I still take that list and give it to my youngest (laughs)

Joan: It's good to. So, describe the scene when you, when they watch the programs on Channel 8, about, I mean, are they engaged in it

Marian: Oh yeah, oh yeah, for some reason, I don't let them watch certain shows, but usually Channel 8 is good. There's also certain shows on network I believe that are really good, and they watch those, so, usually, they engage, I can't, you know, break them away from it; if I call their name during that time, it's hard. I have to say physically, "Turn it off, just turn it off" if I want them to listen to, yeah, so they're usually engaged in listening to them, to those types of shows.

Joan: And, uh, so describe the scene, do your children help each other;,does your older child help the younger one?

Marian: I think that my younger helps the older one.

Joan: How does that look when he helps him, are they arguing, or do they.. (my sister and myself)

Marian: No, no, no...I guess I can say they help each other if it's a harder word my oldest will help my youngest; if it's a word that my oldest doesn't know, he will go tell the youngest to sound it out, yeah, where my youngest, he doesn't, he doesn't really, he doesn't, he's not hesitant to sound it out, where my oldest, he's more, he'll ask me to help. That's what I notice, and I guess that's just the difference in their drive, the two.

Joan: Okay, so, um has your child ever said anything to you that you'll always remember, do you think, as you were sharing a literacy activity, something that, just stayed with you?

Marian: Well, I remember when my oldest was younger, they were watching the show, I want to say "Dora the Explorer" and also had a word, a special word, that they were able to know had the definition to, I'm trying to remember the word, I can't remember the word, 'cause it was just so many years ago. But he knew what the meaning of the word was, and I just can't, I just cannot remember the word. But for him, for him to be that young...

Joan: He was proud of himself

Marian: Yes, he knew, he knew, and he was able to use it in the right context I guess, just from listening or whatever; I just can't remember the word.

Joan: That;s, well, so, do you teach your child that are similar to the ways you were taught to read?

Marian: No, I don't, because I was taught Whole Language, so, other than the sight words, I wasn't, I don't

Joan: And that turned out that kind of way...

Marian: I don't teach, I try to teach them the same way, but it's a little bit harder

Joan: I think I did Run Spot, run..., okay, so do you think, what do you think is better, do you think, the modern way of teaching, or

Marian: I guess I would try a combination, I wouldn't say one is better than the other, and it also, it depends on the kid, it depends on the kid

Joan: um, hmm, yeah, like if they know more, have more prior knowledge

Marian: Like I was telling you, I don't like for him to be breaking those words apart when he knows the word already, of course, he can't make that connection yet. "Just say the word if you know it".He can't do that yet.

Joan; Yeah, okay, well thank you.

Marian: You're welcome!

Interview with Sydney (#1)

Joan: I am doing a study of how families work with their children at home with their reading, and I'd like to talk with you about what that is liked for you and your child. I'd like for you to describe how you help your child with reading, in any way you would like to describe it. So, how do you help your child with reading?

Sydney: I read to her a lot and when I...uh, point out objects...

Joan: Okay.

Sydney: Depending on what room we're sitting I, uh, might point to an object, television, with the sounds-what sound does it start with; we'll sound it out or, and we just do a lot of talking back and forth, and, now that I'm back at school, she's always in my books, and I just try to show, I keep her motivated by letting her know that we both have a common goal, for her to read. And I do a lot of reading to her, and I've been reading to her, even when she was in the womb I read to her.

Joan: What's it like for you personally?

Sydney: I feel like I put a little more effort into it, well, it's not the effort, it's just the time, with me going to school and working full time, and her going to school full time, it's just, I need more time, but on the weekends I really try to focus on us doing the activities at home, or activities with my grandparents.

Joan: Like, what kind of activities?

Sydney: We'll sit down, well, I always keep her spelling words, and I cut them up into little strips, and we shuffle them and shuffle them around and I might pull out a word-I might pull out 'ride', and I'm, like, "What does 'ride' start with?", and she'll sound it out.

I'll give her a sentence, like, would...that keeps her interested. I don't really, I know there's a lot of things on the Internet but I prefer to do more of a one-on-one.

Joan: And what do you think it's like for (Montserrat) to have you help with her reading?

Sydney: I think it motivates her...

Joan: Um-um.

Sydney: So, to let her know that she has the support, and just being able to even just-just to be able to just actually be there and help her.

Joan: Okay. Is there anything else you'd like to add that I haven't thought of? Okay, well, thank you.

Interview with Sofia (#1)

Joan: I am doing a study of how families work with their children at home with their reading, and I'd like to talk with you about what that is like for you and your child. I'd like for you to describe how you help your child with reading in any way you would like to describe it.

Sofia: Okay, so one thing is the Reading Counts program that you have here at school, we definitely participate in that and she gets to take home books from here at school. We read 'em together, well, she reads most of it and then I help her if she needs help, and then I like it where she takes the quiz at home-it makes it easier for us. I get to see how much she is learning, so I really love that. We have a library at home, like a small library-it's not big or anything, it's a couple of shelves full of books. It's like our library corner and, I also make sure that there's books in her room. So there's a shelf for a few books in her room as well. Um, I do a lot of the words too on the refrigerator, like I try to buy a lot of word magnets and letter magnets, things like that. We go to the public library often, too, this one here, the _____library. I think those are the things.,,

Joan: What has helping your child been like for you personally?

Sofia: I really like it, I really enjoyed it you know, it's awesome to see the difference, like when they don't know how to read and then they start reading a little. She has a little bit...she needs a little more confidence, maybe, but it's kinda nice to see her start reading the words with the, you know, first with two letters, then with three letters and now we're up to five or six letters, so I think just seeing her build that confidence is...ah, I really like the process of watching, watching her learn to read.

Joan: What is it like for Elena?

Sofia: I think she enjoys it as well, because she asks herself, like I don't really push her too much, like I might say "Did you bring a book from school today?" But usually she's telling me "Mom, let's read!" or we have books at home. So lately we've been reading like a Bible study book too, like for children, Bible study? Really, like every day she's asking like, "Let's read our books" so I know that she enjoys reading. Another...I know that we...she likes to cook-*quote* *unquote* cook (!) so she likes reading the recipes. Like how much goes on each...I mean...like one tablespoon of...she likes reading the process on how to ...sometimes we'll make a cake or make macaroni and cheese, whatever it is, easy stuff, but she likes to read that kind of stuff, too. So just anything around the house that has to do with reading, she likes that. I know that-she watches me read books, too, so she sees me and she says "What are you reading?" and it might not be something that is her level when I'm reading something, so I'll say okay, one of *your* books, so, I think that encourages her to read too, so... I also like to do like matching words, like with vocabulary, we'll make cards and I'll flip 'em over. I think building the vocabulary-that's what's gonna help her to read.

Joan: Okay, thank you.

Interview with Sofia (#2)

Joan: Okay, so, I am doing a... study of how families work with their children at home with their reading, and I'd like to talk with you about what that is like for you and your child, so I'd like for you to describe how you help your child with reading, in any way you would like to describe it.

Sofia: Okay, so we still continue to do, uh, the Reading Counts, that's still very helpful to us, that she can take the quiz online and everything, so, um I think some, some new things are, maybe, kind of, she likes reading to me now, so, I like, we take books that we know for sure she can read, the whole thing by herself, and she likes to say that she's reading to me instead of me to her.

Um, you know, just continue to have books everywhere, uh, we read, uh, we're reading like, uh, Bible stories for kids, too, at night, so she reads a story every night.

Joan: And, she wrote something about God this morning, and she did a spelling word with, uh, yeah...

Sofia: (Laughs), Yeah, so she's been, uh, you know, if we don't read anything else we read a Bible story, so she is doing that as well, uh, she is getting used to just having books everywhere, like she'll take a book in the car sometimes, even though I might I give her a choice iPad or a book, she'll be like, "I'll take a book.", so, yeah, she chooses books over the iPad sometimes, so I know that she's starting to really get into it. Um. Just things like that I think,, just making it available to her..

Joan: Okay, and so, what is helping your child been like for you personally?

Sofia: I really enjoyed it, I'm really enjoying seeing her learn to read, it seems like, every time, you know, every, I don't know, not every day, but every few days I feel like she

improves a little more, she can say another word or she can say a different sound now, and so, I definitely feel like, definitely the hard work has been here at school, helping her pronounce and everything

Joan: She's a very bright student.

Sofia: But, when she gets home I get to see, you know, the improvement each time, so, I really, I really, um, have enjoyed it a lot. It's been a good experience for me... 'cause I don't feel like I have to force her to read, you know, I feel like she enjoys it she *wants* to.

Joan: And that's what I feel about reading, you know, you don't read just to pass tests or something, you read 'cause you enjoy it, you know.

Sofia: Yes.

Joan: enjoy it.

Sofia: And I think if you can give them that then they'll be easier, you know, just doing it, when you try to force something

Joan: Right.

Sofia: You know, they have to find things they like to read about

Joan: And so what is it like for your child, your helping her, what is that like for (child) and you?

Sofia: I think it's been a good experience for her, too. I think she, you know, I think she likes to, she'll usually take a book to anybody in the house, even if it's just not me, like if she knows there's Spanish, she'll take 'em to my grandma to read to her, um, and my mom, too, my husband, so she'll take a book almost to anybody, so she, she really does like reading, or she'll try to read as much as possible, even when she has friends over that she knows, 'cause she has a little bit older friends, or cousins that she knows, they know

how to read, so, she'll say "Read this book!", and she wants to listen to it but at the same time, that's how she learns to read, and decode, you know, the sounds and everything, by listening so, she ...really likes that.

And I have, I have put some like applications on the iPad that help with reading, so I know she enjoys that a lot, too.

Joan; Okay, so is that, is that...

Sofia: (Laughs) I think that's it, but maybe some of the extra things at church on Sunday, they 'em homework, they basically read, like a verse, and like memorizing, so I think that's helped a little bit too, that extra, where she sees that reading is important everywhere, not just at school

Joan: Um.hum

Sofia; And like the grocery lists, she loves to make the grocery lists, she'll be reading it when we get to go buy stuff, so, when I don't have a *huge* amount to buy I figure she gets to write it and read it to me, so...those are kind just some of the little extra things do.

Joan: Okay, thank you.

Interview with Sofia (#3)

Joan: So, I am doing a study of how families work with their children at home with their reading, and I'd like to talk with you about that, about what that is like for you and your child.

Sofia: Okay, so, we're definitely still using the Reading Counts, we love doing that, 'cause we can take the quiz online and everything, so we end up doing that, uh, she, you know, she loves to read-we just put up new words on the refrigerator, uh, actually a lot of letters so she can make words and read. She loves that, they're all colorful, like, yellow, blues, red ,so, she, it'll be attractive to her, so we've been doing some of that, um on the refrigerator, on the side of the refrigerator, uh, do some match games, we've been doing some word match. And I think that helps her, too. Uh, just get familiar with a lot of the words, and the experience has been good, it's been a real good experience for us.

Joan: So, uh, I'd like for you, what has helping your child been like for you personally?

Sofia: Okay, um, it's actually very satisfying for me I think it feels; I thought it was going to be, uh, a tougher problem but, it helps a lot but they get so much of it at school, where, I just kind of like guide her at home, just, make it available to her, and have, the books around, it's been a very good experience, yeah a lot better.

Joan: And what about, what is it like for your child?

Sofia: For her, I think it's a, I think it's good for her, too, I think she's very excited about learning to read; the more words she learns, she just gets very excited, she loves to read to us now, too, so, that's, that's her thing, she almost, I think she's almost at the point where she reads to us instead of us reading to her.

Joan: Oh, okay, and, um, so, here's, here's the additional questions. Describe a book your child really likes, his or her favorite book.

Sofia: So this is one of the ones we read a lot and it's called "Princess Magic" (holds up beautiful hardcover Disney book, with single lines of quotes in graceful script, facing color scenes from a Disney animated film), and I think what she really likes about it, it's, it's not really like a story, it, it's kind of like scenes from different movies or books from Disney, and it just has like, a quote from there, and I think she likes it, 'cause it reminds her of, because she's familiar with all the movies and quotes and everything, 'cause she loves listening to music from the movies, too, whenever she hears a song, like sometimes she listens to Disney, uh, she'll immediately know what movie it's from, I think that what she likes about this book, 'cause it has quotes, and she'll know by the picture what movie it's from and things like that, but...it's a little long but she actually does sit through it, through the whole thing, and uh, she reads most of it because it's like one sentence about the things so she reads most of it by herself, not the longer ones, reads other ones, but I think it's at her level, and she, she enjoys it, even though it's a long book.

Joan: So, it's, it's like quotes from the, movies?

Sofia: Yeah, it's called "Words from the Heart", "Words from the Heart", so I think the impacting quotes from the movies, or books...

Joan: I remember "Alice in Wonderland." I loved that. And so, I know the answer to this already, do you take your child to the library?

Sofia: Yes, yes.

Joan: Is there any particular book that your child likes to check out, when you go to the library does she, that she really wants you to get for her?

Sofia: There's a set, actually, in the library, she really goes for the set "Fancy Nancy", yeah.

Joan: I've heard of those, yeah.

Sofia: And I think she just loves the character, it's a young girl, like her, likes to dress up, and she's real girly, so I think she just loves that character, and they have different reading levels, so they have 'em, her level.

Joan: Okay. So, are there any reading materials that your child likes to read over and over again?

Sofia: Um, there, I mean there's a few books she likes, like this one (referring to Disney book), and there's another one called, I believe it's called "Birthday Party" and it's basically a book about, like manners, actually, it tells how the good way to have a birthday and a bad way to have a birthday.

Joan: Yeah.

Sofia: So, she loves the funny stuff, stuff like that, to be read over and over. She has a few George books that she likes.

Joan: "Curious George"?

Sofia: Yeah, she likes, I think the funny stuff a little more.

Joan: Yeah, I had books that I would read over and over again so, yeah. So, what are any literacy routines that you might have in your home ,that you might do every day.

Sofia: I don't believe, we always read, but, so, like the book she brings here, but if she isn't, if she hasn't brought one, we usually try to read like a Bible story, that's one of our routines.

Joan: And, like, you discuss it too, like, um, read and discuss it.

Sofia: The Bible book that I have, it's a child's Bible book which is great 'cause it explains at her level, too, and, at the end it has, like the moral of the story, and then it has like, you know, whatever the story is, like, let's say if it's um...when Moses parted the sea, they say, like, why do you think God did that? You know, why do you think (garbled).

Joan: Yeah, that's great.

Sofia: And she usually does that, her answer, whatever her answer, she, she seems, she gets, she gets her reading and things like that, when she says, you know, because, uh, just listen to God, so, that's why God, so, okay, she does understand, you know.

Joan: That's great. Um, so describe the scene when your child watches programs on Channel 8 or other educational media. I mean, do y'all watch TV or...

Sofia: Yes, yes. We watch PBS, we watch us, she watches her iPad a lot, she brings the iPad, describe, like the shows?

Joan: Right, the shows, or maybe, how she interacts, that type of thing...

Sofia: She loves, uh, she definitely loves shows, like, where, and she'll say "Mom, I know this word", and I'll say, "How did you know that word?" and she'll say on the show they said that that's what that means. I think one of her favorites is, I don't know if it's from PBS, but it's from "Ruff Ruff Dog" [Ruff Ruffman]. He investigates all these things, basically he runs the talk show and it's kinds that, and it's kids, and they get points by running experiments that, knowing different thing, things like that.

Joan: Oh, okay. When you help your child with reading, how, what's the scene with her, when you're helping your child with reading tasks, how, describe that.

Sofia: I try to, I guess if I see that it's read out, I'll start reading it for her and just see if she, uh, goes in with me. If she tries then I'll let her read it. If I see it's her level, I'll say "Can you read this?" and she'll start, you know, reading it, so I try to help her if I see that it's not at her level, I don't want her to get frustrated, so if I see it's not at her level I try to get her started.

Joan: So, you sit with, or do you leave the room and come back?

Sofia: Yeah, I usually sit with her the whole time, 'cause I want her to know that I'm listening.

Joan: Uh, hm.

Sofia: Or, if I'm reading to her. She sits pretty still to read 'cause she loves books, she'll sit still for that.

Joan: That's good, so, has your child ever said anything especially memorable as you were engaged in a literacy activity, something that sticks in your mind that you might have said, descriptive, in some way?

Sofia: I can't think of anything like that but the, I'm, I'm amazed at sometimes, she says words that I said to her, maybe, and I'm like, how do you know that? I want to make sure that she knows what they mean, she'll, she'll say, "What does that word mean?" and, 'cause, maybe I haven't taught it to her, you know, the meanings of certain words, I'm like, they're big words, you know, like, we were learning about butterflies here at,,,and they were reading things on butterflies, things like that, so she speaks to me about the whole process, and everything. I forgot the word already, it's like, uh, she mentioned, a lot of words, like, cocoon, and how it transforms, and I'm like, what does that mean?

And she'll say, when it changes. She knows the meaning of a lot of things. That's what I think I've been the most amazed by.

Joan: That's great. And, do you teach your child in ways that are similar to the ways you were taught to read-do you think you teach her in ways...

Sofia: Um, no, we grew up in different, I grew up in a different country. I grew up in El Salvador until I was seven, and I learned to read over there, so I know it's a lot different, and so, I think it was probably harder in my family, to do all that, because, you know, I stayed with my Grandma for a while, so she didn't have all that time to be sitting with us, and reading with us, so...

Joan: So how did you, what did you do to read in El Salvador? I mean the school?

Sofia: Okay, it was more school based than at home, you know, they always did have books, they did learn to read, and things, but it wasn't like, I don't remember sitting there for long periods of time at home, but, then once I got here, I came here when I was seven, um, and it definitely, was a little more at home, 'cause it more calm and everything, but by that time I knew how to read so it was more a language barrier learning to read in English than it was in Spanish, so with her I think, I definitely have it a lot easier, and I have a lot more ideas in my lifetime, you know, of, just where I work, I have a lot of ideas that I can, with her, that maybe my parents....

Joan: I learned to read with "See Spot run, run Spot, run."

Sofia: (Laughs).

Joan: You know, it's like...

Sofia: Yeah, and I definitely want her to be, you know, more bilingual, just have her, be confident in English reading, once she's confident in her English reading then I'll be confident in that.

Joan: And I wanted to ask at the last interview and you said she sees a book in Spanish, she goes to someone and they read it to her in Spanish?

Sofia: Yes.

Joan: Okay.

Sofia: So she does know how to read a little bit of Spanish but we just haven't really practiced that much in Spanish 'cause I want her, I want to make sure she gets the English down first.

Joan: Yeah, well, I'm so glad you brought me the book, it's beautiful.

Sofia: Yeah, she loves that.

Joan: Very colorful.

Sofia: I think all the pictures, it has a lot of words, though, like I'm surprised, some of the quotes are longer than others, but I think it's things she can read and relate to; she's seen all these movies and books.

Joan: Right.

Sofia: So, I think she likes that.

Joan: Okay, so thank you very much (Let's see, stop.)

Interview with Mia (#1)

Joan: I am doing a study of how families work with their children at home with their reading, and I'd like to talk with you about what that is like for you and your child. I'd like for you to describe how you help your child with reading, in any way you would like to describe it. So, how do you help him with reading?

Mia: Well, first of all I got some books, I got my dictionary and I don't understand sometimes, we go up like that, and like reading, like almost every day a little bit, and h, the alphabet, (my English is not that good), but I try my best.

Joan: Sounds good; so, when you read a little bit, like a storybook at home, or...

Mia: A storybook.

Joan: Okay

Mia: We do it little by little; you know, it's not like he's, he's six, you know, the little bitty books.

Joan: Um, oaky.

Mia: Singing, the TV, Channel 8, that helps a lot-that helps a lot.

Joan: So, TV, and like, that helps with the words, or...

Mia: The alphabet.

Joan: Okay (pause). So, do you read stories to him, and do y'all read together, or-

Mia: I, we, try to read together, the little sentences; sometimes he don't and I just give him a little push...I help him. I let him do it himself, I don't...and if I don't know [laughs] I get a little help from my daughter [we both laugh]. We are helping each other. If I don't know a word I just write it down and ask my daughter later [laughs]. 'Cause

you know last year he was in bilingual, so last year he know how to read, but this year, it's a little...that's why I have to help him more and more, yes.

Joan: And so, um, when you help your son [Alex}, but anyway, when you help your child, how is that like for you personally, how does that, more like the climate, or like the, relationship?

Mia: I, uh, really enjoy that because I work all day and we have a little time for both, so I can talk to him, how was your day, and we can talk for a little bit, and, uh, I really enjoy it, plus, you can see, my English is not that good...I really enjoy it, like me, I want to, just go straight home, look at my kids, spend a little time with him, and I really enjoy that.

Joan: And what do you think it's like for, uh, for your son? ('Cause I don't want to give his name). How do you think he feels when you're helping him, and how does he react?

Mia: He feels, uh, really excited, so it's like, oh, my mom is "Let's have a, let's read a book", so he's like, reading all the books, but, yeah, he really...enjoys it too, spending time with his mom.

Joan: Yes.

Mia: 'Cause you know when you, when you, ah, oh, know you don't have time, not hold on, and I have do that. Now I know that my kids are first more than anything else. Okay, if I have to do the dishes I put the dishes on the side and pay attention. That's what me and my daughter used to do, and she is at that age, and, the parent, they think they know everything, and oh, no, my baby [we laugh]

Ms. Vega: You hate to see them grow up!

Mia: (Laughs) Yes, it's hard.

Joan: Well, is there anything else you'd like to add? Anything that...

Mia: No, (laughs) I really appreciate you have all the patience for our kids, I know, and sometimes I, I ask myself, how can the teachers do it, yes, and then I talk to them every morning, like, you, your teacher is like, you have to be involved, you have to listen. Like my daughter, she's sixteen and I still have to tell her that, it's like you, it's like your second home, school and your house, it's like your house and your home...your teachers, I just like..

Joan: Okay, well, thank you (how do you stop this thing?)

Interview with Mia (#2)

Joan: So, I am doing a study of how families work with their children at home with their reading, and I'd like to talk with you about what that is like for you and child. So I'd like for you to describe how you help your child with reading, in any way you would like to describe it. So what do you, how do you help your child with reading?

Mia: I help he with books, uh, we, we read, every day ,uh, if it's a big book, maybe we read, like, a couple of pages, it's fun, I can spend time with him, like I'm a, like, I work, I'm a working parent, so, the time I get to spend with my child, we can read a little bit

Joan: Spanish and English books?

Mia: Most in English.

Joan: Okay.

Mia: And, uh, it's a good time to spend...

Joan: And so um, so that's how, what is it like for you personally. How...

Mia: Personally? Because, I don't see him all day, he don't see me all day, and I can, uh, you know, spend a little time after work, and I start, that's when I tell him, let's read a book, like we read a book, like those little bitty books.

Joan: And what is it like for your child?

Mia: Uh, it helps him a lot, learn the vocabulary, the colors, the animals, things of a,,a lot of objects, he don't see, and uh,it's easy for him, because, my English is not that good.

Joan: I think it's very good!

Mia: I keep learning, you know, because , it's gonna be way better for me, but I really, really love it, spend time with him, learning, I think I'm teaching him, and he will, and I will, time together

Joan: And so, and so that's...is there anything else you'd like to add?

Mia: I really appreciate your help.

Joan: Oh, that's okay.

Mia: So wonderful, all the patience we can see, be being, what you have, and it's a lot of work, I really appreciate it.

Joan: Oh, well, thank you, he's a great student. Let's see, so..

Interview with Mia (#3)

Joan: I am doing a study of how families work with their children at home with their reading, and I'd like to talk with you about what that is like for you and your child. So I'd like for you to describe how you help your child with reading, in any way you would like to describe it.

Mia: Okay, well, it really helps to help a child, help them reading, is, uh, get their favorite book, sometimes, books that they really like, and uh, spend time with them, help them with the homework, have a meeting with the teachers, sometimes, a give them little tricks, for the work, you know, the work, s it will be more interesting for them, when you help them to read, have patience

Joan: What kind of tricks do you do with him?

Mia: Sometimes I take him out, uh, play soccer (laughs) we, we play soccer.

Joan:: Okay

Mia: We read, and then you know, the kids will be, you know, play soccer with him, he, he loves it!

Joan: Oh, okay

Mia: And I think that's the best way to, to help them.

Joan: Like give them a little break?

Mia: Yes.

Joan: Oh, okay. Um, and, uh, so, uh, what has helping your child been like for you personally? (Pause from Mia). Do you, do you enjoy it, or is it a chore?

Mia: Oh no, I enjoy it, because I, I'm a parent that I, I work all day, so, I really love to spend time, you know, 'cause he really doesn't see me for eight hours, so, this is nothing that I have to do it; I love to do it, I love to do it, and I really, we both enjoy, but it's, something when I get home, help them with their homework, and then, give them a little break, and then, and then, they play a little bit, and then, and then we do his trick, so it's soccer playing a little.

Joan: So, what do you think it's like for {Alex} to have your help with him, um, how do you think he, like, sometimes I read in some of the articles that sometimes, they, you know, the children like it, sometimes they don't, so what do you think?

Mia: I think he likes it, sometimes he, the only problem is, sometimes he likes those big stories.

Joan: Um-hum, he's ambitious.

Mia: Yes, but he's at that age where we have to, but he loves those...

Joan; Chapter books?

Mia: Uh-Huh, so I guess he sees his big sister reading, too.

But I think he's really good at that, he really enjoys reading the stories. Sometimes we don't have time because, except when we have time, he likes that

Joan: Oh, at bed time?

Mia: Yes, at bed time, so he will read really, it will relax.

Joan: Right

Mia: But I have to do soccer next day!

Joan; Laughs

Mia: He loves to play soccer. You know what I love about him? He really is a parent who likes to help the kids-don't let them watch TV , don't let-play with those games (video) all day' the childs, they'd rather be outside.

Joan: Um hum.

Mia: I really love that.

Joan: It's better for them, too.

Mia: They really want to, they want to be outside, playing like, and I just let them know it's not good to be watching TV.

Joan: Constantly, right.

Mia: So it's the best way for parent...

Joan: It's so scary on TV now.

Mia: So, it's very healthy, playing out.

Joan: Um hum.

Mia: So right now, he's just waiting, he's waiting for me, 'cause we're gonna go right by, but
we're gonna do it later.

Joan: So I have, I did have a few more questions, I can't remember....I there a book that [Alex]really likes, a favorite book?

Mia: Uh, Skippy, uh, skippy..what was that book? Wimpy Kid.

Joan: Oh, The Diary of a Wimpy Kid?

Mia: Laughs, yes, he loves that book, he has a wimpy kid!, Oh my god, he has like four books, but you know we read like, one page, like one page a day, he very very love books.

Joan: And, um, so, do you take your child to the library?

Mia: (Quickly), I'll be honest with you, Miss, I'm going to do it.

Joan: Sure, that's okay.

Mia: And I was talking to him last, you know, and maybe I can take him right now.

Joan: Sure.

Mia: Because he can...

Joan: Okay, and, any reading materials your child likes to read over and over again?

Mia: Uh, yes, there are some stories that he, probably he like the stories, the one of the kid going and going.

Joan: Like the wimpy kid?

Mia: Uh, huh (laughs)

Joan: I would read stories again and again, okay.

Mia: He likes stories, it's better to do...

Joan: Uh huh.

Mia: Something different.

Joan: So, uh, describe any literacy routines you might have in your home-I think you've already told me about the bedtime routine, so that's pretty much every night?

Mia: Most of the time, yeah, most of the time.

Joan: Is there anything else you think? Your routine?

Mia: uh...

Joan: It sounds like, um, when you go out and play soccer, then come back again, that sounds like it might be a routine.

Mia: Um hum, it's kind of routine, uh, I think it's good for them, you know.

Joan: Yes, definitely.

Mia: Okay, 'cause he really loves to be outside, so I say, okay, before you go outside, let's do first, homework, and then I give him a little break and then we read.

Joan: Great. So when you teach letters and sounds, what is his response, does he enjoy that, letters and sounds, the phonics, does he enjoy doing that, or...

Mia: Sometimes he do, yeah, sometimes he do, he's kind of special, he likes uh, uh,

Joan: Okay, so, maybe when he gets his...

Mia: When he gets his favorite book.

Joan: So I guess he just likes reading, reading the stories better than letters and sounds practice?

Mia: Yes.

Joan: Okay, um, so, does your child watch programs on Channel 8, you know, educational programs?

Mia: Um, that's his favorite channel.

Joan: Very cool; what does he watch?

Mia: He loves George, I love it too!

Joan: Oh, okay, Curious George?

Mia: Curious George; and it's really good for them, and like to choose that channel, so that's kind of healthy.

Joan: Right.

Mia: Help them out, with the education, the ABC, the alphabet, colors, 'cause they're babies, I've been learning for that, too!

Joan: Oh, right! Like, uh, Channel 8, a long time ago, ages ago, when my kids were younger...

Mia: It's a healthy channel.

Joan: Yes, I think so. And um, so does your, does your daughter help your son with reading tasks? So how does that work? Does he enjoy that too?

Mia: He does enjoy.

Joan: So how does she help him?

Mia: She read the books, she help him with the homework.

Joan: Okay.

Mia: But you know something? She's got a lot of her own homework.

Joan: The IB program.

Mia: Right, she is really, a good sister.

Joan: Um, great.

Mia: And uh, with the books, we have to spend, uh, more time...

Joan: With her, on her...

Mia: [Alex]

Joan: Oh, with [Alex]; okay.

Mia: 'Cause reading is uh, is, really helps you, like, for everything.

Joan: Right. So, has your child ever said anything memorable to you as you were engaged in a literacy activity? Anything, that kind of stuck out in your mind, that he, that he really liked, the Diary of a Wimpy Kid? Does he ever say, anything about that?

Mia: Yes.

Joan: He liked it so much?

Mia: Yes, like sometimes he asks me, why did the wimpy kid do that? Why is he doing this, why is he doing that

Joan: So, what did he say, I mean, um, and so, how did you respond?

Mia: It's, ah, it's older, it's older, he's asking me, why does wimpy kid have to go to the hospital, to this, or that...

Joan: Uh, hum.

Mia: So I have to explain him, okay, that wimpy kid, is really good, he likes to listen to the parents, that kind of stuff for him.

Joan: So like there's a moral to the story.

Mia: Yeah, so he always ask me...

Joan: Okay.

Mia: He always ask me when we read, when we're watching the channel, he always ask me, he's one of those kids who ask.

Joan: Very curious, that's great, and, uh, do you teach your child in ways that are similar to the ways you were taught to read? Do you think you, are you teaching him differently?

Mia: Yeah.

Joan: So you learned your letters and sounds and then went to reading?

Mia: Yes

Joan; Okay, so is there anything else you would like to add?

Mia: Yes, I just wanted to, I just wanted to, I normally talk to parents, the ones who are around me, that don't help their kids, and I tell them how important it is for-

Joan: Right

Mia: For us to be helping them.

Joan: Yes.

Mia: And, I always say to my friends, they don't have time, [forms quotation marks with fingers] I tell them, I tell them, Look, I work eight hours, and I still have, like, time for my child, because when I'm out, I spend time, and that's the best way to help our kids

Joan: And it's going to show up, it's going to show up later, in their future, right. Well, thank you so much!

Interview with Dina (#1)

Joan: So, I am doing a study of how families work with their children at home with their reading, and I'd like to talk with you about what that is like for you and your child. So, like what do you do?

Dina: Okay, well, at home, um, I have her, well, we read the books together, like the ones that she takes Reading Counts, and, uh, I help her, like, show her how to pronounce the words, (yeah), and so it's like, more like, you know, parent and daughter, parent and child all the time when we're reading, 'cause I want to make sure that she understands, you know, how to decode the words, and the phonetics, you know, patterns and stuff.

Joan: Anything else, any other ways that you, help (child's name)?

Dina: Um, just by reading books, and uh, kinda like uh, I have like this, it's like this card, this sheet, and it has like, uh, all the vowel patterns, like, you know, long vowels, and the ou, oi, oy. I just could use that as a reference, so that she can have a visual thing.

Joan: Okay, and so what is it like for you helpin' your child personally, I mean, like, what do you, kind of, get out of it, or...

Dina: Well, it kind of helps me, like, track, you know, to see how she is with reading, just by listening and seeing, you know what words she's having difficulty with, like I know she can, uh, her fluency is improving, and uh, she can decode, like short words but like with...um, she gets confused with words with the long vowels, like silent e.

Joan: What do you think it's like for your child, I didn't want to, I didn't want to put her name in, so, what do you think it's like for your child, when you, what do you think she's getting out of it?

Dina: What do I think it's like for her?

Joan: Yeah, what do you think she's getting out of it, when you help her?

Dina: Well, she does retain, like she does understand or retain, you know, uh,, when I explain to her you know, why you have to to sound it out this way or that way. Like I would say, "Oh, /ay/ makes a long a sound, so it helps her when she's reading, she looks at a word 'play', so she sounds it out, like, /pl/ and then I say, 'ay' makes the long a sound, and then she sounds it out: /pl/, /ay/, play, so it helps her when she's reading.

Joan: Okay. (Phone keeps buzzing). Is that yours or mine?

Dina: It's mine.

Joan: Okay, so (this thing all of a sudden went to seven , and it's never done that, thank goodness it's not)...And so, was there anything else you'd like to add? Any of the, any other ways that you might help her with reading, and general literacy?

Dina: Um, No, I just help her, when she has homework and then I help her with her, just by listening, or her read, or help her read, help her decode the words in her spelling homework or her reading homework.

Joan: 'Kay, okay,

Dina: So I don't really do, you know, (stops).

Joan: Okay.

Interview with Dina (#2)

Joan: So, I am doing a study of how families work with their children at home with their reading, and I'd like to talk with you about what that is like for you and your child. .

Dina: Um, well I at home I like to, whenever we have uh, time, I like to read with her, you know, listen to her read, listen to her read and help her decode the words and, you know, last time we said, it helps me track her reading ability, her level, yeah, and then, I usually discuss, like we, like the characters, like the characters are feeling that way, and uh, you know, and, to, she can kind of relate to it, to some of the characters, and you know, that's good-to make that connection.

Joan: Um, hum.

Dina: So, that's good, to make that connection to the story.

Joan: It's, um, what does she say, like, you're reading to her and she's you know she's, is there anything that she says, that...?

Dina: Um, well, I mean like, the part where, it was hilarious.

Joan: Un hum.

Dina: Or where, like, uh, we read a book about two kids fighting.

Joan: Um Hum.

Dina: They're frantic, fighting, and they have the same, so she could relate to it because she and her sister have the same, would fight over the same thing. She thought that was really funny.

Joan: Yeah.

Dina: She brought, you know, she mentioned it, yeah.

Joan: Uh, so, what has helping your child been like for you personally?, Just, you know, I mean is there something you do, or don't like to do with her?

Dina: With reading?

Joan: Yes, with reading with her, yes.

Dina: Uh, well I, you know it's like, whenever I use phonics skills, like decoding, she doesn't like, you know, she just wants to read the story, she doesn't want me to explain to her, "Oh, we have to this way, like vowel-consonant-e sounds this way, so she just wants to move on with the reading the story, not learn, you know, read, so...

Joan: Okay, and what is it like for your child, for them, you think? (Both of us laugh).

Dina: Same way, when we, when we go to, kinda like uh, explain things, she doesn't like the teacher, she just like you know, to discuss, to enjoy the story, Yeah, and I like, when I read it to her, with her, I like being able to teach her how to read it, I like to discuss about the-

Joan: Okay, so, um, So, describe a book your child really likes, like a favorite book.

Dina: One she can relate to?

Joan: Yeah, and so, do you take your child to the library?

Dina: Uh, I take her, well the, the library, to check out books to do Reading Counts for the summer, I usually take her to the public library and she gets to choose the book she likes.

Joan: And what does she like? What books does she like?

Dina: Children, you know, easy reader books, with, you know, words that she could decode, you know, easy, easy books.

Joan: And , um, so are there any reading materials that your child likes to read over and over again, like her favorite, she likes to read it?

Dina: No.

Joan: Okay, so, uh, what are some literacy routines you have in your home, and I think we're already , like every day, it sounds like you work with the letters and sounds.

Dina: Like when we're reading and I'm working with her on, um, I always try to explain so that she can, um...

Joan: Okay, like explain the homework. Okay, so when you teach the letters and sounds with her, what is her attitude, and I think you've already mentioned that, too, sometimes she wants to go, just move on.

Dina: Yeah, yeah.

Joan: Okay.

Dina: But you know, sometimes, she wants to listen to the book.

Joan: Like the 'big picture'.

Dina: (very softly) Yeah.

Joan: And, um, and I don't know if you mentioned that she, she watches Channel 8, different shows on Channel 8, does she watch, like "Dora", "Word Girl", does she watch, like...

Dina: Oh, I think she's like, uh, like she used to watch it, like when she was little. She was more into, like, the Disney channel, yeah.

Joan: Is that like, education, I don't know if it is.

Dina: No.

Joan: So she doesn't, she kind of, like, has outgrown it, okay.

Dina: But she watches, the You Tubes, where they do like a, like, you know, like, it teach you how to cook, and how to bake thing, or how to make thing, like craft stuff, so she actually like, kinda like education, and learning.

Joan: Exactly, so um, there was something I tried on You Tube, like how to, I forget now what it is, so can you describe the scene, like when she's watching how to cook, how to do something, what is she, how does she react with that?

Dina: Well, you know, when she's not watching any more, she would, you know, copy, whatever she sees, whenever they're pretending to play with them, um, pots and pans, she pretends like she's serving, you know.

Joan: Um, hum.

Dina: Pretend to be a...

Joan: So does she use, like cookbooks to, does she go to a cookbook and try to read some of the words, cookbook, or-

Dina: No.

Joan: Oh, okay, and um, so has your child ever said anything memorable to you as you were involved in a literacy activity, I mean, that really struck you, that, you know, that she really likes, or really reminded her of something, or, maybe she's too young, it could be...

Dina: No.

Joan: Oh, okay. And do you teach your child in ways that similar to the ways you were taught to read?

Dina: *No*, not at all, because when, I didn't learn phonics growing up, I guess it's because, you know, the education system, was different, I don't know how did I learn to read, I just

feel like I, I just remember that when I, the teacher would just hand me the book and we would sit and read together, and how to decode, so,

Joan: So you kind of memorized it, maybe.

Dina: Or eventually, it came to me and I learned how to read.

Joan: Okay, is there anything else you'd like to, yeah, I can't remember how I learned to read, except like, " See spot run, run, Spot, run", it was like, you know, very simple, multiple times, so the...

Dina: It's different, you know, from, what it's like now.

Joan: Really different, you know.

Dina: You know, if you have any other questions...

Joan: No, no more questions (we both laugh) Okay, well, thank you.

Dina: You're welcome, Ms. Fulenwider.

Joan: Let's see, let me stop this thing (recorder).

Interview with Dina (#3)

Joan: Okay, so I'm doing a study of how families work with their children at home with their reading, and I'd like to talk with you about what that is like for you and your child. I'd like for you to describe how you help your child with reading, in any way you would like to describe it.

Dina: Okay ,uh, at home I use is what I use in class, is the chart where they have the, the chart has phonics rules, and so I try to review a lot with my daughter, so when I come upon a word, and she's struggles with it, and so I pull the chart out, and I say, oh, see this, /oa/, it makes the long o sound, and so I help her sound it out.

Joan: So, is this the chart that has all the, every, every single possible sound, like the digraphs, and the... okay.

Dina: Yeah ,so, I always go back and refer to that when she's reading.

Joan: Okay, and is there anything else you do with reading?

Dina: Okay, like whenever we're , when I help her with the homework and I always make sure that she reads the story twice, 'cause I notice that, you know, after the first time she reads her fluency is, it's kind of slow, but the second time she picks it up. So, she's able to recognize the word, so that helps her with that, with the fluency. Also with the Reading Counts books, um, I like to sit and listen to her read the story, and kind of like help her, yeah, so it's a lot of one on one, when she's reading-I don't, I just, let her, like, just read on her own, you know, I don't want her to make that mistake.

Joan: And do you, do y'all like go to the store, look for different things at the store, and, does she have to read, like, labels and stuff like that?

Dina: Uh, no, not really (laughs).

Joan: Oh, okay, I know my son, when he was little, he would, um, pull things off the shelves and I didn't see him, and there'd be stacks of all this stuff, but, okay. Um, so, is there anything else that-

Dina: Uuh, let's see, well, I wanted to start, so I wanted like, eventually I going to have her read a book, and then write in a journal to help her, her writing skills, also so, so that's, I'm starting.

Joan: That's nice, like write her feelings about it?

Dina: Yes, like summarize it, and you know, like writing down things, the events in the story and drawing a, you know, illustrate the picture, something like, and extended, like when it's reading, yeah, that's what I'm gonna do.

Joan: Okay. And so, what has helping your child been like for you personally?

Dina: Uh, it's, you know, it's, it's made it, I guess, 'cause I'm more involved with her education and her learning, so, uh, it's time-consuming but it helps me monitor her progress, yeah, cause I kind of compare her to my students, like how they're reading, and I want my daughter to do just as good, just as well. That's the way for me to monitor, to track her, her learning or her reading.

Joan: And what is it like for your child do, you think, when you help her, what's that (like)?

Dina: Well, she's kind of frustrated at times, because I'm always correcting it, her, her reading, or trying to, like stop, and I like, uh, teach her how to decode the words, but she's getting used to it now, so, yeah, so, whenever I, uh, kind of like, uh, praise her, she likes it, so I encourage her, yeah.

Joan: So, what kinds of things do you say?

Dina: Like, oh, good job! You did it!, you know, you're becoming a better reader!

Joan: I really like, like on your paper, that you have on the wall, you have 'Super U!' I thought that was so cute, on your writing, and I notice, I used to notice that, that maybe you were doing something, and you put, "Super, and the letter U", and I always thought that was really cute. But, um, okay, so, can you describe a book that your child really likes

Dina: Um, she doesn't really have any favorite book, 'cause we read so many books together, yeah, I think she's more, like the books that are funny, um, or something she can relate to, she'll remember those, or she'll talk about it.

Joan: Books in Vietnamese?

Dina: No, we read books in English.

Joan: So, do you take your child to the library?

Dina: I, like, during the summer I will take her to the library to check out books, but during the school year I just normally go by myself and check them out.

Joan: Oh, for her?

Dina: Yeah, for her, but in the summer I would take her with me.

Joan: Okay, are there any reading materials your child likes to read over and over again?

Dina: Um, no, not really, no.

Joan: Magazines, or, those little comic books they have sometimes, they have little,,

Dina: No.

Joan: Okay, can you describe literacy, literacy routines you might have in your house, like, like, do you read at night, or...

Dina: No, because we're we're always, , whenever we're reading something for her homework, um, reading, uh, a library book that she brings home from school, or in a classroom.

Joan: Uh,hm.

Dina: So, well, it *is* a routine, whenever she's doing homework, she's reading her library book from class, or it's something that I pull from, that my students are doing, so I listen to her read,

Joan: That's what your students are doing.

Dina: Yeah, the homework, 'cause it's just a way for me to track her.

Joan: Right, right (Dina laughs).

Joan: So, when you teach all the letters and sounds to her, like you're, talking about, what is her attitude, or response to that?

Dina: Uh, she just follows along, before she was, like, kind of like, tired, you know, she didn't want to me to stop, and she wanted to like get it done, you know, but now she's getting used to it.

Joan: Maybe it's getting easier for her.

Dina: Yeah.

Joan: Because it's like a routine?

Dina: Yes, it's easier.

Joan: And, so, does your child watch programs on Channel 8, the, uh, you know like...

Dina: She watches like, a lot of, educational programs, like, craft, video clips from YouTube and she watches how to cook, how to make stuff, so a lot of those live-

Joan: Like those real life things...

Dina: Yeah, it's educational, too.

Joan: Does she ever ask to make them? Does she ever want to make it afterward?

Dina: Well, whenever we bake, oh, then she'll pretend to, like, add in the flour, and like , three eggs, and mix up the batter, and so she, does what the video says.

Joan: Yeah. Does she read anything while she's doing, is there anything for her to read, from the video?

Dina: No,

Joan: Okay . So, uh, do other children help her with reading tasks, too?

Dina: Uh, No, I'm the one who works with her. Her sister has homework, too.

Joan: Okay, and, has your child ever said anything that you remember especially, as you doing a literacy activity, like something that she really, remembers fondly...

Dina: She likes, if it's a funny story, like...um, a couple of weeks ago we read about something that she relate about, her sister, you know, when her and her sister argues, and it's just like the characters in the story, they were arguing, for something that's ridiculous...I was driving in the car and she mentioned it, so yeah, so that was cute.

Joan: She has a sense of humor.

Dina: Yeah.

Joan: So, do you teach your child in ways that are similar to the ways you were taught to read?

Dina: No (laughs). No, when I grew up I, the teacher didn't teach phonics, you know, so I , don't know how I learned to read , yeah, but yeah, the education system...

Joan: It's amazing.

Dina: Yeah, but the education system now, it's like you have to show them how to decode, it's like, you don't look at a word and say, oh, this is the word

Joan: Whole language, you mean the whole language?

Dina: Uh huh, whole language.

Joan: Yeah, they've found out that doesn't work very well, yeah.

Dina: So, there's a lot of decoding that's, you know, they get, a lot of phonics.

Joan: And do you know, your parents, when they were in Vietnam, how did they learn to read? Do you know? Do they ever mention it (shakes head no,) Okay, so, is there anything else you would like to add?

Dina: Uh, no, do you have any questions?

Joan: I think basically, she basically [pauses] enjoys reading, and, she enjoys decoding?

Dina: Yes, and I, like, noticed that during lunch time she will pick up a book, like the books that, uh, the readers like the Reading Street leveled readers, the ones that she's practicing, she actually picks it up and then reads for leisure, now; before, it's like I have to, sit with her and make sure she reads; now she reads on her own, so I guess because it's easier for her, she enjoys it more.

Joan: Yeah, they like those Reading Street books, yeah. Okay, so, as it's gotten easier for her she enjoys it more.

Dina: Uh hum.

Joan: Okay, thank you.

Dina: You're welcome, that's it?

Joan: Yeah.

Interview with Kim (#1)

Mr. Nguyen: So this is the first question, right?

Joan: Yes, yes.

Mr. Nguyen: (Reads first question to participant in Vietnamese): I am doing a study of how families work with their children at home with their reading, and I'd like to talk with you about what that is like for your and your child. I'd like to you to describe how you help your child with reading, in any way you would like to describe it.

Kim:(responds in Vietnamese).

Mr. Nguyen: The simple practice for her is to have, like a...10, 15, 20 minutes each day for the child to learn, and to explain the picture, explain the contents the best way she, the child can, to mom and mom will assist, and then move on...

Joan: So Tien will explain to her what the picture is, okay.

Kim, in English: And you know somehow, my English is not that well, but when I read the story of...kid, it easy for me, so I try to let them try to understand the story in Vietnamese with me.

Joan: Okay, that's great.

Mr. Nguyen: She choose the hard, native language, along with the English..

Kim, in English: Because I don't want her lose the language garbled).

Joan: Okay, great, that's wonderful, to know two languages. Um, anything else about...how you help her?

Mr. Nguyen: (translates)

Kim, in English: Oh, normally, somehow, I, if they have fun in the story, to not read, to try to sing, you know..

Joan: Laughs, Chant it...

Kim, in English: Yeah, to make it interest, the story..

Joan: These are Reading Counts books that she takes home...

Kim, in English: The Reading Count, she normally do with her sister Nhi, because Nhi read really well, so I don't want to...(speaks in Vietnamese to Mr. Nguyen.)

Mr. Nguyen: So another trick for her, another strategy is for the older one to assist the younger one in phonics, basic sight word and fluency.

Kim: (speaks with Mr. Nguyen in Vietnamese)

Joan: Okay, they work as a team?

Mr. Nguyen: The three of them, they work as a team, one mom and two kids, spend time in the evenings, to, uh, move on with the reading.

Joan: Um, um, and uh, how is this, what is this, what is it like for you personally, you know, how do you feel about helping your child, just the emotional..

Mr. Nguyen: (translates).

Kim: (speaks in Vietnamese).

Kim: Then, we, we're very happy, like friend, so it easy to talk with me, everything.

Joan: Okay, and what about, what is it like for Tien and Nhi to be helped by you, how do they react to that?

Mr, Nguyen: (translates).

Kim: I think that's very good, but we, we chant every day, you know.

Joan: Um, hum.

Kim: Sometime it depend on, I'm tired, and we do the story really short, with the sentence, with the book, long story.

Joan: Okay, so they read a long story, or they read along, what was that?..., depends on how tired everybody is.

Kim: And I don't have the time. With the chapter... Nhi read for her sister, while I'm doing this, the cooking...

Joan: They read on, they read the recipe?

Kim: Uh-huh, even say nothing, and herlet them read them by themselves.

Mr. Nguyen: Because the chapter book is long, right, so ,she let the that, uh, read, and then, uh, discuss with the younger child..

Joan: Okay.

Mr. Nguyen: The mom is not there, but she pretend to.

Joan: Oh, I see, she pretends to be right there okay and...

Kim: Uh-huh, so while I cooking...

Mr. Nguyen: It is like a way to motivate them.

Joan: Right, yes. Okay, um, is there anything else you would like to add to it?

Mr. Nguyen: (translates)

Joan: I know the Reading Counts...I know you do the Reading Counts, to help...

Kim: (speaks in Vietnamese)

Joan: Points to the words?

Mr. Nguyen: She is asking the kinder child, if they move the finger along, just like to, make sure, uh, the child recognize the, the words.

Joan: Um-hum.

Kim: I don't know with some Vietnamese mom, but I, to me, I still have, a, *lot* of Vietnamese book with Vietnamese story.

Joan: Oh, that's cool.

Kim: (speaks in Vietnamese).

Mr. Nguyen: (speaks in Vietnamese to participant).

Joan: So you read stories in Vietnamese too?

Kim: Um.

Joan: Okay, like children's stories? Like fairy tales and...

Kim: Yeah.

(Mr. Nguyen and Kim speak with each other).

Mr. Nguyen: So that's all for today?

Joan: Um, so is two more interviews okay?

Kim: (Nods assent)

Interview with Kim (#2)

Joan: So, um, I am doing a study of how families work with their children at home with their reading, and I'd like to talk with you about that, about what that is like for you and your child. And I'd like for you to describe how you help your child with reading, in any way you would like to describe it. It can be the same things that you have said, because, you know, we're looking for the same things, to see if it's repeated.

Mr. Nguyen: She's following, the teacher's, the teacher's in school suggestion, to have the child, uh, read, at least 15, 20 minutes each day but normally it's more than that, and, uh, um, that's basically what she's uh, following.

Joan: Okay, and what has helping your child been like for you personally, when you help, your children, I don't want to say, what is that like for you, do you enjoy it, you know, do, do you, enjoy it?

Mr. Nguyen: She just like, go along with the contents of the reading, with, uh, to act like the character in the reading, and the chanting, and...

Joan: Um hm, I love that, yes, I see, like making it fun.

Kim and Mr. Nguyen together: Yes.

Kim: She know, and she'll say "Cheep, cheep, cheep!"

Joan: Okay, oh, how cute. And, um, what do you think that's like for your children, do they enjoy that? Oh, she said yes, they love it; I'm sure they do.

Kim: (Laughs).

Joan: Okay, okay. Now I do have a few more questions. Can you describe a book your child really likes, a favorite book?

Mr. Nguyen: Oh, she has a set of, you, bilingual English and uh, Vietnamese books, about animals, and fun things, to, uh...

Joan: Animals, animals? Okay, great. And, uh, so, do you take your child to the library?

Mr. Nguyen translates: No.

Joan: Okay, so, okay, are there any reading materials your child likes to read over and over again?

Kim: (Whispers) The Reading Counts.

Joan: Oh, the Reading Counts, and, uh, so, are there any literacy routines you have in your home every day, I know reading every day, is probably, reading more than 20 minutes, 20 minutes per day.

Mr. Nguyen: Oh, she has, like the iPad, with like reading apps, and a lot of materials available, like, so, it's one of the fun things about high tech we have at home!

Joan: I'm asking this because all of the mothers are always talking about phonics, teaching letters and sounds, so when you teach letters and sounds, does your child enjoy that, is it a chore: Do they enjoy-how do you teach letters and sounds?

Mr. Nguyen: Actually, a lot of teachers...she's following her children.

Joan: Okay.

Mr. Nguyen: Admitting that her weakness is language.

(Intercom goes off.)

Mr. Nguyen: Her situation, she's learning, she's learning from her children.

Joan: Okay, good, so, um, does your child watch educational TV, like "Dora the Explorer", or, educational TV, for reading, they do? (Kim nods yes.) And so, describe the scene describing that, do they respond, do they enjoy it, do they...repeat?

Mr. Nguyen translates; Kim speaks to him.

Joan: I mean, do they sing, I don't know what there, do they songs, do they sing along, do they, okay...

Kim: They were young, now they big girl, they have, much, almost, Nhi is ten.

Mr. Nguyen: There are program they love to watch.

Joan: Okay, and what do you like about it; is it fun? Is it about learning, or is it about the movie?

The movies? Okay, okay, so, has your child ever said anything memorable as you were doing a reading activity, you, and you what? Okay, and is it on the Disney channel?

Okay (I laugh). I do remember "The Little Mermaid", it was okay. So, is there anything that sticks out in your mind as you're teaching your children, something that, they were engaged in a literacy activity, that, you know, would they ever want to dress up as character, or something like that?

Mr. Nguyen: (Translates).

Joan: Oh, Tinker Bell, from Peter Pan, Cinderella. And so, do you teach your child in reading in ways that are similar to ways you were taught to read? You know, the way you were taught to read, do you teach your children?

Mr. Nguyen: Yeah, she could relate, uh, this, to her past experience as a child, when uh, people read to her, and, uh, expressed the feeling and the emotion, let her act out the events in the reading materials, so it's something.

Joan: Oh, that's great.

Mr. Nguyen: It's somewhat related, even though the languages are different.

Joan: Uh, hm, yes, we used to do mysteries, we would pretend we were, when I was a child we would pretend we were in a mystery story, and we would act out that. Okay, thank you-no, you have to take it (laughing, as I hand her the gift card), it's in my, it's in my research application, and they approved it so...

Interview with Kim (#3)

Joan: So, I am doing a study of how families work with their children at home with their reading, and I'd like to talk with you about what that is like for you and your child. I'd like for you to describe how you help your child with reading, in any way you would like to describe it. So, how do you help, uh your child with reading?

Kim: I, I try to let them get for free to read, and I read with them like, we have the time to play together to learn

Joan: Okay, and um, so what has helping your child been like for you personally?

Kim: It's funny, we make fun from the story

Joan: I love that, you make it fun. And so how do you make it fun?

Kim: With the voice; I pretend it's the duck, or the chicken, the old man, or the baby, and it depend on, and we pretend

Joan: Yeah, there was a...okay, So, what is it like for your child, when you help her? What do you think?

Kim: They very happy.

Joan: Okay ,how do they show that? How do they show they're happy?

Kim: They, they, sometime they speak out, they say, "Mommy, I'm so proud of you!"

Joan: (Laughs)

Kim: Because they make the good point reading in the school, too, so they think that because.I help them, they feel that.

Joan: Oh, that's cute, okay, that's great.

Kim (Laughs)

Joan: And, um, so, can you describe a book your child really likes?

Kim: And they like a lot of book and the most they like are the tales animals of the Asian people

Nhi: Um-um (no)

Kim: Did you like that?

Nhi: I like the 'Arthur' books.

Kim: But Mommy read for you about uh, the

Nhi: No, Arthur

Kim: (softly) Arthur

Nhi: A-R-T-H-UR (spells out the word)

Tien: I know, she wants, like 'Arthur' books,

Joan: Arthur the little dog, with the glasses?, okay. And so um, did you bring a book that they really like? Okay.

Kim: This is the, um 'Happy Dragon' (Shows interviewer color book in sturdy softcover).

Joan: Happy Dragon? Is that what this says (points to Vietnamese script)? Okay. And so is it all Vietnamese, or is it

Kim: All Vietnamese

Joan: Is this who wrote it? (Points to green circle with script)

Kim: This is the, um (searches for correct word)

Joan: Who published it, maybe?

Kim: It about all these animal (Points to procession of animals across top of cover of book.)

Joan: Oh, how cute. Every animal has a story?

Kim: The set is, ah, twelve of the animal, of the circle.

Joan: Oh, okay, it's about one of these animals.

Kim: This is this one (Points to small dragon included in procession of animals at top of book)

Joan: You mind if I see what it looks like? (Looks as Kim turns pages of book)

Kim: Somehow I have to explain my English, and they also learn the Vietnamese very good

Joan: Oh, good!

Kim: They know bi-language.

Joan: So they know two languages, that's wonderful.

Kim: I make my language with them.

Joan: Oh, that's great.

Kim: And I learn from them, and they learn from me, and I learn English!

Joan: Oh, okay (Looks through book). So is he trying to get her food, or? (Interviewer looks at picture in book of rabbit with turnip and the Happy Dragon) , like she has this, does he want that?

Kim, Uh, the Happy Dragon try to make everybody happy

Joan: Oh, okay.

Kim: Because he not from (points downward) from the land, he from (points upward)

Joan: Oh, from heaven?

Kim, Yes, so...

Joan: Oh, I see.

Kim: So, it very nice story, and when he come in the new land, everybody not really welcome him.

Joan: Oh, I see.

Kim: Because, the tail, the head, it different.

Joan: Right, but he wants to make everyone happy.

Kim: And, and, he tries to please everybody, and finally, everybody welcome him.

Joan: Oh, good, that's a great story. So, are there any reading that your child likes to read over and over again?

Kim: (Looks quizzical)

Joan: Likes to read all the time, just, like one time, and then two times, three times, and they always want to read it?

Kim: They read a lot

Joan: Oh, like this book ("Happy Dragon")?

Kim,: Not really this book, the book in the school.

Joan: The same book.

Tien: I like reading 'Biscuit' books.

Joan: The same book? Okay.

Kim: It for all the time because they try to take the point for the school, too.

Joan: Okay, so is there a book they like to read so much, they like to read it again and again? So, do you have one (to Tien). Which one?

Tien: "Biscuit."

Joan: Oh, okay, the 'Biscuit' books. So what is your child's. how does your child act when you teach letters and sounds? Do they like it, do they, think it's a chore, how do they act?

Kim, Oh, they, they act so funny, too. (Laughs)

Joan: Oh, okay. So, when your child watches programs on Channel 8 what is that like? Do they watch Channel 8, you know, PBS?

Kim: Oh, you like the monkey, you like the monkey in the PBS (turns to children) You like the monkey early in the morning?

Joan: Like Curious George?

Kim: What his name?

Tien: Curious George.

Joan: Curious George, you like Curious George? Okay. And so, what do they learn from Curious George? Do they?

Kim, Um,...

Joan: (To Tien), What do you learn from Curious George?

Tien: Uh, juggling.

Joan: Okay, great.

Kim: Juggling (speaks softly to Tien, laughs)

Joan: And so, when, Nhi helps her with reading test, can you describe that? Nhi helps her with reading?

Kim: Yeah,

Joan: How does she help her?

Kim: At first, she try the reading, she understand, and she have to want to repeat, Nhi correct her.

Joan: Oh, she corrects her.

Kim: They get along very well.

Joan: That's wonderful, that's good. So they read together? And then you correct Tien when she makes a mistake? (To Nhi).

Nhi: Yeah.

Joan: That's good. And do you, like, tell her what the story's about?

Kim: She knows.

Joan: She already knows? Good, Right, she's a good reader. Okay, um, Has your child ever said anything to you that you really remember well when you're doing reading, she said something that you thought, oh, that was really neat, you know. Like Curious George, did she ever talk about Curious George?

Kim: The one, when she get on the TV, I not really, I don't know.

Joan: Oh, okay, you're too busy, probably too busy.

Kim: Yeah.

Joan: Okay.

Kim: But somehow when they want the TV they can say 'Oh, Mommy, that's the boy or the girl or the animal, that's not good, Mommy.

: Oh, they weren't being good?

Joan Kim: I know they understand the show, or the book.

Joan: So in the book they, they get in trouble, the animals get in trouble, Curious George?

Kim: They learn from that they say Mommy, they bad.

Joan: Okay. Do you teach your child in ways that are like the ways you were taught to read? So, you were in Vietnam,

Kim: Uh, huh

Joan: So were you taught the same way, where you did chanting and singing?

Kim: Oh, yes, we chant, sing, my Mommy, she pretend like the old woman.

Joan: Okay.

Nhi: Like the time I was little, like the old house upstairs we used to be in, we would go upstairs and pretend there is a restaurant.

Kim: Laughs

Joan: Oh!

Tien: And I would pretend to be-

Joan: So you had a menu and everything?

Kim: Oh, yes, she take order.

Joan: Oh, that's okay, Pretend, okay.

Kim: After they read a book and I pretend I like a waitress, and so, I take the order (laughs).

Joan: Take the order (laughs); that's cute.

Tien: I watch Curious George, right, and he was a doctor then I pretend like that.

Joan: So you pretend to be a doctor, you're a doctor, oh, that's cute. So, in Vietnam when you learned to read was it the same, was it kind of the same, and kind of pretend and everything?

Kim: Yeah, in Vietnam, my parents, I, I learn from them.

Joan: Oh, that's great, that's wonderful. Okay, well I think that's all. Thank you!

Kim: Yea! (claps)

Appendix B

Consent to Participate in Research

UNIVERSITY OF HOUSTON
CONSENT TO PARTICIPATE IN RESEARCH

PROJECT TITLE: “The Home Literacy Practices of Culturally and Linguistically Diverse Families of Kindergarten Students”

You are being invited to take part in a research project conducted by Joan Fulenwider from the College of Education at the University of Houston. The project is needed in order to fulfill the requirements of a dissertation and is conducted under the supervision of Dr. Laveria Hutchison.

NON-PARTICIPATION STATEMENT

Taking part in the research project is voluntary and you may refuse to take part or withdraw at any time without penalty or loss of benefits to which you are otherwise entitled. You may also refuse to answer any research-related questions that make you uncomfortable.

PURPOSE OF THE STUDY

The purpose of the study is to examine the home literacy practices of culturally and linguistically diverse families.

PROCEDURES

The participants will take part in three interview sessions, lasting from 30 to 45 minutes each. The interviews will take place at _____Elementary School, after official school hours, and will be conducted in the home language of the participant using a translator. If the participants withdraw or are not able to complete the three interviews, the data that was gathered will be examined for use in the study (the interviews will be

audio-taped.) A sample interview question is “I would like for you to describe how you help your child with reading, in any way you would like to describe it.”

CONFIDENTIALITY

The subjects’ identity will be held in confidence.

Every effort will be made to maintain the confidentiality of your participation in this project. Each subject’s name will be paired with a code number by the principal investigator. This code number will appear on all written materials. The list pairing the subject’s name to the assigned code number will be kept separate from all research materials and will be available only to the principal investigator. Confidentiality will be maintained within legal limits.

RISKS/DISCOMFORT

There are no foreseeable risks. The interviews will be conducted in the home language of the participants using a translator.

BENEFITS

While you will not directly benefit from participation, your participation may help investigators better understand how all families help their children succeed academically in school, especially in reading.

ALTERNATIVES

Participation in this project is voluntary and the only alternative to this project is non-participation.

COSTS

No costs will be incurred related to this project.

INCENTIVES/REMUNERATION

Participants will receive a \$10 Walmart gift card after completion of each interview, for a total of \$30.

PUBLICATION STATEMENT

The results of this study may be published in scientific journals, professional publications, or educational presentations; however, not individual subject will be identified.

AGREEMENT FOR THE USE OF AUDIO TAPES

If you consent to take part in this study, please indicate whether you agree to be audio-taped during the study by checking the appropriate box below. If you agree, please also indicate whether the audio/video tapes can be used for publication/presentations. If you do not agree to be audio-taped, you still may participate in the study.

☐ I agree to be audio-taped during the interview.

☐ I agree that the audio-tape(s) can be used in publication/presentations.

☐ I do not agree that the audio-tapes(s) can be used in publication/presentation.

☐ I do not agree to be audio-taped during the interview.

CIRCUMSTANCES FOR DISMISSAL FROM PROJECT

SUBJECT RIGHTS

1. I understand that informed consent is required of all persons participating in this project.
2. I have been told that I may refuse to participate or to stop my participation in this project at any time before or during the project. I may also refuse to answer any question.

3. Any risks and/or discomforts have been explained to me, as have any potential benefits.
4. I understand the protections in place to safeguard any personally identifiable information related to my participation.
5. I understand that, if I have question, I may contact Joan Fulenwider at 713-845-7458. I may also contact Dr. Laveria Hutchison, faculty sponsor, at 713-743-4958.
6. **Any questions regarding my rights as a research subject may be addressed to the University of Houston Committee for the Protection of Human Subjects (713-743-9204).** All research projects that are carried out by Investigators at the University of Houston are governed by requirements of the University and the federal government.

SIGNATURES

I have read (or have had read to me) the contents of this consent form and have been encouraged to ask questions. I have received answers to my questions to my satisfaction. I give my consent to participate in this study, and have been provided with a copy of this form for my records and in case I have questions as the research progresses.

Study Subject (print name): _____

Signature of Study Subject: _____

Date: _____

I have read this form to the subject and/or the subject has read this form. An explanation of the research was provided and questions from the subject were

solicited and answered to the subject's satisfaction. In my judgment, the subject has demonstrated comprehension of the information.

Principal Investigator (print name and title): _____

Signature of Principal Investigator:_____

Date:_____