Supporting Literacy Learning in a Whole Language Kindergarten Classroom: Where the Conditions for Learning and Opportunities for Play are in Place

David P. Schultz

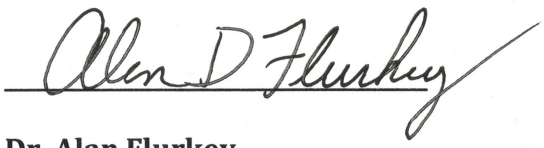
Submitted to the Literacy Studies Department
Hofstra University

In partial fulfillment of the requirement for the degree of
Doctor of Education

Dissertation Committee:
Dr. Alan Flurkey, Chair
Dr. Debra Goodman
Dr. Bobbie Kabuto

Readers:
Dr. Jeanne Henry
Dr. Sally Smith

Approved as to style and content by:



Dr. Alan Flurkey
Chair of Dissertation Committee

ProQuest LLC.
789 East Eisenhower Parkway
P.O. Box 1346
Ann Arbor, MI 48106 - 1346

Abstract

This teacher research study examined the pedagogical practices and conditions for learning that supported the literacy learning of the children in my kindergarten classroom during the 2006-2007 school year. An additional focus was to determine the meaning-making strategies employed by effective young beginning readers in this classroom.

The participants were 21 children, 12 girls and nine boys, who were students in my kindergarten. They were also representative of the primarily Caucasian population within a school district on eastern Long Island that included a small percentage (less than 5%) of other ethnic groups.

Data collection included ethnographic observations (kidwatching), along with still and video, digital photography. These data were examined within the literacy events in the classroom that included reading to children, reading with children, and children reading by themselves or to others. Portions of the video collection included the children reading the morning message with me. Video of children reading to me was also transcribed and examined using miscue analysis to determine the meaning-making strategies used by five effective young beginning readers.

Findings indicate that the tenants of whole language, along with Cambourne's (1988) conditions for learning, were in place and supported the pedagogical practice during the literacy events studied. Miscue analysis of the readings done by the children indicated that the children avoided any reliance on the surface features of text (phonics) and employed complex, meaning-making miscues to produce a reader's text that also maintained a high syntactic and semantic relationship with the author's text.

The implications are that similar literacy development could be realize for children within other classrooms where this pedagogy and conditions for learning are in place.

Acknowledgements

An enormous thank you goes to the children who were members of our kindergarten classroom family during the 2006-2007 school year. This study certainly would not have been possible without them.

Although both have passed on, my parents remain an important influence in my life. I am forever grateful for their guidance and feel comforted by the sense that they would continue to be very proud of their number three son.

The guidance, support and feedback provided by my dissertation committee, Chair Dr. Alan Flurkey, Dr. Debra Goodman, Dr. Bobbie Kabuto, Dr. Jeanne Henry, and Dr. Sally Smith has been invaluable to me throughout the process. I deeply appreciate their patience during some trying times for me.

I continue to be inspired by many mentors in my life. These include the Literacy Studies faculty at Hofstra University along with members of the Whole Language Umbrella who represent my intellectual family. In particular, I deeply appreciate the ongoing support and guidance provided by Dr. Ken Goodman, Dr. Yetta Goodman, and Dr. Brian Cambourne.

I thank my many colleagues who have also supported me through this journey. They include members of the North Fork TAWL group, staff and faculty at the Cutchogue-East Elementary School, as well as the staff and faculty at Long Island University - Riverhead. In particular, I deeply appreciate the ongoing support and advice shared by my friends and colleagues, Erica Pecorale and Elisabeth Costa-Saliani.

Finally, my family has been very patient and supportive of me throughout my doctoral journey. Thank you to my sons, Jeffrey and Keith, to my wife's family, Sonny, Joan, Greg, Mimi, and Nicolaus. However, my greatest appreciation goes to my wife, Pat. She was the one who suggested that I take this journey and has provided unending support and guidance throughout.

Dedication

For my parents . . . my first teachers.

Dorothy K. Schultz
and
William Schultz, Jr.

Their Wedding Day

June 18, 1934 in Ann Arbor, Michigan

Table of Contents

Chapter 1

Introduction

I worry that, as a country, we may have lost our way in how we introduce our youngest children to kindergarten, the stepping stone that usually begins their journey into public education. Vivian Paley reminds us that "there was a time when play was king and early childhood was its domain. Fantasy was practiced leisurely and openly in a language unique to the kingdom" (Paley, 2004, p. 4). In its place, we are now faced with a deficit model of assessment with the introduction of early childhood standardized testing that may be used to determine not only the bits and pieces of knowledge that a child may have acquired since birth, but also the child's readiness for kindergarten. Such testing often ignores the "funds of knowledge" that Moll, Amanti, Neff, and Gonzalez (2005) describe as "historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being" (p. 72). Those children who are determined to be ready for kindergarten are likely to arrive in a classroom that is nothing like the one that most adults may remember from their childhood; a room "with plenty of space and time for unstructured play and discovery, art and music, practicing social skills, and learning to enjoy learning" (Miller & Almon, 2009, p. 2). Currently, "that time for play in most public kindergartens has dwindled to the vanishing point, replaced by lengthy lessons and standardized testing" (Miller & Almon).

I am encouraged by the recent publications of *Crisis in the Kindergarten: Why Children Need to Play in School* by Edward Miller and Joan Almon (2009); *Playing for Keeps: Life and Learning on a Public School Playground* by Deborah Meier, Brenda Engel, and Beth Taylor (2010); and the second edition of *Tools of the Mind: The Vygotskian Approach to Early Childhood Education* by Elena Bodrova and Deborah Leong (2007), an approach recently

adopted by "28 schools with 157 preschool, pre-k and kindergarten classes targeting disadvantaged students" in the Washington, D.C. area (Turque, 2011). These and other commentary call for a return to classrooms that are rich in child-initiated play with the active presence of teachers. Such classrooms are playful, but also include focused learning where teachers provide children with rich, experiential activities (Miller & Almon, 2009).

However, I am also troubled by the consistent attacks on public education, public school teachers, and the freedom for teachers to make decisions about what is best for the children placed in their care. Such attacks, coupled with public policy changes disguised as reform, suggest that childhood is a race to somewhere rather than a journey to be savored. In addition, much of this policy appears to be based more on ideology which promotes competition rather than research about practice that will retain the joy of community within classrooms where "learning is strengthened – everyone is smarter, more ambitious and productive" (Peterson, 1992, p. 2). There seems to be a clear need for more research that supports joyful, meaningful learning opportunities for children. Therefore, the primary purpose of this study is to examine data collected during a year in a joyful, whole language kindergarten classroom and to describe how this classroom curriculum and pedagogy supports the literacy learning of the children. Specifically, my research questions are:

1. What pedagogical practices and conditions for learning are in place within this whole language classroom in order to support children learning to read? An additional interest is the support of literacy development for the children during their playtime.

2. What reading strategies are displayed by the effective young beginning readers in this whole language classroom?

The participants in this study are the children who were students in my kindergarten class during the 2006-2007 school year, my final year as an elementary classroom teacher after 34 years in the classroom and 20 years exploring whole language. There were 21 children enrolled in the class; 12 girls and nine boys. The school serves 850 elementary aged children from the district. It is part of a local school district on the eastern end of Long Island with a kindergarten through twelfth grade population of approximately 1600 students. The ethnic distribution is primarily Caucasian with a very small representation from other ethnic groups (2.5% African American, 2% Hispanic, and .8% Asian or Pacific Islander). Fewer than 5% of all students participate in the reduced or free lunch programs. While the community surrounding the schools could be described as rural, the district is consider to be located in the fringe area of New York City. The area continues to support agricultural use of the land with former potato fields gradually being converted to vineyards. The communities in this area border Long Island Sound and the Great Peconic Bay. Therefore, tourism has become an important economic focus for the local businesses.

The research methodology of collecting and recording closely focused observations in a natural setting is called ethnography (Dyson, 1993; Glesne, 1999; Heath, 1983; Taylor, 1993). Yetta Goodman (1996, p. 211) calls her method of ethnography "kidwatching." Most of the data that I have collected for this study would fit either description as it was gathered during the normal day-to-day literacy events (Heath, 1983) within my kindergarten classroom.

Even though the research in examining how a child acquires language is ongoing, "there are a number of things we can now say with confidence about how a child from birth to age 5 acquires language competence we see in the kindergarten child" (Lindfors, 2008, p. 4). The acquisition of oral language and its relationship to the continuous development of written

language is important to a child's expressive literacy experience (Harste, Woodward, and Burke, 1984; Lindfors, 2008; Rowe, 1994). Young children experience similar growth in print awareness (Clay, 1991) and understand that print and pictures "carry the message in the book" (Y. Goodman, 1986, p. 9). Equally important is the manner in which this literacy development continues during kindergarten. Therefore, one aspect of this study will concentrate on the literacy learning opportunities for children and how this literacy learning is supported in a whole language setting (Edelsky, Altwerger, & Flores, 1991; Goodman, 1986, 2005). Hopefully, this study will contribute to our understandings about the literacy learning opportunities for kindergarten children. These opportunities included: children being read or written to, children reading or writing together with an adult or another child, and children reading or writing by themselves (Goodman, 1986; Mooney, 1990). They also included the self-initiated need by the children to read and write during daily play situations (Vygotsky, 1978). While I did not propose to study play in itself, I did examine five of the reading and writing episodes that were initiated and supported by the opportunity for play within the classroom that year.

In addition, my study included an examination of the behaviors displayed by effective young beginning readers (D. Goodman, Flurkey, & Y. Goodman, 2007). These are children who are "intelligently sorting out how reading works, but who are still inexperienced in selecting and integrating the language cueing system" (D. Goodman, Flurkey, & Y. Goodman, 2007, p. 4). An additional research focus was to determine whether the optimal conditions of learning (Cambourne, 1988; Cambourne & Turbill, 1991) were in place, and the manner in which opportunities for play support children's natural literacy learning capability (Piaget, 1962; Vygotsky, 1978).

Most of the research data pertaining to this study includes digital photographs, video recordings, anecdotal notes, and other written documents that were collected during my final year of teaching in my kindergarten classroom. The raw data includes nearly 1000 digital photographs taken within the classroom during the school year along with approximately 50 hours of video recording of classroom activities and literacy events. Many of the digital captures are accompanied by anecdotal records that provide additional details about each event. The photographs, in particular, visually record literacy events during the year that may be pertinent to the story of how literacy learning is supported in this classroom and the role that play may have.

As described in greater detail in the conceptual framework below, I used the photographs and notes to reconstruct the classroom activities and literacy events that the data represents. These activities and events were transcribed into narrative form. I then used Mooney's (1990) curriculum framework of "to, with, and by" to organize the narratives. This frame allowed me to focus my review of the data as my reading to children, reading with children, and the reading done by the children. Although there was initial intent to analyze classroom writing in a similar fashion, this has become a project for another time. I also used Cambourne's conditions of learning (1988) as a framework to analyze the literacy events found within the data to determine how this classroom supported the literacy growth of young children. The results of the analysis of these data were used to answer my research questions.

The raw data that I collected with the kindergarten children also includes video recordings of them reading to me. During these events, child is seated next to me and I am holding the camera between us and near my shoulder. This allowed me to capture the page that the child was reading orally along with some of his or her facial and body movements (viewed from the side). As outlined in greater detail below, I used the data of ten children to find video

that included a complete story reading by the child. Of these, I selected nine reading episodes that I used to perform a miscue analysis. I used this analysis to form conclusions relative to my second research question: What reading strategies are displayed by the effective young beginning readers in this whole language kindergarten classroom?

The research perspective I had during the time of data collection was developed over a lifetime of immersion in learning and teaching. Therefore, I believe that it is important to review the related influences that I experienced during the journey that I took while developing the theoretical framework that ultimately informed and supported my pedagogical practice during that year in kindergarten.

My Journey

My parents, Dorothy and Bill, were married in Ann Arbor, Michigan on June 18th, 1934. My wife, Pat, and I have a small, framed photo that was taken on that day displayed in our living room. In a note on the back of the photo, my mother wrote, "June 18, 1934 Ann Arbor, Mich. 6 P.M." In some manner, this date marks the beginning of the formation of my pedagogical and theoretical model. The fact that both of my parents graduated from the University of Michigan probably gave my brothers and me an educational advantage during our beginning years. The choice that my mother made to move to the University of Michigan, following two earlier years at Mt. Holyoke College, was also fortuitous. Not only did her search for the greater academic choices available for women at that time bring her to Michigan, it also brought my parents together. It additionally allowed my mother's more progressive beliefs to be part of an otherwise conservative family setting. I suspect that her influence has also impacted my current, more progressive educational beliefs.

My mother always loved to read. As a biology major with a masters degree in zoology, she maintained an interest in the balance of nature throughout her life. I remember her reading Rachel Carson's *Silent Spring* when it was first released in 1962. I also recall an earlier moment when, as an eight year old, I gathered all of my nerve to carry a garter snake into the kitchen to show her. If I was planning to scare her, the plan did not work. Much to my relief, she took the snake from my hands and examined it closely. My mother then totally surprised me when she identified the snake to be of the genus *Thamnophis,* and a female, that was probably about a year old. She then carried the snake outside and we let her go in the garden.

The garden was mostly my father's creation. He joined others in our neighborhood who planted what were called victory gardens during World War II. Although the gardens were supposed to support the war effort by reducing the pressure on the food supply available to the Nation, there is no doubt that these gardens helped stretch the food budget for the families who maintained them. The garden provided us with fresh vegetable and fruit throughout our youth along with the lifelong lessons associated with a family project where both of our parents taught us the benefits of hard work while also learning to appreciate the balance of nature.

I recall times before and after I first began attending elementary school when my mother read to me. Included among my favorite title memories are *Katy and the Big Snow* (Burton, 1943) and *Millions of Cats* (Ga'g, 1928). Reprinted editions of these books were in my classroom throughout my career and I read them to the children along with many other titles that I have collected. At the rate of three of more titles per day, I ended up reading over 550 books to the children in my kindergarten each year during my final six years in the classroom. There is no doubt that my appreciation for the need to share these books with children began when I sat next to my mother listening to her read stories, such as these, to me.

These early read alouds by my mother also allow me to better understand and appreciate the text-to-world connections (Keene & Zimmermann, 1997) that are readily available to all readers. In particular, *Blueberries For Sal* (McCloskey, 1948) has always reminded me of our summer cabin north of Rogers City, Michigan, along the shores of Lake Huron with woods filled with blueberries. While we never ran into a bear during our picking excursions, our aunt and uncle, who lived year-round in Rogers City, had an experience similar to the one McCloskey shares with us in his book.

The cabin north of Rogers City, my dad's hometown, was an ongoing project that my father began shortly after my parents were married. He purchased two wooded lots; half of which disappear over a one hundred foot bluff that overlooked Lake Huron. He spent portions of those first summers of their marriage clearing one of the lots to begin building the cabin that became an end of summer retreat for us, and an ongoing building project for him, throughout my childhood and into my high school years. While my father spent most of his days there working on improving the cabin, my mother was usually reading. The cabin was the only place that I remember where I spent a lot of time reading books as well. Perhaps it was the fact that we had no electricity in the cabin (hence no radio or television) during most of my childhood years there that we all found and enjoyed evening diversion through reading. Lighting came from kerosene lamps. The books came from the Rogers City Library. It was the library that I used the most during my elementary years.

Another significant advantage that greatly influenced my growing sense of learning and pedagogy was my father's job. He became a teacher at the Cranbrook School for Boys in Bloomfield Hills, Michigan during their second year of operation in 1930. The school had been built based upon a dream by George Booth, then owner of the *Detroit News*. The educational

community has grown to become a National Historic Spot noted for its beautiful campus and academic excellence. It was here where my father spent his 39 year career as an educator teaching high school courses in physics, chemistry, general science, and mechanical drawing. He also established and maintained a working relationship with the Cranbrook Institute of Science, a natural science museum that was also located on the 300 acre campus. It was there that he continued to pursue his interest in astronomy through presentations in their planetarium and observatory. We lived on the campus in a spacious faculty home with full access to the grounds and other resources available on the campus. Cranbrook became our home. Our father's employment also provided an opportunity for his three sons to attend school there, tuition free. This allowed us to go to the Brookside Elementary School for grades pre-k through sixth grade and the Cranbrook School for Boys for grades seven through twelve. There is no doubt that this circumstance gave us an incredible educational opportunity that we will be forever grateful.

However, I also experienced pedagogical practices that I promised never to bring to my classroom when I began my teaching career in 1973. While there is no doubt that the teachers cared about us and wished only for our future success, their practice mostly reflected a continuation of the efficient, business model of education proposed initially during the first decade of the 20th century by Frederick Taylor's scientific management theory (Shannon, 1990). Sadly, few of Brian Cambourne's conditions of learning (1989) were in place in these classrooms during the time. Most likely, many of our teachers were influenced by behaviorism and the thinking of John Watson (1913) and B. F. Skinner (1953 & 1974). Great emphasis was placed on memorizing facts and presenting them on demand. Content was something to be learned and was transmitted to us through lectures. There was no sense of transaction with text (Rosenblatt, 1965 & 1978). Truth was found within the textbooks and it was the student's task to determine the one,

right interpretation. It seemed that the object was to be able to collect enough knowledge (facts) to be able to qualify for college, where you would learn your life's work. Testing accounted for most of the assessment and evaluation of students. Final exams could count for as much as fifty percent of a student's final grade in a course. However, in fairness to Cranbrook, this was a common design that was found within the English preparatory school model throughout the world during this time in history (1930-1970).

Even within this rather narrow interpretation of learning, these were wonderful times in my life. I greatly admired my father. He was inventive in his approach to teaching science and physics. It seemed that he had collected artifacts throughout his life to enhance or clarify most of his lessons. He tape recorded his explanation to all of the homework assignments (and test questions after each test) and stored them on small rolls of audiotape (this was before cassette tape recording was available). He kept these in a private area of his huge science lab where students could come in during a free period and independently listen to the explanations. He was fascinated with self-monitored learning and read about the uses of "teaching machines" that were being developed during the early 1960's. However, I believe that his greatest pedagogical attribute was the respect he gave his students as learners. Most of his students were seniors who would be heading off to college the next year and he wanted them to be prepared to accept the responsibility expected at that level. Although he never collected homework, he would patiently explain the problems posed and how they might be solved. He was also known to have given unit tests that were composed entirely from questions found in the homework. He also gave partial credit for explanations that showed the thinking involved, yet may have produced an incorrect answer due to a mathematical error.

I may have received an enviable education at that time, but I truly believe that I taught myself to read. The early 1950's was known for an approach to reading instruction called the "look and say" method. If you put some heavy, direct phonics instruction with it, I believe that you would probably find much of what is currently being used as reading instruction in most schools sixty years later. Both approaches are dependent upon a skills first, bottom up approach to learning to read. My teachers, during the 1950's, did not encourage us to making sense from the text by reading for meaning. Therefore, I think that I actually learned to read by using the illustrations that supported the text in the comic books that I read over and over again. It was easy for me to make sense of the four frames using only the pictures. As I repeatedly read these comics, I learned more and more of the text that was connected with each scene. The more that I read, the closer my approximations became until I could read all of the words accurately (Cambourne, 1988). It is interesting that I am currently looking into a modern day version of this meaning driven theory using pictorial, picture books (wordless) rather than comic books.

My early college experience was not very productive. I eventually left for the military and was exposed to another interpretation of rote learning. I returned to college after my military service and had greater success. As behaviorism was still prominent during the late 1960's and early 1970's, I found myself influenced by this thinking as I completed my undergraduate degree and began my teaching career as a third grade classroom teacher in a school district on the North Fork of Eastern Long Island.

Fortunately, I was also exposed to other thinking during my masters program and began to understand and appreciate a more humanistic, cognitive sense of learning during the 1970's. However, it would take my struggle through a divorce, along with a renewal of my life during the 1980's, to generate my interest in issues of equity and social justice.

It was not until the early 1990's that I first heard about whole language. Like many others, I did not receive an accurate introduction. During a period of consideration for a replacement reading series at our school, I learned that one of the selections (published by Houghton Mifflin) was called a literature-based program. Some described it as a whole language program. At the time, whole language was explained to me as a program that does not have any phonics element. I was also told that whole language was similar to the approach that my teachers used when I was in elementary school. I was not an immediate fan.

My mother reading to me during my early years made a difference here. I had already included read alouds of wonderful children's literature as part of my third grade curriculum. The Houghton Mifflin series used actual literature as the reading material for their series. The other contenders used stories written for the program or heavily edited versions of children's literature. The adoption of the Houghton Mifflin series was made in June 1991. By August, I learned the truth about whole language.

While my professional growth was stagnant during much of the 1980s, I had begun to read the professional journals by the end of that decade. One of my new subscriptions was to *Teacher Magazine*. Their August 1991 edition, which arrived during the middle of the summer, was an in-depth look at whole language. I devoured the articles, reading them over again to confirm that I was not crazy and that there were actually people out there who thought about children and teaching just the way I did. At the end of the series of articles about whole language, there was an advertisement for *The Whole Language Catalog* (Goodman, Bird, & Goodman, 1991). I made the toll free call and ordered a copy of it along with *The Whole Language Catalog Supplement on Authentic Assessment* (Goodman, Bird, & Goodman, 1992), which had been newly published. When they arrived, I read them thoroughly. Every page gave

me validation for my thinking along with advice and direction on how to bring the theories to practice within my classroom. When I returned to my classroom that fall, I understood that I was a whole language teacher. I maintain that identity today. My wife, Pat, joined me in making this transition and we supported each other as we learned as much as we could about the pedagogical connections that could be made through this theoretical model of literacy learning.

The time since 1991 has flown by very quickly. During these 20 years Pat and I got married, formed the North Fork of Long Island Teachers Applying Whole Language (TAWL) group, attended many educational conferences, and have met and spoken with many of the theorist and practitioners who have informed us along the way. Our professional libraries overflow our bookcases as do our children's literature collections. Of course, this journey also led me to Hofstra University and the doctoral program in literacy studies. My list of mentors during this time is too vast to include here and it would not be fair for anyone to be left off of a shorter list.

I spent many of my earlier teaching years wondering why some children arrived in third grade lacking confidence as readers and writers. Considering that most of their peers had maintained the confidence that they displayed as preschoolers to take on most any challenge they might face in their lives, I was concerned about the reasons behind the loss of confidence for some. Some reading of the professional literature that I had done during my final years in third grade suggested that the confidence that is often associated with natural learning is disrupted during a child's beginning school years (Coles, 2000; Goodman, 1998; Krashen, 1999; McQuillan, 1998; Routman, 1996; Short, Harste, & Burke, 1996); Taylor, 1998; and Weaver, 1998a & 1998b). By 2001, I was anxious to get on with my new assignment as a kindergarten teacher to see what disruption, if any, existed at this starting point of formal education for most

children. In addition, I was interested in seeing how the implementation of practices that were consistent with whole language theory might support literacy learning at the kindergarten level.

My arrival in kindergarten coincided with new mandates from New York State and the U.S Congress that were based on the reauthorization of the Elementary and Secondary Education Act (ESEA) in 2001. This legislation, commonly referred to as No Child Left Behind (NCLB), called for a narrow, skills-first approach to teaching children to read (Allington, 2002; Coles, 2002; Garan, 2003 & 2004; Goodman, Shannon, Goodman & Rappoport, 2004; Meyer, 2002; Ohanian, 1999; Smith, 2003 & 2004; and Taylor, 1998). The assessment pieces that I found to be in place in kindergarten were consistent with these mandates and looked for letter identification, letter sound recognition, the ability to identify rhyming words, and the identification of beginning sight words in isolation. Although reading aloud to children was common practice in our kindergarten classrooms, it did not seem to be a priority within the government's mandates. In addition, leveled, decodable books were the government's recommended reading materials for children. I am pleased that the kindergarten teachers in my school worked together during my six-year association with them to maintain a meaning first approach to reading. This allowed the children in my classroom to experience over 500 different instances where quality children's literature has been read to them each year. It has also permitted them to explore the many times that amount of titles that were available for them in our classroom library.

During our book exploring segments each day, the children were invited to look at books individually and in small groups. It was common that some of the children would approach one of the adults in the room during these classroom episodes and ask for the book to be read to them. This additional read aloud to the individual child, along with several other children who

are waiting their turn, made this event more personal than the whole class version of a read aloud.

As one might imagine, this approach called for a lot more reading by me to the children each day. One day, during my final winter in kindergarten, I decided that I needed a break. Rather than tell the children that I was not available to read to them, I asked them to read to me instead. While I was very aware that children often make up stories as they "play/read" books to themselves, to their stuffed animals, and to each other, I did not realize how these activities were connected to their growing reading expertise. In addition, I probably did not think that many kindergarten children would be interested or capable of reading to me. What I quickly noticed when the children read to me was the beginnings of *effective* reading. While the children were effective in relating a story that made sense, there were still struggling with their efficient use of the language cueing system and reading strategies. Ken Goodman (1996) explains that these, "readers are striving to understand what the author is trying to say, but the meaning they are building is their own" (p. 91). I wanted to learn more about this transaction and immediately began to invite the children to read to me at some point every day.

During January 2007, as part of a Hofstra University course on Revaluing Readers and Writers with Dr. Alan Flurkey, I did an introductory reader profile on one of the children who was reading *Biscuit* books to me each day. The *Biscuit* books are written by Alyssa Satin Capucilli with illustrations by Pat Schories. They are part of the *I Can Read Series* published by Harper Collins. Biscuit is a small yellow puppy who has various adventures. The text is short and simple. The illustrations support the story in that they include details that are featured in the text. Children are able to us a combination of text and picture cues to make meaning as they relate their interpretation of the story. That short investigation, along conversation with Dr. Flurkey,

brought about new questions for me. These questions, in turn, carried over to my final doctoral seminar with Dr. Debra Goodman where I first considered the pedagogical implications of that short investigation I began during January 2007 about the behaviors of effective young beginning readers. This consideration eventually led to my research questions.

1. What pedagogical practices and conditions for learning are in place within this whole language kindergarten classroom in order to support children learning to read?

2. What reading strategies are displayed by the effective young beginning readers in this whole language kindergarten classroom.

Chapter 2

Theoretical Framework

This review is organized around research and theory that informed the whole language practice that was in place in my kindergarten classroom at the time that my data was collected. While a body of research exists that is supportive of alternative theoretical models of learning and pedagogy that is also related to kindergarten children, the purpose of this study is to examine the literacy learning of children within a whole language kindergarten classroom. Therefore, while counter theories are noted as presenting a challenge to a whole language model, these other theories are not examined in depth.

The review of the literature has been divided into three sections. The first section (What is Whole Language?) provides a brief historical overview of whole language as a theory and the movement that it brought about among educators. This section includes a description of the tenets of whole language that informed my practice. It also mentions some of the alternative views that have been used to challenge whole language practitioners and my classroom in particular.

The second section covers what Kenneth Goodman (1986) identifies as the four humanistic-scientific pillars of whole language. These pillars include "a strong theory of learning, a theory of language, a basic view of teaching and the role of teachers, and a language-centered view of curriculum" (p. 26). Each subsection includes classic studies which support these pillars along with other more recent research that was presented after the 1986 publication of Goodman's four pillars. In particular, the Cambourne's (1988) conditions of learning has been very important in my classrooms during the past twenty years and played an instrumental role in supporting the literacy growth of the kindergarten children represented in my data.

The final section examines the relationship between play and learning. The literature cited in this section support play as an important learning activity for all children, but particularly so for those in kindergarten. As much of my data was collected during daily play periods in my kindergarten classroom, this section explains the theory behind this practice.

What is Whole Language?

Whole language has been described as a "movement in reading and language arts instruction [that] is so contrary to prevailing norms for schooling this it must be regarded as revolutionary" (Hoffman, 1989, p. 112). Dorothy Watson (1989) writes, "whole language is not a program, package, set of materials, method, practice, or technique; rather, it is a perspective on language and learning the *leads to the acceptance* of certain strategies, methods, materials, and techniques" (p. 134). Connie Weaver adds "those who advocate whole language approach emphasize the importance of approaching reading and writing by building upon the language and experiences of the child" (1988, p. 44). In their August 1991 issue, *Teacher Magazine* introduced their special section about whole language as "a new approach to teaching and learning" (p. 20). They continue their explanation with

> A radical grass-roots movement, rallying under the improbably banner of "whole language," is quietly fomenting a revolution to change America's classrooms. But unlike so many of the other reform initiatives of the 1980s, whole language is not an effort to ratchet up the present system and make it better by increasing accountability, raising standards, and repackaging the curriculum. Whole language begins with the startling premise that the present system of public education doesn't work because it is built on a fundamentally wrong theory of how children learn. (p. 21)

The above commentary about "increasing accountability, raising standards, and repackaging the curriculum" could easily apply to the educational policies established during the reauthorization of the Elementary Secondary Education Act (ESEA), more commonly known as the No Child Left Behind Act (2001), as well as current policies under the Obama administration related to "Race to the Top" funding requirements. This latest policy statement, a modern day version of Frederick Taylor's scientific management system, appears to be designed to bring a business model of efficiency and accountability to our country's schools based mostly upon student performance on standardized tests (Business Roundtable, 2009; Coles, 2003; Shannon, 1990). Such policy making presented a great challenge for me as I tried to maintain a classroom that was based upon a different theoretical model. Fortunately, I had support from others who were also being challenged.

As is historically evident, radical grass-roots movements, like whole language, are often seen as challenges to the statue quo and can become the focus of attacks designed to discredit their theoretical beliefs and classroom practices (e.g., Blumenfeld, 1993; Moats, 2000; Shaywitz, 2003). Whole language educators have responded to these attacks by forming various support groups. Early organizations include the early 1970's formation of the Center for the Expansion of Language and Thinking (CELT) whose members continue to meet, discuss, and disseminate information about whole language; a Columbia, Missouri group called Teachers Applying Whole Language (TAWL) founded by Dorothy Watson and colleagues in 1979; and a Canadian group called Child-center, Experience-based Learning (CEL) organized by Orin Cochran, Ethel Buchanan, and others in Winnipeg in 1980 who began meeting and discussing whole language teaching and learning (Y. Goodman, 1991).

As interest in whole language grew during the late 1980s and early 1990s, so did the need for support among whole language educators. At one point, there were over 100 registered TAWL groups in the United States and Canada with similar groups meeting in Argentina, Australia, Ecuador, England, Japan, Malaysia, New Zealand, and the Philippines (Goodman, Bird, & Goodman, 1991). In 1989, members of these various TAWL groups came together to form the Whole Language Umbrella (WLU). Dorothy Watson was elected the first President and Ken Goodman was named Honorary Past President. Now a Conference within the National Council of Teachers of English (NCTE), the WLU has held an annual summer convention every year since 1990. Although the number of registered groups within WLU has declined considerably during the past decade, the need for support continues to be felt by many educators who currently find refuge and support through various online discussion groups (i.e., the TAWL listserv; The Learning Network). Discussions have been held within these internet groups and during annual meetings of the Whole Language Umbrella regarding the definition and understanding of whole language. While some may be frustrated by the lack of a concise definition for whole language, the evolving nature of our understandings about learning itself would seem to make such a need counter-intuitive and, perhaps, counter-productive. "Definitions are diverse because the authors (of the above descriptions of whole language) are different. This variety frees those who have studied and practiced whole language to generate their own definitions, then to revise their definitions again and again" (Watson, 1989, p. 132).

Ken Goodman (1996) believes that any influence that he may have in the whole language movement is due to the fact that his "research has always involved real learners and real books. Teachers don't need to take (his) findings on faith; they can test them out with their own students

in their own classrooms" (pp. 8-9). He further explains the relationship between theory and practice with the following two points:

- There is simply no *direct* connection between knowing about language competence and understanding how that knowledge is developed, or how to teach it.
- The relationship between theory and practice is a two-way street. (p. 117)

He further explains, "whole language teachers have taken control of the body of knowledge about how reading and writing work and have built their own pedagogy on that knowledge – their teaching theory and practice" (pp. 117-118). Therefore, while there are basic tenets associated with whole language teachers, their practice evolves and adapts to new circumstances (involving different children and situations) coupled with each teacher's growing understanding of theory and ongoing research. Hence, a simplistic, one size fits all definition of whole language would be inadequate.

As might be expected, there are different versions of the basic tenets of whole language (CELT, 1991; Edelsky, Altwerger, & Flores, 1991; Goodman, 1986; Watson, 1989; Wilson, 1997; WLU, 2004). A composite list of the commonly held beliefs include:

1. Individual learning is socially constructed through interaction with others.

2. Learners engage in language and literacy experiences throughout the curriculum that are authentic and meaningful to them.

3. Skills and other components of learning are always presented within the context of a meaningful whole rather than bits and pieces that are to be learning in some predetermined sequence.

4. The curriculum is learner-centered where meaning construction is the result of the learner's active transaction with the curriculum rather than becoming the recipient of subject matter that is transmitted to them by the teacher.

5. Learners are treated as capable and developing rather than being incapable and deficient. Therefore, approximations are expected and honored as students construct their own learning and learning paths.

6. Students need many opportunities to make choices about their learning. These choices, broad or narrow, will help children to become responsible, life-long learners.

7. All languages, cultures, and lives of students are valued in a whole language classroom where children are empowered to take charge of their lives, while becoming critical members of their community.

8. Teachers and other adults who work with children in whole language classrooms are professionals who are also life-long learners.

In his preface to *What's Whole in Whole Language* (1986), Ken Goodman explains that,

> Whole language is clearly a lot of things to a lot of people; it's not dogma to be narrowly practiced. It's a way of bringing together a view of language, a view of learning, and a view of people, in particular two special groups of people: kids and teachers. (p. 5)

In a subsequent article, Goodman (1989) writes that, "the practice of whole language is solidly rooted in scientific research and theory" (p. 207) and that there "must be harmony between theory, research, and related practice" (p. 210). Therefore, whole language practitioners are able to draw upon a strong research base that includes: Jerome Bruner, Jean Piaget and Lev Vygotsky from the field of psychology; M. A. K. Halliday and Noam Chomsky from linguistics; Ken Goodman, Yetta Goodman, George Miller, Jerome Bruner, and Frank Smith in the field of

psycholinguistics; Louise Rosenblatt in reader response to literature; the developmental psychology research of Marie Clay; the research about natural learning conditions by Brian Cambourne, and Jan Turbill; the writing development work of Don Murray and Don Graves; the ethnographic research of Denny Taylor, Brian Street, Shirley Brice Heath, and Ann Hass Dyson; the critical literacy contributions from Carol Edelsky, Jerome Harste, Patrick Shannon, and Vivian Vasquez; from the New Literacies studies of Brian Street, David Barton, Mary Hamilton, James Gee, Gunter Kress, Colin Lankshear, and Michele Knobel; the miscue analysis work of the Goodmans, Carolyn Burke, Dorothy Watson, Alan Flurkey, and Debra Goodman; and from the eye movement miscue analysis research of Eric Paulson, Anne Ebe, and Peter Duckett; along with hundreds of other researchers and practitioners who have observed, collected, and reported their data findings about learners within settings that are as naturally authentic as possible.

The Four Humanistic-Scientific Pillars of Whole Language

Kenneth Goodman (1986) believes that the basis for whole language teaching "is firmly supported by four humanistic-scientific pillars" which are "a strong theory of learning, a theory of language, a basic view of teaching and the role of teachers, and a language-centered view of curriculum" (p. 26). While these theories, views, and roles are recursive in that they overlap and all work together to inform and support whole language practice, these four pillars will be used individual, as a framework, in order to organize my remaining review of the literature about whole language. As socio-cultural influences permeate all four of Goodman's humanistic-scientific pillars, they will be included throughout the following sections of this review. Finally, as the relationship between play and learning is an important focus of this study, the relevant research will be included in a separate section at the end of the literature review.

Language learning theories that support whole language kindergarten practice. The following theories are based upon a belief that oral and written expressions are "two parallel language processes, different sets of language registers, which overlap to some extent" (Goodman, 1986, p. 22). Brian Cambourne (1988) confirms that these forms of language "are only superficially different" (p. 29). He adds that reading, writing, listening, and speaking are "parallel manifestations of the same vital human function – the mind's effort to create meaning" (p. 29). Therefore, unless otherwise indicated, the sense of language learning will refer to a growing expertise in reading, writing, listening and speaking. Margaret Mooney (1990) would properly argue for the inclusion of the nonverbal modes of "moving and watching, shaping and viewing" (p. 2) as well.

Language learning is whole, real, and relevant. Goodman (1986) states "language learning is easy when it's whole, real, and relevant; when it makes sense and is functional; when it's encountered in the context of its use; when the learner chooses to use it" (p. 26). Halliday (1984) writes "that language development is something which is taking place naturally, with every child long before the processes of his or her education begin" (p. 7). This supports the findings of whole language practitioners who observe the wealth of literacy knowledge and ability that children bring to school. While many parents document the beginning words uttered by their children, most will probably stop recording their children's first words in their baby books soon after their children reach the age of three (Miller, 1977). By the end of their third year, most children will be forming sentences and making conversation (Bloom, 1991; Miller, 1977). After that point, they will go on to "acquire the linguistic complexities and subtleties that make a mature language user, and these later acquisitions will continue well into the school years" (Bloom, 1991, p. 1). Marie Clay (1991) acknowledges the importance of oral language

learning when she writes, "if we could design instruction so that children could learn to read and write as a natural follow-on from what they have already learned to do well then that instruction might be particularly effective" (Clay, 1991, p. 26). Clay also writes, "how a child learns to use his home language in the preschool years is impressive and many interesting accounts of these achievements from research and from biographies are available" (Clay, 1991, p. 26). While the following studies, conducted by parents, document the beginning language learning of children in homes where their language learning was whole, real and relevant, these examples would likely support any of the theoretical statements made within this section and within the other pillars of whole language in the sections that follow.

According to the book blurb on the back of *Gnys At Wrk,* "this well-documented study is a first – a thorough and extensive case study of a child who 'taught' himself to read and write . . . before starting school" (Bissex, 1980). Glenda Bissex's book about her son, Paul, and his literacy development began as a result of her "experience in Courtney Cazden's Child Language course at Harvard" (p. v). Bissex became interested in her son's language development and began collecting artifacts of his writing and reading behaviors through audio recordings and entries in her notebook. She describes her work as "an account of one child's learning to read and write, from the beginning of literacy at age five up to age eleven" (p. *v*). Her case study provides interesting data about Paul's ability to naturally puzzle through his learning of the written forms of language, although I suspect that he began this journey at an earlier age.

Another study conducted within the home is one by Prisca Martens (1996) about her daughter, Sarah. Marten's goal was "to understand how she (Sarah) learned about literacy through natural everyday events. She had easy access to books, magazines, newspapers, pencils, paper, crayons, and so on, and initiated many literacy events herself" (p. 6). Among the lessons

Martens learned from observing Sarah is that she found that there are multiple ways of meaning making. She writes, "children are not just immersed in a print-rich environment, they are immersed in an environment rich with multiple ways through which we communicate meaning" (p. 90). She watched Sarah "flow effortlessly between art, music, math, play, and language" (p. 91). Martens continues to share that

> I became aware of how she selected the system (or systems) through which she could best communicate the meaning she wanted to share and invented how to shape her meaning into that for, working within the natural constraints of that system. To write in English, for example, she was constrained to letters and words written left to right and from the top to bottom of the page. She thought like an artist to draw; she thought like a mathematician to use numbers; she thought like a cartographer to draw maps; she thought like a musician to create her songwriting and so on. She took a particular perspective on her meaning and invented how to make meaning in that particular system. In so doing she expanded and pushed the boundaries of her meaning potential and enhanced her general overarching ability to create and share meaning. (Martens, 1996, p. 91).

Martens sums what she discovered about the learning process through Sarah's enjoyment of the complexity of language and in the manner in which she mastered its use through natural everyday use. She explains,

> When language is whole and used in context, children have multiple cues from which to draw in understanding how language works. They sort out patterns and rules and invent how to make sense of and with it, as Sarah did. That's how they learn to speak and that's how they learn written language most easily. (p. 92)

In 1908, Edmund Huey wrote, "the natural method of learning to read is just the same as that of learning to talk" (p. 330). Eighty years later, David Doake (1988) supported this belief when he adds that children "*have to grow up in a literacy-oriented environment*" (p. 63, with emphasis in the original). Lester Laminack, in his book about his son Zachary's literacy growth, echo's this belief when he writes, "literacy does indeed begin long before a child enters school, or even preschool" (1991, p. 9). Later, he adds that "part of learning when a strategy works is testing its limits and discovering when and where it won't work – in reading and writing as well as speaking" (p. 59).

In these circumstances, parent-researchers "are watching children as they develop personal understandings of literacy that are both socially constructed and individually situated in the practical accomplishments of their daily lives" (Taylor, 1993, p. 60). Similar research by Bobbie Kabuto (2011) studies her daughter Emma and Emma's socialization "into ways of using Japanese and English in the home" (p. 8). Kabuto also believes that Emma's language use linked to "larger social consequences that involved reader, social, and language identities" (p. 99). This leads to the consideration of language as being both personal and social.

In her classic study of Family Literacy, Denny Taylor (1983, 1998) saw that her initial research "task was to develop systematic ways of looking at reading and writing as activities that have consequences in and are effected by family life" (p. xii). Using the approach and data collection tools of an ethnographer combined the perspective of an anthropologist, Taylor documented the manner in which children organized their environments, their everyday lives, through the use of print. She found that children develop their literacy "in social situations which have immediate relevance to their lives" (p. 95). She also believes that her data support a view

that literacy is best developed within contexts which are meaningful to children. She finds that most schools do not provide such contexts. Instead, she argues that, "reading and writing are lifted out of context in schools and become the focus of specific, culturally remote pedagogical attention. Literacy becomes an end in itself, reduced to a hierarchy of interrelated skills" (p. 90).

The methodology in Taylor's study, and the preceding studies, all used data collection procedures that are very similar those used in my study. The primary difference is that my focus is primarily on the children when they are in my classroom rather than the literacy support that they receive at home. However, the contextual conditions for supporting literacy growth all seem to be consistent with that which is initially suggested by my data.

Language is personal and social. Language "is driven from inside by the need to communicate and shaped from the outside toward the norms of the society" (Goodman, 1986, p. 26). This tug between language inventions of the child and the language conventions of his cultural community continues throughout most of her elementary school years (Piaget, 1929/1951). Some may think that language learning for children is simple imitation or copying the adult model. However, even speech that appears to be the same as the adult model "is in reality deformed and recreated. The words the child uses, for example, are the same as we use, but they have a different meaning, either wider or narrower as the case may be" (Piaget, 1929/1951, p. 30). This process of deforming and assimilating language accounts for the variations that children create from their interaction with adult words and notions as they work to make sense of their world. The potential meaning that children construct during these literacy events "is directly affected by the social context in which communication is embedded" (Rowe, 1994, p. 2). In addition, "what a child means by a word will change as he gains more experience of the world and that this change will be in general be in the direction of what an adult speaker

would mean" (Britton, 1970, pp. 38-39.) Fortunately, most parents understand the temporary nature of these inventions and support their children's reading, writing, and oral language approximations (Cambourne, 1988) while focusing on the holistic sense of what children are attempting to share. These childhood creations and inventions are usually entertaining to adults and are often collected and shared. For examples of these creations and inventions, see: the invented spelling research of Charles Reed (1975); the study of two and three year-old's language development by Lois Bloom (1991); the early writing samples from Jerome Harste, Virgina Woodward, and Carolyn Burke (1984), Gunter Kress (1997), Katie Wood Ray (2010), and Deborah Rowe (1994); the reading miscue research of Ken and Yetta Goodman (1994) and Dorothy Watson (1980); as well as examples within an historical context provided by Yetta Goodman (1980).

This sense of literacy development is consistent with the ideological model (Street, 1995), which focuses on "the specific social practices of reading and writing . . . (that) recognize the ideological and therefore culturally embedded nature of such practices" (p. 29). Classic studies in support of this literacy development model have been done by Ferreiro and Teberosky (1982), Gee (1996 & 2004), Heath (1983), Kress (1997), Rogoff (1990), Rogoff and Lave (1999), Street (1995), and Taylor (1983, 1988, & 1997). Gee (2003) summarizes much of the sociocultural perspective when he writes

> There really is no such thing as "language" in general, no such thing even as "English" in general. Rather, people adopt different ways with oral words, within different and specific sociocultural practices. Within these practices, these ways with oral words are always integrally and inextricably integrated with ways of talking, thinking, believing, knowing,

> acting, interacting, valuing, and feeling associated with specific socially situated identities. (p. 31).

Learning language, learning through language, and learning about language. After analyzing her research data about her daughter's reading and writing development, Bobbie Kabuto (2011) writes, "by participating in activities around language, Emma learned through English and Japanese and learned about them. Language became the medium through which relationships with family members developed and changed" (p. 9). This finding is consistent with Halliday's statement that "there are, I think, three facets to language development: learning language, learning through language, and learning about language. In a sense, and from a child's point of view, these three are all the same" (1984, p. 7). Critics of whole language have referred to this naturalistic view of language learning as the learning "to read through a process known in biology as osmosis" (Blumenfeld, 1992, p. 1). The conditions for learning outlined by Cambourne (1988) suggest that it is more complicated than Blumenfeld's review of whole language purports. Gee (2003) adds that "if someone wants to know about the development of literacy, he or she should not ask how literacy and language develop" but instead should focus on "how a specific sociocultural practice (or related set of them) embedded in specific ways with printed words develops" (p. 31).

Language learning is empowering. Goodman explains that language development empowers because "the learner 'owns' the process, makes the decisions about when to use it, what for and with what results" (1986, p. 26). It was not very long ago in the history of the United States when it was illegal in certain areas of the country to teach people of color to read and write. Similarly, educational practices still exist in our country where children are denied the ability to read and respond critically (Edelsky, 2006; Meyer, 2010; Shannon, 2001; Shor, 1992;

Vasquez, 2004). In response to these potentially, oppressive circumstances, whole language practitioners look to the thinking and writing of Louise Rosenblatt (1978) for an explanation of the transactional sense of meaning making during the reading process. Transaction describes the relationship between the reader and the text. "The relationship between reader and text is not linear. It is a situation, an event at a particular time and place in which each element conditions the other" (Rosenblatt, 1978, p. 16). Rosenblatt furthers explains that transaction is highly personal and "will involve not only the past experience but also the present state and present interests or preoccupations of the reader" (p. 20). This perspective is important when considering the tenuous confidence level of most beginning readers. It is also relevant to this study's examination of the literacy patterns displayed by children learning to read in my whole language kindergarten. Goodman, Flurkey, and Goodman (2007) refer to many of these children as effective young beginning readers.

> We use the phrase *effective young beginning readers* to describe children from the age of 4 to 8 who are intelligently sorting out how reading works, but who are still inexperienced in selecting and integrating the language cueing systems (graphophonic, syntactic, semantic, and pragmatic) and their reading strategies (i.e., sampling, selecting, predicting, inferring, and confirming) (p. 4).

This description would also help to resolve the dilemma of deciding when the attempts of young beginning readers could be consider proficient. While it is not suggested here that transaction with text allows an anything goes interpretation of the text (Goodman, 1996; Rosenblatt, 1978), the initial findings of my pilot study suggest that educators might consider allowing children to learn how to mean (Halliday, 1975) as they construct parallel text (Goodman, 1996) to make sense of the text they are beginning to read (Goodman, Flurkey & Goodman, 2007). A potential/

essential byproduct of embracing these findings within the classroom is supporting a sense of ownership for the reader.

Finally, while a sense of ownership for language learners is a very important element across the expressive and receptive modes of communication, this attribute seems to be more apparent within the area of writing where voice and choice remain celebrated features of the writing workshop (Calkins, 1986; Fletcher & Portalupi, 2001; Graves, 1983; Meyer, 2010; Ray & Laminack, 2001). Supporting the learner's sense of voice while granting her choice in what to read and what to write gives her a sense of ownership and expertise. Furthermore, these readers and writers are more likely to feel "the power, prestige, and agency that expertise carries" (Meyer, 2010, p. 176).

Language learning is meaning making. Goodman (1986) believes that schools "frequently isolate language from its meaningful functional use. Then they change language into non-language" (p. 20). He continues to explain that "only in the social context of language usage does it have a meaning potential for the learner, and only in such context is it language and easy to learn" (p. 20). Earlier, Halliday (1975) found that

> a child who is learning his first language is learning how to mean; in this perspective, the linguistic system is to be seen as a semantic potential. It is a range of possible meanings; together with the means whereby these meanings are realized, or expressed. (p. 8)

Both of these thoughts have important implications regarding pending pedagogy and curriculum design. This is particularly important when establishing educational policy (i.e., reauthorization of the Elementary and Secondary Education Act). As Goodman (1986) reminds us, "from the very earliest beginnings, language is inseparably related in the child's

mind to sensibility. If we turn it into nonsense, then it is not easy to learn but hard" (1986, p. 20). Frank Smith (1986) is in agreement when he writes

> Preschool children's ideas about literacy are never nonsensical. The ideas always make sense, to the child at least; the ideas are always reasonable possibilities. It is not until they get to school that children ever get the idea that reading and writing might not make sense. And it is not until they get to school that they are confronted with examples of written language and with reading and writing activities that are sheer nonsense. Before children get to school their natural tendency is to ignore nonsense. How can you learn from something you do not understand? At school they are often tested to find out what confuses them, and the instruction then concentrates upon that. (p. 36)

Conditions for learning. Brian Cambourne (2003) describes his ongoing research as observing the natural learning of children by sitting in classrooms and watching their interactions with their teacher and other children. His initial research began in an effort "to identify the conditions that supported oral language acquisition" (Cambourne, 1995, p. 184). These data led him to identify "a set of conditions that always seem to be present when language is learned" (p. 184). They have come to be known as Cambourne's condition of learning (Cambourne, 1988, 1995, 2003)

One study by Cambourne and Turbill (1991) began in 1982 with a team of researchers from the University of Wollongong, Australia who observed the writing of children from seven kindergarten classrooms. The study expanded shortly after that to include children in other classrooms from kindergarten through sixth grade. However, many of the examples describe writing done by kindergarten children that is similar in process and product to

writing done by the children in my study. As reported by Cambourne and Turbill (1991), after examining characteristics that were common among all of the kindergarten classrooms, "a set of conditions began to emerge which were characteristic of all classrooms in varying degrees. Subsequent classroom observations since 1982 have supported this model" (p. 6) as outlined below.

The conditions identified below, and presented in Figure 1, "are particular states of being (doing, behaving, creating), as well as being a set if indispensable circumstances that that co-occur and are synergistic in the sense that they both affect and are affected by each other" (Cambourne, 1995, p. 184). They also served as guiding pedagogical and curricular framework in my kindergarten classroom.

Immersion. This refers to the condition of a learner being totally surrounded and constantly saturated within the learning event (that which is being learned).

Demonstration. Cambourne's explanation (1995. p. 185) succinctly describes this condition as "the ability to observe (see, hear, witness, experience, feel, study, explore) actions and artifacts. All learning begins with a demonstration of some action or artifact."

Engagement. This condition "has overtone of attention; learning is unlikely if learners do not attend to demonstrations in which they are immersed" (Cambourne, 1995, p. 185). Cambourne (see Figure 1 below) further believes that engagement is more likely to occur when the learner perceives that she is capable of owning or using the knowledge or skill to be learned, that engagement in the process will be advantageous to her life, and that no harm will come to the learner during the process (particularly if her attempts are not initially deemed successful). This engagement is further enhanced when the learning respects and trusts her teacher(s) (B. Cambourne, personal communication, December 21, 2010).

Expectations. These are the "messages that significant others communicate to learners. They are also subtle and powerful coercers of behavior" that clearly signify to learners that they are capable of learning and doing. In addition, learners "are not given any expectation that it is 'too difficult' or that they might fail" (Cambourne, 1995, p. 185).

Responsibility. As a condition for learning, the sense of taking responsibility is about allowing learners to become responsible for the learning choices that they make. As most natural learning situations are not reconstructed to present the new learning in a hierarchy of simplest to most complex, learners are naturally given the choice of what to engage with next. Fortunately, language demonstrations "(a) are always in a context that supports the meanings being transacted; (b) always serve a relevant purpose; (c) are usually wholes of language; and (d) are rarely (if ever) arranged according to some predetermined sequence" (Cambourne, 1995, p. 185).

Approximations. The most compelling example of this condition is the manner in which parents honor and accept their child's growing expertise with oral expression. As noted above, this condition explains and honors the invention-convention sense of language learning whether it is oral or written.

Employment. Learners need the opportunity of time and use to practice their learning in order to gain conventional control over their new forms of language or other cultural understandings.

Response. This condition reflects the importance of the feedback that learners get from their teachers, or significant others, as they employ and practice their new learning. Very often, this exchange includes gentle reminders of missing bits from the learner's approximations. Cambourne (1995) best explains this interaction when he explains

> It's as if the parent intuitively understands the importance of responsibility, and says to herself/himself: "I've no way of deciding which aspect of this learner's approximation is in need of adjustment just now. Therefore I'll demonstrate the conventional version of what I think was intended and leave the responsibility for deciding what is salient in this demonstration to the learner." (Cambourne, 1995, p. 186)

The conditions of learning have been an important element in my classroom for over twenty years and served as a framework for learning within our kindergarten. As will be outlined in the conceptual framework below, I propose using the conditions of learning to analyze the classroom support for literacy learning. Figure 1 below offers a graphic representation of this model.

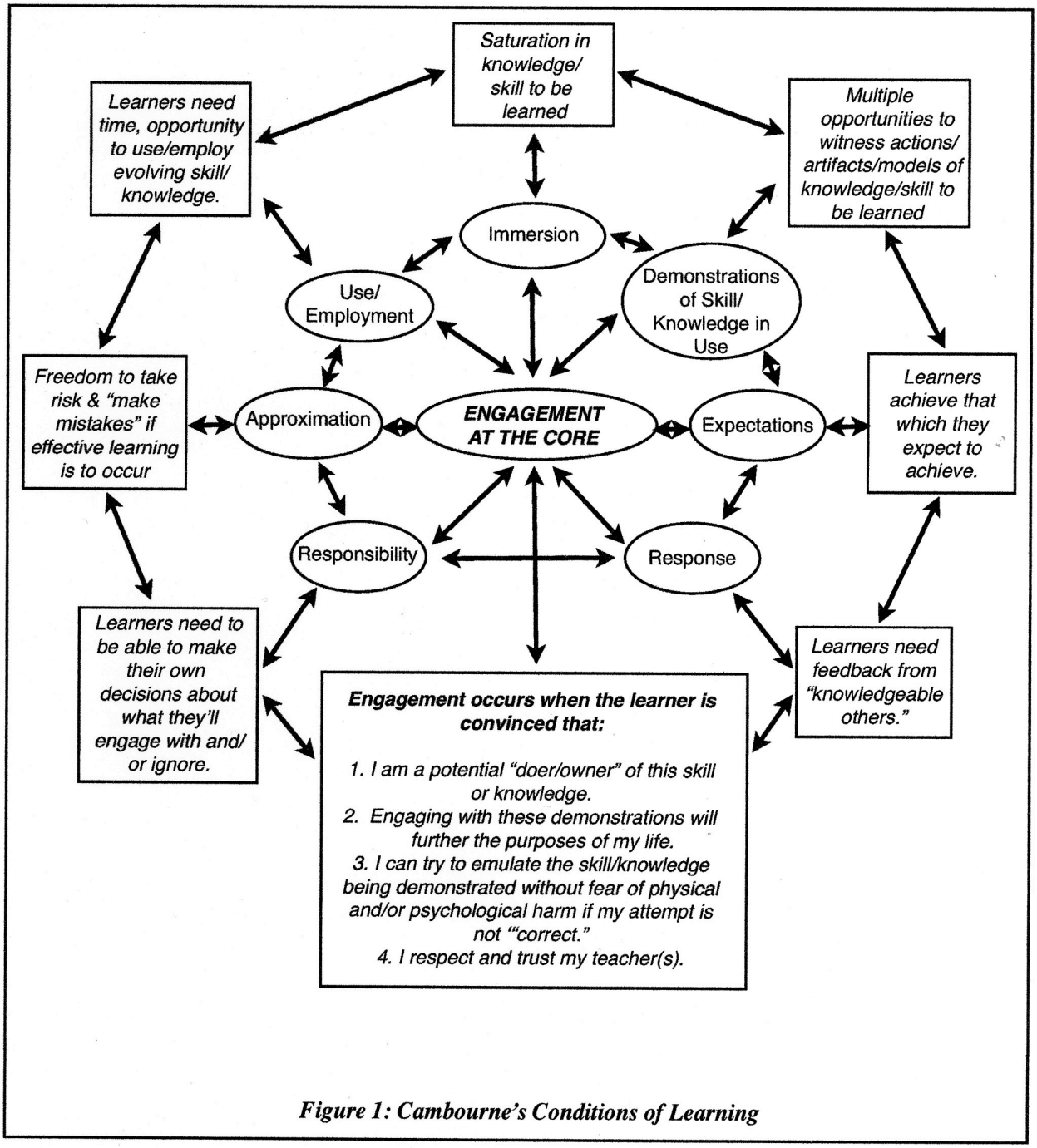


Figure 1: Cambourne's Conditions of Learning

Figure 1 graphically presents the recursive nature of the conditions of learning. This figure was reconstructed from a yet to be published chapter by Brian Cambourne (personal communication, 2011). Permission to use this graphic here was granted by B. Cambourne.

A theory of language that supports whole language kindergarten practice. Language is a human invention intended for human use (Smith, 1973). Such use includes "thinking, learning, and communicating" (Goodman, 1996, p. 21). The *form* which language takes within a kindergarten classroom, and elsewhere, is dependent upon "the *functions* it serves and the situations in which it occurs" (Goodman, 1996, p. 21).

> A *genre,* whether written or oral or both, is a language form that develops within recurring social-cultural situations to meet the constraints of the speech acts or literacy events that commonly occur in those contexts. The aspects common to a particular genre include the circumstances and settings, the participants and their relationships, and the language constraints imposed by the situations. (Goodman, 1996, p. 21)

A common literacy event and speech act in my kindergarten classroom each fall involved the children deciding to use the readily available paper and clipboards to make lists. Very often, the children walked around the room asking classmates if they would like to come to their birthday party. Therefore, making these lists served as a *form* of language representation with a clear *function* of keeping track of potential birthday invitees. As can be imagined, it may have also serve an additional *function* of forming lists of potential friendships. The *language constraints* imposed by this event (i.e., finding the tools needed to record the list, asking children if they want to come to a birthday party, writing/copying names onto the paper, and sometimes erasing some names as relationships evolved) are consistent with a *genre* of making and using lists for social events that is practiced by adults as well. These examples are forms of language that could be considered to be authentic as they occur within social-cultural contexts (Goodman, 1996; Edelsky, 2006; Halliday, 1975; Vygotsky, 1986). In addition,

> every authentic literacy event or speech act takes place within a genre, a social pattern created to serve a particular function and set of purposes. All literacy events and speech acts share the basic characteristics of language: field, mode and tenor. (Goodman, 1996, p. 27).

Authenticity of literacy events and speech acts depend upon situational context. "Literacies are historically and culturally defined social practices. According to social practice scholars . . . literacy is what it *is* by virtue of how it is *used* in social life" (Edelsky, 2006, p. 111). Therefore, literacy exercises (activities/assignments) that are removed from such context would not be considered to be authentic literacy events or speech acts. The intent of my study will be to examine literacy events and speech acts within classroom contexts where language use by the children is as natural/authentic as possible. This is why most of the data was collected during a situational context within my classroom that the children regarded as free choice; which they simply called "playtime" (see the section below about the relationship between learning and play).

According to Halliday (1975), situational context "is characterized by a particular semiotic structure" . . . that can be "interpreted on three dimensions: in terms of the ongoing activity (field), the role relationships involved (tenor), and the symbolic or rhetorical channel (mode)" (pp. 130-131). Halliday describes these as "the environmental determinants of text" (p. 131) where

> given an adequate specification of the situation in terms of field, tenor and mode, we ought to be able to make certain predictions about the linguistic properties of the text that is associated with it: that is, about the register, the configuration of semantic options that typically feature in this environment, and hence also about the grammar and vocabulary,

> which are the realization of the semantic options. The participants in the situation themselves make just such predictions. It is one of the features of the social system, as a semiotic system, that the members can and do make significant predictions about the meanings that are being exchanged, predictions which depend on their interpretation of the semiotics of the situation type in which they find themselves. This is an important aspect of the potential of the system. (Halliday, 1975, p. 131)

The significance of this potential is that it allows language users to take advantage of the predictability of field, tenor, and mode, which they apply to understand "the semiotics of the situation, which we are using to describe the systematic way with the semantic system. This is not, of course, a coincidence. The semantic system evolved, we assume, operationally, as a form of symbolic interaction in social contexts; so there is every reason that it should reflect the structure of such contexts in its own internal organization" (Halliday, 1975, pp. 131-132). All of this supports the meaning making opportunities for language users "through the medium of the lexicogrammatical system; and hence, there is a systematic, though indirect, link between grammatical structure and the social context. This is the central feature of the environment in which a child learns language" (Halliday, 1975, p. 134). This environment must be meaningful in order to be considered an authentic learning situation for any language user. When "we meet texts or fragments of text out of context – decontextualized language – we can neither comprehend nor learn to control the genre" (Goodman, 1996, p. 28). Therefore, it would seem that maintaining a natural situational context for children would be most supportive for them during their literacy growth. It also suggest that natural situational context would support thought process for children. According to Vygotsky (1986)

> thought development is determined by language, i.e., by the linguistic tools of thought and by the sociocultural experience of the child. Essentially, the development of inner speech depends on outside factors; the development of logic in the child, as Piaget's studies have shown, is a direct function of his socialized speech. The child's intellectual growth is contingent on his mastering the social means of thought, that is, language. (p. 94)

All language is systematic and relies upon symbols in order to communicate. In addition, "every dialect of every language has register and grammar. People who speak differently are not deficient in any linguistic sense" (Goodman, 1986, p. 27). These teachers also know that

> Language is language only when it's whole. Whole text, connected discourse in the context of some speech, or literacy event, is really the minimal functional unit, the barest whole that makes sense. When teachers and pupils look at words, phrases, sentences, they do so always in the context of whole, real language texts that are part of real language experiences of children. (Goodman, 1986, pp 27-28)

It would be fair to suggest that this is probably the central theory of whole language. "Whole language teachers know, when they work with language that is whole and sensible, that all the parts will be in proper perspective and learning will be easy" (Goodman, 1986, p. 28).

Reading as language. This theory of language similarly supports a whole language perspective on reading text as well. As noted above, Cambourne (1988) believes that oral and written expressions "are only superficially different" (p. 29) and serve "the same vital human function – the mind's effort to create meaning" (p. 29). Using language strategies that are similar to those used when listening, readers use syntactic, semantic/pragmatic, and graphophonic cues in a holistic, recursive manner as they transact with text. They do this not to simply read the

words, but in order to make sense of printed language. During their transaction with textual language, all readers use the same reading strategies. These include: initiating, sampling, and selecting text to determine meaning; predicting and inferring what may come next based upon what they have already read and the knowledge they brought to the reading; confirming, disconfirming, and correcting their understanding where necessary; integrating their prior knowledge with information that is being provided by the author, and terminating (choosing to end their reading at any time). This listing may suggest a sequence or fixed order when employing these reading strategies, but this is not the case. These strategies are recursive in nature and may occur in any order as they support the meaning making efforts of the reader. For more information about cueing systems and reading strategies, see: R. Davenport, 2002; D. Goodman, 1999; K. Goodman, 1996; Y. Goodman, Watson, & Burke, 1996; Y. Goodman, Watson, & Burke, 2005; and Weaver, 2002.

Much of this perspective is informed by research in psycholinguistics and sociopsycholinguistics. Psycholinguistics is the study of "how people develop and make sense of language, including reading" (Smith & Goodman, 2008, p. 62). Smith and Goodman (2008) agree that "the teaching of reading should be informed by psycholinguistic knowledge, although the teaching of reading to any child or any group of children involves much more than psycholinguistics alone can provide" (p. 62). The importance of linguistic analysis is the development of "the notion of two levels of language, a physical surface structure of sound waves in the air or marks on the contrasting surface, and a deep structure of meaning" (Goodman & Smith, 2008, p. 63). These two levels interact in a complicated system that we call grammar. Grammar is not sufficient in itself and must be supported by the language user's sense of the world to include its intensions (Goodman & Smith, 2008). While psycholinguistics usually

focuses on the individual's learning and understanding of language, sociopsycholinguistics includes the social circumstances and influences that surround the language learner. The latter is more likely to provide a more inclusive explanation of the reading process for teachers, particularly those performing a miscue analysis after conducting a reading miscue inventory with a learner.

The reading miscue inventory and analysis. The reading miscue inventory and analysis (K. Goodman, 1996; Y. Goodman, Watson, & Burke, 2005; Weaver, 2002) is based upon Ken Goodman's taxonomy of miscues. The taxonomy was a product of research about the reading process that Goodman began during the 1960s (Goodman, 1965, 1973, & 1976) and is based upon a transactional sociopsycholinguistic view of reading and writing (Goodman, 1994 & 1996). Influenced by the work of Rosenblatt (1981) and Halliday (1975), and his own research, Goodman "became convinced that studying *reading as language* would reveal a good deal about the process" (Goodman, 1996, p. 4). What most often caught his attention during this research were the miscues that readers made.

> Miscues are points in oral reading where the *observed response* (OR) doesn't match the *expected response* (ER). Miscues provide windows on the reading process, because they show the reader attempting to make sense of the text. They reveal as much about the reader's strengths as they do about weaknesses. (Goodman, 1996, p. 50)

As Debra Goodman (1999) simply explains, "Ken Goodman (1996) coined the term 'miscue' to describe the times when a child's oral reading differs from our expectations of a reader's response to the printed text" (p. 7). The word miscue seemed to have fewer negative connotations than the terms usually used to describe these occasions, such as "mistake" or "error." In addition, the latter terms suggest that the goal for good readers is to not make miscues

as they read. In fact, the current, most common description for reading fluency includes accuracy of reading words as one of the expectations. However, as thousands of reading miscue analysis studies clearly indicate, (Brown, K. Goodman, & Marek, 1996) all readers make miscues during their reading. Eye movement research (Duckett, 2002; Paulson & Freeman, 2003) confirms that readers will miscue on words during their oral reading even when their eyes clearly focus on the word in question. The important implications from all of this research is that proficient readers construct meaning from text by making predictions, drawing inference, etc. that is based more on the deeper language structures that are initiated from syntactic and semantic cues rather than from an accurate reproduction of the surface features of the text. Reading miscue analysis (K. Goodman, 1996; Y. Goodman, Watson, & Burke, 1996; Y. Goodman, Watson, & Burke, 2005; and Weaver, 2002) is used by teachers and researchers to provide a "window on the reading process" (K. Goodman, 1973/2003, p. 108). Reading miscue analysis will be used in this study to help answer the second research question: What are the literacy patterns displayed by children learning to read in this whole language kindergarten classroom?

Pedagogy in a whole language kindergarten classroom. In *A Metaphor for Teaching*, Lucy Calkins (1991, p. 206) describes a time in the late 1980s when she took her newborn son, Miles, to their lakeside cabin near Traverse Bay in Michigan. She writes about lying in the hammock and telling Miles about the days ahead when they would pick blackberries in the woods along the Indian trail and later catch the wind just right to sail around Fox Island. She thought afterward that what she was doing that day "was a metaphor for what we as teachers of reading and writing do. I was inviting Miles to share a world and ways of living in that world." Further along in her story, and after the addition of her son, Evan, Lucy realizes it doesn't matter if they catch the wind just right and "that my boys will teach me about making sand castles for

little toads, and about using the extra lump of pie dough to make tiny blackberry tarts." She decided that the real metaphor for our teaching is, "if we listen well, our youngsters will invite us to share a world and ways of living in that world" (p. 206).

What Calkins is describing is a child-centered view of teaching where the classroom teacher's attention is focused on the needs of the child rather than the child's relative ability to meet the expectations of the teacher, the school, or other arbitrarily imposed standards (for example, those standards related with No Child Left Behind, Race To The Top, or Common Core Standards). Whole language teachers are child-centered, kidwatchers who effectively use their observations to inform their practice. This perspective also defines the whole language practitioner's sense of formative assessment as being a respectful understanding of a child's learning and language. This sense of language and learning is also "matched by respect for and understanding of teaching," a respect that "must be earned by professional conduct" (Goodman, 1986, p. 28). Such understandings are best developed when teachers focus "on teaching and learning from the child's point of view" . . . "on what children can do and not on what they can't do" (Taylor, 1993, p. 4). Taylor warns educators that "we consistently *underestimate* the enormous potential of children to participate in the construction of their own learning environments" and calls on teachers to

> shift the focus of attention away from reductionist research and synthetic methods of instruction and towards the consideration of literacy learning that takes place when children are given the opportunity to participate actively in the reinvention of both the forms and functions of written language. (Taylor, 1993, p. 3)

Much of this learning is possible for children without direct intervention by a teacher as long as the condition for learning are in place (Cambourne, 1988, 1995; Cambourne & Turbill, 1987). In

particular, the learner must be convinced the she is a potential "doer or performer" of the demonstration she is observing, certain that engagement with the demonstrations will be advantageous for her, and that she will remain free from harm (physically or psychologically) if her attempts are not completely successful or correct (Cambourne, 1988, p. 33). Therefore, whole language teachers attempt to "create appropriate social settings and interaction, and to influence the rate and direction of personal learning" while establishing a learning environment that will "guide, support, monitor, encourage, and facilitate learning," but not try to control it (Goodman, 1986, p. 29). Taylor (1993) adds that, "our tasks as social scientists is to try to understand the complexity of the literacy behaviors of young children" (p. 33). She further explains that

> our task as educators is to use these understandings to support and enhance children's learning opportunities, guiding them in both direct and indirect ways as they develop *personal* understandings of literacy that are both socially constructed and individually situated in the practical accomplishments of their everyday lives. (p. 33)

As noted throughout this paper, Lev Vygotsky (1978 & 1986) has contributed greatly to the scientific body of knowledge that informs whole language pedagogy. Most notably, perhaps, is his sense of the teacher as mediator in support of "human-environment interaction to the use of signs as well as tools" (Cole & Scribner, 1978, p. 7). Cole and Scribner continue to explain that

> like tool systems, sign systems (language, writing, number systems) are created by societies over the course of human history and change with the form of society and the level of its cultural development. Vygotsky believed that the internalization of culturally produced sign systems brings about behavioral transformations and forms the bridge between early and later forms of individual development. (Cole & Scribner, 1978, p. 7)

Critical to the understanding of this development, and the manner in which teachers may support their students, is an understanding of what Vygotsky calls the zone of proximal development, which helps to explain the role of teachers as they not only support "the general relationship between learning and development," but also "the specific features of this relationship when children reach school age" (Vygotsky, 1978, p. 84). In essence, this zone is the *"distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers"* (p. 86, emphasis in the original). Vygotsky believed that "what a child can do with assistance today she will be able to do by herself tomorrow" (1978, p. 87). Whole language teachers use careful observations, which Yetta Goodman (1996, p. 214) calls *kidwatching,* to determine the individual needs of children. They then use this formative assessment to support the child's learning within her individual zone of proximal development. Please see the section below regarding the relationship between play and learning for additional discussion about Vygotsky and the zone of proximal development during play.

Whole language teachers rely on scientific research to better understand their role as educators. In addition, as professional educators, they continually update their knowledge about language theory, learning, curriculum design and effective teaching methods (Goodman, 1986; Goodman, Bird, & Goodman, 1991). This sense of profession conduct is consistent with those outlined by the National Board for Professional Teaching Standards (NBPTS). The NBPTS (2002) lists what teachers should know and be able to do with the following five core propositions:

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.

3. Teachers are responsible for managing and monitoring student learning.

4. Teachers think systematically about their practice and learn from experience.

5. Teachers are members of learning communities. (NBPTS, 2002, pp. 3-4)

Ken Goodman wrote A Declaration of Professional Conscience for Teachers in 1990. It was fittingly featured on the inside cover of *The Whole Language Catalog* (Goodman, Bird, & Goodman, 1991) were it seemingly anchors all the classic, whole language expressions of wisdom within this important book with an understanding that none of the contents of the book will make a positive difference for children if we are not in agreement with the basic premises of the declaration. Goodman updated his declaration twenty years later by adding a brief note at the bottom about the changes and consistencies during the past two decades (Goodman, 1990/2010). Then, as now, "only teachers can make a difference in the education children experience" (Goodman, 1990/2010). Much like Cambourne's conditions for learning (1988), my appreciation of A Declaration of Professional Conscience for Teachers guided my practice during my kindergarten years and, in particular, during the year when this study took place (see the Appendix E for the full text of A Declaration of Professional Conscience for Teachers).

A language-centered view of curriculum in a whole language kindergarten. As noted above in the basic tenets of whole language, learning opportunities within classrooms are always presented to children within the context of a meaningful whole. Goodman (1986) explains that

> language is language only when it's whole. Whole text, connected discourse in the context of some speech or literacy event, is really the minimal functional unit, the barest whole that makes sense. When teachers and pupil look at words, phrases, sentences, they do so always in the context of whole, real language texts that are part of real language experiences of children. (pp. 27-28)

Therefore, curriculum considerations in whole language classroom always include opportunities within meaningful contexts to integrate the language processes of reading, writing, listening and speaking throughout the day. Such integration not only allows for the "expansion of effectiveness and efficiency in language" but also the "expansion of knowledge and understanding of the world in each individual child" (Goodman, 1986, p. 30). Goodman (1986) also calls for an authentic curriculum that allows for choice, ownership, and relevance for the learner. In addition, whole language practitioners use the concept of *language across the curriculum* (Goodman, 1986) to allow children many opportunities to naturally learn language as they learn through language use while learning more about language and how it works (Halliday, 1984). This is often done when curriculum content is organized within thematic units around topics or essential questions (Goodman, 1986; Wiggins & McTighe, 2005). Such arrangements facilitate the natural curiosity of children within an inquiry-based framework that allows children choice, ownership, and relevance as they explore avenues in order to answer their own questions and to make sense of their world (Egawa, 1996; Lindfors, 1999; Short, Harste, & Burke, 1996). Kidwatching is an important part of this framework as "it holds it together and pushes it forward into new and often unexplored territory" (O'Keefe, 1996). This curriculum design is also consistent with the joint International Reading Association (IRA) and National Association for the Education of Young Children (NAEYC) position statement of developmentally appropriate practice, which includes the sense that "children are active learners, drawing on direct social and physical experience as well as culturally transmitted knowledge to construct their own understanding of the world around them" (Bredekamp & Copple, 1997, p. 13).

My kindergarten classroom, the site for this research study, used a modified inquiry approach to literacy development where the voice and choice of each child was honored as

greatly as possible within the range of expectations and limitations imposed by New York State curriculum standards. Unfortunately, teacher control over curriculum decisions has declined during the years of No Child Left Behind legislation and accompanying mandates for state education standards. This may become even more complicated with the recent adoption of the Common Core Curriculum across the country.

My modified inquiry approach to literacy development was based upon Margaret Mooney's design within her book, *Reading, To, With, and By Children* (1990). The to, with, and by refers to reading aloud to children (as a whole group, within small groups, or individually), with children (within similar groupings), and reading done individual by children (to themselves, to their teacher or another friend, or to various size groups). The same structure was used each day with children's writing. Mooney explains that "whatever approach is used, it should be seen as a means of making meaning accessible to the children and of developing self-motivated and independent readers" (1990, p. 18). This approach was used with our writing as well. The logistics of these literacy activities will be described in the conceptual framework section below as well.

There have been many articles and books written about education that describe kindergarten curriculum practices, that are consistent with the tenets of whole language, and have influenced the curriculum design of my kindergarten. In addition to Mooney's design, there are three other's that have had the greatest influence on my curriculum decision making. These are: *Coping With Chaos,* by Brian Cambourne and Jan Turbill; *Joyful Learning: A Whole Language Kindergarten* by Bobbi Fisher; and *A Child's Work: The Importance of Fantasy Play* by Vivian Gussin Paley. I briefly describe here their individual relevance to me.

As noted above, I had developed an appreciation of Brian Cambourne's Conditions of Learning during my years of teaching third grade. I purchased and read *Coping With Chaos* while still at that grade level and appreciated his, and Jan Turbill's, description of the behaviors exhibited by beginning writers, some of whom were members of my third grade classroom family each year. I also enjoyed their description of the literacy activities that younger children participated within the classrooms that they observed and how they were related to the research of Jerome Bruner and Donald Graves. This book continued to inform my practice when I made my move to kindergarten and was able to make direct connections to their discussions about younger children using environmental print and the random use of letters with their beginning writing pieces. I also appreciated their description of a process-oriented classroom where process was as important as content in a curricular sense and how a process-oriented classroom "orchestrate the development of certain types of learning behaviours, which emerge as children attempt to solve the written language puzzle" (Cambourne & Turbill, 1991, p. 29). They referred to these learning behaviors as "'coping strategies' – strategies which children develop and control for themselves as they grapple with that part of the written language puzzle they are attempting to learn at that particular moment" (p. 29). This is similar to Peter Duckett's description of a "working reader" as one who is using various strategies to make sense of text (personal correspondence). As Cambourne and Turbill (1991) write, "the relationship between the social setting and coping behaviors of the children is consistent with many theories stemming from many branches of linguistics and psychology" and

> these theories assert that settings exert an influence on the way people behave and use language when they choose to participate in them (or find themselves in them) and that

> there are particular settings with clearly defined characteristics within which behavior and language can be predicted with a great deal of accuracy. (p. 30)

The predictability of behavior and language use is influenced by the constraints associated with the literacy event at hand. The authors believe that the implications for these predictable relationships enable teachers to organize their classroom around the Conditions of Learning to allow their learners to employ the coping strategies to solve the puzzle of written language. This in turn may lead to them to "learning about the relationships/concepts/knowledge necessary to operate the written form of the language" (Cambourne & Turbill, 1991, p. 33). Therefore, rather than having whole language kindergarten classrooms being criticized as confusing, unstructured, or chaotic, "it can be argued that they are orderly, theoretically predictable settings, in which behaviour is governed by certain principles which have been theoretically derived" (pp. 33-34).

Bobbi Fisher (1991) was one of the first kindergarten teachers to write about what theory looked like in practice. Among many others, she writes about and credits the following with informing her practice: Bissex, 1980; Cambourne, 1988; Clay, 1979; Goodman, 1986; Graves, 1983; Harste, Woodward, & Burke, 1985; Halliday, M. K., 1975; Holdaway, 1979; Meek, M., 1982; Paley, V., 1988; Piaget, 1962; Smith, F. 1988; and Vygotsky, L. 1986. In addition to many examples of her honoring the developmentally appropriate work and expressions of children, Bobbi Fisher gave kindergarten teachers a framework to follow while bringing natural literacy practices into their classrooms. Her beliefs were based upon whole language theory that was coupled with her personal experience. They can be summarized as:

- Children learn naturally.
- Children know a lot about literacy before kindergarten.
- All children can learn.

- Children learn best when learning is kept whole, meaningful, interesting, and functional.
- Children learn best when they make their own choices.
- Children learn best as a community of learners in a noncompetitive environment.
- Children learn best by talking and doing in a social context. (Fisher, 1991, p. 3)

Although I was familiar with the work of Vivian Gussin Paley prior to my assignment to kindergarten in 2001, I did not read many of her exquisite accounts of her classroom literacy events until after I began my six year journey with kindergarten children. Now, much like the copies of her earlier works, her 2004 publication about the importance of fantasy play is filled with post-it notes marking the important pages where I must return to read and savor again the expressions of wisdom from her. Written during the aftermath of the 9/11/01 terrorist attacks on the United States, Paley relates the thinking of one preschool director who wonders if increased tension following 9/11 has generated children who are less prepared to being school. The director suggested that they might be "on safer ground with a somewhat academic curriculum. It's more dependable" (Paley, 2004, p. 7). Paley disagrees.

> There is no activity for which young children are better prepared than fantasy play. Nothing is more dependable and risk-free and the dangers are only pretend. What we are in danger of doing is delegitimizing mankind's oldest and best-used learning tool. (Paley, 2004, p. 8)

It would seem appropriate that this thought from Vivian Gussin Paley, about the importance of play as a legitimate part of the school curriculum, serves as an introduction to the final section of this review of the literature.

The Relationship Between Play and Learning

While it is likely that the relative importance of play and its relationship with learning during childhood has been a topic of discussion for different cultures around the world since the beginning of humankind, the first recorded thoughts were made over 2000 years ago when Plato (427-347 BC) stated, "the future builder must play at building . . . and those who have the care of their education should provide them when young with mimic tools" (Lascarides & Hinitz, 2002, p. 10). Although little is known about the nature of children's learning through play this long ago, it would be fair to speculate from Plato's comment that much of it involved imitation of the daily activities played out by the adults in their world.

According to a historical overview by Johnson, Christie, and Yawkey (1999) and Sluss (2005), other noted scholars who continue to influence current thinking about play and learning include: Johann Amos Comenius (1592-1670), John Locke (1632-1704), Jean-Jacques Rousseau (1712-1778), Johann Heinrich Pestalozzi (1746-1827), and Fredrich Froebel (1782-1852). Comenius thought that children are innately curious and that they should be given materials and opportunity with which to play and explore freely. Locke endorsed a tabula rasa sense about children and felt that they could learn various concepts by playing with the toys that adults provided. Rousseau believed in the basic goodness of children and that they would naturally become knowledgeable if they were allowed to learn by doing. He also felt that play would benefit children and cautioned against forcing them to advance too quickly. Like Rousseau, Pestalozzi advocated that children should be free to play with their world in order to explore and develop their own conclusion. In addition, he is also credited with building upon the theories of Locke and Rousseau to become one of the first to develop his theory into practice. Froeble built on the work of Rousseau and Pestalozzi to become best known for his support of play as being

not simply an important part of the curriculum, but as the way children best learn. Froeble (1826/1902) believed that:

> The mind grows by self revelation. In play the child ascertains what he can do, discovers his possibilities of will and thought by exerting his power spontaneously. In work he follows a task prescribed for him by another, and doesn't reveal his own proclivities and inclinations; but another's. In play he reveals his own original power. (p. 233)

John Dewey (1859-1952) also promoted the importance of play in classrooms. His thinking and research about children's hands-on learning, the project approach and cooperative groupings was consistent with the active learning views promoted by other play theorists. He believed that play was an essential recurring cycle of learning that children employed to learn more about their world and themselves. Rather than seeing a distinction between work and play, Dewey (1916) believed that learning was best when they were combined. He wrote that, "in their intrinsic meaning, play and industry are by no means so antithetical to one another as is often assumed" (p. 202). This support of play is consistent with the thinking at the time of Edmund Burke Huey. After dismissing the need to know the names and sounds of letters in order to learn to read, Huey (1908/1968) agreed that there are useful reason to learn the alphabet, "but let him do it only in his play, and as it interests him" (p. 313).

One hundred years of play research. Brian Sutton-Smith (1983) found references to 739 articles and books related to play research that was published during the previous one hundred years. This count did even not include literature regarding games, sports, and leisure activities. Nor did it count any foreign or unpublished resources. As might be expected, Sutton-Smith found that publications of play related research increased during all decades excepting a slight dip during the 1940's war years. He noted over 500 publications in the time period

between 1950 and 1980. Sutton-Smith wrote that his "brief review make clear that an enthusiasm for play research is upon us; that the gradual rehabilitation of this subject matter . . . has finally given rise to a more main-stream interest in play" (1983, p. 15). Therefore, it seems reasonable to assume that this publication pace has continued during the past 30 years.

Although a great number of scholars and researchers during the past 60 years have confirmed the importance of play for children's social, emotional, physical, and intellectual development, the theories and research of Jean Piaget (1896-1980) and Lev Vygotsky (1896-1934) are often cited for the connection they make between children's play and cognitive development. A review of the literature by Roskos and Christie (2001) suggests that the theories of Piaget and Vygotsky continue "to generate interest in cognitive connections between play and literacy, but to a lesser extent than during the preceding decade" (p. 62).

The research and theories of Jean Piaget. Piaget (1962) regarded symbolic play as the ultimate assimilation of reality to ego by helping children make sense of the objects and activities that surround them. He felt that such imaginative play helped the child to adapt to the social world of adults.

> It is indispensable to his affective and intellectual equilibrium, therefore, that he have available to him an area of activity whose motivation is not adaptation to reality but, on the contrary, assimilation of reality to the self, without coercion or sanctions. Such an area is play, which transforms reality by assimilation to the needs of the self. (Piaget & Inhelder, 1969, p. 58)

Piaget believed that children's cognitive development was facilitated by the interacting relationship between assimilation and accommodation. Assimilation is the child's natural ability to process those interactions with his environment that are consistent with his current schema, or

worldview. Accommodation is the process that the child goes through to reconcile circumstances that he does not understand. Resolution of these circumstances through accommodation allows the child to progress to a new state of cognitive equilibrium. According to Piaget (1962), play provides children with disequilibrium and, therefore, many opportunities to interact with the elements in his environment in order to develop his knowledge, or worldview.

Piaget (1962) also believed that play not only stimulates cognitive development (learning), it also follows this development within the child. This would explain why his first three stages of play align with his first three stages of intellectual development. Some (Harste, Woodward, & Burke, 1984; Donaldson, 1978) question Piaget's "notion of 'centrism' to explain why children were not as flexible in their thinking as were their older and more logical peers" (Harste, et al., p. 65). They further explain that rather than cognitive ability being "a 'state' which transcends and affects any particular instance of thinking," Harste and his colleagues found that "experience affects the kinds and quality of thinking children are capable of doing; thinking ability, like language ability, is thus context dependent" (p. 66). Therefore, "children are at different 'cognitive stages' given their familiarity with the context of situation" (p. 66).

Piaget has been criticized for focusing more on thought processes than on children's feelings and social relationships. In addition, there are some who believe that his work was of questionable scientific value due to the fact that most of observations were done on his own children (Mooney, 2000). Others (Monighan-Nourot, Scales, Van Hoorn, & Almy, 1987) celebrate the fact that he "was the first researcher to develop a comprehensive theory of play based on observations of children in natural settings" (p. 22). He is often considered to be the

most influential of the cognitive development theorist who consider play to be an important path for the intellectual growth of children (Sluss, 2005).

The research and theories of Lev Vygotsky. Larson and Marsh (2005) write that "the work of Vygotsky (1962; 1978) has transformed our understanding of learning in early childhood, and language and literacy learning in particular" (p. 104). Although Vygotsky was born in the same year as Piaget and both were considered to be constructivists, they held different views regarding play and cognitive development. Piaget felt that learning did not take place during play, yet provided an opportunity to practice and become proficient with newly learned skills. Vygotsky (1978) believed children used play as an avenue for social and cultural learning and for the development of language as a social tool. He also believed that a great deal of learning occurs when children play. He wrote that

> play creates a zone of proximal development of the child. In play a child always behaves beyond his average age, above his daily behavior; in play it is as though he were a head taller than himself. As in the focus of a magnifying glass, play contains all developmental tendencies in a condensed form and is itself a major source of development. (p. 102)

Vygotsky (1978) also supported the thinking of Maria Montessori when he suggested "that writing be *taught* naturally" and "that the motor aspect of this activity can indeed be engaged in the course of children's play, and that writing should be 'cultivated" rather than 'imposed'" (p. 118). According to Elkind (2001), the "Montessori idea that play is the child's work has replaced the Freud/Piaget view that play and work are separate but complementary activities" (217). Such thinking is also supported by Paley (2004) who suggests that we also "call play the work of teachers as well" (p. 3). She continues to explain:

> If, as Lev Vygotsky, the Russian psychologist, informs us, children rise above their average behavior in play, let us pursue the ways in which their teachers might follow them up the ladder, starting at the first rung, which, as every child knows, is fantasy play. (p. 3)

"Play," writes Vygotsky (1978) "seems to be invented at the point when the child begins to experience unrealizable tendencies" (p. 93). In order to resolve this tension, "the preschool child enters an imaginary, illusory world in which the unrealizable desires can be realized, and this world is what we call play" (p. 93). Therefore, the child who wishes to fly is likely to pick up an object, or toy, and pretend to fly. Vygotsky believes that, as the child is no longer "constrained by the situation in which she finds herself" (p. 96), she is engaging in abstract thought. He explains, *"the child sees one thing but acts differently in relation to what he sees. Thus a condition is reached in which the child begins to act independently of what he sees"* (pp. 96-97, emphasis in original). This condition for learning (Cambourne, 1988; Cambourne & Turbill, 1991) is particularly significant within a zone of proximal development (Vygotsky, 1978).

This condition also creates a paradoxical circumstance where the child, after realizing "emancipation from situational constraints" of reality, is faced with demands "to act against immediate impulse. At every step the child is faced with a conflict between the rules of the game and what he would do it he could suddenly act spontaneously" (p. 99). During play, Vygotsky believes that children generally follow rules that they assume will govern the roles that they take on. "To carry out the rule is a source of pleasure. The rule wins because it is the strongest impulse" (pp. 99-100). Vygotsky summarizes his explanation of action and meaning in play by writing:

> In short, *play gives a child a new form of desires*. It teachers her to desire by relating her desires to a fictitious "I," to her role in the game and its rules. In this way a child's greatest achievements are possible in play, achievements that tomorrow will become her basic level of real action and morality. (p. 100)

Although Vygotsky wrote very little about the role of play in childhood development, the connection he makes between play and zone of proximal development is an important contribution to those looking for support of children's play in classrooms. In addition, as Langer and Marsh (2003) point out, "this conception of learning situates an individual within the concrete social context of learning and development and provides a unit of study that integrates the individual with the social environment (Moll, 1990)" (p. 105).

The past thirty years of examining the play-literacy and learning interface. As may be expected, the literature presented during the past 30 years regarding the role of play in the literacy development of young children is controversial and has led to conflicting positions among early childhood researchers and policy makers (Smith, 2007). "On the one hand, play has been held up as the child's way of learning, and as essential to development" (Smith, 2007, p. 4). This perspective would likely support the interactive, child-centered, constructivist approach to learning (Katz, 1999) which is also consistent with the psycholinguist and sociocultural models of literacy acquisition. "At the other extreme, play has been regarded as simply letting off excess energy, a time-wasting activity when there is nothing better to do" (Smith, 2007, p. 4). This position would be likely to support the academic, or instructivist, perspective (Katz, 1999) which is consistent with the autonomous model of literacy (Street, 1995). Of course, there is a range of positions regarding the importance of play for learning in early childhood which fall between these extremes. In particular, Pellegrini and Van Ryzin (2007) found that, although play may

serve an important role in the development of children, there is little empirical evidence to support play as being the best avenue to learning. Smith (2007) finds "that play is indeed important for learning in early childhood, but it is not the only route to do so" (p. 4).

On the other hand, Zigler, Singer, and Bishop-Josef (2004) support the critical importance of play by stating, "play has been found to contribute to development in several domains, including social, emotional, and . . . cognitive development, including literacy. Thus the current attack on play defies the evidence and appears to be misguided" (p. 9). In addition, research conducted by Owocki (1999) found that

> children become literate as they explore the *functions* and *features* of written language. A *function* is a reason, or a purpose, for using print. Exploration of function is a natural part of play because children need written language to support their play themes. They label things, record medical information, write in appointment books, read menus, use telephone books, order food, and take down restaurant orders. Play provides a natural and meaningful context for exploring the many functions of written language. A *feature* is a letter-sound relationship, a grammatical structure, or anything that has to do with the meaning of written language. Any time children write, read, or talk about sounds, spellings, or the meaning of words, they are exploring the features of written language. You can see how an exploration of function leads to an exploration of features. Once children have a reason to use print, they naturally explore its features. (p. 24-25)

A review of the literature conducted by Roskos and Christie (2001) examined the potential that play and literacy development within young children may also share a positive relationship. They performed their critical analysis on a set of 20 play-literacy studies which were published between 1992 and 2000. As there have been prior reviews during the past 20

years (Fein, 1981; Christie & Johnson, 1983; Pellegrini & Galda, 1993) they did not perform the typically technical evaluation of the studies, but focused more on "analyzing the definitions, explanations, and solutions put forth as conceptualizations and to challenge them, not only for what is said, but for what is not said" (p. 61). One conceptualization suggests that "an emergent literacy stance" found within more recent research "stretches the process of literacy development to include budding literacy-like behaviors (e.g., pretend reading) as legitimate and contributory and treats social contexts (e.g., bedtime reading) as important venues for exposing children to literacy knowledge and practices" (p. 60). They continue their discussion on the emergent literacy stance, noting that

> through this lens, children's early "hands-on" experiences with language and literacy in everyday social activities give rise to the internal mental processes that are needed to do the intellectual work of reading and writing activity. Play activity in particular affords these experiences, creating bold and subtle opportunities for children to use language in literate ways and to use literacy as they see it practiced. From an emergent perspective, therefore, the play-literacy interface grows more prominent and more significant, opening up new possibilities for investigating and understanding the interrelationships between these two very complex domains of activity. (p. 60)

Children's learning in natural settings. Piaget may have been the first (Monighan-Nourot, et al., 1987), but he was certainly not the last to move out of the laboratory setting to research children's literacy learning within the more natural social environments of home and school. Representational of this research model (and play theory in practice) is *A Case Study: The Garage* (Hall & Robinson, 2003; Hall, 1998). The kindergarten classroom involved in the case study was within a school that followed school-wide themes during each term. It was school

policy that "the socio-dramatic areas would be related and the theme for that term was 'transport'" (2003, p. 70). The teacher made the decision to use the area as a garage, a place that repaired vehicles. Part of her introduction to remaking the play area from a house into a garage was making a visit to a real garage that was in the neighborhood. As would be expected, the children greatly enjoyed their visit where they took careful notice of all of the equipment and layout of the space. The garage owner even let them take back a few small items (spark plugs, a fan belt, etc.) to use in their own garage.

After the trip the children and their teacher had a discussion about what they noticed. This conversation "reinforced a technical vocabulary appropriate to garage-related concepts" (p. 72). Following the discussion, the teacher suggested that they write a thank you letter to the owner. As the children were encouraged to write independently for a variety of purposes since the beginning of their school experience, the children were accustomed to "using writing for personal and authentic reasons and, as a consequence, none of the children were afraid of writing" (p. 71). In addition, the children were involved with writing activities within the context of the integrated day that included a number of curriculum activities happening in the classroom at the same time. The letters were willingly written by the children and eventually sent, unedited, to the garage.

The children were excited about beginning a new play space and some had even begun to build the garage when the teacher stopped them. She had just remembered that in order to build anything they had to have permission. When the children wanted to go and talk to the building principal, they learned that the permission needed to come from the Town Hall Planning Department. After a class discussion about what they needed to ask for, several children wrote letter to the Planning Department requesting permission to build their garage. The teacher had

already arranged for someone at the Planning Department to respond, which added to the sense of authenticity for the children.

Obviously, some of this process might become overwhelming and confusing for young children. While the experience added to their learning that life was more complicated than they might have thought, the authors comment that the "balance between the familiar and the novel experience is something with which teachers have to constantly juggle; getting the balance right is part of the skill of teaching" (p. 74). This thought is consistent with the sense of Vygotsky's zone of proximal development (1978).

The Planning Board sent an application form that was rather complex. While the children needed help reading the form, they were able to understand what was being asked (where is the building, how big will it be, etc.). Of course, forms usually ask for names and address, an important learning moment for all children. As the researchers note, "form filling within play provides a functional and meaningful activity which requires only the minimum of skill and does not take too long – an added bonus for the beginning writer" (p. 75). While the children were working with the forms and drawing pictures of what their garage and office might look like, they continued to have a discussion about their trip to the garage, what they saw there, and what they would need for their garage. As they began to make lists of what they would need, some of this done collaboratively while others worked alone. "Lists are often collections of single words and they do not need to be organized in any particular order" (p. 78). Creating such lists allows "less able writers to use their skills without getting frustrated" (p. 78).

The children seemed to be on their way to getting permission to build their garage when a letter arrived from Mrs. Robinson, a fictitious neighbor, who had heard about the building of their garage and wished to complain about it. This led to more discussion, some quite angry,

about how to resolve this matter. When the teacher asked about ways that might help Mrs. Robinson feel better about the project, "the children began to offer suggestions about being careful, working quietly, and explaining that things were only pretend" (p. 81). The reference to the garage not being real helped the group begin working on their letters in response to Mrs. Robinson.

After a couple of letter exchanges with Mrs. Robinson, the garage was built and the class was ready for a grand opening. Of course, such an event needed invitations, programs for the event, and name badges for important visitors. There was a minor incident during the grand opening when Mr. Pipe, the garage owner, had the cardboard car lift fall on him while he was looking around the garage. Although the incident was minor and quickly forgotten, the teacher used the opportunity to introduce the accident book that is used within the school. The children decided that they wanted their own accident book for their garage and entered the incident regarding Mr. Pipe.

Following the grand opening, the children began playing in the garage area. Although this retelling seems to indicate that there was considerable delay in reaching this point of play, it actually happened quite quickly. The children took turns playing in the garage area and "as with any socio-dramatic play area, individuals interpreted the play as they wished. They chose their roles and played out their ideas in many different ways" (p. 98). An important part of this play was the use of the literacy associated with these roles. Therefore, the proper supply of literacy materials was always available. Therefore, "all of the children had the chance to write within their roles and to practise the writing skills they were developing elsewhere in the classroom" (p. 98). While the researchers remind us "to remember that it is just pretend after all . . . it is just

pretend that makes this kind of play so powerful in allowing the confidence of some children to grow" (p. 98).

Crisis in kindergarten. A recent report (Miller & Almon, 2009), advocating the return of child-initiated play to kindergarten reiterates much of the foregoing discussion of the play-literacy literature, cites many of the same researchers and theorist, while introducing nine new studies and analyses which "focus on the role of play, child-initiated learning, highly structured curricula, and standardized testing. They all point to the same conclusion: kindergarten, long a beloved institution in American culture, is in serious trouble" (p. 17).

A sampling of their findings include reporting from 142 kindergarten teachers working in New York City and 112 kindergarten teachers from Los Angeles report that they devote most of their teaching time to teaching literacy and numeracy along with testing and test prep. They add that "play in all its forms, but especially open-ended child-initiated play, is now a minor activity, if not completely eliminated" (p. 18). This same group reports that children have 30 minutes or less or self-initiated playtime. Other teachers report that activities described as "choice time" or "center time" are truly "teacher-directed and involve little or no free play, imagination, or creativity" (p. 18). Teachers in both cities consistently reported that the curriculum did not incorporate play activities, that there was not time for them, and that "school administrators did not value them" (p. 19).

A research review by four eminent early childhood scholars found that "children need both unstructured free play and playful learning under the gentle guidance of adults to best prepare them for entrance into formal school" (p. 18).

A clinical report from The American Academy of Pediatrics concludes (in part) that "play is essential to development. … Play allows children to use their creativity while developing their

imaginations, dexterity, and physical, cognitive, and emotional strength" (p. 19). More benefits are described in the report.

New research from Jerome and Dorothy Singer, eminent play researchers from Yale University "concludes that make-believe play helps children '(a) expand vocabulary and link objects with actions, (b) develop object constancy, (c) form event schemas and scripts" along with other literacy skills (p. 19).

"Scripted teaching and other highly didactic types of curricula are widely used in kindergartens despite a lack of scientific evidence that they yield long-term gains" (p. 20).

Many other important findings are shared within the report, along with a foreword by David Elkind and an Afterword by Vivian Gussin Paley. All endorse a recommendation for classrooms that are rich in child-initiated play, which will allow children to explore their world "through play with the active presence of teachers" (p. 22). They additionally recommend that these playful classrooms may include "teachers guiding learning with rich, experiential activities" (p. 22).

Chapter 3

Conceptual Framework

Research Design

The purpose of this study is to answer the following research questions about children learning to read in a whole language kindergarten classroom:

1. What pedagogical practices and conditions for learning are in place within this whole language kindergarten classroom in order to support children learning to read?

2. What reading strategies are displayed by the effective young beginning readers in this whole language kindergarten classroom?

The conceptual framework for this study is consistent with qualitative inquiry. "*Qualitative inquiry* is often used as an umbrella term for various orientations to interpretivist research. For example, qualitative researchers might call their work ethnography, case study, . . . or a number of other terms" (Glesne, 1999, p. 8). Most of the data that I have collected for this study was gathered during the normal day-to-day literacy events (Heath, 1983) within my kindergarten classroom. While the research methodology of collecting and recording closely focused observations in a natural setting is consistent with the research tools is often associated with ethnography (Dyson, 1993; Glesne, 1999; Heath & Street, 2008; Heath, 1983; Taylor, 1993), this study "stems from educational issues and needs rather than from an interest in advancing or testing theories of learning or socialization based in either anthropology or linguistics" (Heath & Street, 2008, p. 122). Therefore, as the focus of this study is more on pedagogical practices and language processes, it would be more appropriate to identify the form of qualitative inquiry used as "kidwatching" (Y. Goodman, 1996, p. 211). Relating the concept of kidwatching to the child-study movement of the 1930's , Goodman simply describes this

methodology as "learning about children by watching how they learn" (pp. 219-220). Although seeking answers to the second question included similar observation and data collection, the methodology is more commonly identified as miscue analysis (K. Goodman, 1975/2003; Y. Goodman, Watson, & Burke, 2005).

Even though the research in examining how a child acquires language is ongoing, "there are a number of things we can now say with confidence about how a child from birth to age 5 acquires language competence we see in the kindergarten child" (Lindfors, 2008, p. 4). The acquisition of oral language and its relationship to the continuous development of written language is important to a child's expressive literacy experience (Harste, Woodward, and Burke, 1984; Lindfors, 2008; Rowe, 1994). Young children experience similar growth in print awareness (Clay, 1991) and understand that print and pictures "carry the message in the book" (Y. Goodman, 1986, p. 9). Equally important is the manner in which this literacy development continues during kindergarten. Therefore, one aspect of this study concentrated on the literacy learning opportunities for the children in my kindergarten classroom and, in particular, how this setting was consistent with the tents and underlying theory associated with whole language (Cambourne, 1988, 1995, 2003; CELT, 1991; Edelsky, Altwerger, & Flores, 1991; Goodman, 1986; Watson, 1989; Wilson, 1997; WLU, 2004). Hopefully, the results outlined in this study will contribute to others' understanding about the literacy learning opportunities for kindergarten children. These opportunities included: children being read to, children reading together with an adult or another child, and children reading by themselves (Goodman, 1986; Mooney, 1990).

An additional research focus is to determine and describe the conditions of learning (Cambourne, 1988; Cambourne & Turbill, 1991) that were in place that supported these learning opportunities as well as during the children's choice time (playtime) each day.

Finally, my study included an examination of the reading behaviors displayed by effective young beginning readers (D. Goodman, Flurkey, & Y. Goodman, 2007). These were children who were "intelligently sorting out how reading works, but who are still inexperienced in selecting and integrating the language cueing system" (D. Goodman, Flurkey, & Y. Goodman, 2007, p. 4).

Participants

The participants in this study were the children who were members of my kindergarten classroom family during the 2006-2007 school year, my final year as an elementary classroom teacher after 34 years in the classroom and 20 years exploring whole language. There were 21 children enrolled in the class; 12 girls and nine boys. The school continues to serve approximately 850 elementary aged children from the district. It is part of a local school district on the eastern end of Long Island with a kindergarten through twelfth grade population of approximately 1600 students. The ethnic distribution is primarily Caucasian with a very small representation from other ethnic groups (2.5% African American, 2% Hispanic, and .8% Asian or Pacific Islander). Fewer than 5% of all students participate in the reduced or free lunch programs. While the community surrounding the schools could be described as rural, the district is consider to be located in the fringe area of New York City. The area continues to support agricultural use of the land with former potato fields gradually being converted to vineyards. The communities in this area border Long Island Sound and the Great Peconic Bay. Therefore, tourism continues to be an important economic focus for the local businesses.

Ethical Considerations For the Participants

As outlined in the sections below about data collection and data use, the children involved in this study were not be subjected to educational circumstances beyond those normally

expected within typical kindergarten classrooms (see also Appendices B, C, and E). All data, to include digital photographs and audio/video recordings, continues to be kept in a password protected file on my personal computer. Consent to use these data (see Appendix C) was obtained from the parents of all participants in this study and are available for review upon request.

Researcher Bias

As I was both the teacher and researcher during the period of this study, questions of bias might be a legitimate concern for the reader. While Bissex (1980) claims to pay close attention to the bias potential in her role as a parent-researcher, she also understands that "parent-researchers may be long on sharing and short on distancing" (p. *vi*). This is often a concern for those who conduct their research with their own family or classroom. Glesne (1999) refers to this as "doing *backyard* research" (p. 26). This concern was shared by Prisca Martens (1996) during her study of her daughter, Sarah. Martens expresses, "what we believe about children and how they learn determines what and how we interpret their statements and actions" (p. 3). Therefore, she also understands her need to be careful as a researcher to avoid the biased lens that Jean Piaget (1971) describes as seeing what we know rather than knowing what we see. She describes her interactions and observations of Sarah as being more of a mother and child relationship and tried to avoid "purposely directly teaching her anything" (p. 6). Glesne (1999) also warns novice researchers about "the possible problems generated by your involvement in and commitment to your familiar territory" (p. 26). Among the concerns she mentions are expectations based upon previous experiences with the research site that may "constrain effective data collection" (p. 26). She also warns that teacher-researchers may become confused over what role they should be playing at any particular time. She adds that, "backyard research can create ethical and political dilemmas" (p. 27); particularly when "you may have to negotiate with colleagues and superiors

not only what data can be collected but also what gets reported" (p. 27). However, as "both the teaching and researching of literacy is theoretically biased" (Harste, Woodward & Burke, 1984, p. 73), there is the potential for theoretical bias in all research. In addition, most of the data that was used in this study was collected as a normal course of formative assessment during the school year and was initially used to inform my instruction and to share with pertinent stakeholders (i.e., parents and school personnel). While some of the data were purposefully collected to support coursework during my doctoral journey, the decision to use these data for this study was not made until after the school year was done.

Procedures for Data Collection

The raw data also included nearly 1000 digital photographs taken within the classroom during the school year along with approximately 50 hours of video recording of classroom activities and literacy events. Most of these digital captures were accompanied by anecdotal records that provided additional details about each event. Many of the photographs, in particular, visually captured literacy events during the year that were pertinent to the story of how literacy learning was supported in this classroom along with the conditions of learning (Cambourne, 1988) that were in place during this time. Glesne (1999) believes that "the density of data collected with videotape is greater than that of human observation or audio recording, and the nature of the record is permanent, in that it is possible to return to the observation repeatedly" (p. 57). Referring to Collier and Collier's *Visual Anthropology* (1986), Glesne writes that "they see photography as 'an abstracting process of observation but very different from the fieldworker's inscribed notebook' in that photography gathers *specific* information 'with qualifying and contextual relationships that are usually missing from codified written notes' (10)." Collier and Collier (1986) add that "photographs are precise records of material reality. They are also

documents that can be filed and cross-filed and endlessly duplicated, enlarged, reduced, and fitted into many diagrams and scientifically extracted into statistical designs" (p. 10). Later, Glesne adds that, "photographs also provide useful data for the historical background of your study" (p. 58). While some may be concerned about limitations associated with photographs, Collier and Collier (1986) believe that such limitations "are fundamentally the limitations of those who use them" (p. 10). I kept this in mind as I analyzed these data.

In addition to these photographic data, I used a collection of artifacts from the children, reports delivered to school officials, and correspondence written to families as additional data that was relevant to this study.

Additional data that I collected with the kindergarten children included video recordings of the children reading to me. During these events, the child was seated next to me and I was holding the camera between us and near my shoulder. This allowed me to capture the page that the child was reading orally along with some of his or her facial and body movements (viewed from the side). I have explored the data of twenty children to find video that included a complete story reading by the child. Of these, I selected ten reading episodes from five children and performed a miscue analysis on each. I used this analysis to form conclusions relative to my second research question: What reading strategies are displayed by the effective young beginning readers in this whole language kindergarten classroom?

Procedures for Analyzing the Data Collection

Pedagogical practices. The pedagogical practices of a classroom teacher includes all of the elements within the classroom that can be controlled by the classroom teacher. Such elements include the way the classroom is organized and how the curriculum is delivered to the children by the teacher. As described earlier, my teaching practice evolved over time as it adapted to new

circumstances. These changes during my teaching career included moving to different classroom locations, changing schedules and support staff, along with a new roster of students each year. This was coupled with ongoing research that informed my growing understanding of the tenets and underlying theory associated with whole language that guided my pedagogical practice (Cambourne, 1988, 1995, 2003; CELT, 1991; Edelsky, Altwerger, & Flores, 1991; Goodman, 1986; Watson, 1989; Wilson, 1997; WLU, 2004). The photographs and anecdotal notes that were collected during the year of the study were used to reconstruct the classroom activities and literacy events that the data represents. These activities and events were transcribed into narrative form. The following descriptions will be used to make connections between the tenets of whole language and the data collected in order to answer my first research question: What pedagogical practices and conditions of learning are in place within this whole language classroom in order to support children learning to read? An additional interest is the practices in place that supported literacy development of the children during their playtime.

Using Cambourne's model to analyze classroom support for literacy learning. Brian Cambourne (1988) argues that his research supports a whole language thesis that "powerful, critical, active, productive literacy can be achieved systematically, regularly and relatively painlessly, with larger numbers of the school population, if certain learning principles are understood and practiced" (p. 203). As noted earlier, Cambourne (1988, p. 203) advocates that learners need:

a) **immersion** in appropriate texts.

b) appropriate **demonstrations.**

c) the **responsibility** for making some decisions about when, how and what they read and write.

d) high **expectations** about themselves as potential readers and writers.

e) high **expectations** about their abilities to complete the reading and writing tasks they attempt.

f) freedom to **approximate** mature and/or 'ideal' forms of reading and writing.

g) time to **engage** in the acts of reading and writing.

h) opportunities to **employ** developing reading and writing skills and knowledge, in meaningful and purposeful contexts.

i) **responses** and feedback from knowledgeable others which both support and inform their attempts at constructing meaning using written language.

j) plenty of **opportunities**, with respect to the written form of language, to reflect upon and make explicit what they are learning.

Therefore, as outlined above, I used these conditions of learning as a framework to analyze the literacy events found within the data to determine how this classroom supported the literacy growth of young children.

Using the reading miscue inventory for question two. Goodman (1973/2003) describes miscue analysis as "a technique for examining and evaluating the development of control of the reading process in learners" (p. 115). I used this technique to help answer my second research question: What reading strategies are displayed by the effective young beginning readers in this whole language kindergarten classroom?

As noted above, the raw data that I collected with the kindergarten children included video recordings of them reading to me. During these events, child was seated next to me and I held the camera between us and near my shoulder. This allowed me to capture the page that the child was reading orally along with some of his or her facial and body movements (viewed from

the side). I explored the data of ten children to find video that included a complete story reading by the child. From these, I selected nine total reading episodes from five of the children that I used to perform a miscue analysis (K. Goodman, 1975/2003; Y. Goodman, Watson, & Burke, 2005).

Of equal interest to me was the manner in which the children learned from their transactions with text to construct a viable story that was parallel to the written text (K. Goodman, 1996; Y. Goodman, Flurkey, & D. Goodman, 2007; Meek, 1988; Rosenblatt, 1978). Such stories prompted my wife, Pat, to comment that these children would probably be so disappointed when they finally read the original story as their parallel text version was usually much more interesting.

I constructed the reader's text for each of the five children that were be compared with the printed text in each instance to determine the effective reading strategies exhibited by the children for each instance. A reader's text is the transcript of the observed response from the child that was captured in the video recording for each story that was read to me by the children. The transcript of each reader's text includes a column on the left showing the printed text as it was formatted in the book read alongside a column on the right showing the response provided by the child. Please see Appendix D for the transcripts of these reader's text.

The procedure for conducting a reading miscue analysis may vary depending upon the purpose of the procedure (Davenport, 2002; K. Goodman, 1975/2003; Y. Goodman, Watson, & Burke, 2005; Wilde, 2000). However, the sequence usually includes the steps listed below. I have added how I matched or modified this procedure.

1. Spend some time getting to know the child before asking her to read. Conduct a more formal reading interview, such as the Burke Reading Interview (Y. Goodman, Watson, & Burke,

2005) or the expanded version that was developed by Weaver (2002). Use the information gleaned from this interview to guide the selection of reading material to be used while conducting the reading miscue inventory. While I have collected Burke Reading Interview information from some of the children, I believe that I collected sufficient information about the children's background from other sources along with the daily association I had with these children. As might be expected, some of the questions were confusing to young children. In particular, I received many strange looks from kindergartners when I asked the questions about them as readers or what they might do if they came to a word that they did not know. One child bluntly replied, "I have no idea. I can't read yet."

2. Select an appropriate story for the child to read. The selection should be unfamiliar to the child, but interesting and challenging enough to generate 25 to 50 miscues during oral reading. Y. Goodman, Watson, and Burke (2005) "recommend 25-50 consecutive miscues be coded to arrive at the patterns of readers' strategies and to understand their knowledge of language" (p. 131). It is possible that several stories may need to be sampled by the child before finding one that is appropriate. Stories selected should reflect natural language patterns that are familiar to the child and include a sense of story unity that can be retold by the child.

In most instances, I let the children read the book that they brought to me. In all cases, these stories were new enough for them to make miscues throughout, but within a genre that was familiar enough for the child to feel confident enough to read aloud to me. None of the books were practiced or memorized. As far as I know, none were read aloud to the children prior to their sharing with me.

3. In addition to the text that the child will read orally, it is recommended that the teacher prepare for the session by having a photocopy of the text, or typescript created from the text,

available to record the reader's miscues or other observed behaviors displayed by the child during the reading. More important is utilizing a properly functioning recording device that will clearly capture the oral reading done by the child. This recording can be used to check and confirm the miscue markings that the teacher has made on her copy of the text. It is important to explain to the child that the teacher is only using the recording device to help remember the reading and that it will not be used to harm or embarrass the child.

As indicated above, I videotaped the children reading to me. I did not prepare a typescript to mark in advance of their reading as it would have been difficult for me to mark and videotape at the same time. In addition, as I allowed the children to select the book, I was not able to anticipate their selection. Therefore, I created the typescript after capturing the reading on video.

4. The invitation for the child to read the selection should include a brief explanation about expectations during and after the child's reading. The child should be advised that the teacher will not be able to help during the reading and that she should use reading strategies that she would normally use when reading alone to get through any difficult portions of text. The child should also be advised that after reading the selection, she will be asked to retell the story as completely as possible.

I did not prompt any of the children during their reading. With the exception of one particular moment found in the video, the children waiting to read to me did not prompt the child reading to me.

5. The teacher starts the recording device and the child reads the selection out loud. The teacher follows along on her copy of the text and makes notations of miscues or other relevant behavior.

As I was recording the event with a video camera, I did not make notations of miscues. Other relevant behavior was noted after the reading session.

6. When the child finishes reading, the teacher invites them to retell the story. A common practice is to have the child imagine a friend who just arrived in the room and wanted to know as much as possible about the story just read. What would the child tell his friend? The child is encouraged to give as much information as possible without guidance or support from the teacher. Following this unaided retelling, the teacher may ask additional open ended questions to elicit additional responses, but should avoid asking leading questions or quizzing the child by asking specific comprehension questions.

I established a routine in my kindergarten classroom so that all of the children knew that they were expected to offer a retelling of any story they read to me. However, as I learned during my many years in third grade, retelling is a learned activity. While some kindergartners offered more elaborate retellings, most struggled with this. An example is included following BriAnn's typescript of her read of *Biscuit*. However, as these retellings did not inform my analysis of the strategies used by the readers, these data were not included in this study.

7. The miscues were entered onto a recording typescript (see next chapter) and analyzed according to the procedure used. According to Menosky (as cited in Y. Goodman, Watson, & Burke, 2005) the quality of miscues produced by readers improves after reading the first 200 words. Therefore, if possible, it would seem that a more accurately representation would be achieved if the analysis began after that point. Consider the brevity of the readings by these children, this procedure modification was not performed.

8. The most important information gleaned from miscue data are the analysis of the patterns found after coding. As additionally outlined above an earlier section (A Theory of

Language that Supports Whole Language Kindergarten Practice, pp. 45-51), miscue analysis provides researchers "a means of interpreting the differences between OR and ER in order to understand the process of reading" (K. Goodman, 1976/2003, p. 128) where OR is the observed response given by the reader and ER is the expected response that is displayed in the text. These differences are commonly referred to as miscues. These miscues were coded and recorded in a logical fashion onto a miscue analysis coding form (see Chapter 4). This recording produced patterns that suggested what language cueing systems the child was using along with cues that were underutilized. In addition, these patterns also suggested what reading strategies were being employed by the reader (i.e., sampling, predicting, inferring, correcting, and integrating strategies) (K. Goodman, 1996). It is these patterns that this research was particularly interesting in examining to determine if these children provide additional examples of effective young beginning readers that were similar to those behaviors described by Debra Goodman, Alan Flurkey, and Yetta Goodman (2007). These qualities include:

- Effective young beginning readers may construct text meanings that vary widely from more experienced readers.
- Miscues of effective young beginning readers reflect their current knowledge and beliefs about texts, reading, and the reading process.
- Effective young beginning readers draw on earlier holistic strategies when they are struggling to make sense.
- Effective young beginning readers allow "text to teach" (Meek, 1988).
- Young readers are tentative as they work hard or struggle with text.
- Miscues of beginning readers show influences from reading experiences and reading instruction. (D. Goodman, Flurkey, & Y. Goodman, 2007, p. 10)

This examination, in effect, provided the answer to my second research question: What reading strategies are displayed by the effective young beginning readers in this whole language kindergarten classroom?

Chapter Four

Pedagogical Practices and Learning Conditions that Support Literacy Development

One purpose of this study is to examine and analyze data collected during a school year within a kindergarten classroom to identify the pedagogical practices and conditions of learning that were in place to support children in this classroom who were learning to read. This data is related to the first research question and will be discussed in this chapter. An additional purpose for this study is to determine what reading strategies were displayed by the effective young beginning readers in this same classroom. This additional purpose is the focus of the second research question and is the topic of Chapter Five.

This study took place during the 2006-2007 school year in the author's kindergarten classroom situated in a K-6 school building on eastern Long Island and involved the 21 children (12 girls and nine boys) who were members of that particular class. The elementary school at that time served about half of the school aged population of approximately 1600 children within the K-12 district. The district's ethnic distribution was primarily Caucasian with a very small representation from other groups (2.5% African American, 2% Hispanic, and .8% Asian or Pacific Islander). Fewer than 5% of all students participated in the reduced or free lunch programs. The surrounding area would be considered to be rural, with agriculture and tourism being the primary economic focus of the community that lies within the fringe area of New York City.

The method of research for the study included kidwatching (O'Keefe, 1996; Owacki & Goodman, 2002), ethnographic note-taking (Dyson, 1993; Heath, 1983; Taylor, 1983 & 1993), supported by still and video photography of classroom literacy events (Collier & Collier, 1986).

As noted above, the purpose of this chapter is to present and analyze the data related to the pedagogical practices and conditions of learning that were in place within this whole language classroom that supported the literacy development of the children who were members of my kindergarten classroom during the 2006-2007 school year. These data were located within the stories (literacy events) and classroom circumstances that involved the children and their teacher who collected them. Therefore, this chapter will describe and analyze these classroom elements and events in order to identify and discuss the pedagogical practices and conditions of learning that were found to be in place. The chapter is divided into two parts. The first part focuses on the pedagogical practices were in place to support children learning to read. The second part will use the data collected to examine the conditions of learning (Cambourne, 1988, 1995, 2003) that were in place that also informed and supported the pedagogical practices within the classroom.

Pedagogical Practices

The pedagogical practices of a classroom teacher includes all of the elements within the classroom that can be controlled by the classroom teacher. Such elements include the way the classroom is organized and how the curriculum is delivered to the children by the teacher. As described earlier, my teaching practice evolved over time as it adapted to new circumstances. These changes during my teaching career included moving to different classroom locations, changing schedules and support staff, along with a new roster of students each year. This was coupled with ongoing research that informed my growing understanding of the tenets and underlying theory associated with whole language that guided my pedagogical practice (Cambourne, 1988, 1995, 2003; CELT, 1991; Edelsky, Altwerger, & Flores, 1991; Goodman, 1986; Watson, 1989; Wilson, 1997; WLU, 2004). The following descriptions will make

connections between these tenets and the data collected in order to answer my first research question: What pedagogical practices and conditions of learning are in place within this whole language classroom in order to support children learning to read? An additional interest is the practices in place that supported literacy development of the children during their playtime.

The classroom environment. As the choice of some of the furniture, along with the physical layout of the furnishings within the classroom and classroom routines, were entrusted to me, the teacher in this study, the discussion of pedagogical practices will begin with the classroom setting.

The kindergarten classrooms in the elementary school are approximately 40 feet long and 30 feet wide. Each of the six classrooms in the kindergarten wing of the building includes a bathroom with a handicap accessible toilet and sink in the back corner of the room adjacent to the hallway wall. An additional sink with a drinking fountain is located in the back of the room as well. All of the larger rooms on this wing of the elementary school building have a second door on the outside wall that is diagonally opposite the hallway entrance and provides an exit to the outside of the building. As our room was on the south side of the hallway, our outside exit led to the spacious grass lawn and playground area behind the school. The five windows along the wall next to the exit door brought the room natural sunlight as well as a view of the lawn on this side of the building throughout the day. While most teachers do not usually have a choice of their classroom location, I was able to choose this room over one across the hall primarily because of the south exposure and the fact that the room looked out over the playground lawn. In addition to the brighter sunlight to allow us to better grow plants and the obvious direct access to the playground, I also wanted to avoid the potential distraction throughout the day caused by the

various vehicles that use the driveway and parking lots that border the classrooms on the other side of the hallway.

The classroom furniture was arranged to provide ease of movement for the children throughout the day while allowing spaces for them to gather together for group meetings on a large carpet area as needed each day. Consideration was also extended to providing tables and chairs where children could share materials, sit together to draw, read, and write, sort and arrange mathematical materials, or to participate in a classroom activity or lesson presentation. The photo here shows children sharing material while creating story collages inspired by the art work of Eric Carle.

As shown in the photos on this page, storage shelves were arranged at each end of the two tables that were placed parallel to the book display case. These units replaced the usual storage "cubbies" often associated with this grade level while also providing more storage space than is usually found in traditional student desks. I built these cabinets when making the transition in my third grade classroom from individual desks to tables. Each unit (photo next page) is 30 inches high, 34 inches wide, and 12 inches deep. Part of the design consideration was the ability to accommodate the cardboard storage boxes shown in the photo. These boxes are 12 inches deep and wide, and 4 inches high. The boxes easily fit within the shelves of the storage unit

while leaving additional space for books and other items. As can be seen in the photo of a unit from an earlier class, each box has a number and the child's first name printed on it to identify and reserve the space for that particular classroom family member. In addition, while difficult to see, there is a clipboard in each storage shelf that has a number on it that corresponds to the number on the child's storage box. These numbers, assigned alphabetically, allowed for some logistical ease throughout the year as the number could be used instead of a name to identify projects and, as shown here, items and spaces assigned to a particular child for the school year. The immediate proximity of these storage shelves to the children's table spots (i.e., work spaces) allowed quick access for the children to retrieve and store writing projects that were in progress, the books they were currently reading or planned to read next, as well as their personal markers or other writing implements. An extra storage unit was placed against a nearby wall and held various types, colors, and sizes of paper for the children to use as needed. The arrangement and accessibility of the tables, chairs, and storage units were consistent with whole language teaching practices that honor the children as capable of constructing their own learning paths within a learner-centered environment where student choice and responsibility were both encouraged and expected (CELT, 1991; Edelsky, Altwerger, & Flores, 1991; Goodman, 1986; Watson, 1989; Wilson, 1997; WLU, 2004).

As an introduction to literacy was a New York State and local district education goal for the children in this classroom, it seemed obvious that the children be immersed in children's

literature. As shown in the photos throughout this section, children's books were displayed and made readily available every day throughout the school year. Many of these books were purchased over a period of 15 to 20 years prior to my move to kindergarten. During that time, several thousand books were purchased and included in my classroom. These books were obtained from various sources with funding providing in part from the school district, but most of the books were purchased by me. While a large number of these titles were passed along to older classrooms when I made the transition to kindergarten, many others, to include my picture book collection, provided an important resource for me as I began my time as a kindergarten teacher. I added to that collection during my six years in kindergarten to end my career with an unusually large and rich collection of children's books within our kindergarten classroom. The display cases shown in the photo here were donated by a local gift shop when they closed their

store during the mid-1990s. The cases were used to display greeting cards. Each of the three units shown in the photo measured four feet wide and had about 15 ledges designed to hold the greeting cards. They made an ideal book case to easily feature approximately 300 picture books with the titles facing outward. As might be expected, some of the books at the top of each case were out of reach for a few of the children in our classroom, yet there was always someone taller

available to help them retrieve the book that they wanted. The children also learned how to put books back in the approximate location where there were first found so that they would know where to find them the next time they wanted to read a particular book.

Among other considerations, the collection of books on display at any particular time were chosen to connect the seasons, holidays, author studies, children's inquiry, and popularity. Titles that proved to be ongoing favorites for the class might remain on the book rack throughout the school year. The other books were continually exchanged with those kept in ten large tubs within the storage closet seen to the right of the book racks the photo above. As each tub held about 300 picture books (mostly paperbound), the children had access to over 3,000 titles displayed on these book display cases during their year in this kindergarten classroom.

In addition to the books displayed in the cases shown above, there were other display areas for books around the classroom. As seen in the photo below, any surface that could support a book bin or bookrack was utilized to make children's literature available to the children. The bookrack dominating the photo here features First Discover Books. These hardcover, nonfiction books include transparent overlays to allow the reader to lift the overlay in order to see what is underneath. The classroom collection of nearly 100 titles were a popular choice with children who would spend their time throughout the school day examining the pages

with overlays, or, as their mood may suggest, use these consistently dimensioned books as blocks to construct various structures.

In the southwest corner of the room, next to the last window on that side of the room and adjacent to our carpeted meeting area (photo right), was another book rack that featured copies of our more popular big books. The children were encouraged to bring them to the carpet or to their table spot to read with others or by themselves. The two drawers below the rack held our collection of 300 to 400 books on tape. The book and tape for each title were kept together in a ziplock style, plastic bag to maintain some order to the collection and the children quickly learned how to set up the tape player to listen to stories during our reading times each day. The photo above shows some of the girls from the class taking turns acting the part of the teacher performing a read aloud session during one of our reading times that year.

Reading books (big books or their smaller versions), listening to books on tape, and acting out our daily classroom activities (as described above) also became a popular activity for the children during their choice time, periods of time each morning and afternoon where the children could choose among a number of options. Other options included building with wooden blocks or legos, “cooking” in the kitchen area, or moving the furniture and little people around in the doll house while telling the story of those who “live” there. Some children enjoyed drawing pictures, writing stories, or otherwise using text to support their play, such as using a piece of

paper and their clipboard to write lists of those who they planned to invite to their birthday party. Some of these literacy events that took place during what the children appropriately called playtime are described in greater detail later in this chapter within a section called, Literacy events by children during play.

Although most adults visiting the classroom for the first time were immediately impressed by the volume of children's books available in the room, most of the children seemed to notice the toys and the play areas first. In addition to all of the math manipulative materials that the children were encouraged to explore during their choice time (i.e., playtime), there was an assortment of other options. These included a large set of various sized wooden blocks, cardboard building "bricks," a large plastic tub of Lincoln logs, a similar tub of Legos, a dollhouse built and contributed by a local seniors group, various furniture and flexible people figures to use in the dollhouse, and a wooden kitchen set with a pretend stove, sink, cabinets and a small table with chairs to sit and enjoy the meals made there. The kitchen set also had various kitchen tools, pots and pans, along with a set of plastic dishes and eating utensils. There was also a small puppet stage that the children used more often as a store front for various businesses they invented rather than to perform shows with puppets. While all of these options were used periodically throughout the school year of this study, particularly the mathematical related pattern block and the wooden block set, this year's class seemed more interested in using this time to draw pictures, look at and read books, and use their clipboards to make lists of their classmates for various purposes. Most of the time, the clipboard use included children wearing the plastic hats shown in the Girl Cops story that were collected over several years from searching various community yard sales. Reportedly, a fear of head lice had led to a school

policy banning fabric made dress-up clothing and hats for the children, however these plastic hats proved to be fine substitutions for the children's imaginative play (Paley, 2004).

Discussion of the classroom environment. As indicated in the Substitute Plan for Tuesday, May 22, 2007 shared in Appendix E, upon arrival each day, the children in this classroom were expected to choose the spot at a table where they wanted to sit for the day, unpack their backpack and leave their take home folder at their table spot, hang up their coat and backpack in the coatrack area, and then sign in (write their name) on the sheet provided at the sign in table (a small table near the entrance to the room). After that, those who have not had the opportunity to share at the beginning of the day so far that week (all children got the chance to share on Friday) could request a spot on the sharing agenda. Once that was done, all of the children had ten to 15 minutes to themselves before the day officially began with announcements and other beginning school routines delivered from the main office over the classroom speaker. Most children used this choice time to talk with their friends, look at books, or write and draw at their table spots. This before school time was designed to encourage social interaction as the children prepared for their day. As outlined earlier, the basic tenets of whole language include learning that is socially constructed through interaction with others allowing learners to engage in language and literacy experiences throughout their day that are both authentic and meaningful to the children (CELT, 1991; Edelsky, Altwerger, & Flores, 1991; Goodman, 1986; Watson, 1989; Wilson, 1997; WLU, 2004). Using tables in the classroom rather than individual desks additionally supported the opportunity for socially constructed learning. This arrangement also reinforced a sense of community by making it easier for the children to work and talk with each other (Fisher, 1991). As shown in the photos above, tables also allowed the children to spread out and share resources as they drew pictures, created expanded designs with pattern blocks, or

shared a big book reading with several friends. Unlike desks, tables gave children the opportunity to choose where they wanted to sit each day while also allowing class members to switch spots with others in order to change table grouping as needed throughout the day. However, it was understood that the place that each child picked at the beginning of the day would serve as the child's table spot throughout that day and be allowed to return to that location following any regrouping that might occur. Such understanding gave the children a sense of ownership of space within the classroom family.

Consistent with whole language practice, ownership and a sense of responsibility was also granted to the children as they managed and maintained their individual storage shelf. An additional advantage of the 12" by 12" boxes within each storage shelf was that the child could easily bring the box to their table spot to use or easily organize its contents. Children typically used the box to store their markers, crayons, paper, and other personal items. This left plenty of room on the shelf for books or other items they needed during the school day. The logistical advantage of the storage shelves is that they served up to five children each and could be placed at the end of their work tables to provide easy access without the congestion that occurs with children using classroom storage cubbies. It also treated the children as learners as capable of managing their own learning tools and space. The financial bonus was that the cost of materials needed to build each unit was less than the cost of a single student desk. I built six of them that are still in service after nearly 15 years in the classroom. One is still being used in the kindergarten classroom for storing all sizes and colors of paper that the children can readily assess for their personal use. And the one that I did bring home is working out very well as a shoe rack in our bedroom closet.

Part of the reason that the storage shelves avoided becoming the archeological dig found in most student desks after the first month or so of school is having mail boxes available for the children. Each child had a mailbox and all notices and school papers that were to go home each day were put there. As noted below in the literacy story about Isaiah's note to Wylie, the children were also encouraged to use the mailboxes to send and receive mail from each other. While the classroom teacher or the teacher assistant usually put school notices into each box, the children were responsible for adding their own items, such as school papers completed, drawings, or other projects that she want to take home at the end of the day. It was also the children's responsible (Cambourne, 1988) to put all of the going home items into their individual take home folder. This included the bookworm that listed the books read to the children during that particular day (see Appendix A). Parents were advised of this routine before the beginning of school each year and helped their child with the routine of bringing their folder home each afternoon and back to school the next day. Any notes, lunch orders, or other correspondence from home would be similarly placed in this folder each morning. The folders were checked each morning as part of the arrival routine. After being checked, the children placed their folder in their mailbox until the end of the day when they would repeat the routine. The folders helped support ongoing communication between home and school and served as an easy prompt for parents to begin conversation about the school day with their child. Finally, parents have expressed gratitude for this routine and how it has helped their children become responsible for packing the important items that they bring back and forth between home and school. This use of the storage shelves and mailboxes also empowered the children to take charge of their lives while learning to be critical members of their community (CELT, 1991; Edelsky, Altwerger, & Flores, 1991; Goodman, 1986; Watson, 1989; Wilson, 1997; WLU, 2004).

As noted above, the classroom had several thousand children's books that were available for the children throughout the school year. The collection included fiction, nonfiction, poetry, with text complexity ranging from wordless picture books to some young adult reference books that also contain photos and diagrams that were of interest to the children even though they could not yet read the text on the pages. However, as would be expected, most of the books were those that would be consider appropriate for primary school readers. These books used natural language that was predictable while telling stories, or explaining our world, in a manner that was appealing and interesting for children who were developing their proficiencies in making meaning from text (Meek, 1988). This collection provided a multitude of choices for the teachers and children during those times of reading to children, reading with children, and reading by children (Goodman, 1986; Mooney, 1990). These books were displayed in book racks throughout the room and, as the photos above show, it seems as though every elevated flat surface in the classroom was utilized to promote the classroom book collection. The exception was the window ledge of the rescue window, a window that needed to be designated in each classroom to allow another exit from the classroom during an emergency. This practice is consistent with the whole language tenet that students need many opportunities to make choices about their learning. Such choices support children to become responsible, life-long learners (CELT, 1991; Edelsky, Altwerger, & Flores, 1991; Goodman, 1986; Watson, 1989; Wilson, 1997; WLU, 2004).

Carpet time. As outlined in Appendix E (Classroom Overview - Substitute Teacher Plans for Tuesday, May 22, 2007), the curriculum framework that was used in this kindergarten classroom throughout the school year when these data were collected began with time together on the carpet. The literacy activities that occurred during this meeting time included student sharing, various calendar work, reading and responding to the morning message, at least one read

aloud to the children, and self-selected reading done by the children. Each of these element will be described and discussed below. This will be followed by a summary discussion of the pedagogical practices found within these literacy events and how they fit within the framework of reading to, with and by children (Mooney, 1990).

Student sharing. Like other classroom activities, this commonly used whole language practice allowed our children daily opportunity to naturally learn language, as they learned through language use (sharing), while also learning more about language and how it works within a social setting (Halliday, 1984). Primary considerations about the practice of sharing in this classroom included fair, equitably opportunity for all children to participate while also honoring their voice and choice in how, or whether, they might share. Our guidelines were simple. Up to five children could share each day as long they they made their request prior to the official beginning of the school day (9:00 a.m.) and they had not shared already during that week. As all of the children were invited to share on Fridays, this gave each child two opportunities to share each week. In addition, the children needed permission from their parents to share items brought from home. The items also needed to be nonliving, small enough to fit inside their backpack, and not considered to be a weapon. This practice empower the children to take charge of their lives as they made appropriate decisions about what and when to share with classmates (CELT, 1991; Edelsky, Altwerger, & Flores, 1991; Goodman, 1986; Watson, 1989; Wilson, 1997; WLU, 2004).

We began our time on the carpet with sharing for the obviously logistical reason that once the child had shared, we expected she would return any objects shared to her table spot. This insured that the item would not become a potential distraction throughout the remaining carpet time. We also established a routine where the child would tell us about what she wanted to share

and then be allowed to respond to three questions presented by her audience. This turn taking is what our culture usually expects in a conversation between individuals, no matter what the purpose might be for the language act (Lindfors, 1999). It is also consistent with basic whole language tenets that individual learning is socially constructed through interaction with others within a curriculum that is both authentic and meaningful to the learner (Cambourne, 1988, 1995, 2003; CELT, 1991; Edelsky, Altwerger, & Flores, 1991; Goodman, 1986; Watson, 1989; Wilson, 1997; WLU, 2004).

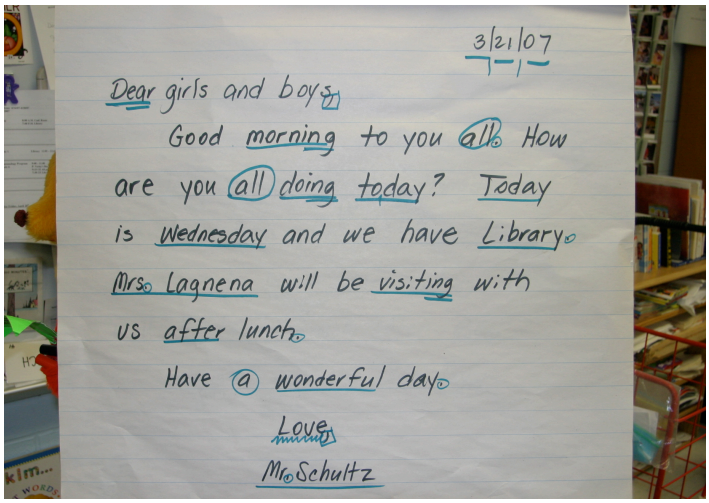
Calendar work. Although some may consider this portion of our carpet time to be more mathematically related, the calendar bridges all curriculum areas, as well as all aspects of our lives, to provide an important sense of order and cohesion. Learning about the days of the week, months, seasons, and years is part of a kindergartner's enculturation with their understanding of time and how it is measured. Consistent with whole language tenets that skills and other components of learning be presented within the context of a meaningful whole, rather than becoming bits and pieces learned in some predetermined sequence, our calendar work was focused on the elements that were both authentic and meaningful to the children. I made it part of the responsibility for the leader for the day to lead us all in updating our classroom calendars. As suggested by the job title, the leader for the day was a member of our classroom family who led the line as we walked throughout the school that day, but also performed other important leadership responsibilities such as updating our calendars during our carpet time. The leader, therefore, was in charge of removing yesterday's page from the wall mounted "Today Is" calendar, and leading us in announcing that, "Today's date is," when updating the other calendar displays in this area of our classroom. The leader also led us in counting the days of school that we kept track of by adding a single craft stick to our collection held by Mrs. Chicken (a metal

figure of a chicken holding a container in front of her). In addition to adding the stick, the leader also led us in counting the days of school as he placed the sticks back into the container. As the year progressed, the sticks were bundled into groups of ten and the leader counted the days of school by ten before ending with the single sticks. Therefore, day 31 would be counted as three bundled groups of ten along with one more as, 10, 20, 30, 31 while returning the sticks to Mrs. Chicken's container. As these calendars were always available to the children, some would spend their choice time (playtime) playing with the calendars or counting the sticks in Mrs. Chicken's container. This practice is consistent the whole language tenets that children are capable learners who need a learner-centered curriculum that provides many opportunities for the children to make choice about their learning (CELT, 1991; Edelsky, Altwerger, & Flores, 1991; Goodman, 1986; Watson, 1989; Wilson, 1997; WLU, 2004).

The morning message. In addition to the large library of trade books available in the classroom, there were many big books, charts, and classroom created daily news that were used as reading events with children throughout this particular school year. These events were used to gently guide individual readers, as well as groups of children, as we read a selection together. Similar to the support given to youngsters as they learn to ride a two-wheel bicycle, the teacher read along with the children using a quieter voice that would drop away at times to let the children continue on by themselves. When children became stuck, the teacher prompted them to think of what would make sense before using other meaning making cues (i.e., reread the phrase or sentence, etc.).

The most common reading together occurrence that used this technique involved the morning message. The morning message was a short note written by me, the teacher, and addressed to the children (please see Appendix F for a transcript of a video recording of the

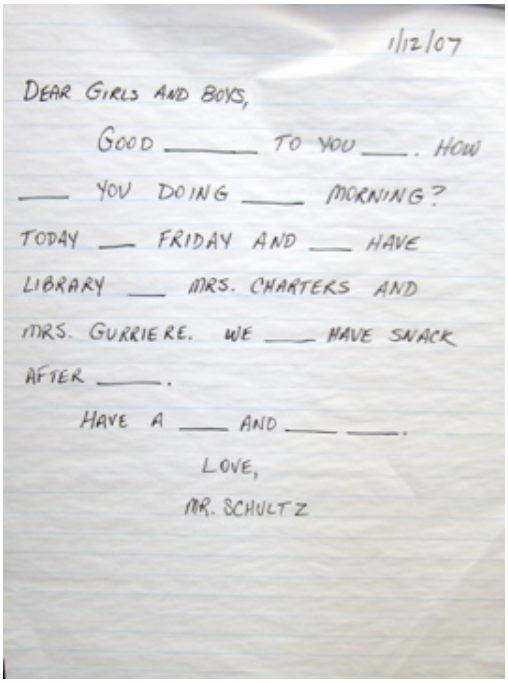
morning message of March 21, 2007 shown below). The message usually began with a greeting followed by information about what was scheduled for the day. As the message was written as a letter, or note, it was formatted to include the date, a greeting, indented paragraphs for the body, and a closing. A byproduct of the 180 daily letter writing demonstrations the children received that year, as reported by their first grade teachers, is that that these children had little difficulty in writing their own properly formatted letters to each other during their first grade, between class writing unit. This was also true with the notes that I received each year from former students requesting the opportunity to visit our classroom and read to the children that were likely to be properly formatted.

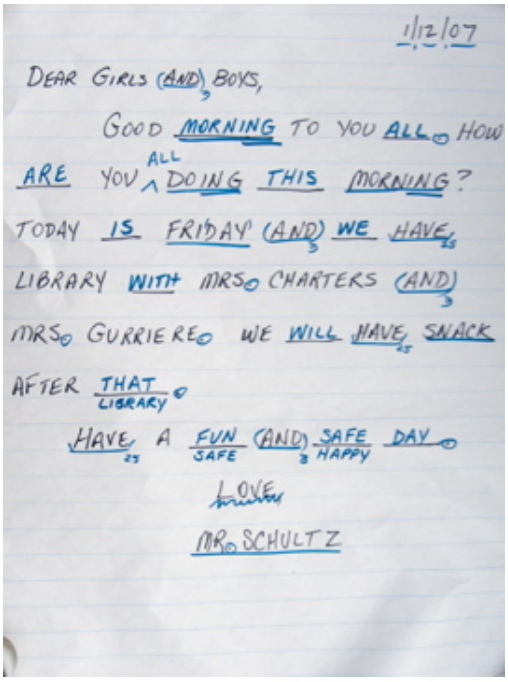


The morning message was also a time to demonstrate the meaning making strategies used by proficient readers (Goodman, 1996) and to allow the children to learn from these transactions with text (Meek, 1988). This began on the first day of school that year when I explained that we were going to read the message together. Some of the children immediately shared that they did not yet know how to read. I invited them to join us as best they could and we all began reading. I let my voice trail off (i.e., let go of the bicycle seat in the analogy above) and the children finished reading the first sentence of the message by themselves. Most of the children were very surprised that they could do that. This was especially so for those who had just told me a minute before that they could not read. Of course, I told them how smart they all

were before we talked about the making sense strategy that they used to read the ending by themselves. This first reading strategy lesson came within their first hour of their first day in kindergarten. The children learned that reading was about making meaning; and making meaning included predictions in order to make sense of print. They were reminded of this every time I read to them, with them, and when they read by themselves every day throughout that school year.

Although the message is written mostly by the classroom teacher, there was a time during the latter part of the school year where each child had the opportunity to create the text of the morning message for the day that they would also be the line leader. This particular child would also take over the teacher's role in leading the rest of the children in reading the message and selecting and marking words they know in the message that day.





Sometimes the message was set up as a cooperative cloze activity (above). The photo on the right shows the possibilities that the children offered on that day in January. Other messages

also included miscues (insertions and substitutions) that the children made while reading together. These miscues were discussed to determine why we made them and how meaning was changed or maintained. This was done later in the school year and is similar to retrospective miscue analysis (Goodman, Y. & Marek, 1996).

Discussion about the morning message. While the focus for each morning message event noted above may appear to have been different from other literacy activities in this whole language classroom, each morning message similarly supported the children as they learned how the text provided cue systems (Goodman, 1996; Meek, 1988) that overlapped and worked together to support their meaning making. This meaning making engagement (Cambourne, 1988, 1995, 2003) could therefore be found as well while reading to, with, and by children throughout the learners' day is this classroom and is crucial within what holistic educators believe to be effective literacy instruction (Goodman, 1986 & 1996; Meek 1988; Mooney, 1990; Smith, 2004). Such meaning making, or learning acquisition, is considered to be natural and best occurs when the learner receives meaningful demonstration, guidance, and time to use or practice (Cambourne, 1988, 1995, 2003; Holdaway, 1979, 1991). These three opportunities are consistent with the whole language practice of reading to, with, and by children (Mooney, 1990). Considering the overlapping, recursive nature of these elements, I will combine the three areas during the following discussion.

As noted above, an analogy that I have often used to explain this relationship is the manner in which most of us learned to ride a bicycle. Learning to ride a bicycle shares many similarities with how we learn to read. Most of us have had experiences with bicycles and books long before we became proficient with either. Much like books, we have seen others using bicycles in many ways and may even have had the experience of riding along in a back seat

while someone else rode the bike. This experience is very similar to the one received by children who are read to by parents or other proficient readers.

More commonly, younger children have the opportunity to approximate the experience by riding tricycles or bicycles with training wheels. Originally invented in the early 1800s, balance bikes are still available to help children with this transition. As described by Wikipedia.org (2013),

> to function properly, a balance bicycle must be small enough that the rider can walk the bicycle while sitting comfortably in the saddle, putting both feet flat on the ground. The rider first walks the bicycle while standing over the saddle, then while sitting in the saddle. Eventually, the rider feels comfortable enough to run and "scoot" while riding the bicycle, then to lift both feet off the ground and cruise while balancing on the two wheels.

Those who have not experienced the potential advantages provided by the balance bicycle, or even a regular scooter, will most likely remember someone, usually a parent, providing the balance by holding the seat of the bicycle while running along beside the child. They would occasionally let go of the seat as the rider became more proficient in maintaining their balance. In a similar manner, teachers, or other more proficient readers, read alongside beginning readers to support their reading approximations and balance (Cambourne, 1995; Goodman, K. & Goodman, Y., 2011; Meek, 1988). This experience has also been used as a metaphor to describe the nature of scaffolding, or providing support to learners within their zone of proximal development (Vygotsky, 1978).

As children become more effective and efficient in riding their bicycles, or in reading books, they are given ample opportunity to ride and read, while not necessarily at the same time, to become proficient readers and riders. In both cases, this learning is situated within a social

context which is meaningful and relevant to the learner (Gee, 2003; Goodman, Y., 1980; Taylor, 1993). The pedagogical practices found within reading to, with, and by children were used in a similar manner to support children learning to read in this classroom (Mooney, 1990).

Comments about the morning message. Although I have referred to the morning message as a literacy event, some might question if the data does in fact describe a real literacy event or simply a school exercise (Edelsky, 2006). While Edelsky struggles with the distinction of such events as being exercises or nonexercises, she suggests that those events that might be consider exercises "can be helpful if the reader or writer clearly sees herself using what is practiced in the near future" (p. 126). This thought is related to Cambourne's (1988) sense that one of the ingredients necessary for *engagement* is the learner's belief that "engaging with these demonstrations will further the purposes of my life" (p. 33). How could this be determined from the data presented?

The activity called the morning message is designed to give support to what Goodman, Flurkey and Goodman (2007) call "*effective young beginning readers"* as these children begin "sorting out how reading works" (p. 4). The event of March 21, 2007 under examination here involves text that gives an actual message to the children that is truly about their day. While Edelsky (2006) might accept the message as authentic, she would also examine the activity to determine if it is reading (meaning making) or not reading. As the basis for all of our morning message work (as well as other literacy activities) was to make meaning, it would seem that the activity would satisfy her criterion here.

The final perspective, which Edelsky (2006) might consider, is whether the children are treated as "literates-as-Subjects/literates-as-Objects" (p. 120). The question about who is in control of the event is difficult to determine here, not simply because Edelsky (2006) does not include this example in her chart (Fig. 5.2, p. 123), but because it does not fall neatly into either category. While school curriculums often position children as objects, it does not have to be that

way. This is particularly true with kindergarten aged children who are very independently minded. Basically, most of them participate in the morning message event because they want to, not because their teacher directed them to do so.

This all might make us wonder if it is all that important to make such distinctions about the morning message. After all, it seems to be an authentic activity that the children can engage "without fear of physical or psychological hurt," believe that they are a "potential 'doer' or 'performer,'" and sense that participation "will further the purposes of my (their) life" (Cambourne, 1988, p. 33). Some children in our classroom (along with their parents) truly believe that their success with the morning message serves as a springboard to their reading of other text. Even if the correlation is questionable, it would seem ridiculous to have discouraged the confidence that successful participation with the morning message provided the children then and now.

Read aloud. As shown in the teaching plan in Appendix E, there was an intent to have the children in this classroom participate in a whole class read aloud session, on average, at least three times a day throughout their year in kindergarten. This worked out to be 540 read aloud opportunities for the children in this classroom during the school year. Each of these sessions typically included an introduction to the book with information about the author, and the illustrator for those books where the author was not also the illustrator. If the author was familiar to the children, there was often a brief discussion about other works that have been shared. A similar routine was followed for illustrators recognized by the children.

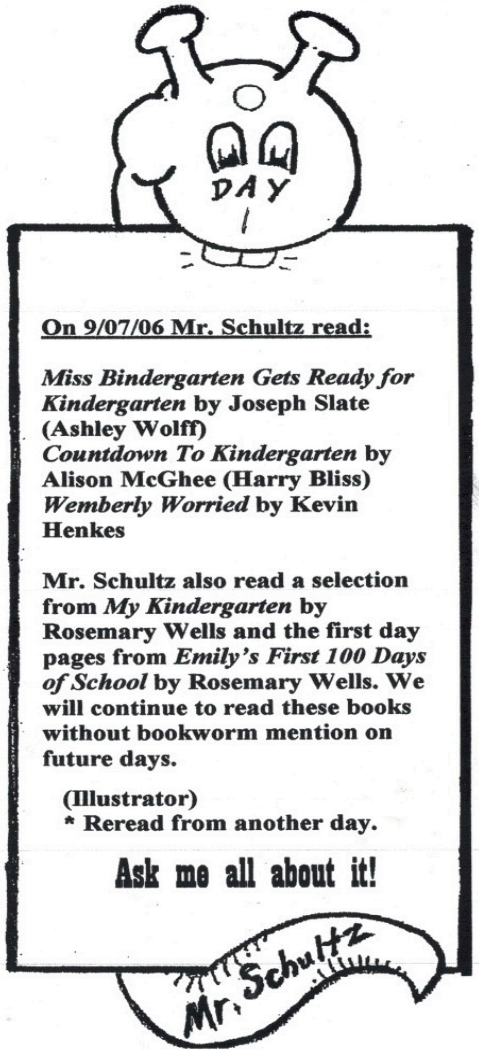
Most book readings were continuous with few interruptions by the teacher or the children during the read aloud. Typically, the children were asked what they thought about the story after the reading. They were also encouraged to make connections with other stories read to them earlier as well as experiences in their own lives (Keene & Zimmerson, 1997; Meek, 1988). However, this literacy event was rarely used as a think aloud where the teacher would

demonstrate comprehending or other reading strategies by providing a running commentary about their thinking process while reading to the children. This was reserved for guided reading or shared reading times with the children, such as reading big books or the morning message (see below). The purpose of the read aloud in this classroom was to provide children with an abundant exposure to current and classic children's literature, primarily picture books, in order to expand and strengthen their knowledge and understanding of the significantly defining features associated with reading (Bakhtin, 1981; Meek, 1988). The goal of providing this experience during kindergarten was to enable children to accumulate schema that would be available as they became increasingly responsible for making meaning with text through their own transaction with text. In other words, to support children as they became increasingly proficient, independent readers. According to Meek,

> We learned to read, competently and sensitively, because we gave ourselves what Sartre called 'private lessons', by becoming involved in what we read. We also found we could share what we read with other people, our friends, our colleagues, our opponents, even when we argued with them. The reading lessons weren't part of a course of reading, except of the course we gave ourselves in our interactions with texts. (1988, pp. 7-8)

Another goal of the read aloud is for the children to continue talking about these stories with their families when they go home each day. One simple method I used was to send the child home with what I called the "bookworm" each day. As shown below, this was a bookmark that was modified daily to include the names of the books, along with names of the authors and illustrators, that were read aloud during that particular school day. As I explained to parents in our orientation letter about our kindergarten class routine that we sent home before school began each year, I have discovered that many children responded to their parents question, "What did

you do is school today?" with the short reply, "Nothing." Other children seemed to avoid providing details of their day by claiming that they played all day. While it was exciting that the children associated our carefully designed kindergarten curriculum with joyful play, their parents were not receiving other details about their child's day in school. Therefore, the parents were encouraged to use the bookworm as a more focused conversation starter by reviewing the names of the books read that day and asking their child which one they enjoyed the most. It was also suggested to parents that they make note of their child's favorites on the individual bookworm and to take them to their local library to find and check out several of these titles each week or so. Feedback from parents indicated that their conversation with their child about the school day was easily initiated with their talk about the books listed on the bookworm and that this often led to the child sharing details about other aspects of their day. A children's librarian at a local village library shared her surprise when one of my kindergarten students approached her and asked her if she had any Kevin Henkes' books. Not only did he pronounce Henkes' name correctly, he also had a copy of one of our bookworms in his hand listing two of Henkes' books that were read to that class that week. The bookworm shown here is a reduced version of the one sent home. As



can be seen in Appendix A, a template of three bookworms was updated each day and printed side-by-side in landscape formatting on an 8 x 11 1/2 inch sheet of paper. Photocopies were made of this page and were cut into individual bookworms that were included in the child's take home folder each day. Also included in this Appendix are reduced versions of the bookworms showing the books read in this classroom during the first 24 school days of 2006. These data were reproduced from scans of the originally printed bookworms after it was learned that all of the digital files stored on the school district's main computer drive was improperly deleted following my retirement thus preventing me from easily sharing these data in other formats, such as alphabetically by author, by illustrator, or by the date read to the class. Therefore, it is hoped that the reader is able to get the proper sense of the information sent home to parents from the documents that have been reproduced and shared here.

In addition to the scheduled read aloud times presented by the classroom teacher in this classroom each day, there was often additional opportunity for the children to be read to individually by other teachers within the room or by visiting parents (photo here from an earlier year) who often joined us during our daily reading time. These sessions, usually referred to as uninterrupted sustained silent reading (USSR) or drop everything and read (DEAR), were part our daily agenda to provide the children time to explore the books in the classroom individually, together with a friend or adult, or within small groups. As noted above, the early in the year book exploration by the children during these times included some who were actually

reading books side by side with others who used the books to build structures. However, as the year progressed, most children joined with others to look closely at the contents of the books they chose to read. Some continued to read individually while others sought out the teachers and other adults in the room to enjoy a personal read aloud session with them. The photo here shows children taking turns reading to each other as they replicate the read aloud portion of their morning carpet time later in the day.

Independent reading. Part of each school day in this classroom was reserved for the children to read by themselves. As the reading engagement displayed by the children beginning kindergarten typically ranged from looking at the pictures in the books to actually reading the text as well, the goal during these timeframes was to simply have the children interacting with books. Although many of the children began the school year reading together and sharing a single book (photo right), most moved on

to choosing their own book to hold and examine. However, as shown here, the children quickly learned that the decision to choose their own book still allowed them to share interesting parts from their book with some who is reading their own book near them. As can also be seen in this photo, these two girls have already decided what they will read next and have those books ready on the table beside them. Others, photos below, choose their books one at a time and prefer to sit by themselves. These practices support the whole language tenets that individual learning is socially constructed through interaction with others within a context that is both meaningful and authentic to the children. In addition, the skills and other components of learning are always presented within the context of a meaningful whole rather than bits and pieces designed to be learned in some predetermined sequence. Equally important, these literacy events were learner-centered where meaning construction was the result of the learner's transaction with text rather than being the recipient of skills instruction delivered to them by the teacher (CELT, 1991; Edelsky, Altwerger, & Flores, 1991; Goodman, 1986; Watson, 1989; Wilson, 1997; WLU, 2004).

As might be imagined, there was an expectation in this classroom that the children would all be involved with book exploration during the dedicated literacy events described above. What

was not expected is that the children would commonly choose this activity during their free choice times each day; a time they properly called playtime. However, much in the way that reading to children and reading with children carried over to those times set aside for reading by children, it should not have been a surprise that children would select the option to read books or write stories during their playtime. While some of the following data was collected via videotape during our daily USSR events, most of it was captured during choice of activity times (i.e., playtimes) when children chose to line-up to read to their teacher before joining their classmates with other activities throughout the classroom. Some of the reading to the teacher that was captured on video during both playtimes and independent reading became the data for the miscue analysis discussed in Chapter Five. Throughout these occasions the children were honored as capable students who able to construct their own learning, along with the paths they might follow to pursue such learning. This whole language practice also supports children as they become responsible, life-long learners (Cambourne, 1988, 1995, 2003; CELT, 1991; Edelsky, Altwerger, & Flores, 1991; Goodman, 1986; Watson, 1989; Wilson, 1997; WLU, 2004).

Summary of the pedagogical practices found within the carpet time literacy events.

This discussion will serve as a summary of the pedagogical practices found within the literacy events that occurred during our daily carpet time. These events included sharing time, calendar work, reading and discussing the morning message, at least one read aloud to the children, and opportunity for the children to read self-selected books by themselves. As noted throughout this section, all of the practices described are consistent with the tenets of whole language. Therefore, rather than repeating those finding here, it might be helpful to review how these practices and tenets fit within the whole language framework of reading to, with and by children (Mooney, 1990).

Reading to children. The abundance of interesting, well written children's literature that were available in my classroom allowed me to demonstrate reading to the children within the context of a meaningful whole by reading complete stories. This allowed the children to engage in language and literacy experiences that were authentic and meaningful to them. As these read alouds usually included time to talk about the story or topic, individual learning was socially constructed through interaction with others. This practice therefore encouraged the children's active transaction with the text where approximations and meaning making was valued and celebrated. Although the teacher's selection of the material to be read limited the students' opportunities to make choices about their learning during these events, there were times that the children were included in the decision making about what would be read aloud next. Even so, the intent of the practice of reading aloud to children was more about exposing the children to many literacy experiences that they might choose to return to during any future reading opportunity with other children, adults, or by themselves (CELT, 1991; Edelsky, Altwerger, & Flores, 1991; Goodman, 1986; Watson, 1989; Wilson, 1997; WLU, 2004).

Reading with children. Certainly, whole language practices and tenets found in this classroom while reading to children were also apparent when reading with children. However, there was a slight change in emphasis. For example, the learning that was socially constructed through interaction with others during the read aloud usually occurred during those moments when the reader paused and the children joined into a discussion about a particular portion or event in the story being read. These interruptions could be several times during the read aloud event, or none at all. In the latter circumstance, the teacher may have had a particular reason to wait to the end of the story for any discussion. However, when reading with children in this classroom, the actual reading of the text was usually a mutual construction that required constant interaction between the participants (i.e., teacher and children, teacher and child, parent and child, child and child, etc.). Therefore, this practice was predominately based on the whole language tenets that individual learning is socially constructed through these interactions with others. The event was presented within the context of a meaningful whole that could be considered authentic to the participants. Reading with children was also a learner centered practice where meaning construction was the result of the learner's active transaction with the text rather a mystery that might only have been transmitted to them by the teacher (i.e., the technique of close reading that is emphasized within the current Common Core State Standards). The readers were treated as capable and developing. Their approximations were not only expected and honored, but also encouraged as the children constructed their own understanding of the text. This practice also gave the children many opportunities to make choices about their learning as they were empowered to take charge of their lives and their learning (CELT, 1991; Edelsky, Altwerger, & Flores, 1991; Goodman, 1986; Watson, 1989; Wilson, 1997; WLU, 2004).

Reading by children. According to Mooney, "in independent reading the children assume full responsibility for reading, expecting to be able to overcome any challenges or to know where to get any necessary help" (1990, p. 11). When coupled with Cambourne's conditions for learning (1988, 1995, 2003), I believe that this statement from Mooney supports a sense that the reading demonstrations and strategies provided by the teacher to the children, within the context of reading to children and reading with children, are crucial to the success of children as they read independently. Therefore, I made certain that the whole language practices in my classroom supported the children as capable and developing as they read by themselves. Their choices were honored as they were allowed to pick any book in the classroom to read. Therefore, their approximations were expected and honored as they constructed their own learning and reading paths along their way to becoming responsible, life-long learners. In this sense, my whole language practice empowered the children to take charge of their lives as they became critical members of their learning community. These practices are consistent with the tenets of whole language (CELT, 1991; Edelsky, Altwerger, & Flores, 1991; Goodman, 1986; Watson, 1989; Wilson, 1997; WLU, 2004).

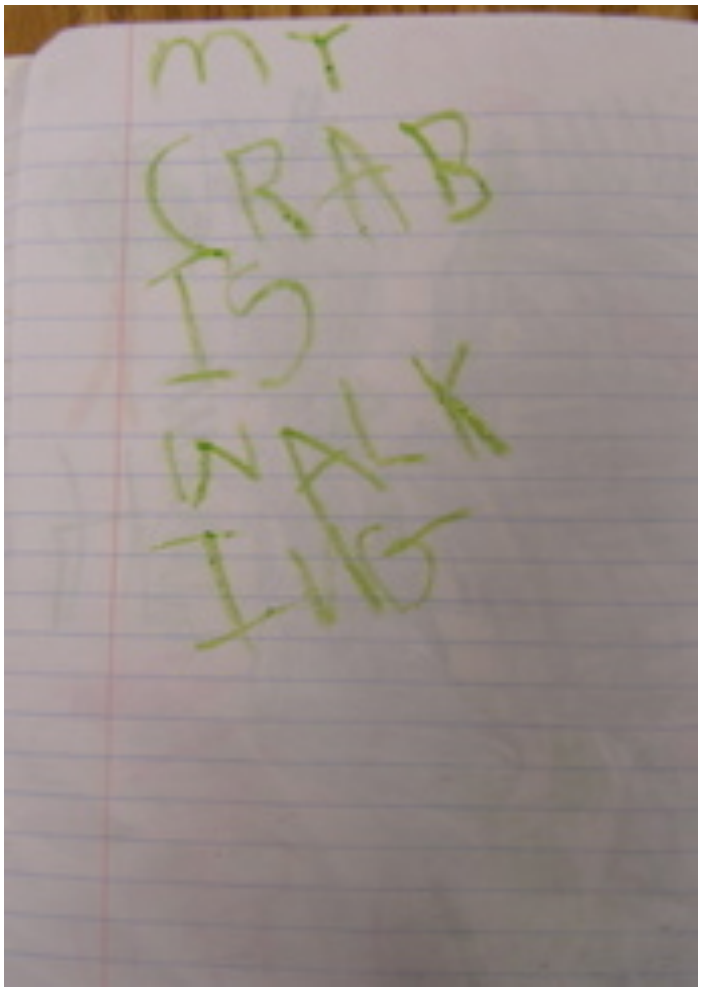
Literacy events by children during choice time (play).

As indicated above, children often used their choice of activity time each day to participate in literacy events involving reading. Similarly, the children also used this time to create written expressions. The following stories are examples that include elements of both of those expressions, reading and writing, by the children throughout that school year. This section will be followed by a brief discussion of the whole language practices and tenets that were in place during these play episodes.

BriAnn's crab story. Each September, the Parent Teacher Association sponsors and organizes an orientation day for the incoming kindergarten children and their parents that is held prior to the first day of school. During this two-hour event, children and their parents have the opportunity to meet their kindergarten teachers and classmates while engaging in a variety of activities. These activities usually include an art project, games, a brief tour of the school building, and a short ride with their new classmates on a school bus. The children also receive a gift bag that often includes a school t-shirt, markers, and a black and white marbled notebook. While children certainly wear the t-shirt to school during the fall and make immediate use of the markers, many of them seem to treat the marbled notebook as though it is their first writer's notebook. These children carry the notebook to and from school and spend time each day drawing and/or writing on its pages. Therefore, I was not surprise to find BriAnn making an entry into her notebook during choice time in our classroom on a sunny, yet chilly day in November.

When I first saw BriAnn working with her notebook, she had just finished coloring her drawing of underwater life on the right hand side of her notebook (photo above) and had started to add text to the left side to complement her picture. In the photo to the right, BriAnn is using one of the classroom's word wall cards to add the word "is" to her text. These cards have small magnet strips on their backs so that they can be easily attached to the steel-backed, classroom white board to be readily available for all of the children to use throughout the day. Using a frequency word list collected by Rebecca Sitton (1996), the cards represented the most commonly used words that children and adults need for their daily writing. Our classroom word wall included the first 25 words from Sitton's list along with other commonly needed words, such as mom, dad, brother, sister, grandma, etc. The frequency word list was the only curriculum resource that was used from Sitton's Spelling Sourcebook in this classroom. Each word was printed on a card in both upper case and lower case versions. This allowed the children to make the transition from the all capital letter writing called for in kindergarten by the district selected writing program (Handwriting Without Tears) to lower case

writing later in the school year. As can be seen here, BriAnn used only capital letters to write, "MY CRAB IS WALKING."



In addition, BriAnn has used a classroom alphabet page to help her with her writing. As shown in the photo below, she has also used the classroom "ING Star" to help her add this suffix to her writing. The "ING Star" was a gift from another kindergarten teacher during my first year teaching at that level. The children and I both used it to point out this letter cluster in the morning message. BriAnn explained to me that she could hear the "ing" sound at the end of "walking" and was using the "ING Star" to help her write this on her page. She then finished writing "ING" on the last line of her story. After reading her story to me and several of her classmates, she carefully put her notebook into her backpack to take home at the end of the day. Like other children in our

room that year, she liked to write and draw in her book at home.

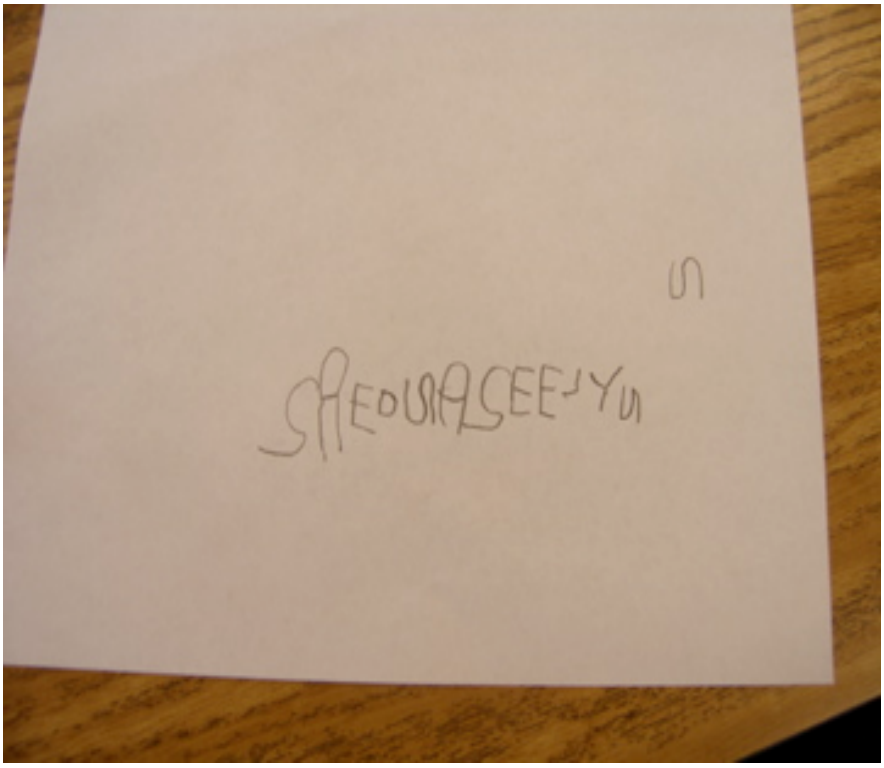
A song for you. It was during a choice of activity time one afternoon in January, not long after the holiday vacation, that Kaitlyn and BriAnn found me in the back of the classroom. They had a song that they wanted to sing for me. As can be seen in the photo below, they are clearly focusing on the paper in front of them as they sing. As most would assume, they seem to be

following something written on the paper to guide their singing. After they were done, they presented their song to me (photo right) that shows what they were using to guide them as they sang so enthusiastically on that day.

Isaiah's note to Wylee. Inclement weather often keeps elementary school children indoors during their normal outdoor recess period. These indoor times can be a challenge for young children who, as argued above, truly need time to be physically active by running, swinging, rolling, and otherwise being active throughout their day in school. It was during such time on November 13, 2006 that Isaiah experienced a disagreement with his friend Wylee. Later, during their afternoon "choice time," Isaiah decided to write a note of apology to Wylee. He first found her name card on the magnetic white board in the west end of the classroom. The kindergarten teacher had created these name cards during the first week of school in anticipation of such need. This was done by taking digital photos of the children during their first day of

school, printing a contact sheet of the whole class, cutting out the individual photos and then pasting each photo onto the upper left corner of a 3 x 5" card. Each card also included the child's first and last name printed on two lines that were centered on the card. While the photos clearly identified the children, gender clues were also provided for them by printing the boy's names on green cards and the girl's names on yellow. These cards were then laminated prior to adding a one-inch section of magnetic tape to the back. The name cards were then added to the magnetic board where all of the children could then use them with their writing projects each day.

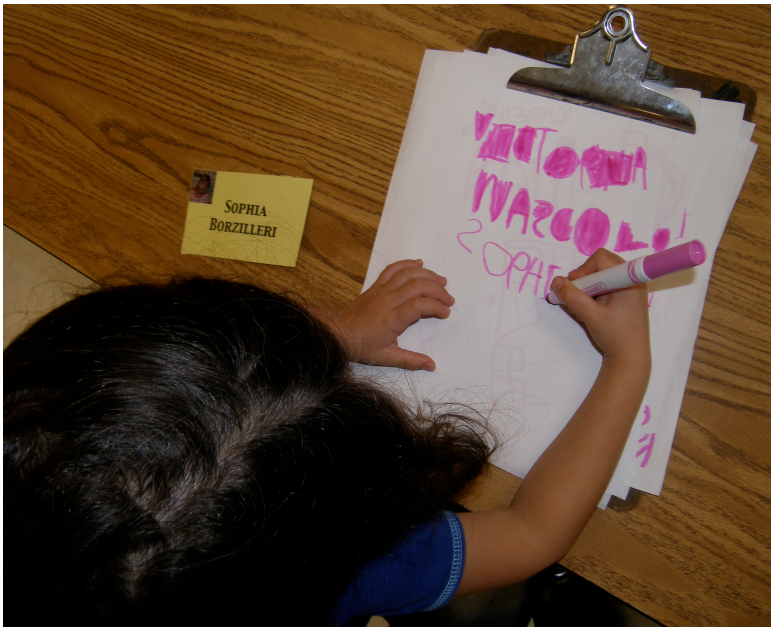
On this particular day, Isaiah brought Wylee's card and a piece of paper to his table spot. As determined from examining the photo collection and the anecdotal notes recorded during this event, Isaiah began by looking at Wylee's name on the card (photo above) very carefully before writing the letter "W." He then looked back at the card and studied it for ten to fifteen seconds before turning back to his paper and writing the letter "Y." He continued looking back and forth between the card and his paper as he completed the writing of her first and last name (photo below).



Isaiah went off to deliver his note to Wylee, but found that she was busy talking with another friend. After waiting politely for a minute or so for a break in the conversation, Isaiah presented his note to Wylee. She thank him for writing to her and asked him to put the note into her mailbox. Each child in our classroom had a mailbox where they, their friends, or their teachers, could put notes and other items for their attention or for them to take home.

Isaiah looked for her name. The boxes were arranged in alphabetical order by the children's last names. It took him about a minute to locate her mailbox and put his note into it. Wylee took Isaiah's note home with her at the end of the day. A few days later she wrote a similar note back to Isaiah using his name card (photo above right).

The clipboards. I bought a class set of clipboards for my third grade students to use as a sturdy and portable writing platform when they moved about the room and collected data relevant to their science inquiries and/or mathematics investigations. During my move to kindergarten, I wondered if the clipboards would be used in a similar manner by the younger children. I also had some concern about their ability to use the clip part safely. In any event, I put a clipboard in each child's storage shelf for them to use during the year. As noted above, each clipboard was numbered and assigned to a particular student for their year in that classroom. On the first day of kindergarten I gave the children a short demonstration on how to clip paper without catching their fingers. I also explained that they were only borrowing the clipboards for the year and needed to take good care of them for next year's kindergarten children. Typically, each year, the children ignored the clipboards for the first week or so until one of their classmates started using hers. Although I used them as a class throughout the school year in a



manner similar to how they were used in my third grade classroom, the kindergarten children found many other uses for them. As shown in the photos in this section, the children used paper on their clipboards at the beginning of the school to make lists. These lists usually started out as the names of classmates who wanted to come to the child's birthday party. It did not seem to matter when the birthday party might be held as many of the children had spring or summer birth dates and would not be celebrating for many months. However, it did appear to be important that all of the names of the children in the class be included on the list. This seems to be consistent with the common practice in this school district for parents to invite all of the kindergarten classmates to their child's birthday party. Several parents have shared that the

number of children on the invitation list is very often reduced for the party at home during first grade the following year along with expressions of wonder in how kindergarten teachers are able to spend all day with that number of children.

Other uses that the children have found is using their clipboard to post greetings to classmates (photo right). The clipboard below the greeting shows the names of the children who made this display on the First Discovery Book display rack.

The children in the photos below have invented a game similar to floor hockey where they use a long building block to shoot a large marble back and forth. As can be seen around to outside of the carpeted areas, other children are using their clipboard to keep score. Although the children explained how the game worked and what their marks on their paper meant, it was

difficult for me to follow. The children said that was all right because they were not sure of the rules of the game either. However, they both agreed that Andy (the player at the bottom of the photo above on the left) was winning.

Girl cops. During October, several girls put on official looking hats during a choice of activity time and created a police department in the back of the classroom. With clipboards in hand and many of the classroom name cards on the table in front of them, they scanned the classroom for anyone who might look like they were breaking the law. Although they had name cards of both girls and boys, the boys soon complained that they were only "arresting" the boys. As seen below, Randy is being "written up" by Casey. Randy argued that he was not doing anything wrong and that he was not even playing this game with the girls. His plea did not seem to have any effect on Casey as she continued to write his name down on her clipboard. To complicate matters for Randy, it seems as though he

became the attention of some girls in a nearby jurisdiction who decided to add his name to their list as well (left photo below). Randy asked for help from some of his friends (photo right) who decided that they would form their own police force and write down a few names themselves. Interestingly, they seem to have name cards for both boys and girls at their table.

Discussion of the pedagogical practices during choice time (play). While whole language is not the only pedagogical practice that supports children's play within the elementary school classroom during the school day, it has been argued that the attributes of play support literacy learning in a manner that is consistent with the basic tenets of whole language (Hall & Robinson, 2003; Katz, 1999; Owocki, 1999; Paley, 2004; Piaget & Inhelder, 1969; Vygotsky, 1978).

The commonality between the characteristics of play and the basic tenets of whole language in providing literacy learning support is strong. Both are socially constructed through interaction with others, provide language and literacy experiences that are authentic and meaningful to the child, and are presented (occur) within a meaningful whole rather than being bits and pieces placed within a predetermined sequence. In addition, both are learner-centered where meaning construction is the result of the learner's active transaction with the subject

matter (or each other). Learners are also considered to be capable and developing rather than incapable and deficient. Approximations, therefore, are not only expected, but honored as children construct their own learning and learning paths. Children are given many opportunities to make choices about their learning in order to help them become responsible, life-long learners. Finally, children at play and/or in whole language classrooms are valued and empowered to take charge of their lives as they become critical, responsible members of their community. These attributes of play and tenets of whole language practice were evidenced within the forgoing literacy events of the children during play and are highlighted below.

In addition to the social interaction BriAnn had with her teacher during the writing of her crab story, she conferred and shared her story with classmates before, during, and after her writing. She also took her writing home to share with her family at the end of the school day. BriAnn's writing had a clear purpose for her as she was empowered to make decisions about her drawings and writing that were meaningful to her rather than being prescribed elements (word or topic choices) that she was directed to include in her project.

In a similar manner, the song that Kaitlyn and BriAnn wrote and sang for me was clearly constructed through social interaction with each other. The activity was learner-centered and included language that was authentic and meaningful for the girls. Both were treated as being capable as they sang while also being honored for the literacy choices they made along with their developing understanding of using written lyrics to guide their performance as well as their writing approximations. The girls felt empowered to perform their song without fear of criticism from their teacher.

Isaiah's note to Wylee exemplifies nearly all of the attributes of play and the tenets of whole language that are presented here as being supportive of literacy development. While

Isaiah's note only included Wylee's name (written in near-mirror image), it was socially constructed within the context of a meaningful whole as an attempt to reconcile an earlier in the day disagreement between these two classmates. Therefore, the event is clearly learner-centered where both participants considered themselves to be capable of using their approximations to resolve their differences that day. Both were given the opportunity to make choices about their learning as they constructed their own learning paths. The event invites wonder about how it may have informed and influenced their responses during similar situations now, seven years later, as junior high students.

The stories about the clipboards also seem to include most of the common attributes shared between play and the tenets of whole language that support literacy development with children. As shared earlier, the a clipboard was placed inside each storage shelf to be used throughout the school year by the child assigned to the particular storage shelf. Other than a simple explanation about how to use the clipboard safely at the beginning of the year, the children were initially left to their imagination on how to utilize their clipboard. Therefore, using the clipboards to hold birthday lists, surveys, invitations, greetings, and other usage was clearly socially constructed through interaction or observation with others. The clipboards were employed by the children to engage in learner-centered language and literacy experiences that were both authentic and meaningful to them. As no one obviously (to them) monitored their usage, they felt treated as capable and developing learners rather than being incapable and deficient. Therefore, their approximation. as well as their choices, were honored as indicators of being responsible, life-long learners. This is particularly notable within the floor hockey event where the children are using long blocks to shoot a marble back and forth. While the children using clipboards to keep score were not certain what their data meant, they expressed comfort

(empowerment) that they were taking charge of their lives as they became critical members of their community.

The added excitement to the episode that I call girl cops is that the ladies, as I always called the girls, donned official looking hats as they created their police department in the back of the classroom suggesting that the social construction of the event clearly connected with a meaningful element in their lives. This event was also learner-centered with the ladies considering themselves as capable learners who were able to construct their own learning paths. This was particularly in evidence as they wrote tickets to those they felt were violating a particular law. Obviously, the ladies felt empowered to take charge of their lives (along with the lives of a few gentlemen) as they constructed this literacy opportunity within the classroom.

It seems fair to suggest that all of these learners considered themselves to be capable as they constructed their own learning (play) paths. They had opportunities to make choices about their learning by being empowered to take charge of their lives throughout these play opportunities. In addition to supporting their opportunity for literacy growth, these events helped to explain why play is such a popular activity for children. Vygotsky (1978) explained that

> play creates a zone of proximal development of the child. In play a child always behaves beyond his average age, above his daily behavior; in play it is as though he were a head taller than himself. As in the focus of a magnifying glass, play contains all developmental tendencies in a condensed form and is itself a major source of development. (p. 102)

Conditions for Learning

The conditions for learning (Figure 1) are based on principles of learning that Brian Cambourne (1988, 1995, 2003) found to be naturally in place for the children he observed during his hundreds of hours spent "with learners engaged in using and learning language in the

classroom, playground and home settings" (Cambourne, 1988. p. 2). Donalyn Miller (2009), also known as The Book Whisperer, credits Cambourne's conditions for learning for guiding her in creating a sixth grade classroom which honors "students' right to an engaging, trustworthy, risk-free place in which to learn." A place where "students must believe that they can read and that

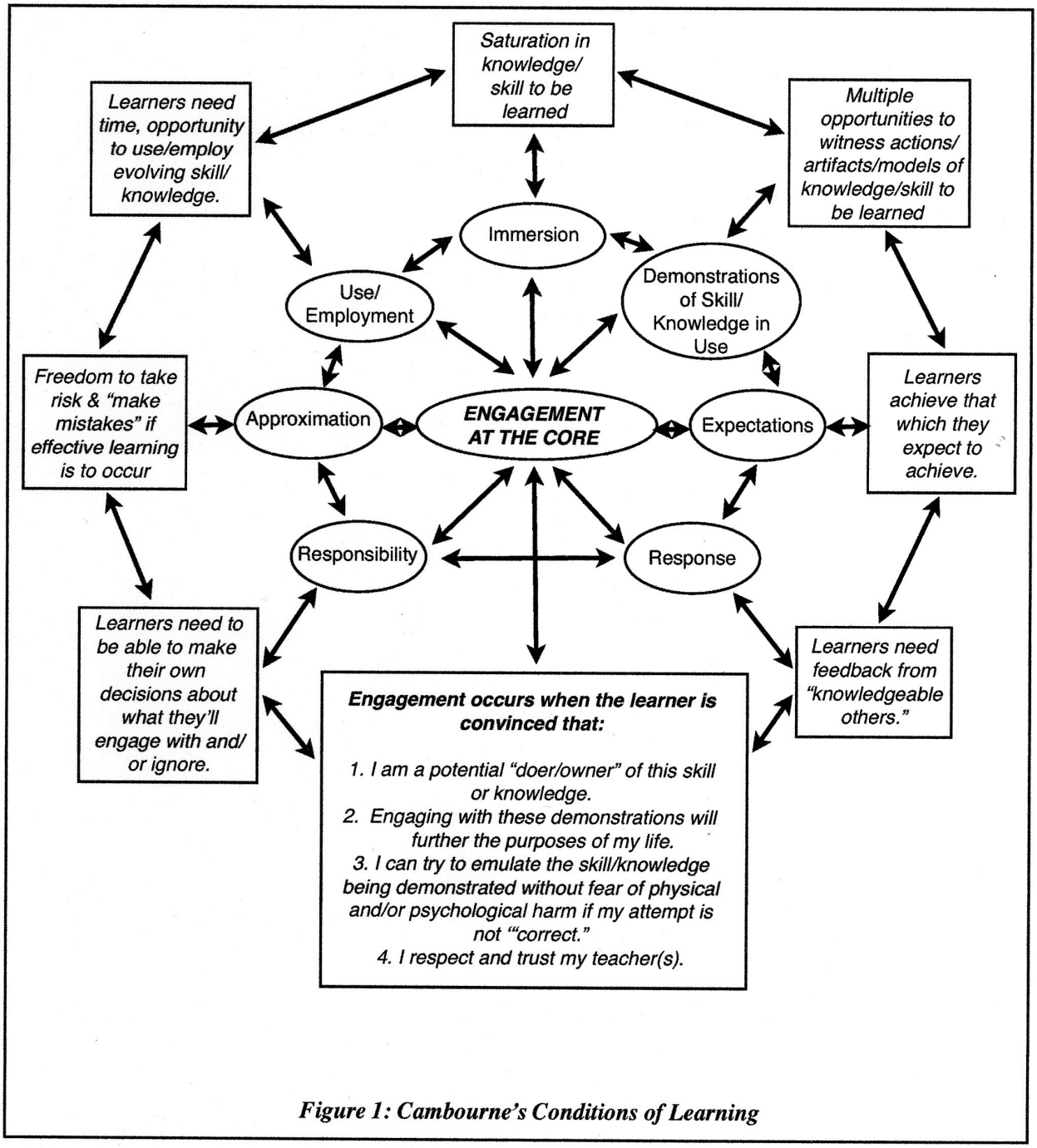


Figure 1: Cambourne's Conditions of Learning

reading is worth learning how to do well" (p. 37). Leland, Lewison, and Harste (2013) also recommend that Cambourne's conditions be used by individual teachers to evaluate the reading programs within their classrooms. Therefore, as recommended by Leland, Lewison, and Harste, the conditions of learning will be described here briefly along with discussion of how each was supported within the classroom. Of particular interest is how each condition supported (or constrained) the children's literacy development within the specific data examples from the kindergarten classroom that are described above. This will be followed by the identification and brief discussion of the conditions of learning that were evident during two of the children's free choice episodes described above.

Immersion. Immersion occurs when learners are saturated in the knowledge or skill to be learned (Cambourne, 2011). As evidenced in the photos and classroom descriptions above, the children were surrounded by text within bookracks, bookcases, and book bins everywhere in the classroom. There were even stacks of books related to the children's current special interest on tables and on the top of their storage shelves. The children were encouraged to browse through all of these resources everyday and to select books that they would like to read or have read to them. In addition to the three formal read aloud sessions scheduled each day, the children had the opportunity to be read to during their daily Drop Everything and Read (DEAR) times. These readings were done by the classroom teacher, the teacher assistant, visiting parents, and/or other children who were members of the classroom family, as well as other older children who regularly visited the classroom for this purpose. The morning message is another example of one particular genre that the children were invited to read and examine everyday; an engagement that they experienced a minimum of 180 times during that school year. They also found that they

could use this message each day as new source of environmental print that was readily available for them to use with their daily writing.

Demonstration. Demonstrations occur when learners receive multiple opportunities to witness the actions, artifacts, or models of the knowledge or skill to be learned (Cambourne, 2011). The primary purpose of the read aloud in this classroom was for the children to receive multiple opportunities to enjoy reading performed by a knowledgeable other (the teacher, other adults, and other more proficient children). These demonstrations also presented many experiences for children to learn more about the similarities and differences found in fictional stories, nonfiction books, poetry, and other genres. Perhaps the most important demonstration shared with the children was "*the nature and variety of written discourse,* the different ways that language lets a writer tell, and the many and different ways a reader reads" (Meek, 1988, p. 21). These demonstrations also took the form of open ended discussions where the children shared the connections they made between the text being read and others that they knew. In addition, the format of the morning message allowed the teacher to construct a variety of text messages for the children to read. Discussion was evident during this example which addressed variations of the way that text could be constructed and used. Although the particular message on March 21, 2007 focused on punctuation and syntax, the usual reading of the morning message involved greater examples of reading being a meaning making activity. This included opportunities to make predictions about the text and monitoring for confirmation/disconfirmations of these predictions (Goodman, 1996).

Although the teacher usually served as the provider of these literacy demonstrations, other were facilitated by the children throughout the year. As can be found in paragraph 13 of the March 21 message transcript,"Sophia raisers her voice to help them get going. Together they read . . .". While not found elsewhere in this transcript, this was a common occurrence throughout the year with other children taking on the role that Sophia played in this example.

Engagement. Cambourne (1995, p. 185) writes that this condition "has overtone of attention; learning is unlikely if learners do not attend to demonstrations in which they are

immersed." However, while the immersions and demonstrations invited the children to engage in text by listening and offering their thoughts throughout the read aloud session, children often participated differently. Therefore, great care was taken when interpreting student silences or apparent lack of attention during the read alouds (Schultz, 2009). There were numerous oral responses delivered by the children during this school year that clearly indicated that they were attending to the story being read even though their behavior suggested that they were otherwise distracted. Therefore, the children were always invited to participate without fear of any negative feedback related to their apparent engagement.

Immersion and demonstrations also served as invitations for the children to engage in the morning message. As the children supported each other during choral reading of the text, they were reminded to think of themselves as meaning makers (Goodman, 1986 & 1996; Halliday, 1975; Meek, 1988). The children were invited to participate in this event without any negative responses to their attempts from their teacher or from each other.

Additional examples of engagement included the opportunity for the children to interact with the message by coming to the board and reading words or portion of text. This was expanded later in the school year when each child had the opportunity to write the message on the board and lead the class in reading and responded to their message the next day.

Comment. The portion in the March 21 video transcript about collecting words encouraged the children to find meaningful words that they could take home to share with their families. The intent here was not to privilege the importance of individual words, but to help children see these words as a resource for their writing. It also allowed them to begin to understand the portability of words when they took the papers home and discovered the same words were available there and could be found in the text within their homes.

An additional reason for this activity was to provide a reasonable alternative to the grade level practice at that time where other kindergarten teachers sent home flashcard sets of high frequency words attached to three inch metal rings. The expectation was that the parents and children would use the flashcards to practice these words as homework. I found it easier at that

time to explain the difference in the words sent home than to take on an explanation to parents about the limited utility of using flashcards as support for reading or writing development.

Expectations. Learners achieve that which they expect to achieve (Cambourne, 2011). These expectations are often based upon those of the mentor. My expectation for the children during each read aloud session was that they would join the read aloud sessions with their classmates and engage as greatly as possible with what I was reading to them. As noted elsewhere, I made every effort to honor their approximations with an understanding that younger children listen differently than older audiences. This was evidenced by children crawling around the carpet at various time during the story, or changing their position from sitting, to kneeling, to lying down on the carpet. Some focused on the pictures in the book being read, while others seemed only to want to listen. However, it was additionally expected that the children would be considerate of others throughout the event by allowing others to engage without creating unnecessary distractions or interruptions.

The transcript from the morning message of March 21 begins with me saying, "We are going to read this." This is immediately followed by, "Are you ready for that?" The invitation from me for us to read together suggested that I expected all of the children would be able to join in to some degree. During the choral reading, the children also received demonstrations from peers who were significant in their lives. The achievements of these peers may have served as a "you can do this, too" invitation for those who watched silently for now (please see Schultz, 2009, for additional discussion about children who participating in different ways). However, there is no way to determine from the data here what the expectations were for the individual children. Clearly, a number expressed doubt in their ability to read the morning message on the first day of school. Although most were able to do so by March, nothing in the data suggests that they held this expectation for themselves.

Responsibility. Learners need to be able to make their own decisions about what to engage with or ignore (Cambourne, 2011). The responsibility for meeting the expectations described above was gradually released to the children throughout the year. As was true with the

other conditions of learning, children were more likely to take on this responsibility when they believed they were able to do so successfully, that the results of their attempts would be purposeful for them, and that no harm would come to them for trying, especially when they did not fully reach their goal (Cambourne, 1988, 1995, 2003).

Invitations from the teacher allowed the children to be in charge of their learning. While it was expected that they would try to engage, the decision regarding when, how, and to what degree was left to the child to determine. Examples from the March 21 transcript include the willingness of the children to participate. In addition to Sophia's leading the reading in paragraph 24, Victoria joins a number of children in raising her hand to participate (paragraph 11).

Use/Employment. Learners need time and opportunity to use or employ their evolving skill or knowledge (Cambourne, 2011). As the photos and descriptions indicate, there were many opportunities for all of the children to participate and to practice their engagement in the various literacy activities in this classroom. Such opportunities were additionally expanded if and when parents used the listing of books read in class each day (Bookworm) to find these titles in their village library and reread them to/with their child at home. As noted elsewhere, one student surprised a local village librarian by not only requesting books written by Kevin Henkes, but by also pronouncing his name correctly.

The morning message also provided many opportunities for all of the children to participate and to practice their growing control of literacy in a real and meaningful manner. The morning message was written to them and included information about their day. In an attempt to make connection between this and other classroom literacy events, book reading (to, with, and by the children) was often conducted prior to and immediately after their engagement with the morning message thereby giving opportunity to use their reading strategies with these literacy events as well.

Approximation. Cambourne (1995) believes that when we honor a learner's approximations during their use/employment, we are granting them the freedom to take risks and make mistakes as part of their effective learning process. Most approximations for the children

during our daily read alouds involved their growing engagement with the book being read to them. However, approximations were also encouraged and honored when the children responded to the literature following the read aloud. Therefore, all of their offerings were accepted when talked about the reading or asked questions about some aspect of the text.

Reading miscues and other perceived errors were allowed in this classroom. Prompting others, or offering correction to other's miscues, was discouraged with a premium placed on "wait time" for each others. Approximations were considering to be part of the normal growth pattern of us all and were honored as evidence of such growth. Examples of this were evident each day during our reading of the morning message, particularly when the children miscued during their shared reading. In each circumstance, the teacher helped them to see how their reading made sense even though it did not match the exact text of the morning message. On these occasions, he helped them consider the sentence constructions that they have seen before and, if true, how they were similar to the sentence that included miscues that they made.

There are number of honoring approximations examples in the transcript of March 21. These include the reading of the date (paragraph 4) that was garbled. I explained, without judgement, that "When we get beyond twenty, sometimes it is a bit of a challenge." I then invited them to try again. Another example occurred between paragraphs 24 and 27 when some of the children omitted the word "with" so that the sentence read, "Mrs. Lagnena will be visiting us after lunch." It seems that I missed the opportunity to point out that their miscue did not change the meaning of the sentence. While this is probably the case in this instance, it is also possible that I had a reason for not adding this teaching point to this particular event. I know that I began marking their miscues on the chart during the spring for later discussion, but may not have started this practice at the time the video was done. More likely is that I was nervous or distracted by the fact that the event was being video recorded and clearly missed an opportunity that I would normally pursue. In any case, the approximation was accepted without criticism. In fact, I closed the reading portion by saying to the children, "I'm so proud of you."

Response. Cambourne (2011) believes that learners need to receive feedback from mentors or knowledgeable others. Therefore, every attempt was made to offer feedback to the children in this classroom that was "relevant, appropriate, timely, readily available, non-threatening, with no strings attached" (Cambourne, 1988, p. 1). Once again, responses were more credible when the children believed that they were able to engage successfully, that the results of their attempts were purposeful to them, and made without fear of criticism for their approximations. A subtle response that I used each day was to hand the book that I finished reading to one of the children for them to look at next. While I never explained how I chose who would receive the book each time, it usually went to someone who I determined to be engaged during the event.

There were numerous other examples of feedback given to individual children and to the group as a whole throughout the morning message of March 21, 2007. Most seemed to be relevant and non-threatening and shared in a timely manner. Even the simple "thank you" (paragraph 13 of the transcript) appeared to support the children's attempts. However, the video did show some non-verbal communication that seemed to display disapproval to particular children (particularly toward the end when one of the children bumped into the camera). These occasion were probably connected with children's behavior as they waited their turn to pick a word on the morning message. While the "teacher look" is understandable, it was not a look that this teacher would like to continue to use. Therefore, after first viewing the video, I tried to look for alternatives to my teacher look during the remainder of the school year.

Conditions for Learning Found During Children's Choice Time (Playtime)

As noted above, the importance of playtime during the school day is not a primary focus of this study. However, these data collected and shared here about playtime seem to be clearly relevant to the examination of the conditions of learning that are in place within this whole language kindergarten classroom in order to support children learning to read. In addition, as the conditions of learning often serve as a framework for whole language pedagogical practice, the discussion of the conditions of learning identified during these events describe pedagogical

practices that were in place as well. As a convenience to the reader, I have italicized the words that are associated with the conditions of learning within the analyses of these two events.

BriAnn's crab story. It was during choice time on a November morning when I discovered BriAnn writing *(use/employment)* in the black and white notebook given to her by the PTA during her orientation day to kindergarten. I immediately went to find my digital camera and began taking photographs of what she was doing. Clearly, she had received enough *demonstrations* to understand the intended *use/employment* of her notebook. She had personal *expectations* that were also evidenced by other similar entries that she had made during the previous couple of months that she had this notebook *(use/employment)*. She had made her own decision *(responsibility)* about this *engagement* while *immersing* herself in her writing. BriAnn had particular *expectations* about what she would create on these pages and used classroom resources *(demonstrations and responsibility)* to add words to her picture *(approximation)*. She saw herself as a *potential doer* in an activity that would *further her purposes in her life*. She also *trusted her teacher* and was confident that she could make her attempts *without fear of physical and/or psychological harm if her attempts were not judged to be correct* (Cambourne, 1988, 1995, & 2003). Finally, BriAnn received various *response* from me, her teacher, that supported and encouraged her *engagements*. These included expressed interest and joy about her *use/employment* and memorializing the event by taking a number of photographs. As was true for all of the children in this classroom, these photos were printed and given to the children at the end of the school year for them to take home to share with their families *(response)*.

Isaiah's note to Wylee. Much like BriAnn's crab story above, it is likely that this literacy event would have gone unnoticed in most classrooms, particularly within those classrooms guided by an instructivist, skills in isolation, cognitive framework of literacy learning. This event was related to a dramatic play episode that, in turn, prompted the need for the children to utilize their growing sense of literacy.

It seems reasonable to assume that Isaiah and Wylee both *believed that they were capable* of the writing *engagement without fear of any harm or criticism* for their evolving

approximations. They also seemed to understand that the writing would *further their purposes in life*, and in particular, help them to resolve their conflict from earlier in the day. Their *engagement* was further supported by their *immersion* in various writing activities throughout their day. These *demonstrations* included daily, whole class *engagements* with reading the morning message and writing letters and the daily news together. In addition, their teachers and other students were continuously writing messages to one another *(demonstration)* and to friends and family outside the classroom (i.e., parents, other school friends, and teachers). Both Isaiah and Wylee shared *expectations* that writing to each other would help them to resolve their earlier disagreement *(further their purposes)*. They received *responses* from each other and from their teacher who commented favorably about their correspondence. Both accepted the *responsibility* of making decisions on their own about writing to each other, what they wanted to include in their message, and how they would deliver their finished piece (*immersion)*. Both were provided ample time and opportunity throughout the day to *use* their developing writing skills *without fear* of making mistakes if their *approximations* did not yet match the writing behaviors of older children.

Chapter Summary

The purpose of this chapter is to examine and analyze data collected during the 2006-2007 school year within a kindergarten classroom to identify and discuss the pedagogical practices and conditions of learning (Cambourne, 1988, 1995, 2003) that were in place to support the children who were learning to read. The first part of the chapter focuses on the pedagogical practices that were in place, while the second part reviews the elements of Cambourne's conditions of learning by presenting and discussing examples these elements that were in place within the classroom.

The presentation and discussion of the data related to the pedagogical practices is divided into three sections: the classroom environment, carpet time, and literacy events by children during play. The section about classroom environment includes description and discussion about the selection and arrangement of the furniture and resources used by the children. The carpet time section describes and discusses the daily meeting period with the children in the classroom that included student sharing, various calendar work, reading and responding to the morning message, at least one read aloud to the children, and self-selected reading done by the children. And finally, the section that presents the literacy events by children during play discusses five different episodes where the children included reading and/or writing within their play activity. These data and the pedagogical practices described were aligned with the commonly held tenets and underlying theory associated with whole language pedagogy (Cambourne, 1988, 1995, 2003; CELT, 1991; Edelsky, Altwerger, & Flores, 1991; Goodman, 1986; Watson, 1989; Wilson, 1997; WLU, 2004). A composite of these commonly held beliefs include:

1. Individual learning is socially constructed through interaction with others.

2. Learners engage in language and literacy experiences throughout the curriculum that are authentic and meaningful to them.

3. Skills and other components of learning are always presented within the context of a meaningful whole rather than bits and pieces that are to be learning in some predetermined sequence.

4. The curriculum is learner-centered where meaning construction is the result of the learner's active transaction with the curriculum rather than becoming the recipient of subject matter that is transmitted to them by the teacher.

5. Learners are treated as capable and developing rather than being incapable and deficient. Therefore, approximations are expected and honored as students construct their own learning and learning paths.

6. Students need many opportunities to make choices about their learning. These choices, broad or narrow, will help children to become responsible, life-long learners.

7. All languages, cultures, and lives of students are valued in a whole language classroom where children are empowered to take charge of their lives, while becoming critical members of their community.

8. Teachers and other adults who work with children in whole language classrooms are professionals who are also life-long learners.

The conditions of learning are based on the principles of learning that Brian Cambourne (1988, 1995, 2003) found to be naturally in place for the children he observed who were "engaged in using and learning language in the classroom, playground and home setting" (Cambourne, 1988, p. 2). The conditions of learning include: demonstration, immersion, use/employment, approximation, responsibility, response, expectations, and engagement (see Figure 1: Cambourne's Conditions of Learning). The second part of the chapter reviewed how each of these conditions supported (or constrained) the children's literacy development within the specific data examples that were shared earlier in the chapter. In addition, the identification and a brief discussion of the conditions of learning that were in place during two of the children's literacy events during play was included in this section.

While the findings and implications of this chapter will be discuss in greater detail in Chapter Six, it would seem reasonable to suggest here that the analysis of the data presented in this chapter provides answers to the first research question. The question is: What pedagogical

practices and conditions for learning are in place within this whole language classroom in order to support children learning to read? The findings provided and discussed here indicate that the tenants of whole language, along with Cambourne's (1988) Conditions of Learning, were in place and supported the pedagogical practice during the literacy events presented here. The next chapter will focus on the reading strategies that were displayed by the effective young beginning readers in this whole language kindergarten.

Chapter Five

Reading Strategies Displayed by Effective Young Beginning Readers

The second research question in this study focuses on the reading strategies that were displayed by effective young beginning readers in this whole language kindergarten classroom during the 2006-2007 school year. These are children who seem to be "intelligently sorting out how reading works, but who are still inexperienced in selecting and integrating the language cueing system" (D. Goodman, Flurkey, & Y. Goodman, 2007, p. 4). As noted in Chapter Three, the data for this portion of the study was collected by using a video camera to record the children reading various books as they sat beside me during our daily USSR sessions, as well as during some of our free choice times (playtimes). These reading times, described in greater detail in Chapter Four, provided the children time to explore the books in the classroom individually, together with a friend or adult, or within small groups while also applying the strategies that were presented each day during carpet time within the reading and discussion of the morning message. These practices are consistent with the whole language tenet that individual learning is socially constructed through interaction with others within a context that is both meaningful and authentic to the children. In addition, these practices correspond with the whole language tenet that skills and other components of learning are always presented within the context of a meaningful whole rather than bits and pieces designed to be learned in some predetermined sequence. Equally important, these literacy events were learner-centered where meaning construction was the result of the learner's transaction with text rather than being the recipient of skills instruction delivered to them by the teacher (CELT, 1991; Edelsky, Altwerger, & Flores, 1991; Goodman, 1986; Watson, 1989; Wilson, 1997; WLU, 2004).

The children included in this study were video recorded while reading Biscuit books written by Alyssa Satin Capucilli with illustrations by Pat Schories. These books are part of the *I Can Read Book* series that was published initially by Harper Collins and more recently by Scholastic. Biscuit is a small, yellow puppy who has various adventures. Biscuit books were a popular choice of the children during the time that this data was collected. Even though the video data that was collected included children reading other books, the data obtained from those children reading Biscuit books was used here in order to maintain consistency with the reading material used within this study. Although it is possible that each child had personally read the selection prior to reading it to me, as far as I know, none of these books were read to the children by another individual prior to this data collection. The video captured during these sessions was carefully reviewed to produce a written transcript of each child's transaction with the text that they read. These transcripts were additionally formatted to produce a reader's text that displays the child's oral reading responses alongside the text as it actually appeared in the book. Please see Appendix D for a copy of the reader's text produced for each child.

The individual reader's texts were also used to perform a Classroom Procedure (Goodman, Watson, & Burke, 2005) on each child's readings (also available for review within the Appendices). The data from this analysis was used to produce a statistical profile for each reading which indicated the syntactic acceptability and semantic acceptability of the reader's text, as well as the relative strength of the reading performance by the child in each of these instances. These profiles are available in Appendix D.

The following discussion of these data is organized alphabetically by the reader's first name and includes commentary regarding the reader's text. This commentary is immediately followed by discussion of the miscue analysis data as well as the reading strategies exhibited by

the child for each book read. Additional comments may be included, as appropriate, at the end of each child's section. A final commentary, about the reading strategies used by the children, is included at the end of the chapter.

Additional background information about each child is often included when using miscue analysis to create a literacy profile about a reader. This information is not included here primarily because I do not believe the Consent to Publish agreement that I received from parents (Appendix C) covers the sharing of this information. Therefore, I do not feel comfortable sharing this personal information here.

Finally, as noted in Chapter Three and following BriAnn's retelling of *Biscuit* found in Appendix D, any retellings of text that was collected for these kindergartners was very brief and provided sparse data for analysis. As retellings were not a focus of the study, and as a complete set of such data was not available for all of the children, these data are not included here. However, for those data available, it was evident that the children were reading for meaning.

Discussion of the Reading Data

It is appropriate that BriAnn would be first in this discussion as she was the focus of a pilot study that I did while taking a course at Hofstra University, LYST 245 - Revaluing Readers and Writers, that was conducted by Dr. Alan Flurkey. This pilot study eventually led me to include the second research question in my current study. The text used in the pilot study was *Biscuit,* written by Alyssa Satin Capucilli with illustrations by Pat Schories. As previously noted, these books are part of the *I Can Read Book* series and was published in 1996 by Harper Collins. Biscuit is a small yellow puppy who has various adventures. This particular book is the first of the Biscuit series and was very popular in the beginning grades of our school at the time of the study. BriAnn had brought this book to me before and seemed to be moving from telling me a

story about Biscuit to offering a more conventional reading of the actual text. I was hoping at the time to capture the transition of BriAnn in becoming an effective beginning reader. The data I collected at that time leads off the discussion here.

BriAnn's reading of *Biscuit.* As is true with the reader's text for all of the children studied here (see Appendix D), BriAnn produced a coherent, logical version of the story while mostly maintaining the meaning and tone of the original. The only sequence where there is a partial meaning loss occurs on pages 21, 22, and 23 where BriAnn substitutes "another drink," "another snack," and "another bedtime story" for a series of sentences that begin with, "Biscuit wants." The expected responses were "to be tucked in," "one more kiss," and "one more hug" respectively. The three scenes show Biscuit looking out of the door to see where the child went and then following the child up the stairs to the child's bedroom. The story concludes when Biscuit pulls some of the child's bedcovers onto the floor and then curls up to sleep on them.

Although some might suggest that BriAnn's responses to these three sentences should be considered as a major loss of meaning, I believe that the change does not impact the entire text. BriAnn is certainly substituting alternatives that do not match the printed text in meaning. However, all three are consistent with the types of requests that children, and perhaps a little dog, might make to avoid bedtime. I therefore believe that BriAnn is maintaining meaning that is consistent with the sense of the whole text.

Analysis of BriAnn's miscues for her reading of Biscuit. All 40 sentences in the story were coded as having syntactic and semantic acceptability. Of these, 90% displayed strength (YYN) and 10% showed partial strength (YYP). Three of the four sentences exhibiting partial

strength have already been discussed above. The other sentence was the one immediately following those three in which BriAnn read, “Silly puppy” for “Sleepy puppy.”

The substitution of “silly” for “sleepy” was one of 11 substitutions that BriAnn made during her reading. It was the only miscue that she had which might be considered to have any graphic similarity. However, I believe that this substitution had more to do with BriAnn’s prediction of the phrase than her attending to any graphophonic cues. This comes from the sense that she is more likely to describe Biscuit’s actions of pulling some covers to the floor in order to sleep near the child as being silly rather than being sleepy. As noted below, Victoria displayed a similar miscue with this phrase by saying, “Silly little Biscuit” with expression.

BriAnn also substituted “ruff” for “woof” throughout the text. As suggested for scoring repeated miscues (Goodman, Watson, & Burke, 2005) this substitution was counted only once. BriAnn continued to use this same substitution for “woof” during her reading of other Biscuit books (see below) until I explained to her the difference between “ruff” and “woof.” After that point, she consistently read the word as written. That was after the collection of these data.

Comment. As noted above, this was not the first time BriAnn read this book to me. I did not collect any audio recording of her earlier readings to use as a comparison because her earlier versions seemed to be created mostly from the illustration. The notes that I made during that time indicate that she caught my attention when she seemed to begin using the “illustrations to support, but not drive, (her) meaning construction process” (D. Goodman, Flurkey, & Y. Goodman, 2007, p. 7). It was shortly after that time in January when I recorded the reading of *Biscuit* discussed above.

BriAnn's Reading of *Bathtime for Biscuit*. BriAnn continued to maintain syntactic and semantic acceptability throughout her reading of this text. However, she displayed a greater number of departures from the actual text while she still maintained the storyline. She did this mostly by replacing phrases rather than individual words, but retained meaning consistency with the whole selection. This is first found on page four where BriAnn's response to "Time to get nice and clean" was "Biscuit has to take a bath." On the next page she substituted, "Biscuit, get in the bath" for "In you go!" It is likely that she is using cues from the illustrations at these points. She showed a similar substitution three pages later when she changed "Biscuit wants to climb out" to "Biscuit, stay in the tub." There were five additional occasions where BriAnn seemed to display this greater fluidity between textual cues and the illustrations. This fluctuation between cueing systems seems to be consistent with the behavior displayed by other effective young beginning readers. "If graphic cues don't provide enough information to make sense of the text, effective beginning readers draw on illustrations, text language and worldly experiences to predict a meaningful sentence" (D. Goodman, Flurkey, & Y. Goodman, 2007, p. 14).

Analysis of BriAnn's miscues for her reading of Bathtime for Biscuit. As might be expected, BriAnn's apparent return to a greater reliance on illustrations for the storyline may explain an increase in the partial strength sentences that she produced during her reading of this selection. Although most of her sentences were found to be both syntactically and semantically acceptable (the final sentence was incomprehensible on the audio recording), her total percentage of sentences exhibiting strength (YYN) decreased from 90% during her reading of *Biscuit* to 72% here. Strength refers to extent that any meaning change within the sentence impacts the meaning of the entire text. However, as indicated above, BriAnn's reader's text seems to

maintain the author's intent throughout, suggesting that her version is more to be a parallel text (Goodman, 1996) rather than a misconstruction of the author's storyline.

Comment. Considering BriAnn's growing familiarity with *Biscuit* (the book) over time in kindergarten, the increase in the partial strength sentences indicated above probably had more to do with downshifting with her exposure to new stories about Biscuit than any decrease in her ability as a reader. Downshifting (Caine & Caine, 1995, p. 45) is "the tendency under stress to shift to a defensive mode and become less flexible and open to new information and ideas." In this instance, it is possible that BriAnn downshifted to her earlier, perhaps safer, sense of story telling that was noted earlier.

In addition, her ending here is reminiscent of her transactions with books earlier in that school year where she would often get to the final pages of a book and quickly add an ending without paying close attention to what the text might actually say. I believe this is typical storytelling behavior that is often displayed by younger readers, but returns periodically even while they continue to exhibit a more mature control of the reading process.

BriAnn's Reading of *Biscuit Wants to Play.* As might be expected, this reader's text displayed consistency with BriAnn's other readings discussed above. Once again, she seemed to depart from the text occasionally by the rich story telling capability of the illustrator, Pat Schories. On these occasions, BriAnn contributed words that are not in the text but are consistent with the storyline written by the author, Alyssa Capucilli. This is evident from the first page where BriAnn substituted "What did you find, Biscuit?" for "What's in the basket, Biscuit?" Toward the end of the story, BriAnn embellished the story by changing "the kittens run" to "the kittens want to climb a tree." Later on page 18, she reads "Meow! Meow!" with an expression

that suggests pleading. She followed this with, “The kitties are stuck in the tree!” From that point on, BriAnn clearly had a different, yet parallel, story ending in mind.

On page 19, she changed “Biscuit sees the kittens” to “Biscuit wants to save the kittens.” After her usual “Ruff, ruff, ruff” for “Woof, woof, woof.” BriAnn changed, “Biscuit can help the kittens!” to “Biscuit is going to save the kitties.” This was followed by an appreciative, “Aww” from BriAnn. After another “ruff, ruff” substitution on page 22 for “woof, woof,” BriAnn seemed to complete her transaction with this text (Rosenblatt, 1978) by replacing “Biscuit wants to play with the kittens” with “Biscuit, you’re a hero!” Much like her conclusion with *Bathtime for Biscuit,* BriAnn’s attention seemed to fade away after that as if she is suggesting that the story is already over and is wondering why there is additional text to read.

Analysis of BriAnn’s miscues for her reading of Biscuit Wants to Play. A statistical analysis of BriAnn’s reading is nearly identical to her reading of *Bathtime for Biscuit.* All of the sentences she read were syntactically and semantically acceptable. Seventy-three percent of the sentences were coded with strength of YYN, while 27% were coded with partial strength (YYP/ YYY). In addition to her usual substitution of “Ruff” for “Woof,” BriAnn also consistently substituted “kitties” for “kittens.”

Comment. These analyses of BriAnn’s readings suggest that during her time in kindergarten, BriAnn was consistently using some graphophonic cues, along with illustrations, to support her sense of language structure (syntax) combined with her growing meaning making capabilities (semantics) to not only grow as a reader, but to also enjoy and learn from the reading resources that were available within the classroom (Meek, 1988). As an effective young beginning reader, BriAnn was “intelligently sorting out how reading works” as she gained

experience "in integrating the language cueing systems (graphophonic, systactic, semantic, and pragmatic) and (her) reading strategies (i.e., sampling, selecting, predicting, inferring, and confirming)" (D. Goodman, Flurkey, Y. Goodman, 2007, p. 4).

BriAnn	Syn. Accept	Sem. Accept	Lang. Sense*	MPHW	# complex miscues	# word subs.	Graphic Similarity		
							H	S	N
Biscuit	100%	100%	100%	12	3	4	3	0	1
Bathtime for Biscuit	97%	97%	98%	12	9	2	1	0	1
Biscuit Wants to Play	100%	100%	100%	15	13	3	2	0	1
Biscuit Goes to School									
Biscuit and the Baby									
Biscuit Visits the Big City									
*Percentage of sentences coded having Strength (YYN) plus Partial Strength (YYP/YYY).									

Casey's Reading of *Biscuit and the Baby*. Casey arrived in kindergarten as a stronger, more confident reader than most of her classmates. Therefore, it was not surprising that she produced few miscues while reading of the story. Although she seemed to have already sorted out how reading works at that time in kindergarten, I feel that it is important to include her in this study in order to discuss the similarities of the reading strategies that these children displayed.

Analysis of Casey's miscues for her reading of Biscuit and the Baby. The analysis of the sentences Casey read indicated that she maintained 100% syntactic and semantic acceptability throughout the story. Her reading strength (i.e., sentences coded YYN) was determined to be 97% with only one sentence judged to show partial strength (YYP). Interestingly, the sentence showing partial strength included a substitution of "silly" for "sweet" so that Casey read, "Here, silly puppy." I believe that this is very similar to BriAnn's substitution of "silly puppy" for "sleepy puppy" at the end of her reading of *Biscuit,* as well as a similar miscue by Victoria that will be discussed below. In all three cases, I feel that the substitutions were driven more by the

children's predictions than by any graphic similarity. While this particular book contains three similar phrases, "silly puppy," "funny puppy," and "sweet puppy," the phrase "silly puppy" is found more often in other books within this series. More importantly, the children were learning to understanding that all of these would be considered to be endearing terms used in these books to describe Biscuit.

Another interesting moment in Casey's reading was when she reversed the order of the text on pages 18 and 19. This is likely due to the fact that the text was positioned at the top of page 19, but at the bottom of page 18. This suggests that even with Casey's greater reading proficiency at that time, she was still working out the various features of text.

Casey's reading of *Biscuit Goes to School.*

***Casey's reader's text and analysis of her miscues for Biscuit Goes to Schoo**l.* As Casey miscued only once during her reading of this story, I have combined the two sections here. Casey omitted the word "and" on the last page of the story. The sentence was printed as, "And everyone at school likes Biscuit." The sentence on the previous page read, "Biscuit like school!" It would seem likely that Casey may have inferred the word "and" in her mind as she turned the page and felt no need to read it out loud. As previously noted, I have included this sample to discuss the similarities of the reading strategies used by the children in this classroom who might be perceived to have varying expertise as readers. It seems that Casey has made fewer, but similar, miscues during her readings. Much like her classmates, Casey has attained a very high level of Syntactic and Semantic Acceptability as well as Language Sense.

Casey	Syn. Accept	Sem. Accept	Lang. Sense*	MPHW	# complex miscues	# word subs.	Graphic Similarity		
							H	S	N
Biscuit									
Bathtime for Biscuit									
Biscuit Wants to Play									
Biscuit Goes to School	100%	100%	100%	1	0	0	0	0	0
Biscuit and the Baby	100%	100%	100%	4	2	0	0	0	0
Biscuit Visits the Big City									
*Percentage of sentences coded having Strength (YYN) plus Partial Strength (YYP/YYY).									

Julie's Reading of Biscuit Visits the Big City.

Julie's reader's text of Biscuit Visits the Big City. Like the other children, Julie's reader's text was a cohesive rendition of the story. Julie read with expression and without hesitation or repeated phrases. All the her substitutions were meaningful words and phrases that maintained the meaning of the text as a whole.

Analysis of Julie's miscues for her reading of Biscuit Visits the Big City. All of Julie's sentences were syntactically and semantically acceptable. She displayed strength of language sense (YYN) 88% of the time with four sentences judged to have partial strength (YYP). Of her six substitution miscues, two were the undoing of contractions (i.e., "we are" for "we're" and "it is" for "it's") while four substitutions were phrases. These phrases included: "Look at the buildings" for "There are lots of tall buildings;" "just" for "only" in the sentence, "It's only a big bus, Biscuit;" and two occasions where Julie substituted "silly" for "stay with me" in the sentences "Stay with me, Biscuit." I find it interesting to discover that the phrase "silly Biscuit" was used as as substitution by four of the children included in this study. The fifth child did not have the textual circumstances within the story she read to initiate this potential substitution.

Julie skipped six words and two phrases at various points in the text. None of these omissions were in the same sentence. She also skipped all of the text on page 14 and page 19. In all cases, her omissions had no discernible impact on the meaning of the entire text.

Julie	Syn. Accept	Sem. Accept	Lang. Sense*	MPHW	# complex miscues	# word subs.	Graphic Similarity		
							H	S	N
Biscuit									
Bathtime for Biscuit									
Biscuit Wants to Play									
Biscuit Goes to School									
Biscuit and the Baby									
Biscuit Visits the Big City	100%	100%	100%	9	3	2	2	0	0
*Percentage of sentences coded having Strength (YYN) plus Partial Strength (YYP/YYY).									

Kaitlyn's Reading of *Biscuit Goes to School.*

Kaitlyn's reader's text and analysis of her miscues for Biscuit Goes to School. Kaitlyn's reader's text represented a cohesive rendition of the story. She also read with expression and without hesitation or repeated phrases. The only portion of her reading that varied somewhat from the printed text was the final two pages. On page 22, Kaitlyn substituted "Biscuit has a pencil" for "Biscuit likes school." The illustration on the page shows Biscuit standing in the front of the classroom looking at the teacher, who is also standing. Biscuit has a pencil in his mouth. On the final page of text (page 24), Kaitlyn substituted "The whole class likes my puppy Biscuit" for "And everyone at school likes Biscuit."

There are a probably a number of possible explanations for these miscues. The most likely is that Kaitlyn knew how the story would end and reverted to her earlier in the year strategy of using the illustrations to tell the final portion of the story rather than engage with the

text. More importantly, these slight modification still retained the meaning of the entire text and are consistent with a sense of parallel text (K. Goodman, 1994).

Kaitlyn	Syn. Accept	Sem. Accept	Lang. Sense*	MPHW	# complex miscues	# word subs.	Graphic Similarity		
							H	S	N
Biscuit									
Bathtime for Biscuit									
Biscuit Wants to Play									
Biscuit Goes to School	100%	100%	100%	4	2	1	1	0	0
Biscuit and the Baby									
Biscuit Visits the Big City									
*Percentage of sentences coded having Strength (YYN) plus Partial Strength (YYP/YYY).									

Victoria's Reading of *Biscuit Goes to School.* As is turned out, the two readings by Victoria that are reviewed here are texts that were also read by one other child in this study. This particular book was also read by Kaitlyn and reviewed above.

Victoria's reader's text of Biscuit Goes to School. Victoria's reader's text represented a cohesive rendition of the story. She read the story with expression and without hesitation or repeated phrases. Her version could also be considered to be a parallel text (Goodman, 1994) as it varied syntactically and semantically from the author's text. It also represents one of those reader's text that my wife, Pat, has in mind when she explains how disappointed some children might be when they are eventually able to read the exact text that is printed in the book. As Pat suggests, the child's version (reader's text) is usually much more interesting.

Analysis of Victoria's miscues for her reading of Biscuit Goes to School. Victoria maintained syntactic and semantic acceptability throughout the story. Her strength of language sense (YYN) was 76% with partial strength (YYP) accounting for the remaining 24% of the sentences in the story. Some of Victoria's substitutions were fairly simple. For example, she read,

"You can't go to school" for "Dogs don't go to school." Others substitutions get rather complicated. On page 8 the first two lines of text read, "Where is Biscuit going? Is Biscuit going to the pond?" Victoria's version was, "Little Biscuit goes right down the steps. Little Biscuit goes right by the pond."

On page 17 she seemed to rewrite most of the page. After beginning the page with "Oh, Biscuit!", the next two sentences appear in the book as, "What are you doing here? Dogs don't go to school!" Victoria's version was, "What did you come here for? Biscuit did not say a word. You're in trouble!"

Comment. While Victoria has provided two examples here of the manner in which transaction with text means that readers may change the written text during their reading while maintaining overall meaning (Y. Goodman, Watson, & Burke, 2005), these transactions also provided opportunity for the reading to change the reader (Y. Goodman, Watson, & Burke, 2005; Meek, 1988). Therefore, Victoria was likely to be learning a lot about the reading process, and her own reading strategies, during her transactions and modification of the text that she read.

Victoria's Reading of *Biscuit.* This particular book was also read by BriAnn and reviewed above.

Victoria's reader's text of Biscuit. Much like the other children, Victoria produced a coherent version of the text. However, her reading of *Biscuit* was different from the others in several ways. First of all, she was the only one within this group who read the title "Biscuit" on the title page. In addition, when she was done with reading the text, she looked at the back cover, which has the words "Woof Woof!" printed there, and said, "Arf! Arf!." As might be concluded,

Victoria substituted “Arf” for “Woof” throughout the text. This seemed to be an evolution from her “Uff” that she used throughout her reading of *Biscuit Goes to School.*

Another difference was that Victoria was the only child in the study who used the strategy of rereading text. She did this on the very first page where the printed text is, “This is Biscuit. Biscuit is small. Biscuit is yellow.” Victoria pointed to each words as she said, “Time for bed Biscuits. Biscuit wants to . . . wait.” At that point she started over from the beginning of the page. While continuing to point at each words, Victoria said, “Time for bed, Biscuit. Biscuit does not want to go to bed, Biscuit says.”

When Victoria turned the page, she stopped pointing at each word (for several pages) and read the remainder of the book with very little variation from the printed text. The pointing returned for the first line only on pages 11 and 14. It returned again for the first two lines only of pages 15, 16, 17. and 19 (four continuous pages of text) and the word “Woof!” only on pages 23 and 24. The interesting part about the pointing is that she only pointed to the text that was repeated on each of the pages 15 through 19, “Time for bed, Biscuit! Woof, Woof!” This causes me to speculate that she used the finger pointing more to keep track of where she was in the flow of the text rather than point to the words as she read them. This would be particularly true for both times she read page one as the only word that matched her oral response was “Biscuit.”

Analysis of Victoria’s miscues for her reading of Biscuit. Analysis of the miscues found that all 40 sentences read by Victoria were syntactically and semantically acceptable. Language sense strength (YYN) was 80% with partial strength (YYP) accounting for the remaining 20%. Although there were 31 substitution miscues, most were attributed to the phrases that Victoria used to construct her parallel version of the text. In addition to saying, “Arf” for “Woof”

throughout the text, Victoria substituted “dollie” for “doll” on page 15. Finally, as mentioned earlier in this section, Victoria substituted, “Silly little Biscuit” (read with great expression) for “Sleepy puppy” on the last page of the text.

Victoria	Syn. Accept	Sem. Accept	Lang. Sense*	MPHW	# complex miscues	# word subs.	Graphic Similarity		
							H	S	N
Biscuit	100%	100%	100%	10	7	3	3	0	0
Bathtime for Biscuit									
Biscuit Wants to Play									
Biscuit Goes to School	100%	100%	100%	14	12	1	1	0	0
Biscuit and the Baby									
Biscuit Visits the Big City									
*Percentage of sentences coded having Strength (YYN) plus Partial Strength (YYP/YYY).									

Discussion of the Reading Strategies Used by the Children

As noted in the discussion of the miscue analysis for each of the children’s reading above, and in the summary tables following each child’s analysis, the findings indicate a very high syntactic and semantic level of acceptability for all of these children. The same can be said about the relative strength of language sense maintained throughout the selections read as well. In other words, the children seemed to use what they knew about how language works to make sense of the texts they read. This knowledge was exhibited in several ways.

First of all, as the children expected their reading should be meaningful to them and to others (as was demonstrated daily during their carpet time while reading and discussing the morning message), all of their substitutions, insertions, and omissions needed to make sense in order to maintain the integrity of the overall meaning of the entire text. Therefore, as evidenced in the reader’s text for each child (see Appendix D), none of the children strayed off onto a tangent that was improbable or inconsistent with the storyline. In addition, none of the children

substituted or inserted nonsense words into any of the text as they read. As they would often remind me when this came up during our reading of the morning message, that would not make sense.

Secondly, the children seemed to keep their transactions with the text at a syntactic and semantic level and avoided the tendency of younger readers to get bogged down by the surface features of text (i.e., the graphophonic cueing system). They may have understood that this knowledge was important, but not to the extent that it was used as their primary reading strategy. This is exemplified in the data by the fact that none of the children paused to sound out or, perhaps, to struggle over any individual words. Their primary strategy seemed to be to omit any words or phrases that they were uncertain about or to replace them with holistic, meaningful substitutions. As noted above, this involved substituting phrases (complex miscues) rather than individual words. Examples of these complex miscues include BriAnn changing "Time to get nice and clean" to "Biscuit has to take a bath" on page four of *Bathtime for Biscuit* as well as the following page where she replaces the printed text, "In you go!" with "Biscuit, get in the bath." On page 24 of *Biscuit Goes to School*, Kaitlyn substitutes "The whole class likes my puppy Biscuit!" for "And everyone at school likes Biscuit!" Another example is found with Victoria's reading of the first page of text for *Biscuit* where she pauses and then rereads the page. In both readings, Victoria provides an alternative version of the printed text. A final example is from Casey, a more proficient reader, who substitutes "Biscuit sees something" for "What does Biscuit see?" on page three of her reading of "*Biscuit and the Baby."* Overall, and during these complex miscue moments in particular, the children seemed to be focusing more on constructing a holistic sense of story rather than attending to the reading of individual words.

As noted earlier, I found it interesting to discover that the phrases "Silly, Biscuit" or "Silly puppy" were used as substitutions by four of the children in this study. The fifth child did not have the textual circumstances within the story she read to initiate this potential substitution. The instances include: BriAnn substituting "Silly puppy" for "Sleepy puppy" on page 26 in *Biscuit,* Julie substituting "Silly, Biscuit" for "Stay with me, Biscuit" twice (pages 11 and 16) during her reading of *Biscuit Visits the Big City,* and Victoria substituting "Silly little Biscuit" for "Sleepy puppy" on page 26 of *Biscuit.* Casey also substituted "Silly puppy" for "Sweet puppy" on page 22 of *Biscuit and the Baby;* the last page of text in that book. While *Biscuit and the Baby* contains three similar phrases, "silly puppy," "funny puppy," and "sweet puppy," the phrase "silly puppy" is found more often in other books in the Biscuit series. It is not known how many exposures the children may have had to this phrase in other Biscuit books prior to the collection of these data. However, it is possible that the children may have learned that all of these combinations may be considered to be endearing terms that they could use to describe Biscuit. It is also possible that "silly, Biscuit" or "silly puppy" fit more readily within the children's sense of the natural language that they had previously encountered in stories they had heard from others or had read themselves.

Additional analysis of the individual readings by the children above may suggest that these children also utilized the strong, meaning making cues found in the illustrations provided by Pat Schories to support their transactions with the text. Successful picture books feature a unique, mutually supportive relationship between the text and illustrations that facilitates our children's journey as beginning readers (Y. Goodman, 1980 & 1984; Meek, 1982 &1988). An example of this can be found during BriAnn's reading of *Bathtime for Biscuit* when, on page 15,

she reads, "Biscuit, stay in the tub" for "Biscuit wants to climb out." Another example that includes a complex miscue is Julie's reading *Biscuit Visits the Big City* where she reads, "Look at the buildings, Biscuit" for "There are lots of tall buildings in the big city, Biscuit. However, the argument that young children over rely on illustrations to inform their reading of text while guiding their meaning construction needs to be tempered by eye movement research of first grade children which shows these young readers attending more to textual clues than illustrations (Duckett, 2003). In any case, it would seem to be irrelevant which modality provides the most cues when the ultimate purpose of such reading is for a child to engage in a meaning making experience with an enjoyable story. This would be particularly true when the picture book she engages with is purposely designed and created to include mutual textual and pictorial support for meaning construction. In the only other currently know study of effective young beginning readers (D. Goodman, Flurkey, & Y. Goodman, 2007), 5-year-old Lauren shares when asked how she reads that "Sometimes I look at the pictures to figure out" (p. 3). Equally important, Lauren's comments, along with others she made, "reveal that she has had a lot of experiences with texts, and has already developed strategies for making sense of books" (D. Goodman, Flurkey, & Y. Goodman, 2007, p. 3). For example,

> Mike . . . drawing on his experiences with the language and patterns of picture books stories, he uses the illustrations to make up a text. This is a common strategy for beginning readers, as Lauren mentioned earlier It is an effective strategy because it allows Mike to continue to construct a meaningful text when the graphic cues do not provide enough support for meaningful predictions. (D. Goodman, Flurkey, & Y. Goodman, 2007, p. 8)

It would seem fair to argue, in a correlational sense, that the children in this study used an approximated version (Cambourne, 1988, 2003) of sampling, predicting, inferring, correcting, and integrating strategies (K. Goodman, 1996) to transact with the text documented here as they increased their experience "in selecting and integrating the language cueing systems" (D. Goodman, Flurkey, Y. Goodman, 2007, p. 4). However, it might be difficult to use these data involving kindergarten children to establish any causal connection that would satisfy those viewing these data from a quantitative perspective. Perhaps it is more important at this point in the children's reading journey "to trust that young readers' responses are tentative and their proficient strategies are developing" (D. Goodman, Flurkey, Y. Goodman, 2007, p. 15). Therefore, "teachers who are informed 'kidwatchers,' knowledgeable about young readers and the reading process, (will best) provide opportunities for young readers in these accepting and safe environments" (D. Goodman, Flurkey, Y. Goodman, 2007, p. 16). It is hoped that this study will encourage other classroom teachers to provide these opportunities to their children.

Chapter Six

Conclusions

Summary of Findings

The first research question asked what pedagogical practices and conditions for learning were in place within my whole language, kindergarten classroom that supported children learning to read. The findings indicate that the pedagogical practices that I employed to support children learning to read during the 2006-2007 school year were consistent with the tenets of whole language (Cambourne, 1988, 1995, 2003; CELT, 1991; Edelsky, Altwerger, & Flores, 1991; Goodman, 1986; Watson, 1989; Wilson, 1997; WLU, 2004). A composite listing of these commonly held beliefs by these theorists and practitioners include:

1. Individual learning is socially constructed through interaction with others.

2. Learners engage in language and literacy experiences throughout the curriculum that are authentic and meaningful to them.

3. Skills and other components of learning are always presented within the context of a meaningful whole rather than bits and pieces that are to be learning in some predetermined sequence.

4. The curriculum is learner-centered where meaning construction is the result of the learner's active transaction with the curriculum rather than becoming the recipient of subject matter that is transmitted to them by the teacher.

5. Learners are treated as capable and developing rather than being incapable and deficient. Therefore, approximations are expected and honored as students construct their own learning and learning paths.

6. Students need many opportunities to make choices about their learning. These choices, broad or narrow, will help children to become responsible, life-long learners.

7. All languages, cultures, and lives of students are valued in a whole language classroom where children are empowered to take charge of their lives, while becoming critical members of their community.

8. Teachers and other adults who work with children in whole language classrooms are professionals who are also life-long learners.

The findings additionally provide evidence that Cambourne's conditions for learning (Cambourne, 1988, 1995, 2003) were also in place as often as possible each day throughout the school year. The findings also show that these pedagogical practices and conditions for learning were similarly in place during the children's playtime.

These answers to the first research question are not a surprise to me, nor should they surprise anyone who visited my classroom then or may have followed my teaching career. After all, I worked very hard to have these pedagogical practices and conditions for learning in place in all of my classrooms during my final 20 years as an elementary classroom teacher. I continue to strive to have them in place as well in my university classrooms today.

The second research question wondered what reading strategies were displayed by the effective young beginning readers in my whole language, kindergarten classroom during that school year. The findings show that these children may have used approximated versions (Cambourne, 1988) of sampling, predicting, inferring, correcting, and integrating strategies (K. Goodman, 1996) to transact with the text documented above and in Appendix D. It was also found that the pedagogical practices and conditions for learning that were in place within the classroom supported these approximations by allowing these effective young beginning readers numerous opportunities to increase their experience "in selecting and integrating the language

cueing systems" (D. Goodman, Flurkey, Y. Goodman, 2007, p. 4). Within my classroom, these opportunities included the demonstrations and child participation found within the daily practices of reading to, reading with, and reading by the children (Mooney, 1990). All of these experiences reinforced to the children that reading must make sense. Therefore, it appears that the most commonly used strategy employed by the children was the construction of a cohesive, meaningful story for the book that they were reading. This allowed them to avoid becoming bogged down by those aspects of the surface features of text that may have been new or slightly confusing to them. In these instances, the children constructed a parallel, reader's text (Goodman, 1996), that sometimes included complex miscues, to carry them through the challenging portions.

Implications

Although I have answered my two research questions, the classic Brian Cambourne challenge facing me now is, "so what?" (personal communication). Specifically, what implications do my research findings have for the field of education? I believe that answer depends on who you ask and what difference it will make for them. Therefore, I will frame the following discussion around those who I believe might have an interest in the implications for the findings. These groups are the kindergarten children and their parents, teaching colleagues, and those within the bigger world of education that includes the policy makers who dictate standards and curriculum decisions about children who they have never met, let alone wonder about what reading strategies they might use as beginning readers in kindergarten.

Implications for the children and their parents then. Most of these implications for the children who were student in the classroom during that school year had immediate impact and have been included in the discussion of the findings above. Other evidence of the difference it made for the children and their parents at that time can be found in the notes that I received from them at the end of the school year. These include one where a mother expressed that she could not thank me enough for the year. She wrote that her son "was in tears the other day because

school is ending" (personal communication). Her son wrote in the same note, "Thank you for being my teacher this year and helping me be able to read."

Another mother wrote that "we will think of you each time we read one of the books you introduced (child's name) to in class" (personal communication). She then listed some of his favorites that included, *Click Clack Moo: Cows That Type* by Doreen Cronin*, Sector 7* by David Wiesner*, Fortunately* by Remy Charlip*,* and *The Alphabet Tree* by Leo Leoni.

An end of the year note from another mother thanked me for making her son's "year in kindergarten memorable, enjoyable and fun." She continued with, "Your love of books was not lost on him. We've all enjoyed the many 'retellings' each night of his favorite stories and the 'big' chapter books. He amazes people with his knowledge of authors and their books" (personal communication).

However, nothing is more meaningful than a note written by the child herself. This note from Julie has been scanned and reduced from its fully opened size within the thank you card that she gave me at the end of our year together. The drawing shows her wearing her blue dress, sitting at her table spot. And, yes, that is me standing beside one of the storage shelves that I often used as a desktop that year. While there were certainly other children in the classroom that year, there must have been times like this one, in Julie's mind, when she was my only student.

Implications for current and future kindergarten children, their parents, and teaching colleagues now. For those interested in supporting children learning to read in kindergarten, and other grades, the implications of these finding are pretty straight forward.

Immerse the children in books that are interesting and relevant to them and their lives. Employ pedagogical practices that are consistent with the tenants of whole language. In particular, ensure children receive a daily balance of being read to, read with, and reading by themselves. Have Cambourne's conditions for learning in place and provide opportunities for the children to play throughout their day. Understand and support the children's approximation as they use sampling, predicting, inferring, correcting, and integrating strategies (K. Goodman, 1996) to transact with the text while expanding their experience "in selecting and integrating the language cueing systems" (D. Goodman, Flurkey, Y. Goodman, 2007, p. 4). Patience is very important.

Implications for educational policy makers. During the introduction to this study, I expressed my worry that, as a country, we may have lost our way in how we introduce our youngest children to kindergarten, the stepping stone that usually begins their journey into public education. I noted Vivian Paley's reminder to us that "there was a time when play was king and early childhood was its domain. Fantasy was practiced leisurely and openly in a language unique to the kingdom" (Paley, 2004, p. 4). I expressed worry about a deficit model of assessment with the introduction of early childhood standardized testing that are being used to determine not only the bits and pieces of knowledge that a child may have acquired since birth, but also the child's readiness for kindergarten. Others have written extensively about this (Fox, 2001; K. Goodman, 1998; K. Goodman, Shannon, Y. Goodman, Rapoport, 2004) and I have shared these and other writings with my colleagues in a support group that I created (North Fork TAWL) in order to push back against these policy changes. Some of us even traveled to Washington D.C. to participate in the Conference of the Save Our Schools March and National Call to Action that was held at the American University during July of 2011. Sadly, our country seems to be traveling on a steady course that carries us further into the world of absurdity where test scores are becoming the significant learning descriptor for our children.

Of course, the implications for the educational policy makers are the same as the implications for other stake holders. They need to pay attention to the children. They also need to revitalize education policies so that they are based on the learning needs of children, not on

desires for higher test scores. To achieve this end, they must ensure that the conditions for learning are always in place; that every task presented is one that children believe they can do, will be worthwhile for them attempt, and that their will not bring them any physical or mental harm.

Limitations of the Study

As is true with any study done within the researcher's classroom, what Glesne (1999) refers to as "doing *backyard* research" (p. 26), there is the potential of bias. Although the potential for bias remains, it should be noted that data used in this study was collected as a normal course of formative assessment during the 2006-2007 school year to share with parents and pertinent school personnel.

It was not my intent to exclude boys as subjects for analysis and discussion of data related to the second research question. The reason for this was that boys were simply not interested in reading to me during these voluntary video sessions. As I did not know at the time that I would be using these data for my study, I did not check to see if I was collected video of boys reading with me.

Finally, the study was small. It mostly involved a single school year with 21 children. The examination of the reading by young effective readers included only five children, one of whom could be considered to be a more proficient reader.

Suggestions for Further Research

It would be wonderful to have additional investigations about younger readers in the future that would build upon the few studies involving whole language classrooms where the conditions of learning are in place. There is a similar need for miscue studies conducted with kindergarteners. This miscue research also needs to include boys. Unfortunately, I suspect that there would probably be great difficulty in finding or recreating a whole language classroom within the current school climate.

I strongly believe that the advances in using eye-tracking with effective young beginning readers would support future eye-movement miscue analysis (EMMA) studies with kindergarten readers. The only EMMA study with young children that I know about was done over ten years ago with first graders (Duckett, 2002 & 2003). Part of the difficulty then was collecting data from children who naturally have difficulty keeping their head still during reading. Recent demonstrations by eye-tracking equipment providers indicate that this problem may have been resolved. In any event, it is hoped that EMMA studies would help resolve the debate about the extent to which these effective young beginning readers rely on illustrations to make meaning with the stories they read. After that, we can consider if it really makes any difference in their literacy growth.

Final Comment

My final years as an elementary classroom teacher were joyously spent with kindergarten children. As my wife, Pat, taught first grade in the same building, I was able to observe some of my kindergarteners continue their journey in a whole language classroom setting. Considering how rare this circumstance has become for most children in our country, it is unfortunate that we did not collect proper data to study and share this experience with others. Fortunately, there are some moments that we did collect that memorialize this special time for all of us. The one that I will use to close this study captures the essence of this journey for one child as related to us by the following note from his mother. As a footnote to this, his mother had shared earlier that when he told his mother in early September that he was a little nervous about beginning first grade, he asked her to read *Wemberly Worried* (Henkes, 2000) to him. This was written later that school year.

Dear Pat,

I just had to share this with you & Dave. Last night about 6:30 I was putting laundry away. Peter and Danielle were at karate, and the house was quiet. Almost too quite. I then heard Stephen's voice and I wondered who he could be talking to. But he wasn't just talking. *He was reading!!* Not just any book. He had his copy of *Wemberly Worried* on his lap!

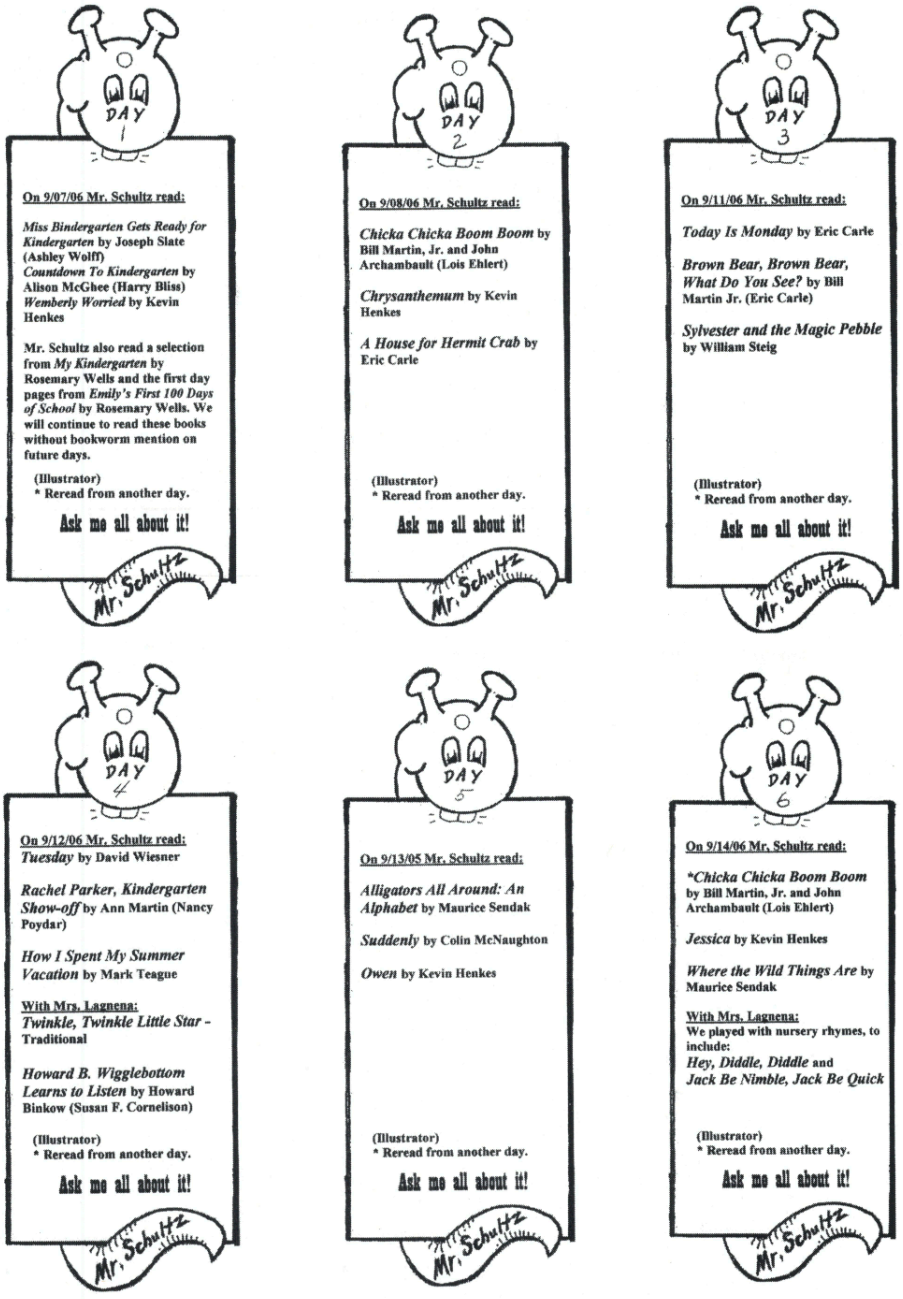
I could just cry. It's teachers like the two of you that really make the difference.

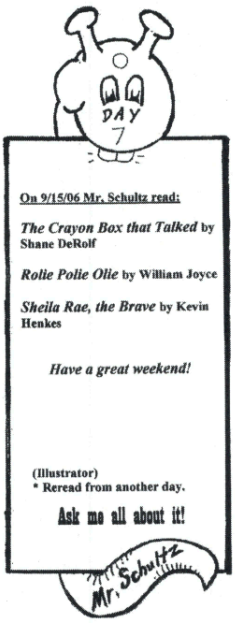
Thanks for sharing your love of books with my little boy.

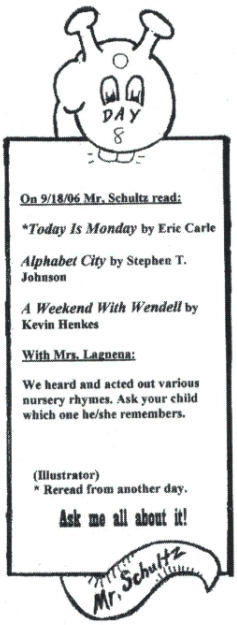
Love,

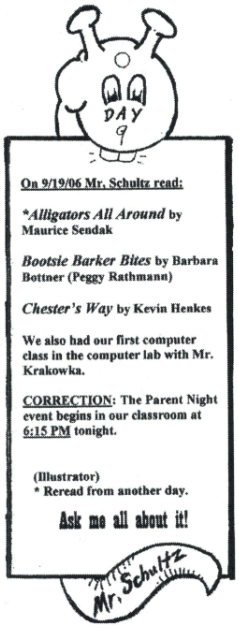
Maureen

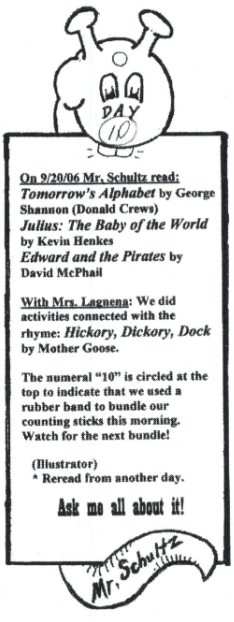
Appendix A
Bookworms

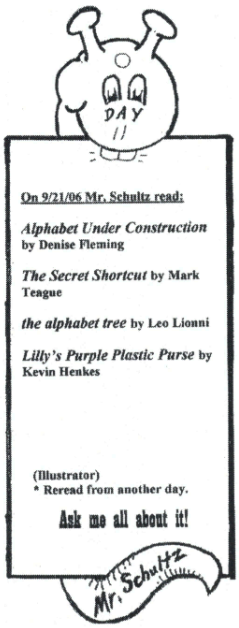


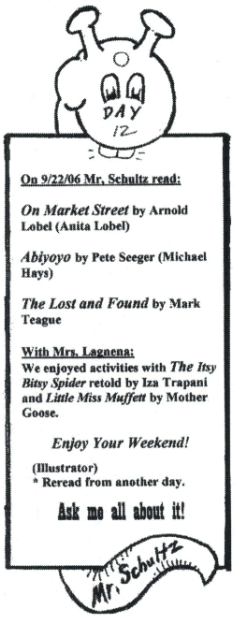

DAY 7
On 9/15/06 Mr. Schultz read:
The Crayon Box that Talked by Shane DeRolf
Rotie Polie Olie by William Joyce
Sheila Rae, the Brave by Kevin Henkes
Have a great weekend!
(Illustrator)
* Reread from another day.
Ask me all about it!
Mr. Schultz

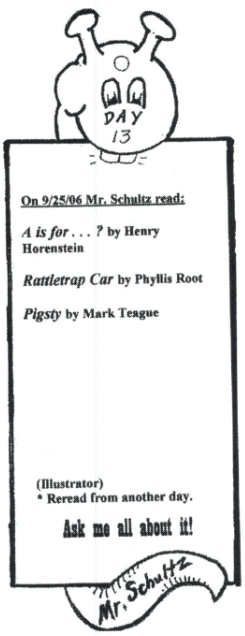

DAY 8
On 9/18/06 Mr. Schultz read:
Today Is Monday by Eric Carle
Alphabet City by Stephen T. Johnson
A Weekend With Wendell by Kevin Henkes
With Mrs. Lagnena:
We heard and acted out various nursery rhymes. Ask your child which one he/she remembers.
(Illustrator)
* Reread from another day.
Ask me all about it!
Mr. Schultz

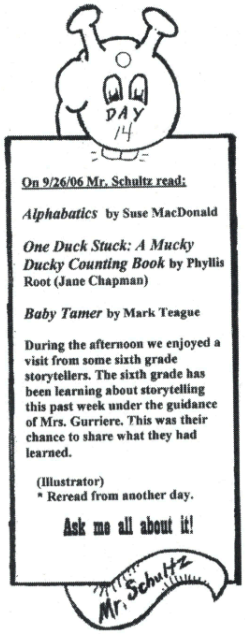

DAY 9
On 9/19/06 Mr. Schultz read:
Alligators All Around by Maurice Sendak
Bootsie Barker Bites by Barbara Bottner (Peggy Rathmann)
Chester's Way by Kevin Henkes
We also had our first computer class in the computer lab with Mr. Krakowka.
CORRECTION: The Parent Night event begins in our classroom at 6:15 PM tonight.
(Illustrator)
* Reread from another day.
Ask me all about it!
Mr. Schultz

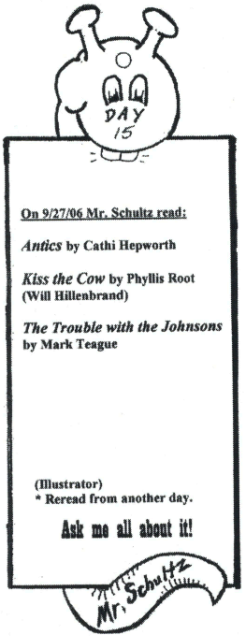

DAY 10
On 9/20/06 Mr. Schultz read:
Tomorrow's Alphabet by George Shannon (Donald Crews)
Julius: The Baby of the World by Kevin Henkes
Edward and the Pirates by David McPhail
With Mrs. Lagnena: We did activities connected with the rhyme: *Hickory, Dickory, Dock* by Mother Goose.
The numeral "10" is circled at the top to indicate that we used a rubber band to bundle our counting sticks this morning. Watch for the next bundle!
(Illustrator)
* Reread from another day.
Ask me all about it!
Mr. Schultz

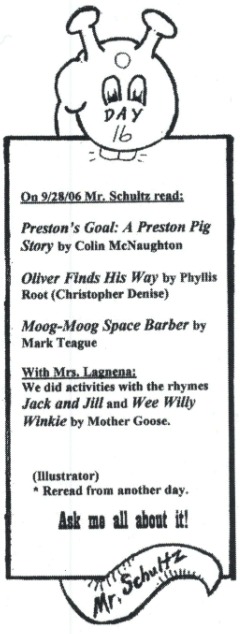

DAY 11
On 9/21/06 Mr. Schultz read:
Alphabet Under Construction by Denise Fleming
The Secret Shortcut by Mark Teague
the alphabet tree by Leo Lionni
Lilly's Purple Plastic Purse by Kevin Henkes
(Illustrator)
* Reread from another day.
Ask me all about it!
Mr. Schultz

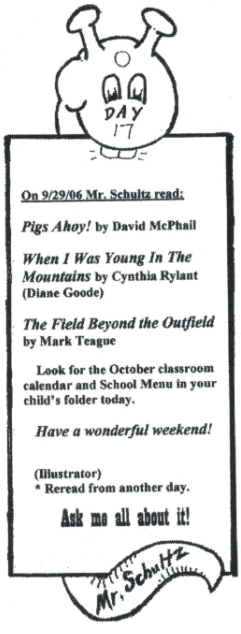

DAY 12
On 9/22/06 Mr. Schultz read:
On Market Street by Arnold Lobel (Anita Lobel)
Abiyoyo by Pete Seeger (Michael Hays)
The Lost and Found by Mark Teague
With Mrs. Lagnena:
We enjoyed activities with *The Itsy Bitsy Spider* retold by Iza Trapani and *Little Miss Muffett* by Mother Goose.
Enjoy Your Weekend!
(Illustrator)
* Reread from another day.
Ask me all about it!
Mr. Schultz

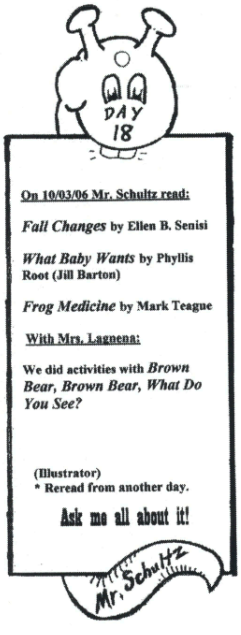

DAY 13
On 9/25/06 Mr. Schultz read:
A is for . . . ? by Henry Horenstein
Rattletrap Car by Phyllis Root
Pigsty by Mark Teague
(Illustrator)
* Reread from another day.
Ask me all about it!
Mr. Schultz

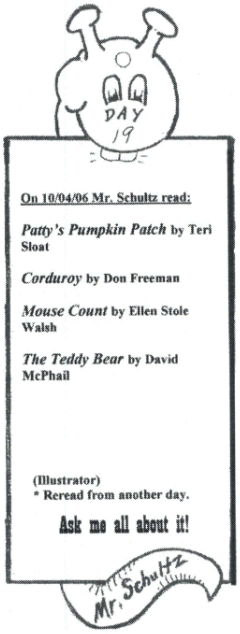

DAY 14
On 9/26/06 Mr. Schultz read:
Alphabatics by Suse MacDonald
One Duck Stuck: A Mucky Ducky Counting Book by Phyllis Root (Jane Chapman)
Baby Tamer by Mark Teague
During the afternoon we enjoyed a visit from some sixth grade storytellers. The sixth grade has been learning about storytelling this past week under the guidance of Mrs. Gurriere. This was their chance to share what they had learned.
(Illustrator)
* Reread from another day.
Ask me all about it!
Mr. Schultz

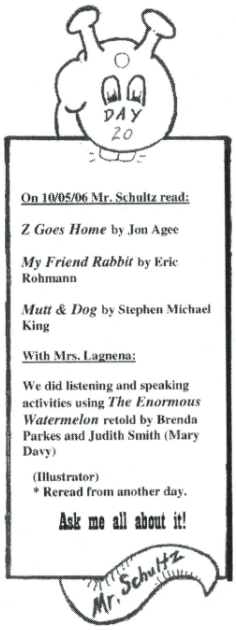

DAY 15
On 9/27/06 Mr. Schultz read:
Antics by Cathi Hepworth
Kiss the Cow by Phyllis Root (Will Hillenbrand)
The Trouble with the Johnsons by Mark Teague
(Illustrator)
* Reread from another day.
Ask me all about it!
Mr. Schultz

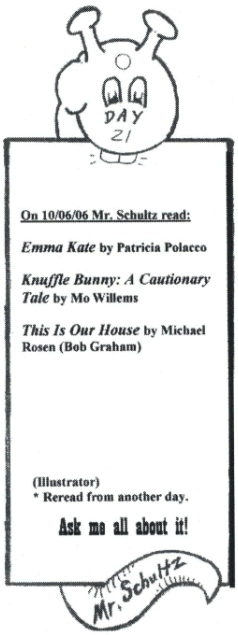

DAY 16
On 9/28/06 Mr. Schultz read:
Preston's Goal: A Preston Pig Story by Colin McNaughton
Oliver Finds His Way by Phyllis Root (Christopher Denise)
Moog-Moog Space Barber by Mark Teague
With Mrs. Lagnena:
We did activities with the rhymes Jack and Jill and Wee Willy Winkie by Mother Goose.
(Illustrator)
* Reread from another day.
Ask me all about it!
Mr. Schultz

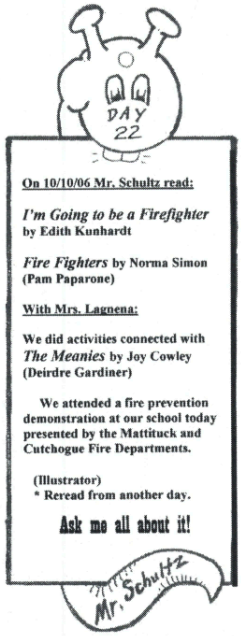

DAY 17
On 9/29/06 Mr. Schultz read:
Pigs Ahoy! by David McPhail
When I Was Young In The Mountains by Cynthia Rylant (Diane Goode)
The Field Beyond the Outfield by Mark Teague
Look for the October classroom calendar and School Menu in your child's folder today.
Have a wonderful weekend!
(Illustrator)
* Reread from another day.
Ask me all about it!
Mr. Schultz

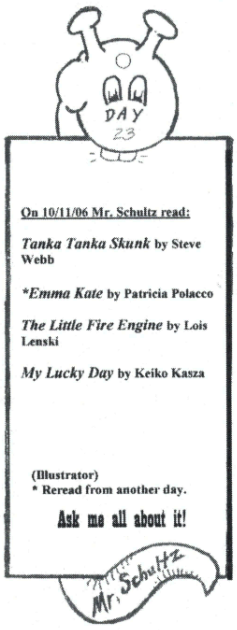

DAY 18
On 10/03/06 Mr. Schultz read:
Fall Changes by Ellen B. Senisi
What Baby Wants by Phyllis Root (Jill Barton)
Frog Medicine by Mark Teague
With Mrs. Lagnena:
We did activities with Brown Bear, Brown Bear, What Do You See?
(Illustrator)
* Reread from another day.
Ask me all about it!
Mr. Schultz

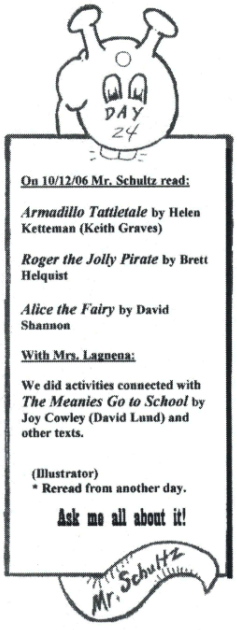

DAY 19
On 10/04/06 Mr. Schultz read:
Patty's Pumpkin Patch by Teri Sloat
Corduroy by Don Freeman
Mouse Count by Ellen Stole Walsh
The Teddy Bear by David McPhail
(Illustrator)
* Reread from another day.
Ask me all about it!
Mr. Schultz


DAY 20
On 10/05/06 Mr. Schultz read:
Z Goes Home by Jon Agee
My Friend Rabbit by Eric Rohmann
Mutt & Dog by Stephen Michael King
With Mrs. Lagnena:
We did listening and speaking activities using The Enormous Watermelon retold by Brenda Parkes and Judith Smith (Mary Davy)
(Illustrator)
* Reread from another day.
Ask me all about it!
Mr. Schultz


DAY 21
On 10/06/06 Mr. Schultz read:
Emma Kate by Patricia Polacco
Knuffle Bunny: A Cautionary Tale by Mo Willems
This Is Our House by Michael Rosen (Bob Graham)
(Illustrator)
* Reread from another day.
Ask me all about it!
Mr. Schultz


DAY 22
On 10/10/06 Mr. Schultz read:
I'm Going to be a Firefighter by Edith Kunhardt
Fire Fighters by Norma Simon (Pam Paparone)
With Mrs. Lagnena:
We did activities connected with The Meanies by Joy Cowley (Deirdre Gardiner)
We attended a fire prevention demonstration at our school today presented by the Mattituck and Cutchogue Fire Departments.
(Illustrator)
* Reread from another day.
Ask me all about it!
Mr. Schultz


DAY 23
On 10/11/06 Mr. Schultz read:
Tanka Tanka Skunk by Steve Webb
*Emma Kate by Patricia Polacco
The Little Fire Engine by Lois Lenski
My Lucky Day by Keiko Kasza
(Illustrator)
* Reread from another day.
Ask me all about it!
Mr. Schultz


DAY 24
On 10/12/06 Mr. Schultz read:
Armadillo Tattletale by Helen Ketteman (Keith Graves)
Roger the Jolly Pirate by Brett Helquist
Alice the Fairy by David Shannon
With Mrs. Lagnena:
We did activities connected with The Meanies Go to School by Joy Cowley (David Lund) and other texts.
(Illustrator)
* Reread from another day.
Ask me all about it!
Mr. Schultz

Appendix B

Letter Sent Home Seeking Permission to Use Data Collected During the School Year

Cutchogue-East Elementary School
Mr. D. Schultz, Kindergarten Teacher
34900 Main Road
Cutchogue, New York, 11935

June 11, 2007

Dear families,

As the school years draws to a close, I want to thank you for sharing your children with me during their kindergarten year. I have greatly enjoyed this school year and have learned so much from them. In particular, the children have provided so many literacy stories for me to document as part of my doctoral studies with Hofstra University. I am excited about how these stories may contribute to our better understanding of how children become literate beings.

During the next few days, we will be sending home various papers and photographs that I have collected throughout the year to help me document your child's growth. I hope that you will allow me to use copies of these artifacts as evidence and examples of literacy development for the research that I am engaged with at Hofstra. My intent is to document and celebrate the typical and natural literacy acquisitions that children accomplish. The children from this year's kindergarten have provided many rich examples for me to share.

If you are willing to let me use copies of your child's writing, illustrations, verbal sharing and/or photographs and video clips as examples of typical literacy development, I kindly request that you sign and return the attached release form. This will allow me to use these artifacts during future course work at Hofstra. It will also allow me to use this information as part of any journal article or book writing I may do. In addition, this permission will allow me to share these work samples during any future presentations that I might do for groups who are interested in children's literacy development.

You can be assured that I will protect your child's identity by using only a first name without additional information that would allow anyone to contact your child. In addition, these samples will not be used in a manner which would embarrass your child or his or her family.

Finally, in the event that any of these samples/photographs might be used in a publication outside of our school district or Hofstra University, I will make every attempt to contact you to seek permission for such publication.

Thank you for your consideration in this matter. If you wish to grant permission, kindly sign and return the attached form as soon as possible.

Sincerely,

Appendix C

Consent to Publish Form that was Sent Home on June 11, 2007

Consent To Publish

I consent to have my child's writings/illustrations/expressions/photographs/audio and video clips to be used by David P. Schultz as examples and artifacts of children's literacy development. It is understood that these artifacts will be used only in academic settings, or for publication in a book or article that is of an academic nature. Identification of my child will be limited to a first name and every effort will be made to maintain my child's privacy. In the event that my child's artifacts are published in a book or article, I understand that we will receive no compensation.

Child's Name: _____

Parent's Signature: _____

Date Signed: _____

Appendix D

Reader's Texts and Marked Typescripts

The data for each of five children below shows the text of the selection read by the child alongside a transcript of the child's oral version of the selection. This reader's text is followed by a marked typescript of the same reading selection and shows the miscues made by the child during her reading. A completed miscue analysis classroom procedure profile form is included to provide a summary of the miscues for each selection read by the child. This summary follows each of the children's marked typescript. Although it is possible that each child had personally read the selection prior to reading it to me, as far as I know, none of these books were read to the children by another individual prior to this data collection.

BriAnn's reader's text of *Biscuit* by Alyssa S. Capucilli; pictures by Pat Schories.

Printed Text:	**Reader's Text:**
This is Biscuit.	This is Biscuit.
Biscuit is small.	Biscuit is small.
Biscuit is yellow.	Biscuit is yellow
Time for bed, Biscuit!	Time for bed, Biscuit!
Woof, woof!	Ruff, ruff!
Biscuit wants to play.	Biscuit wants to play.
Time for bed, Biscuit!	Time for bed, Biscuit!
Woof, woof!	Ruff, ruff!
Biscuit wants a snack.	Biscuit wants a snack.
Time for bed, Biscuit!	Time for bed, Biscuit!
Woof, woof!	Ruff, ruff!
Biscuit wants a drink.	Biscuit wants a drink.
Time for bed, Biscuit!	Time for bed, Biscuit!

Woof, woof!	Ruff, ruff!
Biscuit wants to hear a story.	Biscuit wants a story.
Time for bed, Biscuit!	Time for bed, Biscuit!
Woof, woof!	Ruff, ruff!
Biscuit wants his blanket.	Biscuit wants a blanket.
Time for bed, Biscuit!	Time for bed, Biscuit!
Woof, woof!	Ruff, ruff!
Biscuit wants his doll.	Biscuit wants his doll.
Time for bed, Biscuit!	Time for bed, Biscuit!
Woof, woof!	Ruff, ruff!
Biscuit wants a hug.	Biscuit wants a hug.
Time for bed, Biscuit!	Time for bed, Biscuit!
Woof, woof!	Ruff, ruff!
Biscuit wants a kiss.	Biscuit wants a kiss.
Time for bed, Biscuit!	Time for bed, Biscuit!
Woof, woof!	Ruff, ruff!
Biscuit wants a light on.	Biscuit wants a light on.
Woof!	Ruff!
Biscuit wants to be tucked in.	Biscuit wants another drink.
Woof!	Ruff!
Biscuit wants one more kiss.	Biscuit wants another snack.
Woof!	Ruff!
Biscuit wants one more hug.	Biscuit wants another bedtime story.
Woof!	Ruff!
Biscuit wants to curl up.	Biscuit wants to cuddle up.
Sleepy puppy.	Silly puppy.
Good night, Biscuit.	Good night, Biscuit.

Biscuit
By Alyssa Satin Capucilli; Pictures by Pat Schories
Transcript for Miscue Analysis Procedure III

Name: Bri Ann Date: Spring 2007

0701	This is Biscuit.	1. Y / Y / N
0702	Biscuit is small.	2. Y / Y / N
0703	Biscuit is yellow.	3. Y / Y / N
0801	Time for bed, Biscuit!	4. Y / Y / N
0901	Ruff ruff Woof, woof!	5. Y / Y / N
0902	Biscuit wants to play.	6. Y / Y / N
1001	Time for bed, Biscuit!	7. Y / Y / N
1002	Ruff ruff Woof, woof!	8. Y / Y / N
1003	Biscuit wants a snack.	9. Y / Y / N
1101	Time for bed, Biscuit!	10. Y / Y / N
1102	Ruff ruff Woof, woof!	11. Y / Y / N
1103	Biscuit wants a drink.	12. Y / Y / N

Biscuit

By Alyssa Satin Capucilli; Pictures by Pat Schories

Transcript for Miscue Analysis Procedure III

Bri Ann
2007

1201	Time for bed, Biscuit!	13. Y / Y / N
1202	Ruff, ruff Woof, woof!	14. Y / Y / N
1203	Biscuit wants to hear a story.	15. Y / Y / N

1401	Time for bed, Biscuit!	16. Y / Y / N
1402	Ruff, ruff Woof, woof!	17. Y / Y / N
1403	Biscuit wants a his blanket.	18. Y / Y / N

1501	Time for bed, Biscuit!	19. Y / Y / N
1502	Ruff, ruff Woof, woof!	20. Y / Y / N
1503	Biscuit wants his doll.	21. Y / Y / N

1601	Time for bed, Biscuit!	22. Y / Y / N
1602	Ruff, ruff Woof, woof!	23. Y / Y / N
1603	Biscuit wants a hug.	24. Y / Y / N

1701	Time for bed, Biscuit!	25. Y / Y / N
1702	Ruff, ruff Woof, woof!	26. Y / Y / N

Bri Ann
2007

Biscuit
By Alyssa Satin Capucilli; Pictures by Pat Schories
Transcript for Miscue Analysis Procedure III

1703 Biscuit wants a kiss. 27. Y / Y / N

1901 Time for bed, Biscuit! 28. Y / Y / N

1902 Ruff, ruff Woof, woof! 29. Y / Y / N

1903 Biscuit wants a light on. 30. Y / Y / N

2101 Ruff Woof! 31. Y / Y / N

2102 Biscuit wants another drink to be tucked in. 32. Y / Y / P

2201 Ruff Woof! 33. Y / Y / N

2202 Biscuit wants another snack one more kiss. 34. Y / Y / P

2301 Ruff Woof! 35. Y / Y / N

2302 Biscuit wants another bed time story one more hug. 36. Y / Y / P

2401 Ruff Woof! 37. Y / Y / N

2501 Biscuit wants cuddle to curl up. 38. Y / Y / N

Bri'Ann
2007

Biscuit
By Alyssa Satin Capucilli; Pictures by Pat Schories
Transcript for Miscue Analysis Procedure III

2601 ~~Sleepy~~ Silly puppy. 39. Y / Y / P

2602 Good night, Biscuit. 40. Y / Y / N

Words – 132

Sentences -- 40

BriAnn's retelling of *Biscuit:*

Teacher: Tell me what you remember about the story.

BriAnn: He played.

And he wanted a snack and a drink.

And he wanted some light on.

And he wanted to go to sleep.

(20 second pause)

Teacher: Do you remember anything else?

BriAnn: He wanted a hug and a drink of water?

(20 second pause)

Teacher: Anything else?

BriAnn: He was going up to his room to sleep with the girl.

As explained in Chapter 3, BriAnn's retelling provides an example of the retellings and was typical of the retellings made by the other children during in this study. As retellings were not the focus of the study, and as a complete set of retellings was not collected at the time the study was done, these data are not included here.

BriAnn's miscue analysis profile for her reading of *Biscuit:*					
Total number of sentences in story:			40		
SYNTACTIC ACCEPTABILITY					
#Sentences coded Y:	40	÷	40	(*100)=	100%
#Sentences coded N:	0	÷	40	(*100)=	0%
SEMANTIC ACCEPTABILITY					
#Sentences coded Y:	40	÷	40	(*100)=	100%
#Sentences coded N:	0	÷	40	(*100)=	0%
Miscues per hundred words (MPHW):	12				
Total number of complex miscues:	3				
Total number of substitution miscues:	4				
GRAPHIC SIMILARITY					
#Substitution miscues coded H:	3	÷	4	(*100)=	75%
#Substitution miscues coded S:	0	÷	4	(*100)=	0%
#Substitution miscues coded N:	1	÷	4	(*100)=	25%
LANGUAGE SENSE:					
STRENGTH:					
Total Number of sentences YYN:	36	÷	40	(*100)=	90%
PARTIAL STRENGTH:					
Total Number of sentences YYP/YYY:	4	÷	40	(*100)=	10%
WEAKNESS:					
Total Number of sentences YN-/NN-	0	÷	40	(*100)=	0%

BriAnn's reader's text of *Bathtime for Biscuit* by Alyssa S. Capucilli; pictures by Pat Schories.

Printed Text:

Time for a bath, Biscuit!

Reader's Text:

Time for a bath, Biscuit!

Woof, woof!
Biscuit wants to play.
Time for a bath, Biscuit!
Woof, woof!
Biscuit wants to dig.
Time for a bath, Biscuit!
Woof, woof!
Biscuit wants to roll.
Time for a bath, Biscuit!
Time to get nice and clean.
Woof, woof!
In you go!
Woof!
Biscuit does not want a bath!
Bow wow!
Biscuit sees
his friend Puddles.
Woof, woof!
Biscuit wants to climb out.
Come back, Biscuit!
Woof!
Come back, Puddles!
Bow wow!
Biscuit and Puddles
want to dig
in the mud.
Biscuit and Puddles

Roof, roof!
Biscuit wants to play.
Time for a bath, Biscuit!
Ruff, ruff!
Biscuit wants to dig.
Time for a bath, Biscuit!
Ruff, ruff!
Biscuit wants to roll around.
Time for a bath, Biscuit!
Biscuit has to take a bath.
Ruff, ruff!
Biscuit, get in the bath.
Ruff!
Biscuit!
Bow wow!
Biscuit sees
Puddles.
Ruff, ruff!
Biscuit . . . stay in the tub.
Come back, Biscuit!
Woof!
Come back, Puddles!
Bow wow!
Biscuit and Puddles
play
in the mud.
Biscuit and Puddles

want to roll	play
in the flower bed.	in the flowers.
Now I have you!	Time for a bath.
Woof, woof!	Ruff, ruff!
Let go of the towel	They are play tug-a-war,
Biscuit!	Biscuit.
Bow wow!	Bow wow!
Let go of the towel,	They are playing . . .
Puddles!	Puddles.
Silly puppies!	They are playing tug-a-war.
Let go!	Woof!
Wood, woof!	Ruff, ruff!
Bow, wow!	Bow, wow!
Oh!	Oh, no!
Time for a bath, Biscuit!	Everyone can take a bath, Biscuit!
Woof, woof!	Ruff, ruff!
A bath for all of us!	[unintelligible]

Bathtime for Biscuit
By Alyssa Satin Capucilli; Pictures by Pat Schories
Transcript for Miscue Analysis Procedure III

Name: Bri Ann **Date:** Spring 2007

0901	Time for a bath, Biscuit	1. Y / Y / N
0902	Ruff, ruff Woof, woof!	2. Y / Y / N
0903	Biscuit wants to play.	3. Y / Y / N
1001	Time for a bath, Biscuit!	4. Y / Y / N
1002	Ruff, ruff Woof, woof!	5. Y / Y / N
1003	Biscuit wants to dig.	6. Y / Y / N
1101	Time for a bath, Biscuit!	7. Y / Y / N
1102	Ruff, ruff Woof, woof!	8. Y / Y / N
1103	Biscuit wants to roll. around	9. Y / Y / N
1201	Time for a bath, Biscuit!	10. Y / Y / N
1202	Biscuit has to take a bath. Time to get nice and clean.	11. Y / Y / P
1203	Ruff, ruff Woof, woof!	12. Y / Y / N
1301	Biscuit get in the bath, In you go!	13. Y / Y / N
1302	Ruff Woof!	14. Y / Y / N
1303	Biscuit does not want a bath!	15. Y / Y / Y

Bathtime for Biscuit
By Alyssa Satin Capucilli; Pictures by Pat Schories
Transcript for Miscue Analysis Procedure III

Name: BriAnn **Date:** Spring 2007

1401	Bow wow!	16. Y / Y / N
1402	Biscuit sees	
1403	his friend Puddles.	17. Y / Y / N

1501	Ruff ruff Woof, woof!	18. Y / Y / N
1502	Biscuit wants to climb out. ... stay in the tub.	19. Y / Y / P

1601	Come back, Biscuit!	20. Y / Y / N
1602	Woof! *	21. Y / Y / N

1701	Come back, Puddles!	22. Y / Y / N
1702	Bow wow!	23. Y / Y / N

1801	Biscuit and Puddles	
1802	want to play	
1803	in the sprinkler.	24. Y / Y / N

1901	Biscuit and Puddles	
1902	play want to dig	
1903	in the mud.	25. Y / Y / P

Bathtime for Biscuit
By Alyssa Satin Capucilli; Pictures by Pat Schories
Transcript for Miscue Analysis Procedure III

Name: Bri Ann **Date:** Spring 2007

2001 Biscuit and Puddles
2002 want play to roll
2003 in the flower beds. 26. Y / Y / P

2101 Time for a bath. Now I have you! 27. Y / Y / P

2201 Ruff ruff Woof, woof! 28. Y / Y / N
2202 They are playing tug-a-war, Let go of the towel,
2203 Biscuit! 29. Y / Y / Y

2301 Bow wow! 30. Y / Y / N
2302 They are playing ... Let go of the towel,
2303 Puddles! 31. Y / Y / Y

2401 They are playing tug-a-war, Silly puppies! 32. Y / Y / Y

2501 Woof Let go! 33. Y / Y / Y

2601 Ruff ruff Woof, woof! 34. Y / Y / N

Bathtime for Biscuit
By Alyssa Satin Capucilli; Pictures by Pat Schories
Transcript for Miscue Analysis Procedure III

Name: Bri'Ann **Date:** Spring 2007

2602	Bow, wow!	35. Y / Y / N
2701	Oh!	36. Y / Y / N
2801	Time for a bath, Biscuit! Everyone can take a bath,	37. Y / Y / P
2802	Woof, woof! Ruff ruff	38. Y / Y / N
2803	A bath for all of us! [Unintelligible.]	39. N / N /

Number of Words = 149

Number of Sentences = 39

BriAnn's miscue analysis profile for her reading of *Bathtime for Biscuit:*

Total number of sentences in story:			39		
SYNTACTIC ACCEPTABILITY					
#Sentences coded Y:	38	÷	39	(*100)=	97%
#Sentences coded N:	1	÷	39	(*100)=	3%
SEMANTIC ACCEPTABILITY					
#Sentences coded Y:	38	÷	39	(*100)=	97%
#Sentences coded N:	1	÷	39	(*100)=	3%
Miscues per hundred words (MPHW):	12				
Total number of complex miscues:	9				
Total number of substitution miscues:	2				
GRAPHIC SIMILARITY					
#Substitution miscues coded H:	1	÷	2	(*100)=	50%
#Substitution miscues coded S:	0	÷	2	(*100)=	0%
#Substitution miscues coded N:	1	÷	2	(*100)=	50%
LANGUAGE SENSE:					
STRENGTH:					
Total Number of sentences YYN:	36	÷	39	(*100)=	72%
PARTIAL STRENGTH:					
Total Number of sentences YYP/YYY:	4	÷	39	(*100)=	26%
WEAKNESS:					
Total Number of sentences YN-/NN-	0	÷	39	(*100)=	2%

BriAnn's reader's text of *Biscuit Wants to Play* by Alyssa S. Capucilli; pictures by Pat Schories.

Printed Text:	**Reader's Text**:
Woof, Woof!	Ruff, Ruff!
What's in the basket, Biscuit?	What did you find, Biscuit?
Meow.	Meow.
It's Daisy!	You found kitty.
Meow, Meow.	Meow, Meow.
Daisy has two kittens.	The kitty (unintelligible)
Woof, Woof!	Ruff, Ruff!
Biscuit wants to play	Biscuit wants to play
with the kittens.	with the kitties.
Meow, Meow.	Meow, Meow.
The kittens want to play	The kitties want to play
with a leaf.	with the leaf.
Woof, Woof!	Ruff, Ruff!
Biscuit wants to play, too.	Biscuit wants to play with leaf, too.
Woof!	Ruff!
Biscuit sees his ball.	Biscuit wants to roll around.
Meow, Meow.	Meow, Meow.
The kittens see a cricket.	The kitties want to play with the cricket.
Woof, Woof!	Ruff, Ruff!
Biscuit wants to play, too!	Biscuit knocked over the flower pot.
Meow, Meow.	Meow, Meow.
The kittens see a butterfly.	The kitties want to play with the bird (Friend prompts "butterfly" and repeats "butterfly."

Meow, Meow.
The kittens run.
The kittens jump.
Meow! Meow!
The kitten are stuck in the tree!
Woof!
Biscuit sees
the kittens.
Woof, woof, woof!
Biscuit can help the kittens!
Woof, woof!
Biscuit wants to play
with the kittens. .
Meow! Meow!
The kittens want to play
with Biscuit, too!

Meow, Meow.
The kitties want to climb a tree.
The kitties want to climb a . . . .
Meow, Meow! (with expression)
The kitties are stuck in the tree!
Ruff!
Biscuit wants
to save the kitties.
Ruff, ruff, ruff!
Biscuit is going to save the kitties, aww.
Ruff, ruff!
Biscuit, you're a hero

Meow, Meow!
The kitties are down
of Biscuit.

Biscuit Wants to Play
by Alyssa Satin Capucilli; pictures by Pat Schories
Transcript for Miscue Analysis Procedure III

Name: BriAnn Date: Spring 2007

0501 Ruff, Ruff Woof, woof! 1. Y / Y / N

0502 What did you find, What's in the basket,

0502 Biscuit? 2. Y / Y / N

0601 Meow. 3. Y / Y / N

0602 You found Kitty It's Daisy! 4. Y / Y / N

0701 Meow, Meow. 5. Y / Y / N

0702 The Kitty (unintelligible) Daisy has two kittens. 6. Y / Y / Y

0901 Ruff Ruff Woof, woof! 7. Y / Y / N

0902 Biscuit wants to play

0903 Kitties with the kittens. 8. Y / Y / N

1001 Meow. Meow. 9. Y / Y / N

1002 The kittens want to play

1003 the with a leaf. 10. Y / Y / N

Biscuit Wants to Play
by Alyssa Satin Capucilli; pictures by Pat Schories
Transcript for Miscue Analysis Procedure III

Bri Ann - 2007

1101 Ruff Ruff Woof, woof! 11. Y / Y / N

1102 Biscuit wants to play with the leaf, too. 12. Y / Y / N

1201 Ruff Woof! 13. Y / Y / N

1202 Biscuit wants to roll around sees his ball. 14. Y / Y / Y

1301 Meow, Meow. 15. Y / Y / N

1302 The Kitties want to play with the kittens see a cricket. 16. Y / Y / P

1401 Woof, woof! 17. Y / Y / N

1402 Biscuit knock over the flower pot wants to play, too! 18. Y / Y / P

1501 Meow. Meow. 19. Y / Y / N

1502 The Kitties want to play with the bird. kittens see a butterfly. 20. Y / Y / P

1601 Meow. Meow. 21. Y / Y / N

1602 The Kitties want to climb a tree. kittens run. 22. Y / Y / P

Biscuit Wants to Play
by Alyssa Satin Capucilli; pictures by Pat Schories
Transcript for Miscue Analysis Procedure III

BriAnn - 2007

1701 The kittens jump. (Kitties want to climb a...) 23. Y / Y / N

1801 Meow! Meow! (with expression) 24. Y / Y / N

1802 The kittens (Kitties) are stuck

1803 in the tree! 25. Y / Y / N

1901 Woof! (Ruff) 26. Y / Y / N

1902 Biscuit sees (wants to save)

1903 the kittens. (Kitties) 27. Y / Y / P

2101 Woof, woof, woof! (Ruff ruff ruff) 28. Y / Y / N

2102 Biscuit can help the kittens! (is going to save the Kitties, awww) 29. Y / Y / N

2201 Woof, woof! (Ruff, ruff) 30. Y / Y / N

2301 Biscuit wants to play (you're a hero)

2302 with the kittens. 31. Y / Y / P

Biscuit Wants to Play
by Alyssa Satin Capucilli; pictures by Pat Schories
Transcript for Miscue Analysis Procedure III

BriAnn-2007

2401 Meow! Meow! 32. Y / Y / N

2402 The kittens kittie are down want to play

2403 with Biscuit, too! 33. Y / Y / P

Number of Words = 117

Number of Sentences = 33

BriAnn's miscue analysis profile for her reading of *Biscuit Wants to Play:*

Total number of sentences in story:			33		
SYNTACTIC ACCEPTABILITY					
#Sentences coded Y:	33	÷	33	(*100)=	100%
#Sentences coded N:	0	÷	33	(*100)=	0%
SEMANTIC ACCEPTABILITY					
#Sentences coded Y:	33	÷	33	(*100)=	100%
#Sentences coded N:	0	÷	33	(*100)=	0%
Miscues per hundred words (MPHW):	4				
Total number of complex miscues:	13				
Total number of substitution miscues:	3				
GRAPHIC SIMILARITY					
#Substitution miscues coded H:	2	÷	3	(*100)=	66%
#Substitution miscues coded S:	0	÷	3	(*100)=	%
#Substitution miscues coded N:	1	÷	3	(*100)=	33%
LANGUAGE SENSE:					
STRENGTH:					
Total Number of sentences YYN:	24	÷	33	(*100)=	73%
PARTIAL STRENGTH:					
Total Number of sentences YYP/YYY:	9	÷	33	(*100)=	27%
WEAKNESS:					
Total Number of sentences YN-/NN-	0	÷	33	(*100)=	0%

Casey's reader's text of *Biscuit and the Baby* by Alyssa S. Capucilli; pictures by Pat Schories.

Printed Text:	**Reader's Text:**
Woof, woof! What does Biscuit see?	Woof, woof! Biscuit sees something.
Woof, woof!	Woof, woof!
Biscuit sees the baby.	Biscuit sees the baby.
Biscuit wants	Biscuit wants
to meet the baby!	to meet the baby.
Woof, woof!	Woof, woof!
Sshhh! Quiet, Biscuit.	Sshhh! Quiet, Biscuit.
The baby is sleeping.	The baby is sleeping.
It's not time	It's not time
to meet the baby, yet.	to meet the baby, yet.
Woof, woof!	Woof, woof!
Biscuit sees the baby's rattle.	Biscuit sees the baby's rattle.
Woof, woof!	Woof, woof!
Biscuit sees the baby's bunny.	Biscuit sees the baby's bunny.
Woof, woof!	Woof, woof!
Biscuit wants to meet the baby!	Biscuit wants to meet the baby!
Sshhh! Quiet, Biscuit.	Sshhh! Quiet, Biscuit.
The baby is still sleeping.	It's not/The baby is still sleeping.
It's not time	It's not time
to meet the baby yet.	to meet the baby yet.
Woof, woof!	Woof, woof!
Silly puppy!	Silly puppy!
That's not your blanket.	That's not your blanket!

Oh no, Biscuit.
Those booties
are for the baby.
Woof, woof!
Funny puppy!
You want to meet the baby.
But it's not time
to meet the baby yet.
Woof!
Waa! Waa! Waa! Waa!
Woof! Woof! Woof! Woof!
Biscuit come back.
It's only the baby!
Woof, woof!
Here sweet puppy.
Now it's time
to meet the baby.
Woof, woof!
Best of all, it's time
for the baby to meet
a new friend!
Woof!

Oh no, Biscuit.
Those boots
are for the baby.
Woof, woof!
Funny puppy!
You want to meet the baby.
But it's not time
to meet the baby yet.
Woof!
Woof! Woof! Woof! Woof!
Waa! Waa! Waa! Waa!
Come back, Biscuit
It was only the baby!
Woof, woof!
Here silly puppy.
Now it's time
to meet the baby.
Woof, woof!
All for it's time
for the baby to meet
a new friend!
Woof!

Biscuit and the Baby
By Alyssa Satin Capucilli; Pictures by Pat Schories
Transcript for Miscue Analysis Procedure III

Name: Casey **Date:** Spring 2007

0301	Woof, woof!	1. Y / Y / N
0302	What does Biscuit see? sees something.	2. Y / Y / N
0401	Woof, woof!	3. Y / Y / N
0402	Biscuit sees the baby.	4. Y / Y / N
0601	Biscuit wants	
0602	to meet the baby!	5. Y / Y / N
0701	Woof, woof!	6. Y / Y / N
0702	Sshhh! Quiet, Biscuit.	7. Y / Y / N
0703	The baby is sleeping	8. Y / Y / N
0801	It's not time	
0802	to meet the baby yet.	9. Y / Y / N
0901	Woof, woof!	10. Y / Y / N
0902	Biscuit sees the baby's rattle.	11. Y / Y / N
1001	Woof, woof!	12. Y / Y / N

Biscuit and the Baby
By Alyssa Satin Capucilli; Pictures by Pat Schories
Transcript for Miscue Analysis Procedure III

Name: Casey **Date:** Spring 2007

1002	Biscuit sees the baby's bunny.	13 Y / Y / N
1101	Woof, woof!	14. Y / Y / N
1102	Biscuit wants	
1103	to meet the baby!	15. Y / Y / N
1201	Sshhh! Quiet, Biscuit!	16. Y / Y / N
1202	It's not (Began reading next sentence and self-corrected.) The baby is still sleeping.	17. Y / Y / N
1203	It's not time	
1204	to meet the baby yet.	18. Y / Y / N
1301	Woof, woof!	19. Y / Y / N
1302	Silly puppy!	20. Y / Y / N
1303	That's not your blanket.	21. Y / Y / N
1401	Oh no, Biscuit.	22. Y / Y / N
1402	boots Those booties	
1403	are for the baby.	23. Y / Y / N
1404	Woof, woof!	24. Y / Y / N

Biscuit and the Baby
By Alyssa Satin Capucilli; Pictures by Pat Schories
Transcript for Miscue Analysis Procedure III

Name: Casey **Date:** Spring 2007

1501	Funny puppy!	25. Y / Y / N
1502	You want to meet the baby.	26. Y / Y / N
1503	But it's not time	
1504	to meet the baby yet, Biscuit.	27. Y / Y / N
1601	Woof!	28. Y / Y / N
1801	Waa! Waa! Waa! Waa! Woof! Woof! Woof! Woof! [Reversed facing page text.]	29. Y / Y / N
1901	Woof! Woof! Woof! Woof! Waa! Waa! Waa! Waa!	30. Y / Y / N
2001	Biscuit, come back	31. Y / Y / N
2002	It was It's only the baby!	32. Y / Y / N
2101	Woof, woof!	33. Y / Y / N
2201	Here, silly sweet puppy.	34. Y / Y / P
2202	Now it's time	
2203	to meet the baby.	35. Y / Y / N

Biscuit and the Baby
By Alyssa Satin Capucilli; Pictures by Pat Schories
Transcript for Miscue Analysis Procedure III

Name: Casey **Date:** Spring 2007

2204 Woof, woof! 36. Y / Y / N

2301 Best of all, it's time (for)

2302 for the baby to meet

2303 a new friend! 37. Y / Y / N

2401 Woof! 38. Y / Y / N

Number of Words = 153

Number of Sentences = 38

Casey's miscue analysis profile for her reading of *Biscuit and the Baby:*

Total number of sentences in story:			38		
SYNTACTIC ACCEPTABILITY					
#Sentences coded Y:	38	÷	38	(*100)=	100%
#Sentences coded N:	0	÷	38	(*100)=	0%
SEMANTIC ACCEPTABILITY					
#Sentences coded Y:	38	÷	38	(*100)=	100%
#Sentences coded N:	0	÷	38	(*100)=	0%
Miscues per hundred words (MPHW):	4				
Total number of complex miscues:	2				
Total number of substitution miscues:	2				
GRAPHIC SIMILARITY					
#Substitution miscues coded H:	2	÷	2	(*100)=	100%
#Substitution miscues coded S:	0	÷	0	(*100)=	0%
#Substitution miscues coded N:	0	÷	0	(*100)=	0%
LANGUAGE SENSE:					
STRENGTH:					
Total Number of sentences YYN:	37	÷	38	(*100)=	97%
PARTIAL STRENGTH:					
Total Number of sentences YYP/YYY:	1	÷	38	(*100)=	3%
WEAKNESS:					
Total Number of sentences YN-/NN-	0	÷	38	(*100)=	0%

Casey's reader's text of *Biscuit Goes to School* by Alyssa S. Capucilli; pictures by Pat Schories.

Printed Text:	**Reader's Text:**
Here comes the school bus!	Here comes the school bus!
Woof, woof!	Woof, woof!
Stay here, Biscuit!	Stay here, Biscuit!
Dogs don't go to school.	Dogs don't go to school.
Woof!	Woof!
Where is Biscuit going?	Where is Biscuit going?
Is Biscuit going to the pond?	Is Biscuit going to the pond?
Woof!	Woof!
Is Biscuit going to the park?	Is Biscuit going to the park?
Woof!	Woof!
Biscuit is going to school!	Biscuit is going to school!
Woof, woof!	Woof, woof!
Biscuit wants to play ball.	Biscuit wants to play ball.
Woof, woof!	Woof, woof!
Biscuit wants	Biscuit wants
to hear a story.	to hear a story.
Woof, woof!	Woof, woof!
Shhh!	Shhh!
Biscuit wants a snack.	Biscuit wants a snack.
Woof, woof!	Woof, woof!
Oh, Biscuit!	Oh, Biscuit!
What are you doing here?	What are you doing here?
Dogs don't go to school!	Dogs don't go to school!

Oh, no!
Here comes the teacher!
Woof!
Biscuit wants
to meet the teacher.
Woof!
Biscuit wants
to meet the class.
Woof, woof!
And everyone at school
likes Biscuit!
Woof!

Oh, no!
Here comes the teacher!
Woof!
Biscuit wants
to meet the teacher.
Woof!
Biscuit wants
to meet the class.
Woof, woof!
Everyone at school
likes Biscuit!
Woof!

Biscuit Goes to School
By Alyssa Satin Capucilli; Pictures by Pat Schories
Transcript for Miscue Analysis Procedure III

Name: Casey **Date:** Spring 2007

0501	Here comes the school bus!	1. Y / Y / N
0502	Woof, woof!	2. Y / Y / N
0701	Stay here, Biscuit.	3. Y / Y / N
0702	Dogs don't go to school.	4. Y / Y / N
0703	Woof!	5. Y / Y / N
0801	Where is Biscuit going?	6. Y / Y / N
0802	Is Biscuit going to the pond?	7. Y / Y / N
0803	Woof!	8. Y / Y / N
0901	Is Biscuit going to the park?	9. Y / Y / N
0902	Woof!	10. Y / Y / N
1001	Biscuit is going to school!	11. Y / Y / N
1002	Woof, woof!	12. Y / Y / N
1301	Biscuit wants to play ball.	13. Y / Y / N
1302	Woof, woof!	14. Y / Y / N

Biscuit Goes to School
By Alyssa Satin Capucilli; Pictures by Pat Schories
Transcript for Miscue Analysis Procedure III

Name: Casey **Date:** Spring 2007

1501	Biscuit wants	
1502	to hear a story.	15. Y / Y / N
1503	Woof, woof!	16. Y / Y / N
1504	Shhh!	17. Y / Y / N
1601	Biscuit wants a snack.	18. Y / Y / N
1602	Woof, woof!	19. Y / Y / N
1701	Oh, Biscuit!	20. Y / Y / N
1702	What are you doing here?	21. Y / Y / N
1703	Dogs don't go to school!	22. Y / Y / N
1901	Oh, no!	23. Y / Y / N
1902	Here comes the teacher!	24. Y / Y / N
1903	Woof!	25. Y / Y / N
2001	Biscuit wants	
2002	to meet the teacher.	26. Y / Y / N
2003	Woof!	27. Y / Y / N

Biscuit Goes to School
By Alyssa Satin Capucilli; Pictures by Pat Schories
Transcript for Miscue Analysis Procedure III

Name: Casey **Date:** Spring 2007

2101	Biscuit wants	
2102	to meet the class.	28. Y / Y / N
2103	Woof, woof!	29. Y / Y / N
2201	Biscuit likes school!	30. Y / Y / N
2202	Woof, woof!	31. Y / Y / N
2401	(And) everyone at school	
2402	likes Biscuit!	32. Y / Y / N
2403	Woof!	33. Y / Y / N

Number of Words = 109

Number of Sentences = 33

Casey's miscue analysis profile for her reading of *Biscuit Goes to School:*

Total number of sentences in story:			33		
SYNTACTIC ACCEPTABILITY					
#Sentences coded Y:	33	÷	33	(*100)=	100%
#Sentences coded N:	0	÷	33	(*100)=	0%
SEMANTIC ACCEPTABILITY					
#Sentences coded Y:	33	÷	33	(*100)=	100%
#Sentences coded N:	0	÷	33	(*100)=	0%
Miscues per hundred words (MPHW):	1				
Total number of complex miscues:	0				
Total number of substitution miscues:	0				
GRAPHIC SIMILARITY					
#Substitution miscues coded H:	0	÷	0	(*100)=	100%
#Substitution miscues coded S:	0	÷	0	(*100)=	0%
#Substitution miscues coded N:	0	÷	0	(*100)=	0%
LANGUAGE SENSE:					
STRENGTH:					
Total Number of sentences YYN:	33	÷	33	(*100)=	100%
PARTIAL STRENGTH:					
Total Number of sentences YYP/YYY:	0	÷	33	(*100)=	0%
WEAKNESS:					
Total Number of sentences YN-/NN-	0	÷	33	(*100)=	0%

Julie's reader's text of *Biscuit Visits the Big City* by Alyssa S. Capucilli; pictures by Pat Schories.

Printed Text:	**Reader's Text:**
Here we are, Biscuit.	Here we are, Biscuit.
Woof, woof!	Woof, woof!
We're in the big city.	We are in the big city.
We're going to visit	We are going to visit
our friend Jack.	our friend Jack.
Woof, woof!	Woof, woof!
Coo, coo!	Coo, coo! [with expression]
Stay with me, Biscuit.	Silly, Biscuit.
It's very busy in the big city!	Is very busy in the big city.
Woof, woof!	Woof, woof!
There are lots of tall building	Look at the big buildings,
in the big city, Biscuit.	Biscuit.
Woof, woof!	Woof, woof!
There are lots of people, too.	
Woof, woof.	
Funny puppy!	Funny puppy!
You want to say hello	You want to say hello
to everyone.	to everyone.
Stay with me, Biscuit.	Silly, Biscuit.
It's very busy here!	It's busy here.
Woof, woof!	Woof, woof!
Beep! Beep!	Beep! Beep!
Woof!	Woof!

It's only a big bus, Biscuit.	It's just a bus, Biscuit.
Woof, woof!	Woof, woof!
You found the fountain,	Biscuit, where are
Biscuit.	you going?
There's so much to see	
in the big city,	
isn't there, Biscuit?	
Woof!	Woof, woof!
Coo, coo!	Coo, coo!
Woof, woof! Woof, woof!	Woof, woof! Woof, woof!
Oh no, Biscuit! Come Back!	Oh no, Biscuit!
Biscuit, where are you going?	Where are you going?
Woof!	Woof!
Silly puppy! Here you are.	Silly puppy! Here you are.
This is a big, busy city, Biscuit.	This is a big city, Biscuit.
But you found our friend Jack,	You found our friend Jack,
and some new friends, too!	and you found yourself new friends, too!
Coo, coo!	Coo, coo!
Woof!	Woof!

Biscuit Visits the Big City
By Alyssa Satin Capucilli; Pictures by Pat Schories
Transcript for Miscue Analysis Procedure III

Name: Julie **Date:** Spring 2007

0701	Here we are, Biscuit.	1. Y / Y / N
0702	Woof, woof!	2. Y / Y / N
0703	We are We're in the big city.	3. Y / Y / N
0801	We're going to visit	
0802	our friend Jack.	4. Y / Y / N
0901	Woof, woof!	5. Y / Y / N
0902	Coo, coo! (with expression)	6. Y / Y / N
1101	Silly Stay with me, Biscuit.	7. Y / Y / P
1102	It is a It's very busy in the big city!	8. Y / Y / N
1103	Woof, woof!	9. Y / Y / N
1301	Look at the There are lots of tall buildings	
1302	in the big city, Biscuit.	10. Y / Y / P
1303	Woof, woof!	11. Y / Y / N
1401	There are lots of people, too. [skipped page]	12. ___ / ___ / ___
1402	Woof, woof!	13. ___ / ___ / ___

Biscuit Visits the Big City
By Alyssa Satin Capucilli; Pictures by Pat Schories
Transcript for Miscue Analysis Procedure III

Name: Julie **Date:** Spring 2007

1501	Funny puppy!	14. Y / Y / N
1502	You want to way hello	
1503	to everyone.	15. Y / Y / N
1601	Silly Stay with me, Biscuit.	16. Y / Y / P
1602	It's very busy here!	17. Y / Y / N
1603	Woof, woof!	18. Y / Y / N
1701	Beep! Beep!	19. Y / Y / N
1702	Woof!	20. Y / Y / N
1703	It's just only a big bus, Biscuit.	21. Y / Y / N
1801	Woof, woof!	22. Y / Y / N
1802	You found the fountain,	
1803	Biscuit, where are you going?	23. Y / Y / P
1901	There's so much to see	
1902	in the big city, [skipped page]	
1903	isn't there, Biscuit?	24. ___ / ___ / ___

Biscuit Visits the Big City
By Alyssa Satin Capucilli; Pictures by Pat Schories
Transcript for Miscue Analysis Procedure III

Name: Julie **Date:** Spring 2007

2001	Woof!	25. Y / Y / N
2002	Coo, coo!	26. Y / Y / N
2101	Woof, woof!	27. Y / Y / N
2102	Coo, coo!	28. Y / Y / N
2201	Woof, woof! Woof, woof!	29. Y / Y / N
2202	Oh no, Biscuit! Come Back!	30. Y / Y / N
2301	Biscuit, where are you going?	31. Y / Y / N
2501	Woof!	32. Y / Y / N
2502	Silly puppy! Here you are.	33. Y / Y / N
2601	This is a big, busy city, Biscuit.	34. Y / Y / N
2602	But you found our friend Jack,	
2603	and some new friends, too! (you found)	35. Y / Y / N
2701	Coo, coo!	36. Y / Y / N

Biscuit Visits the Big City
By Alyssa Satin Capucilli; Pictures by Pat Schories
Transcript for Miscue Analysis Procedure III

Name: Julie **Date:** Spring 2007

2801 Woof! 37. Y / Y / N

Number of Words = 152

Number of Sentences = 37

Julies's miscue analysis profile for her reading of *Biscuit Visits the Big City:*

Total number of sentences in story:		34		
SYNTACTIC ACCEPTABILITY				
#Sentences coded Y:	34	÷	(*100)=	100%
#Sentences coded N:	0	÷	(*100)=	0%
SEMANTIC ACCEPTABILITY				
#Sentences coded Y:	34	÷	(*100)=	100%
#Sentences coded N:	0	÷	(*100)=	0%
Miscues per hundred words (MPHW):	9			
Total number of complex miscues:	3			
Total number of substitution miscues:	2			
GRAPHIC SIMILARITY				
#Substitution miscues coded H:	2	÷	(*100)=	100%
#Substitution miscues coded S:	0	÷	(*100)=	0%
#Substitution miscues coded N:	0	÷	(*100)=	0%
LANGUAGE SENSE:				
STRENGTH:				
Total Number of sentences YYN:	30	÷	(*100)=	88%
PARTIAL STRENGTH:				
Total Number of sentences YYP/YYY:	4	÷	(*100)=	12%
WEAKNESS:				
Total Number of sentences YN-/NN-	0	÷	(*100)=	0%

Kaitlyn's reader's text of *Biscuit Goes to School* by Alyssa S. Capucilli; pictures by Pat Schories.

Printed Text:	**Reader's Text:**
Here comes the school bus!	Here comes the school bus!
Woof, woof!	Woof, woof!
Stay here, Biscuit!	Stay here, Biscuit!
Dogs don't go to school.	Dogs do not go to school.
Woof!	Woof!
Where is Biscuit going?	Where is Biscuit going?
Is Biscuit going to the pond?	Is Biscuit going to the pond?
Woof!	Woof!
Is Biscuit going to the park?	Is Biscuit going to the park?
Woof!	Woof!
Biscuit is going to school!	Biscuit is going to school!
Woof, woof!	Woof, woof!
Biscuit wants	Biscuit wants
to hear a story.	to hear a story.
Woof, woof!	Woof, woof!
Shhh!	Shhh!
Biscuit wants a snack.	Biscuit wants a snack.
Woof, woof!	Woof, woof!
Oh, Biscuit!	Oh, Biscuit!
What are you doing here?	What are you doing here?
Dogs don't go to school!	Dogs do not go to school!
Oh, no!	Oh, no!
Here comes the teacher!	Here comes the teacher!

Woof!
Biscuit wants
to meet the teacher.
Woof!
Biscuit wants
to meet the class.
Woof, woof!
Biscuit likes school!
Woof, woof!
And everyone at school
likes Biscuit
Woof!

Woof!
Biscuit wants
to meet the teacher.
Woof!
Biscuit wants
to meet the class.
Woof, woof!
Biscuit has a pencil.
Woof, woof!
The whole class
likes my puppy, Biscuit.
Woof!

Biscuit Goes to School
By Alyssa Satin Capucilli; Pictures by Pat Schories
Transcript for Miscue Analysis Procedure III

Name: Kaitlyn **Date:** 2007

0501	Here comes the school bus!	1. Y / Y / N
0502	Woof, woof!	2. Y / Y / N
0701	Stay here, Biscuit.	3. Y / Y / N
0702	do not Dogs don't go to school.	4. Y / Y / N
0703	Woof!	5. Y / Y / N
0801	Where is Biscuit going?	6. Y / Y / N
0802	Is Biscuit going to the pond?	7. Y / Y / N
0803	Woof!	8. Y / Y / N
0901	Is Biscuit going to the park?	9. Y / Y / N
0902	Woof!	10. Y / Y / N
1001	Biscuit is going to school!	11. Y / Y / N
1002	Woof, woof!	12. Y / Y / N
1301	Biscuit wants to play ball.	13. Y / Y / N
1302	Woof, woof!	14. Y / Y / N

Biscuit Goes to School
By Alyssa Satin Capucilli; Pictures by Pat Schories
Transcript for Miscue Analysis Procedure III

Name: Kaitlyn **Date:** 2007

1501	Biscuit wants	
1502	to hear a story.	15. Y / Y / N
1503	Woof, woof!	16. Y / Y / N
1504	Shhh!	17. Y / Y / N
1601	Biscuit wants a snack.	18. Y / Y / N
1602	Woof, woof!	19. Y / Y / N
1701	Oh, Biscuit!	20. Y / Y / N
1702	What are you doing here?	21. Y / Y / N
1703	Dogs do not don't go to school!	22. Y / Y / N
1901	Oh, no!	23. Y / Y / N
1902	Here comes the teacher!	24. Y / Y / N
1903	Woof!	25. Y / Y / N
2001	Biscuit wants	
2002	to meet the teacher.	26. Y / Y / N
2003	Woof!	27. Y / Y / N

Biscuit Goes to School
By Alyssa Satin Capucilli; Pictures by Pat Schories
Transcript for Miscue Analysis Procedure III

Name: Kaitlyn **Date:** 2007

2101	Biscuit wants	
2102	to meet the class.	28. Y / Y / N
2103	Woof, woof!	29. Y / Y / N
2201	Biscuit likes (has a pencil) school!	30. Y / Y / Y
2202	Woof, woof!	31. Y / Y / N
2401	(The whole class) And everyone at school	
2402	Likes (my puppy,) Biscuit!	32. Y / Y / P
2403	Woof!	33. Y / Y / N

Number of Words = 109

Number of Sentences = 33

Victoria's reader's text of *Biscuit Goes to School* by Alyssa S. Capucilli; pictures by Pat Schories.

Printed Text:	**Reader's Text:**
Here comes the school bus!	Here comes the bus!
Woof, woof!	Uff, uff!
Stay here, Biscuit!	Stay here, Biscuit!
Dogs don't go to school.	You can't go to school.
Woof!	Uff!
Where is Biscuit going?	Little Biscuit goes right down the steps.
Is Biscuit going to the pond?	Little Biscuit goes right by the pond.
Woof!	Uff!
Is Biscuit going to the park?	Biscuit is going close to the school.
Woof!	Uff!
Biscuit is going to school!	Biscuit is going near the school. He is at the school.
Woof, woof!	Uff, uff!
Biscuit wants	Biscuit is
to hear a story.	at the story telling spot.
Woof, woof!	Uff, uff!
Shhh!	Shhh!

Biscuit wants a snack.

Woof, woof!

Oh, Biscuit!

What are you doing here?

Dogs don't go to school.

Oh, no!

Here comes the teacher!

Woof!

Biscuit wants

to meet the teacher.

Woof, woof!

Biscuit likes school!

Woof, woof!

And everyone at school

likes Biscuit!

Woof!

Biscuit, what are you doing here?

Uff, uff!

Oh, Biscuit!

What did you come here for?

Biscuit did not say a word.

You are in trouble!

Oh, no!

Here comes the teacher!

Uff!

Biscuit would

not fit in the backpack.

Uff, uff!

Biscuit looks at the teacher.

Uff!

My little puppy is popular.

Everybody like my puppy Biscuit.

Uff!

Biscuit Goes to School
By Alyssa Satin Capucilli; Pictures by Pat Schories
Transcript for Miscue Analysis Procedure III

Name: Victoria **Date:** 2007

0501	Here comes the school bus!	1. Y / Y / N
0502	Uff, uff Woof, woof!	2. Y / Y / N
0701	Stay here, Biscuit.	3. Y / Y / N
0702	You can't Dogs don't go to school.	4. Y / Y / N
0703	Uff Woof!	5. Y / Y / N
0801	Little Biscuit goes right down the steps. Where is Biscuit going?	6. Y / Y / P
0802	Little Biscuit goes right by Is Biscuit going to the pond?	7. Y / Y / P
0803	Uff Woof!	8. Y / Y / N
0901	is close school Is Biscuit going to the park?	9. Y / Y / P
0902	Uff Woof!	10. Y / Y / N
1001	near the He is at the school. Biscuit is going to school!	11. Y / Y / N
1002	Uff uff Woof, woof!	12. Y / Y / N
1301	Biscuit wants to play ball.	13. Y / Y / N
1302	Uff uff Woof, woof!	14. Y / Y / N

Biscuit Goes to School
By Alyssa Satin Capucilli; Pictures by Pat Schories
Transcript for Miscue Analysis Procedure III

Name: Victoria **Date:** 2007

1501	Biscuit is wants	
1502	at the telling spot to hear a story.	15. Y / Y / P
1503	Uff uff Woof, woof!	16. Y / Y / N
1504	Shhh!	17. Y / Y / N
1601	Biscuit wants a snack. what are you doing here?	18. Y / Y / Y
1602	Uff uff Woof, woof!	19. Y / Y / N
1701	Oh, Biscuit!	20. Y / Y / N
1702	What did come for are you doing here?	21. Y / Y / N
1703	Biscuit did not say a word. Dogs don't go to school! You are in trouble.	22. Y / Y / Y
1901	Oh, no!	23. Y / Y / N
1902	Here comes the teacher!	24. Y / Y / N
1903	Uff Woof!	25. Y / Y / N
2001	Biscuit would wants	
2002	not fit in the backpack. to meet the teacher.	26. Y / Y / Y
2003	Uff Woof!	27. Y / Y / N

Biscuit Goes to School
By Alyssa Satin Capucilli; Pictures by Pat Schories
Transcript for Miscue Analysis Procedure III

Name: Victoria **Date:** 2007

2101	Biscuit wants (pops)	
2102	to meet the class. (out of, backpack)	28. Y / Y / P
2103	Woof, woof! (Uff, uff)	29. Y / Y / N
2201	Biscuit likes school! (looks at the teacher.)	30. Y / Y / Y
2202	Woof, woof! (Uff) — cheeks of Uffs	31. Y / Y / N
2401	(My little puppy is popular) And everyone at school	
2402	Likes Biscuit! (Everybody, my puppy)	32. Y / Y / N
2403	Woof! (Uff)	33. Y / Y / N

Number of Words = 109

Number of Sentences = 33

Victoria's miscue analysis profile for her reading of *Biscuit Goes to School:*

Total number of sentences in story:			33		
SYNTACTIC ACCEPTABILITY					
#Sentences coded Y:	33	÷	33	(*100)=	100%
#Sentences coded N:	0	÷	33	(*100)=	0%
SEMANTIC ACCEPTABILITY					
#Sentences coded Y:	33	÷	33	(*100)=	100%
#Sentences coded N:	0	÷	33	(*100)=	0%
Miscues per hundred words (MPHW):	14				
Total number of complex miscues:	12				
Total number of substitution miscues:	1				
GRAPHIC SIMILARITY					
#Substitution miscues coded H:	1	÷	1	(*100)=	100%
#Substitution miscues coded S:	0	÷	0	(*100)=	0%
#Substitution miscues coded N:	0	÷	0	(*100)=	0%
LANGUAGE SENSE:					
STRENGTH:					
Total Number of sentences YYN:	25	÷	33	(*100)=	76%
PARTIAL STRENGTH:					
Total Number of sentences YYP/YYY:	8	÷	33	(*100)=	24%
WEAKNESS:					
Total Number of sentences YN-/NN-	0	÷	33	(*100)=	0%

Victoria's reader's text of *Biscuit* by Alyssa S. Capucilli; pictures by Pat Schories.

Printed Text:	**Reader's Text:**
	Biscuit (reads title on title page)
This is Biscuit.	Time for bed, Biscuit.
Biscuit is small.	Biscuit wants
Biscuit is yellow.	to . . . wait (reader starts over from beginning of page.)
This is Biscuit. (Reader starts again.)	Time for bed, Biscuit.
Biscuit is small.	Biscuit does not want to go to bed,
Biscuit is yellow.	Biscuit says.
Time for bed, Biscuit!	Time for bed, Biscuit.
Woof, woof!	Arf, arf!
Biscuit wants to play.	Biscuit wants to play . . . tug of war again.
Time for beg, Biscuit!	Time for bed, Biscuit!
Woof, woof!	Arf, arf!
Biscuit wants a snack.	Biscuit wants a snack.
Time for bed, Biscuit!	Time for bed, Biscuit!
Woof, woof!	Arf, arf!
Biscuit wants a drink.	Biscuit wants a drink.
Time for bed, Biscuit!	Time for bed, Biscuit!
Woof, woof!	Arf, arf!
Biscuit wants to hear a story.	Biscuit wants a bedtime book.
Time for bed, Biscuit!	Time for bed, Biscuit!
Woof, woof!	Arf, arf!
Biscuit wants his blanket.	Biscuit wants his blanket.

Time for bed, Biscuit!

Woof, woof!

Biscuit wants a hug.

Time for bed, Biscuit!

Woof, woof!

Biscuit wants a kiss.

Time for bed, Biscuit!

Woof, woof!

Biscuit wants a light on.

Woof!

Biscuit want to be tucked in.

Woof!

Biscuit wants one more kiss.

Woof!

Biscuit wants one more hug.

Woof!

Biscuit wants to curl up.

Sleep puppy.

Good night, Biscuit.

Time for bed, Biscuit!

Arf, arf!

Biscuit wants a hug.

Time for bed, Biscuit!

Arf, arf!

Biscuit wants a kiss.

Time for bed, Biscuit!

Arf, arf!

biscuit wants some light.

Arf!

Biscui is too, too scared.

Arf!

Biscuit follows me up the stairs.

Art!

Biscuit is very scared . . . because he does not see any light.

Arf!

Biscuit pulls the blanket off me.

Silly little Biscuit (with expression0.

[She turns the last three pages and looks at the back cover, which includes the words "Woof! Woof!" printed in a large point size, and says (with expression) "Arf! Arf!]

Biscuit
By Alyssa Satin Capucilli; Pictures by Pat Schories
Transcript for Miscue Analysis Procedure III

Name: Victoria Date: Spring 2007

0701	Time for bed Biscuit. This is Biscuit.	1. Y / Y / Y
0702	Biscuit is small. (does not want to go to bed)	2. Y / Y / Y
0703	Biscuit is yellow. (says)	3. Y / Y / Y

0801	Time for bed, Biscuit!	4. Y / Y / N

0901	Arf, arf Woof, woof!	5. Y / Y / N
0902	Biscuit wants to play. (tug of war again.)	6. Y / Y / N

1001	Time for bed, Biscuit!	7. Y / Y / N
1002	Arf, arf Woof, woof!	8. Y / Y / N
1003	Biscuit wants a snack.	9. Y / Y / N

1101	Time for bed, Biscuit!	10. Y / Y / N
1102	Arf, arf Woof, woof!	11. Y / Y / N
1103	Biscuit wants a drink.	12. Y / Y / N

Victoria
2007

Biscuit
By Alyssa Satin Capucilli; Pictures by Pat Schories
Transcript for Miscue Analysis Procedure III

1201	Time for bed, Biscuit!	13. Y / Y / N
1202	Arf, arf Woof, woof!	14. Y / Y / N
1203	Biscuit wants to hear a bedtime story.	15. Y / Y / N

1401	Time for bed, Biscuit!	16. Y / Y / N
1402	Arf, arf Woof, woof!	17. Y / Y / N
1403	Biscuit wants his blanket.	18. Y / Y / N

1501	Time for bed, Biscuit!	19. Y / Y / N
1502	Arf, arf Woof, woof!	20. Y / Y / N
1503	Biscuit wants his dollie doll.	21. Y / Y / N

1601	Time for bed, Biscuit!	22. Y / Y / N
1602	Arf, arf Woof, woof!	23. Y / Y / N
1603	Biscuit wants a hug.	24. Y / Y / N

1701	Time for bed, Biscuit!	25. Y / Y / N
1702	Arf, arf Woof, woof!	26. Y / Y / N

Victoria
2007

Biscuit
By Alyssa Satin Capucilli; Pictures by Pat Schories
Transcript for Miscue Analysis Procedure III

1703 Biscuit wants a kiss. 27. Y / Y / N

1901 Time for bed, Biscuit! 28. Y / Y / N

1902 Arf, arf
Woof, woof! 29. Y / Y / N

1903 Biscuit wants a light on. 30. Y / Y / N

2101 Arf
Woof! 31. Y / Y / N

2102 Biscuit wants to be tucked in. is too too scared. 32. Y / Y / Y

2201 Arf
Woof! 33. Y / Y / N

2202 Biscuit wants one more kiss. follows me up the stairs. 34. Y / Y / Y

2301 Arf
Woof! 35. Y / Y / N

2302 Biscuit wants one more hug. is very scared... 36. Y / Y / Y
because he does not see any light.

2401 Arf
Woof! 37. Y / Y / N

2501 Biscuit wants to curl up. pulls the blanket off me. 38. Y / Y / Y

Victoria
2007

Biscuit
By Alyssa Satin Capucilli; Pictures by Pat Schories
Transcript for Miscue Analysis Procedure III

2601 Silly little Biscuit. (with expression) Sleepy puppy. 39. Y / Y / P

2602 Good night, Biscuit. 40. Y / Y / N

Words – 132

Sentences -- 40

Victoria's miscue analysis profile for her reading of *Biscuit:*

Total number of sentences in story:			40		
SYNTACTIC ACCEPTABILITY					
#Sentences coded Y:	40	÷	40	(*100)=	100%
#Sentences coded N:	0	÷	40	(*100)=	0%
SEMANTIC ACCEPTABILITY					
#Sentences coded Y:	40	÷	40	(*100)=	100%
#Sentences coded N:	0	÷	40	(*100)=	0%
Miscues per hundred words (MPHW):	10				
Total number of complex miscues:	7				
Total number of substitution miscues:	3				
GRAPHIC SIMILARITY					
#Substitution miscues coded H:	3	÷	3	(*100)=	100%
#Substitution miscues coded S:	0	÷	3	(*100)=	0%
#Substitution miscues coded N:	0	÷	3	(*100)=	0%
LANGUAGE SENSE:					
STRENGTH:					
Total Number of sentences YYN:	32	÷	40	(*100)=	80%
PARTIAL STRENGTH:					
Total Number of sentences YYP/YYY:	8	÷	40	(*100)=	20%
WEAKNESS:					
Total Number of sentences YN-/NN-	0	÷	40	(*100)=	0%

Summary of the miscue analysis data for all of the children

BriAnn	Syn. Accept	Sem. Accept	Lang. Sense*	MPHW	# complex miscues	# word subs.	Graphic Similarity		
							H	S	N
Biscuit	100%	100%	100%	12	3	4	3	0	1
Bathtime for Biscuit	97%	97%	98%	12	9	2	1	0	1
Biscuit Wants to Play	100%	100%	100%	15	13	3	2	0	1
Biscuit Goes to School									
Biscuit and the Baby									
Biscuit Visits the Big City									
*Percentage of sentences coded having Strength (YYN) plus Partial Strength (YYP/YYY).									

Casey	Syn. Accept	Sem. Accept	Lang. Sense*	MPHW	# complex miscues	# word subs.	Graphic Similarity		
							H	S	N
Biscuit									
Bathtime for Biscuit									
Biscuit Wants to Play									
Biscuit Goes to School	100%	100%	100%	1	0	0	0	0	0
Biscuit and the Baby	100%	100%	100%	4	2	0	0	0	0
Biscuit Visits the Big City									
*Percentage of sentences coded having Strength (YYN) plus Partial Strength (YYP/YYY).									

Julie	Syn. Accept	Sem. Accept	Lang. Sense*	MPHW	# complex miscues	# word subs.	Graphic Similarity		
							H	S	N
Biscuit									
Bathtime for Biscuit									
Biscuit Wants to Play									
Biscuit Goes to School									
Biscuit and the Baby									
Biscuit Visits the Big City	100%	100%	100%	9	3	2	2	0	0
*Percentage of sentences coded having Strength (YYN) plus Partial Strength (YYP/YYY).									

Kaitlyn	Syn. Accept	Sem. Accept	Lang. Sense*	MPHW	# complex miscues	# word subs.	Graphic Similarity		
							H	S	N
Biscuit									
Bathtime for Biscuit									
Biscuit Wants to Play									
Biscuit Goes to School	100%	100%	100%	4	2	1	1	0	0
Biscuit and the Baby									
Biscuit Visits the Big City									
*Percentage of sentences coded having Strength (YYN) plus Partial Strength (YYP/YYY).									

Victoria	Syn. Accept	Sem. Accept	Lang. Sense*	MPHW	# complex miscues	# word subs.	Graphic Similarity		
							H	S	N
Biscuit	100%	100%	100%	10	7	3	3	0	0
Bathtime for Biscuit									
Biscuit Wants to Play									
Biscuit Goes to School	100%	100%	100%	14	12	1	1	0	0
Biscuit and the Baby									
Biscuit Visits the Big City									
*Percentage of sentences coded having Strength (YYN) plus Partial Strength (YYP/YYY).									

Appendix E

Classroom Overview - Substitute Teacher Plans for Tuesday, May 22, 2007

Note to the Substitute Teacher -- This overview is intended to give you a framework and general idea of how our classroom usually works. Feel free to alter these plans to suit your needs. You will be sharing **Mrs. B.** (teacher assistant) with Mrs. F.'s class.

Tuesday - **Mrs. D*** -- 10:20-11:20; ***Library**** -- 11:40 -12:20; **Recess/Lunch*** -- 12:50-1:35

ESL*: Mauricio and Mariano - 10:20-11:20 (check to make sure they join the children at the library at 11:20); **PT*:** None today; **OT*:** None today; **Speech*:** Daniel: 9:00-9:30; Mauricio: 12:00-12:30 *Children will be picked-up or visited for all of these events, except for Library (see below).

Beginnings: The children will arrive between 8:45 and 9:00. As the children arrive, I remind them to find a seat, take out their take home folder, leave the folder at their table spot, and put their backpack/coat in the coat rack area. After they hang up their stuff they can sign in at the sign in table. Please sign in there yourself.

After most of the children arrive (8:50ish) check their folders for any notes, lunch orders, etc. Once their folder is checked they put it in their mailbox. They do not refill their take home folder with the items in the mailbox until the end of the day. This way they will be sure to have any "last minute" items that may arrive. Please put any items to send home from office in their mailboxes (L. B. will help you with this).

You will need to fill in the lunch order form with the number of "special" lunch order in each category (1-4 -- see menu on calendar board). This gets clipped to the classroom attendance envelope that holds the cards of any absent child(ren) or 100% card if all are present as well as the "pick up" sheet. This envelope then gets clipped to the "Magnet Man" outside of our door.

You will need to note any child getting picked up today on the sheet by putting a "P" in the box under Tuesday that aligns with the child's name. This "pick up" sheet will be returned to you in my mailbox during the morning. You will need this page as a reminder at the end of the day. I clip it back on the clipboard that has the bus list on it for safe keeping until dismissal.

Shortly after 9:00 the speaker should announce the pledge of allegiance. The children should stand and join in. We follow this by singing the first verse of *This Land Is Your Land*. This would a good time to give the children any information you may wish to share about yourself or the day.

The Agenda: I have filled in the basic agenda for the day on the white board. Feel free to modify this before sharing it with the children. I always go over the agenda at the beginning of the day and answer any questions the children might have about it. L. B. (teacher assistant) will be with you from about 10:15 to 12:00. Mrs. K. will arrive at 12:50 to take the children to recess and lunch.

The Bathroom: The children have figured out how to take turns using the bathroom throughout the day. When they need to go, they just get up and go. We try to remember to leave the door open when no one is using the toilet. They have gotten pretty good with this signal.

9:05-9:50 -- Carpet Time:

(Sharing): The first five children who ask to share upon arrival in the classroom (who did not share yet this week) may have a turn sharing. We do this on the carpet. They will talk about one item or one event. This usually takes about five-ten minutes for all of them. On Friday, all of the children have another chance to share during this time.

(Calendars): Liam C. is scheduled to be our leader today and will lead the class in counting the sticks as he puts them back into the cup. But first remind him that yesterday was

day 152 and ask him to predict what number day today is. We then add the next number on the number line. You will have to write the next number on the tape using the blue pen found above the white board. Add the same number to Tuesday, May 22 on the calendar on the left side of the b-board.

Rip off yesterday's date(s) from the Today Is calendar and give the page to the child who counted the sticks (this child will also be our line leader for the day). The child will also need to fix the wooden calendar to show the correct month, day, and date. Finally, move the blue circle from Monday to Tuesday on the large calendar. I usually (briefly) review the days of the week at this time and ask them to sing the *Days of the Week* song. We usually follow the calendar work with a read aloud and doing the morning message. I suggest you start with *Jamberry* by Bruce Degen.

(Morning Message):** I have written a morning message on the chart paper. We read this together (they should be able to read most of it without help). Then I invite one child at a time (beginning with the leader, Liam) to come up and point out a word that they know. If the word is written more then once, they may point to each one. When the point them out I underline, circle, or otherwise mark them to help them remember and connect to these words. They will probably tell you how to mark them. They may also point out any words that are also on the board on white cards. Try to give everyone a chance to point out a word. Finish by rereading the message together.

*****Note for today's Morning Message:** I have asked questions which the children may read and answer before the day begins. Please allow a different child to answer (and write the answer) for each question. **Or** you could read the message and have all of the children tell what the answer is and you can fill in the blank.*

(Read Alouds): I have left several books on the chart stand, or you may choose any of the books that are in the room.

(**Books for today):**

Jamberry by Bruce Degen

Earthquack! by Margie Palatini (Barry Moser)

Trevor's Wiggly-Wobbly Tooth by Lester L. Laminack (Kathi Garry McCord)

10:00-10:25ish - Snack: The children usually wash their hands before snack. Divide them between the two sinks. The children need about 20 minutes to have snack. They should know that they should not share their snacks. They may color or look at books after they have finished their snack.

10:20-11:20 - Mrs. D.: Mrs. D. works with all of the kindergarten classrooms to help develop the children's listening and speaking skills. She will take over during the time that she is with us and you will support her as needed. She will fill you in on her plan for today when she arrives.

11:20 -12:00 - Library: You will need to line the children up behind the leader of the day and walk the children to the Library (Mrs. M. C. & Mrs. D. G.). The kindergarten walks in the hallway in a single line.

12:00 -12: 15 - Read Aloud: Bring the children back to the carpet to read *Earthquack!* by Margie Palatini (Barry Moser). Following this the children may read (look at) their own book choices for about ten minutes. If time remains before recess, they could use the time to play. If it is raining, they could just start their indoor recess (in the classroom) early.

12:50-1:35 - Recess/Lunch: Mrs. K. should arrive at 12:50. She will take charge of the children for recess and lunch. You will pick the children up in the lunch room at 1:05. We return to the room using the shortest (via hallway by art rooms/first grades) route.

1:45-2:00 - This is a time when I often read to them. I usually like to pick a longer title for the afternoon read, but they will enjoy whatever you pick. I suggest you read *Trevor's Wiggly-Wobbly Tooth* by Lester L. Laminack (Kathi Garry McCord). When done I ask them to share their favorite part. They can do this orally or you can have them draw a picture about their favorite part.

2:00-2:05 - Pack up: We have been packing up after the story to save us the rush later on. The children will need to put their papers into their folders and their folders into their backpacks. They return their backpacks to the coat rack area until it is time to leave.

2:05-2:20 - Math Game: *Counters in a Cup* (Page 65-67; copy attached): The children have played this game before and should remember how to play. I have cut and pasted two columns on the Game Grid (Student Sheet 3). They could play the first column using four (4) counters and then try using six (6) counters for the second column. They should enjoy this variation.

2:20ish - 2:50 - Playtime: The children should know how this works. If the weather allows, you may take them out. Just be sure to put a large Lego in the door to keep it slightly open. Otherwise, you will be locked out! Daniel needs to get to his bus around 2:45. His TA will take him there.

2:50 - Clean Up: Children should be sure that all paper, etc. is picked up, toys are put away, and the room is neatened to end the day. This is also the time when the children help by stacking the chairs in the room.

2:55 - Pickups: Those being picked up leave with Mrs. B. (or another teacher) around 2:55. This is where you will need that "pickup sheet." You should have received the "pickup sheet" in my mailbox during the day to help you remember who leaves at this time.

2:55-3:05 - Read one chapter from *Sideways Stories From Wayside School*. I have been giving the bus children some special time by reading a chapter each day from this book after the pickup children leave. They bring their coats and backpacks to the carpet area and I let them lie down to hear the chapter. It takes about five minutes and helps to settle them down before we leave. **Or,** you can just join the line-up in the hallway.

3:05 - Leave: We follow the flow of the other classes out the west door (left out our hallway door) and along the sidewalk (keeping to the left to avoid the older children coming the other way) until all of the children find their bus or bus line. Take the clip board with you that has the "bus list" taped to it to make you job easier. Most of the kids know their bus by now. Even so, we need to make sure they get on the right bus.

Emergencies: There is usually a spare adult in the one of the classrooms along the hallway who could help you. If not, pick up the phone and call the office. Do not leave the children unattended in the classroom. If there is a fire drill, the children will form a single line as they leave the back of the classroom out onto the playground. They will lead you out of the building and should stop just before they get to the sidewalk. You should be at the end of the line going out. Once they reach the meeting spot they should stop and wait for you. Take them further away from the building (south of the new playground equipment) and join the other kindergarten classes.

Options: Feel free to alter any of the schedule for the day.

Other Thoughts: I hope we all have a wonderful day. Feel free to keep this copy. If you have any questions, I am sure that Lisa will be able to help you. If in doubt, make it up!

Thank you for joining our classroom family today!

These plans were left in a prominent place in the classroom, along with the books and other resources mentioned, for the substitute teacher to use on that particular day. In addition, the

teacher assistant, who I shared with the kindergarten teacher across the hallway from us during that year, was always able to take care of other logistical details for the substitute teacher and help to maintain consistency for the children during my absence. I also gave a copy of these plans to the substitute teacher.

Appendix F

The Morning Message on March 21, 2007

The following is a transcript of the March 21, 2007 morning message that was read with the children captured on video that day. It is representational of the daily, reading with children, literacy events that occurred throughout the school year. The paragraphs of the transcript are numbered for easier reference during the analysis of this event in Chapter 4.

2. *Part I – Reading the message together.*

1. David P. Schultz (DPS) says, "Okay boys and girls, today is Wednesday. It is March 21st. I am saying that for the camera so that I will remember what the date was." He says this while walking into camera view and sitting down in a rolling chair next to the Morning Message chart stand. He continues by saying, "We are going to read this together." He pauses briefly, looks around at the children and asks, "Are you ready for that?"
2. A number of the children reply, "Yes" or "Yeah."
3. DPS uses the blue end of a marker to point to the date on the charts and asks, "What's the date?"
4. The children respond with, "three, slash, (garbled mixture of numbers)."
5. DPS stops pointing briefly and says, "Say it again."
6. This time the children read together, "Three, slash, twenty-one, slash, oh-seven."
7. DPS says, "When we get beyond twenty, sometimes it is a bit of a challenge." He then points to the morning message and warns, "Watch out! I have some tricky things up here."
8. While DPS points to the words, the children read, "Dear girls and boys, Good morning to you all."

9. DPS stops the reading by point to the punctuation at the end of the sentence and asking the children, "What's that thing called?"
10. The children reply with a mixture of responses which include, "A question mark," "A period." Some children repeat their suggestions.
11. DPS stops the calling out by saying, "Oh, we've got a lot of people yelling. Who can raise their hand and tell us what it is?" Several children raise their hands and DPS says, "What's it called, Victoria?"
12. Victoria says, "Full stop period."
13. DPS says, "Thank you" and after a brief pause, points to the next word in the message with the marker and says, "Here we go."
14. The children read together, "How are you all doing today?"
15. DPS stops the reading by pointing to the question mark and asking, "Now what's that called?"
16. The children respond in chorus, "Question mark."
17. DPS salutes them with his marker, says, "There you go," and then continues to direct their reading with the next sentence.
18. The children continue reading, "Today is Wednesday and we have library." Some children keep reading slightly through the punctuation.
19. DPS interrupts the reading, points to the punctuation and asks, "What's that thing called?"
20. Several of the children respond with, "A period." One calls out louder, "A full stop period."
21. DPS asks the children, "What do you do when you get to it?

22. The children all reply, “Stop!”

23. DPS repeats, “Stop!” He then goes back to the beginning of the sentence and says, “So today is Wednesday and we have library.” Some of the children join him in reading “Library.”

24. As some of the children haltingly begin the next sentence, Sophia raises her voice to help them get going. Together they read, “Mrs. Lagnena will be visiting with us after lunch.” There is some confusion with several children miscuing at the end of the sentence.

25. DPS leans back in his chair, looks out at the children, and reminds them, “See, I told you it was going to be tricky. “Cause sometimes I say, ‘Mrs. Lagnena will be . . . .’”

26. The children fill his pause by saying, “Visiting.”

27. DPS picks up there and repeats, “Visiting . . .” in a questioning manner.

28. The children complete the question by saying, “Visiting us after lunch.”

29. DPS asks, “And what did I do? I tricked you and I put in another word. What did I put in there?”

30. The children quickly respond, “With.”

31. DPS repeats, “With.” He then leans back toward the chart and, while pointing quickly to the passage, he says, “Watch out for that Mr. Schultz. You never know.” He then says, “Okay,” and, using the marker as a pointer, gives the children a prompt to continue reading the message.

32. The children read, “Have a wonderful day. Love, Mr. Schultz.”

33. DPS looks back at the children as says, “I’m so proud of you.”

3. *Part II – Choosing words*.

34. DPS continues by asking, “Now, who is my leader today?”

35. The children answer, “Gabrielle.” Gabrielle gets up and walks to the chart stand.

36. DPS repeats, “Gabrielle.” Then he asks, “What word are you going to pick?”

37. Before she has a chance to answer, DPS addresses the children with, “Now, what are you going to do after; after you pick your word you’re going to get a sheet (points to small table holding papers) and your clipboard and you all know how to do all that, right?” He then turns back to Gabrielle and asks, “So, what are you going to pick?” While waiting for Gabrielle to choose, DPS looks out at the children.

38. Gabrielle points to the message and says, “Mr. Schultz.”

39. DPS says, “Thank you for picking me.” He then underlines “Mr. Schultz” on the message and turns back to Gabrielle. Gabrielle gives him a hug.

40. As Gabrielle returns to her floor spot there is a sound from the children and Thomas reports, “That was Andy.” A few other children remind Gabrielle to go get a sheet. Victoria gives Gabrielle a hug.

41. DPS says, “She’ll get it.” He then turns his attention to picking the next child to come to the message board to choose a word. He then asks for, “Kaitlyn and then Max.” As they get up, DPS reminds Max to, “Wait right here (beside the chair), okay, so that you’re not in the way of the camera.” He returns his attention to Kaitlyn.

42. Gabrielle gets up to get her “My Words for Today” sheet and someone calls out, “Paper.”

43. Kaitlyn chooses the periods on the page. As she point to each one, DPS circles them using the blue marker. Max starts to make a silly gesture to the seated children, then he stops quickly. He looks at the camera and laughs to himself.

44. Kaitlyn continues to find the periods on the message. DPS says, “Nice job” and she heads for her floor spot.

45. Max quickly picks the word “Love.” DPS says, “Love,” in an excited drawn out manner and adds, “Put some heartbeats there,” as he underlines the word by making an up and down, zigzag line.

46. Several children can be heard calling out, “Sheet.” Max and Kaitlyn both go to get a paper.

47. DPS says, “Yeah, don’t forget to get a sheet. Okay, now . . . how about Randy . . . and then Petros.”

48. The two boys come to the chart area. Randy moves up to consider his choice. Petros moved to the chair.

49. DPS says to Petros, “Wait right here, please.” He points to the spot next to his chair and waits for Randy to choose.

50. Randy points to “a” as he says the word.

51. DPS says, “A . . . that’s a letter that is also a word.” He then turns to Petros while saying, “Thomas, you can be next. And . . . Jacob. Why don’t you come on up? You can be next after Thomas.”

52. At this point, Petros has made his pick and DPS says, “The date,” and waits for Petros to repeat saying what the date is.

53. During this time the camera tripod is bumped. Thomas looks wide-eyed at the camera while Jacob joins him next to the chair. DPS is marking Petros’ choice and does not notice the bump. The camera is still pointed at the message board.

54. BriAnn and Jacob have a short conversation about who bumped the camera. BriAnn raises her hand (perhaps to share her thoughts about the camera), but DPS continues with Thomas’ turn.

55. Thomas gives DPS a quick hug and looks at the message board. Thomas picks the word "doing."

56. DPS repeats, "Doing." And then asks Thomas, "Is there anything else you want to say about that word."

57. Thomas replies that, "There is 'ing' at the end."

58. DPS invites Thomas to, "Get the 'ING Star' (a star-shaped paper with a glitter written "ING" on it that is attached to a short stick)."

59. Thomas returns with the "ING Star" and points to ending of the word "doing."

60. While Thomas is doing this, DPS invites BriAnn and Victoria to have their turns.

61. As Jacob is considering his choice, DPS notices that the camera has been moved. He walks to the camera saying, "I think someone has bumped the camera." He adjusts it and says to the children, "Somebody, somebody bumped the camera already. Please don't bump into this." He returns to his chair and asks Jacob, "What are you picking?"

62. Jacob says, "Mrs. Lagnena."

63. DPS underlines her name, says, "Thank you" to Jacob and then asks, "Who's next?"

64. BriAnn comes to the message board and considers what word to pick. While we are waiting, Jacob has returned to his carpet spot and his having a little pushing moment with Andy. Thomas tells Jacob to, "Go get one of those papers." (see note below)

65. As Jacob redirects himself and heads toward the table with the papers, BriAnn picks the word "all."

66. DPS draws a circle around the word while repeating, "All." He then waits while BriAnn locates the word "all" in the first sentence as well. DPS says, "Thank you," as he circles it also.

67. Victoria steps up quickly and chooses the word “morning.” DPS repeats her choice out loud as Victoria heads off for the “ING Star.” DPS finds it next to the chart stand and holds it up for Victoria. She takes it and points to the end of the word “morning.”

68. The children are becoming more restless and seem anxious to have their turn so that they can begin writing their words.

69. Victoria gives DPS a hug while DPS calls Andy, Isaiah, and Danielle to have their turns. Andy picks Wednesday and is off to write his words. While waiting for Isaiah to choose, DPS reassures the children saying, “You are all sitting so well. I will call you as soon as I can. I will call you. I will call you.” He then adds the reminder, “Please try to know what you are going to pick before you get up here.”

70. Isaiah picks the word “dear” and DPS underlines the word and repeats it out loud. He adds that, “Dear has an ‘ear’ in it.”

71. Danielle finds the word “today” written on the board two times. The children working on their words near the camera are now talking over the conversation at the message board making it difficult to make out what is going on there.

72. Sophia picks the word “after.” Julie quickly follows with the word “visiting.” She also notes the “ing” at the end and uses the “ING Star” to point to it.

73. DPS asks, “Is there anyone who has not had a turn who wants one?” Wylie and Katie raise their hands and are invited to come up. While they approach the message board, Joseph has made his decision by picking the two commas.

74. There is a bit of jostling between the girls to decide who is next. They sort it out by lining up in the order that they were called. Wylie chooses the word, “wonderful” and Katie takes nearly a minute to make the final selection with the word, “library.” The children

begin to line up to have their words checked before we all read the morning message for the final time.

Note: The sheets referred to in paragraphs 64 and 65 were classroom forms called, "My Words for Today."After selecting a word on the morning message, the child would get one of the blank forms, his clipboard, and a pencil before returning to the carpet. While waiting for the other children to have their turn picking a word from the morning message, these children would write three words from the morning message onto their paper. This exercise was later expanded to include word choices from all of the environmental print within the room. After all of the children had their chance to select words from the morning message, the children reread the message together. After that, the teacher quickly checked the words that the children had written on their "My Words for Today" page before they put the sheet into their mailbox to take home at the end of the day. The intent was not to privilege the importance of individual words, but to help children see these words as a resource for their daily writing. It was also hoped that the children would begin to understand the portability of words when they took the papers home and discovered that the same words could be found there within other text structures within their home. While these words choices were not monitored, a record was kept of the word choices made by each child when selecting a word each day on the morning message. The intent of this informal research at then was to follow the variety of word choices the child made over time and to determine whether the child tended to limit his choices in any manner.

Comment: While this particular morning message seemed to focus on punctuation and some individual words, most of these events emphasized reading for meaning by sampling, text, making predictions, confirming or disconfirming these predictions, and self-correcting as needed (Goodman, 1966; Goodman, Y, Watson, & Burke, 1996). This began on the first day of school

this year when the children were able to finish reading the first sentence of the morning message without the teacher's voice to support their reading.

Appendix G

A Declaration of Professional Conscience for Teachers by Kenneth S. Goodman 1990

There is a time in the historic development of every human institution when it reaches a critical crossroad. Institutions, like people, cannot stand still; they must always change but the changes aren't always for the better. Human institutions are composed of people. Sometimes the people within the institutions feel powerless to influence the directions of institutional change. They feel they are swept along by a force beyond anyone. Yet people within institutions can determine the directions of change if they examine their convictions and take a principled stand.

That's what the founders of American democracy understood when they began the Declaration of Independence with "When, in the course of human events,..."

Education in the United States is at such a crossroad. At the same time that schools have rededicated themselves to equal educational opportunity for all, laws and policies are being imposed on schools that limit the ability of diligent teachers to use their professional judgment to further the personal development and welfare of their students.

There are strong pressures today to dehumanize, to depersonalize, to industrialize our schools. In the name of cost effectiveness, of efficiency, of system, of accountability, of minimal competency, of a return to the basics, schools are being turned into sterile, hostile institutions at war with the young people they are intended to serve.

As teachers we hereby declare ourselves to be in opposition to the industrialization of our schools. We pledge ourselves to become advocates on behalf of our students. We make the following declaration of professional conscience:

We will make the welfare of our students our most basic criterion for professional judgment. We have no greater accountability than that we owe our pupils. We will work with parents and policymakers to formulate programs that are in the best interests of our pupils. We will work with the kids to personalize these programs. We will respect all learners. We will cherish their strengths, accept and strive to understand their language and culture, seek to further their personal values, tastes, and objectives. We will oppose methods, materials, and policies that have the intent or effect of rejecting the personal and social characteristics of our students. We will, in all matters, and in all interactions, deal with our pupils fairly, consistently, honestly, and compassionately.

We will do all we can to make school a warm, friendly, supportive place in which all pupils are welcome. Our classrooms will be theirs. We will provide guidance and leadership to support our students in the development of problem-solving, decision-making, and self-discipline. We will help them build a sense of respect and support for each other. We will help them appreciate and respect those who differ from them in culture, language, race, color, heritage, religion, sex, weight, height, physical strength or attractiveness, intelligence, interests, values, personal goals, or any other characteristics.

We will not use corporal punishment on pupils of any age for any offense. We believe violence begets violence. We will not use marks or schoolwork as punishment. We will seek causes for problems and work with pupils to eliminate the causes of antisocial behavior rather than simply control the symptoms.

Neither will we use tangible, extrinsic rewards such as candy, prizes, money, tokens, or special privileges as a means of controlling behavior. We regard all institutionalized forms of behavior modification as immoral and unethical. We will work with pupils, building on intrinsic motivation in all areas of curriculum and development.
We will accept the responsibility of evaluating our pupils' growth. We will make no long- or short-range decisions that affect the future education of our pupils on the basis of a single examination no matter what the legal status of the examination. We will evaluate through ongoing monitoring of our pupils during our interactions with them. We will strive to know each pupil personally, using all available professional tools to increase our understanding of each and every one.

We are teachers. We are not actors following scripts. We are not technicians servicing an educational machine. We are not delivery systems. We are not police officers, babysitters, petty despots, card punchers, paper shufflers, book monitors. We are not replaceable by machines.

We are professionals. We have prepared ourselves for teaching by building knowledge of human development, human learning, pedagogy, curriculum, language, and cognition. We know the history of education. We know the competing philosophies of education. We have carefully built personal philosophies that provide us with criteria for making teaching decisions in the best interests of our pupils. We have a broad liberal education and an in-depth knowledge of the content areas in which we teach.

We will use our knowledge base to support our students in their own quest for knowledge. The real curriculum is what happens to each learner. We, as teachers, are the curriculum planners and facilitators. We will not yield that professional responsibility to the publishers of texts or management systems. We will select and use the best educational resources we can find, but we will not permit ourselves or our pupils to be controlled by them.

We will continually update our knowledge of education, of our fields of instruction, of the real world, because of our professional dedication to use all means to improve our effectiveness as teachers. We expect school authorities to support us in our professionalism and self-improvement. And we will oppose all policies that restrict our professional authority to use new knowledge or new pedagogical practices on behalf of our students.

We believe that schools can well serve pupils, parents, and communities if the teachers in them function as responsible, dedicated, and compassionate professionals.

To that purpose we make this declaration of professional conscience.

A note from Ken Goodman 20 years later

"Institutions, like people, cannot stand still; they must always change but the changes aren't always for the better." **That's what I wrote in 1990. I was moved to write this Declaration by what I felt was a critical time for teachers and public education. Then as now, teachers were being blamed for the real and imagined problems of our public schools. My goal was to help teachers to examine their professional beliefs so that they could respond professionally.**

The two decades that followed have been marked by great change indeed. Professionalism among teachers throughout the world has increased but the attack on teachers is now an attack on the very nature of public education. Federal policies in the United States have so constricted the ability of teachers to act on behalf of their students that many have taken early retirement or moved to different careers. Major urban school systems are disasters. Teacher certification is devalued and tenure for teachers no longer exists in several states.

Yet the truth is that only teachers can make a difference in the education children experience. There are still heroic, dedicated teachers everywhere who are successful in providing their students with the best classroom experiences possible.
Most teachers knew, when they decided to become teachers, that it was hard work and that the pay was not great. They saw teaching as a fulfilling career and a way of making a significant contribution to their community and nation. Whether or not they are given the respect they deserve they must respect themselves and not lose sight of what makes them professionals.

Richard C. Owen Publishers, Inc. ● PO Box 585 Katonah, NY 10536 ● www.RCOwen.com

References

Allington, R. (2002). *Big Brother and the national reading curriculum: How ideology trumped evidence*. Portsmouth, NH: Heinemann.

Bakhtin, M. M. (1981). Epic and novel (C. Emerson & M. Holquist, Trans.). In M. Holquist (Ed.), *The dialogic imagination: Four essays by M.M. Bakhtin* (pp. 3-40). Austin: University of Texas Press.

Bissex, G. (1980). *Gnys at wrk: A child learns to write and read*. Cambridge, MA: Harvard University.

Bloom, L. (1991). *Language development from two to three.* New York: Cambridge University Press.

Blumenfeld, S. L. (1992). "The whole language catalog" or a review of the fetish of the whole. *The Blumenfeld Education Letter (7)*8, p. 1-8.

Blumenfeld, S. L. (1993). Whole-language boondoggle. Homeschool World: The Official Web Site of Practical Homeschooling Magazine. Retreived March 14, 2011 from http://www.homeschool.com/Articles/WholeLanguage.html

Bodrova, E., & Leong, D. J. (2007). *Tools of the mind. The Vygotskian approach to early childhood education*. Upper Saddle River, NJ: Pearson.

Braunger, J., & Lewis, J. (2006). *Building a knowledge base in reading*, 2nd ed. Newark, DE: IRA & Urbana, IL: NCTE

Bredekamp, S. & Copple, C. (Eds.). (1997). *Developmentally appropriate practice in early childhood programs* (revised edition). Washington, DC: NYAEC.

Britton, J. (1970). *Language and learning*. Middlesex, England: Penguin Books Ltd.

Brown, J., Goodman, K. S., & Marek, A. M. (1996). *Studies in miscue analysis: An annotated*

bibliography. Newark, DE: International Reading Association.

Burton, V. (1943). *Katy and the big snow*. Boston: Houghton-Mifflin.

Business Roundtable. (July 24, 2009). Business Roundtable Statement on President Obama's Announcement on Race to the Top Funding. Retrieved on March 12, 2011 from http://businessroundtable.org/news-center/brt-statement-on-president-obamas-race-to-the-top-funds/

Caine, R. N. & Caine, G. (1995). Reinventing schools through brain-based learning. *Educational Leadership*, *52*(7), 43-47.

Calkins, L. M. (1986). *The art of teaching writing.* Portsmouth, NH: Heinemann.

Calkins, L. M. (1991). A metaphor for teaching. In K. S. Goodman, L. B. Bird, & Y. M. Goodman. *The whole language catalog* (p. 206). Santa Rosa, CA: American School Publishers.

Cambourne, B. (1988). *The whole story: Natural learning and the acquisition of literacy in the classroom.* New York: Scholastic.

Cambourne, B. (1995). Toward an educationally relevant theory of literacy learning: Twenty years of inquiry. *The Reading Teacher, 49*(3), 182-190.

Cambourne, B. (2003). Taking a naturalistic viewpoint in early childhood literacy research. In N. Hall, J. Larson, & J. Marsh, (Eds.). *Handbook of early childhood literacy* (pp. 411-423). London: Sage.

Cambourne, B. & Turbill, J. (1991). *Coping with chaos*. Portsmouth, NH: Heinemann.

Capucilli, A. S. & Schories, P. (1996). *Biscuit*. New York: HarperCollins Publishers, Inc.

Capucilli, A. S. & Schories, P. (1997). *Biscuit finds a friend*. New York: HarperCollins Publishers, Inc.

Capucilli, A. S. & Schories, P. (1998). *Bathtime for Biscuit*. New York: HarperCollins Publishers, Inc.

Capucilli, A. S. & Schories, P. (2001). *Biscuit wants to play*. New York: HarperCollins Publishers, Inc.

Capucilli, A. S. & Schories, P. (2002). *Biscuit goes to school*. New York: Scholastic.

Capucilli, A. S. & Schories, P. (2005). *Biscuit and the baby*. New York: Scholastic.

Capucilli, A. S. & Schories, P. (2006). *Biscuit visits the big city*. New York: Scholastic.

CELT. (1991). Some key principles of a whole language perspective on learning and teaching. Retrieved on March 12, 2011 from Center for Expansion of Language and Thinking (CELT): http://www.celtlink.org/index.php?option=com_content&view=article&id=47:perspectives&catid=34:fact-sheets&Itemid=57

Christie, J. & Johnsen, E. P. (1987). Preschool play. In J. Block & N. Kind (Eds.), *School play* (pp. 109-131). NY: Garland.

Cole, M. & Scribner, S. (1978). Introduction. In L. S. Vygotsky, *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Coles, G. (2000). *Misreading reading: The bad science that hurts children*. Portsmouth, NH: Heinemann.

Coles, G. (2003). *Reading the naked truth: Literacy, legislation, and lies*. Portsmouth, NH: Heinemann.

Collier, J., & Collier, M. (1986). *Visual anthropology: Photography as a research method (Revised and Expanded Edition)*. Albuquerque, NM: University of New Mexico Press.

Clay, M. M. (1979). *The early detection of reading difficulties* (3rd ed.). Portsmouth, NH: Heinemann.

Clay, M. M. (1991). *Becoming literate: The construction of inner control.* Portsmouth, NH: Heinemann.

Davenport, M. R. (2002). *Miscues not mistakes: Reading assessment in the classroom*. Portsmouth, NH: Heinemann.

Doake, D. (1988). *Reading begins at birth*. New York: Scholastic.

Dewey, J. (1916). *Democracy and education: An introduction to the philosophy of education*. New York: The Free Press.

Donaldson, M. (1978). *Children's minds*. Glasgow: William Collins & Sons.

Duckett, P. (2002). New insights: Eye fixations and the reading process. *Talking Points, 13*(2), 16-21.

Duckett, P. (2003). Envisioning story: the eye movements of beginning readers. *Literacy Teaching and Learning: An International Journal of Early Reading and Writing, 7*(1&2), 77-89.

Dyson, A. H. (1993). *Social worlds of children learning to write in an urban primary school*. New York: Teachers College Press.

Dyson, A. H. (1997). *Writing superheroes: Contemporary childhood, popular culture, and classroom literacy*. New York: Teachers College.

Dyson, A. H. (2003a). Popular literacies and the "all" children: Rethinking literacy development for contemporary childhoods. *Language Arts, 81*(2), 100-109.

Dyson, A. H. (2003b). *The brothers and sisters learn to write: Popular literacies in childhood and school cultures*. New York: Teachers College.

Dyson, A. H. (2007). On listening to child composers: Beyond "fix its". In Genishi, C. & Goodwin, A. L. (Eds.), *Diversities in early childhood education: Rethinking and doing*. New York: Routledge Falmer.

Edelsky, C. (2006). *With literacy and justice for all: Rethinking the social in language and education* (3rd ed.). Mahwah, NJ: Lawrence Earlbaum Associates.

Edelsky, C., Altwerger, B., & Flores, B. (1991). *Whole language: What's the difference?* Portsmouth, NH: Heinemann.

Egawa, K. (1996). When teachers and parents inquire. In K. Short, J. Harste, & C. Burke, *Creating classrooms for authors and inquirers* (2nd ed.) (pp. 301-315). Portsmouth, NH: Heinemann.

Elkind, D. (2007). *The hurried child: Growing up too fast too soon* (3rd ed.). Cambridge, MA: Da Capo Press.

Fein, G. (1981). Pretend play in childhood: An integrative review. *Child Development, 52,* 1095-1118.

Ferreiro, E., & Teberosky, A. (1982). *Literacy before schooling*. Portsmouth, NH: Heinemann.

Fisher, B. (1991). *Joyful learning: A whole language kindergarten.* Portsmouth, NY: Heinemann.

Fletcher, R. & Portalupi, J. (2001). *Writing workshop: The essential guide.* Portsmouth, NH: Heinemann.

Fox, M. (2001). Have we lost our way? *Language Arts, 79*(2), 105-113.

Fulgram, R. (1989). *All I really need to know I learned in kindergarten.* New York: Villard Books.

Ga'g, W. (1928). *Millions of cats.* New York: Coward-McCann, Inc.

Gallas, K. (1994). *The languages of learning: How children talk, write, dance, draw, and sing their understanding of the world*. New York: Teachers College Press.

Gallas, K. (1995). *Talking their way into science: Hearing children's questions and theories, responding with curricula*. New York: Teachers College Press.

Gallas, K. (1998). *"Sometimes I can be anything:" Power, gender, and identity in a primary classroom*. New York: Teachers College Press.

Gallas, K. (2003). *Imagination and literacy: A teacher's search for the heart of learning*. New York: Teachers College Press.

Garan, E. (2002). *Resisting reading mandates: How to triumph with the truth*. Portsmouth, NH: Heinemann.

Garan, E. (2004). *In defense of our children: When politics, profit, and education collide*. Portsmouth, NH: Heinemann.

Gee, J. P. (1996). *Social linguistics and literacies: Ideology in discourses* (2nd Ed.). New York: Routledge Falmer.

Gee, J. P. (2003). A sociocultural perspective on early literacy development. In S. Neuman & D. Dickson (Eds.). *Handbook of early literacy research* (pp. 30-42). New York: Guilford Press.

Gee, J. P. (2004). *Situated language and learning: A critique of traditional schooling*. New York: Routledge.

Glesne, C. (1999). *Becoming qualitative researchers: An introduction* (2nd ed.). New York: Longman.

Goodman, D. (1999). *The reading detective club: Solving the mysteries of reading (a teacher's guide).* Portsmouth, NH: Heinemann.

Goodman, D., Flurkey, A., & Goodman, Y. (2007). Effective young beginning readers. In Y. Goodman & P. Martens (Eds.), *Critical issues in early literacy: Research and pedagogy* (pp. 3-16). Mahway, NJ: Lawrence Erlbaum Associates.

Goodman, K. S. (1965/2003). A linguistic study of cues and miscues in reading. . In A. Flurkey & J. Xu (Eds.). *On the revolution of reading: The selected writings of Kenneth S. Goodman* (pp. 117-123). Portsmouth, NH: Heinemann.

Goodman, K. S. (1967/2003). Reading: A psycholinguistic guessing game. In A. Flurkey & J. Xu (Eds.). *On the revolution of reading: The selected writings of Kenneth S. Goodman* (pp. 46-58). Portsmouth, NH: Heinemann.

Goodman, K. S. (1973/2003). Miscues: Windows on the reading process. In A. Flurkey & J. Xu (Eds.). *On the revolution of reading: The selected writings of Kenneth S. Goodman* (pp. 107-116). Portsmouth, NH: Heinemann.

Goodman, K. S. (1976/2003). Miscue analysis: Theory and reality in reading. In A. Flurkey & J. Xu (Eds.). *On the revolution of reading: The selected writings of Kenneth S. Goodman* (pp. 124-136). Portsmouth, NH: Heinemann.

Goodman, K. S. (1986). *What's whole in whole language?* Portsmouth, NH: Heinemann.

Goodman, K. S. (1989). Whole-language research: Foundations and development. *The Elementary School Journal, 90*(2), 207-221.

Goodman, K. S. (1994). Reading, writing, and written texts: A transactional sociopsycholinguistic view. In R. Ruddell, M. Ruddell, & H. Singer (Eds.). *Theoretical models and processes of reading* (pp. 1093-1130). Newark, DE: International Reading Association.

Goodman, K. S. (1996). *On reading: A common-sense look at the nature of language and the*

science of reading. Portsmouth, NH: Heinemann.

Goodman, K. S. (Ed.) (1998). *In defense of good teaching: What teachers need to know about the "reading wars."* York, ME: Stenhouse.

Goodman, K. S. (2010). A declaration of professional conscience for teachers. Katonah, NH: Richard C. Owen Publishers.

Goodman, K.S. & Goodman, Y.M. (2011). Learning to read: A comprehensive model. In R.J. Meyer & K.F. Whitmore (Eds.), *Reclaiming reading: Teachers, students, and researchers regaining spaces for thinking and action*. New York: Routledge.

Goodman, K. S., Bird, L. B., & Goodman, Y. M. (1991). *The whole language catalog*. Santa Rosa, CA: American School Publishers.

Goodman, K. S., Bird, L. B., & Goodman, Y. M, (1992). *The whole language catalog supplement on authentic assessment*. Santa Rosa, CA: American School Publishers.

Goodman, K. S., Shannon, P., Goodman, Y. M., & Rapaport, R. (Eds.). (2004). *Saving our schools: The case for public education saying no to "no child left behind."* Berkley, CA: RDR Books.

Goodman, Y. M. (1980). The roots of literacy. In M. P. Douglass (Ed.), *Claremont reading conference, 44th yearbook* (pp. 1-32). Claremont, CA: Claremont Colleges.

Goodman, Y. M. (1984). The development of initial literacy. In H. Goelman, A. A. Oberg, & F. Smith (Eds.), *Awakening to literacy*. Portsmouth, NH: Heinemann.

Goodman, Y. M. (1986). Children coming to know literacy. In W. H. Teale & E. Sulzby (Eds.), *Emergent literacy: Writing and reading* (pp. 1-14). Norwood, NJ: Ablex.

Goodman, Y. M. (1991). History of whole language. In K. S. Goodman, L. B. Bird, & Y. M. Goodman (Eds.), *The whole language catalog* (pp. 386-387). Santa Rosa, CA: American

School Publishers.

Goodman, Y. M. (1996). Kidwatching: An alternative to testing. In S. Wilde (Ed.), *Notes from a kidwatcher: Selected writings of Yetta M. Goodman* (pp. 211-218). Portsmouth, NH: Heinemann.

Goodman, Y. M. (1996). Kidwatching: Observing children in the classroom. In S. Wilde (Ed.), *Notes from a kidwatcher: Selected writings of Yetta M. Goodman* (pp. 219-227). Portsmouth, NH: Heinemann.

Goodman, Y. M., & Marek, A. M. (1996). *Retrospective miscue analysis: Revaluing readers and reading*. Katonah, NY: Richard C. Owen Publishers, Inc.

Goodman, Y. M., Watson, D.J., & Burke, C.L. (2005). *Reading miscue inventory: From evaluation to instruction,* (2nd ed.). Katonah, NY: Richard C. Owen Publisher, Inc.

Graves, D. H. (1983). *Writing: Teachers & children at work*. Portsmouth, NH: Heinemann.

Hall, N. (1987). *The emergence of literacy*. Portsmouth, NH: Heinemann.

Hall, N. (1998). Real literacy in a school setting: Five-year-olds take on the world. *The Reading Teacher, 52*(1), 8-17.

Hall, N., Larson, J. & Marsh, J. (Eds.). (2003). *Handbook of early childhood literacy*. London: Sage.

Halliday, M. A. K. (1975). *Learning how to mean: Explorations in the development of language*. London: Edward Arnold.

Halliday, M. A. K. (1984). Three aspects of children's language development: Learning language, learning through language, learning about language. In Y. M. Goodman, M. Haussler, & D. Strickland (Eds.), *Oral and written language development research: Impact on the schools* (pp. 7-19). Urbana, IL: National Council of Teachers of English.

Harste, J., Woodward, V., & Burke, C. (1984). *Language stories and literacy lessons*. Portsmouth, NH: Heinemann.

Heath, S. B. (1983). *Ways with words: Language, life, and work in communities and classrooms*. New York: Cambridge University Press.

Heath, S. B. & Street, B. V. (2008). *Ethnography: Approaches to language and literacy research*. New York: Teachers College Press.

Henkes. K. (2000). *Wemberly worried.* New York: Greenwillow Books.

Hoffman, J. V. (1989). Introduction. *The Elementary School Journal, 90*(2), 111-112.

Holdaway, D. (1979). *The foundation of literacy*. Portsmouth, NH: Heinemann.

Holdaway, D. (1991). Towards joyful language teaching through homely models. In K. S. Goodman, L. B. Bird, & Y. M. Goodman (Eds.), *The whole language catalog* (p. 44). Santa Rosa, CA: American School Publishers.

Huey, E. B. (1908). *The psychology and pedagogy of reading*. Cambridge, MA: The M.I.T. Press.

Johnson, J., Christie, J. & Yawkey, T. (1999). *Play and early childhood development* (2nd ed.). NY: Longman.

Katz, L. (1999). Curriculum disputes in early childhood education. Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education. ED 436298.

Keene, E. O. & Zimmermann, S. (1997). *Mosaic of thought: Teaching comprehension in a readers' workshop*. Portsmouth, NH: Heinemann.

Kabuto, B. (2011). *Becoming biliterate: Identity, ideology, and learning to read and write in two languages*. New York: Routledge.

Krashen, S. (1999). *Three arguments against whole language & why they are wrong*. Portsmouth, NH: Heinemann.

Kress, G. (1997). *Before writing: Rethinking the paths to literacy*. New York: Routledge.

Laminack, L. L. (1991). *Learning with Zachary*. New York: Scholastic.

Larson, J., & Marsh, J. (2005). *Making literacy real: Theories and practices for learning and teaching*. London: SagePublications.

Lascarides, V. & Hinitz, B. (2002). *History of early childhood education*. New York: Falmer.

Leland, C., Lewison, M., & Harste, J. (2013). *Teaching children's literature: It's critical!* New York: Routledge.

Lindfors, J. W. (2008). *Children's language: Connecting reading, writing, and talk*. New York: Teachers College Press.

Martens, P. (1996). *I already know how to read*. Portsmouth, NH: Heinemann.

McClosky, R. (1948). *Blueberries for Sal*. New York: Viking Kestrel.

McQuillan, J. (1998). *The literacy crisis: False claims, real solutions*. Portsmouth, NH: Heinemann.

Meek, M. (1982). *Learning to read*. Portsmouth, NH: Heinemann.

Meek, M. (1988). How texts teach what readers learn. In M. Lightfoot & N. Martin (Eds.), *The word for teaching is learning: Essays for James Britton* (pp. 82-106). Portsmouth, NH: Heinemann.

Meek, M. (1988). *How texts teach what readers learn*. Woodchester Stroud, U.K.: Thimble Press.

Meier, D., Engel, B., & Taylor, B. (2010). *Playing for keeps: Life and learning on a public school playground*. New York: Teachers College.

Meyer, R. (2002). *Phonics exposed: Understanding and resisting systematic direct intense phonics instruction*. Mahwah, NJ: Erlbaum.

Meyer, R. (2010). *Official portraits and unofficial counterportraits of 'at risk' students: Writing spaces in hard times*. New York: Routledge.

Miller, D. (2009). *The book whisperer: Awakening the inner reader in every child*. San Francisco: Jossey-Base.

Miller, E. & Almon, J. (2009). *Crisis in the kindergarten. Why children need to play in school*. College Park, MD: Alliance for Childhood.

Miller, G. A. (1977). *Spontaneous apprentices: Children and languages.* New York: The Seabury Press.

Moats, L. (2000). Whole language lives on: The illusion of "balanced" reading instruction. Washington, DC: Thomas B. Fordham Foundation. Retrieved from http://www.usu.edu/teachall/text/reading/Wholelang.htm

Moll, L. Amanti, C., Neff, D. and Gonzalez, N. (2005). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. In N. Gonzalez, L. Moll, & C. Amanti (Eds.), *Funds of knowledge: Theorizing practices in households, communities, and classrooms* (pp. 71-87). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Monighan-Nourot, P., Scales, B., Van Hoorn, J., & Almy, M. (1987). *Looking at children's play: A bridge between theory and practice*. NY: Teachers College Press.

Mooney, C. G. (2000). Theories of childhood. *An introduction to Dewey, Montessori, Erikson, Piaget & Vygotsky*.St. Paul: Redleaf Press.

Mooney, M. (1990). *Reading to, with, and by children*. Katonah, NY: Richard C. Owen.

National Board for Professional Teaching Standards. (2002). *What Teachers Should Know and Be Able to Do.* Retrieved from http://www.nbpts.org/UserFiles/File/what_teachers.pdf.

New York State P-12 Common Core Learning Standards for English Language Arts & Literacy. Retrieved on August 10, 2011 from http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nysp12cclsela.pdf

No Child Left Behind Act (2001). Retrieved on March 12, 2010 from http://www2.ed.gov/nclb/landing.jhtml.

Ohanian, S. (1999). *One size fits few: The folly of educational standards*. Portsmouth, NH: Heinemann.

O'Keefe, T. (1996). Teachers as kidwatchers. In K. Short, J. Harste, & C. Burke, *Creating classrooms for authors and inquirers* (2nd ed.). Portsmouth, NH: Heinemann.

Owocki, G. (1999). *Literacy through play*. Portsmouth, NH: Heinemann.

Owacki, G. (2001). *Make way for literacy!: Teaching the way young children learn*. Portsmouth, NH: Heinemann.

Owacki, G. and Goodman, Y. (2002). *Kidwatching: Documenting children's literacy development*. Portsmouth, NH: Heinemann.

Paley, V. (1988). *Bad guys don't have birthdays: Fantasy play at four*. Chicago: University of Chicago.

Paley, V. (1992). *You can't say you can't play*. Cambridge, MA: Harvard University.

Paley, V. (1997). *The girl with the brown crayon*. Cambridge, MA: Harvard University.

Paley, V. 2004. *A child's work: The importance of fantasy pay*. Chicago: University of Chicago Press.

Paulson, E. J., & Freeman, A. E. (2003). *Insight from the eyes: The science of effective reading instruction*. Portsmouth, NH: Heinemann.

Pellegrini, A. & Galda, L. (1993). Ten years after: A reexamination of symbolic play and literacy research. *Reading Research Quarterly, 28,* 163-175.

Pelligrini. A. & Van Ryzin, M.J. (2007). Commentary: Cognition, play and early literacy. In K. A. Roskos & J. F. Christie (Eds.), *Play and literacy in early childhood* (pp. 65-80), New York: Earlbaum.

Peterson, R. (1992). *Life in a crowded place: Making a learning community*. Portsmouth, NH: Heinemann.

Piaget, J. (1929/1951). *The child's conception of the world*. Lenham, MD: Littlefield Adams Quality Paperbacks.

Piaget, J. (1962). *Play, dreams, and imitation in childhood*. New York: Norton.

Piaget, J. (1970). *Psychology and epistemology*. New York: Grossman.

Piaget, J., & Inhelder, B. (1969). *The psychology of the child*. NY: Basic Books.

Ray, K. W. (2010). *In pictures and in words: Teaching the qualities of good writing through illustration study*. Portsmouth, NH: Heinemann.

Ray, K. W. & Laminack, L. L. (2001). *Writing workshop: Working through the hard parts (and they're all hard parts)*. Urbana, IL: NCTE.

Reed, C. (1975). *Children's categorization of speech sounds in English*. Urbana, IL: ERIC Clearinghouse on Language and Linguistics & NCTE.

Rogoff, B. (1990). *Apprenticeship in thinking: Cognitive development in social context*. New York: Oxford University Press.

Rogoff, B. & Lave, J. (Eds.). (1999). *Everyday cognition: Its development in social context*. Cambridge, MA: Harvard University Press.

Roscos, K. & Christie, J. (2007). *Play and literacy in early childhood: Research from multiple perspectives* (2nd ed.). New York: Erlbaum.

Roscos, K. & Christie, J. (2001). Examining the play-literacy interface: A critical review and future directions. *Journal of Early Childhood Literacy, 1*(1), 59-89.

Rosenblatt, L. (1978). *The reader the text the poem: The transactional theory of the literary work*. Carbondale, IL: Southern Illinois University Press.

Rosenblatt, L. (1965). *Literature as exploration*. New York: Modern Language Association.

Routman, R. (1996). *Literacy at the crossroads: Crucial talk about reading, writing, and other teaching dilemmas*. Portsmouth, NH: Heinemann.

Rowe, D. (1994). *Preschoolers as authors: Literacy learning in the social world of the classroom*. Cresskill, NJ: Hampton Press.

Schwarzer, D. (2001). *Noa's ark: One child's voyage into multiliteracy*. Portsmouth, NH: Heinemann.

Shannon, P. (1990). *The struggle to continue: Progressive reading instruction in the United States*. Portsmouth, NH: Heinemann.

Shannon, P. (Ed.). (2001). *Political, too: New readings and writings on the politics of literacy education*. Portsmouth, NH: Heinemann.

Shaywitz, S. (2003). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level*. New York: Vintage Books.

Shor, I. (1992). *Empowering education: Critical teaching for social change*. Chicago: The University of Chicago Press.

Short, K., Harste, J., & Burke, C. (1996). *Creating classrooms for authors and inquirers* (2nd ed.). Portsmouth, NH: Heinemann.

Sitton, R. (1996). *Rebecca Sitton's spelling sourcebook reviews*. Sctotsdale, AZ: Egger Publishing.

Skinner, B. F. (1953/1965). *Science and human behavior.* Glencoe, IL: Free Press.

Skinner, B. F. (1974). *About behaviorism*. New York: Random House.

Sluss, D. K. (2005). *Supporting play: Birth through age eight*. Clifton Park, NY: Thompson.

Smith, F. (1973). *Psycholinguistics and reading*. New York: Holt, Rinehart and Winston.

Smith, F. (1986). *Insult to intelligence: The bureaucratic invasion of our classrooms*. Portsmouth, NH: Heinemann.

Smith, F. (2003). *Unspeakable acts; Unnatural practices: Flaws and fallacies in "scientific" reading instruction*. Portsmouth, NH: Heinemann.

Smith, F. (2004). *Understanding reading: A psycholinguistic analysis of reading and learning to read (6th edition)*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Smith, P. (2007). Pretend play and children's cognitive and literacy development: Sources of evidence and some lessons from the past. In K. A. Roskos & J. F. Christie (Eds.), *Play and literacy in early childhood* (pp. 3-20), New York: Earlbaum.

Street, B. V. (1995). *Social literacies: Critical approaches to literacy in development, ethnography and education*. New York: Longman.

Sutton-Smith, B. (1983). One hundred years of change in play research. *TAASP Newsletter, 9*(2), 13-17.

Taylor, D. (1983). *Family literacy: Young children learning to read and write*. Portsmouth, NH: Heinemann.

Taylor, D. and Dorsey-Gaines, C. (1988). *Growing up literate: Learning from inner-city families*. Portsmouth, NH: Heinemann.

Taylor, D. (1993). *From the child's point of view*. Portsmouth, NH: Heinemann.

Taylor, D. (1997). *Many families, many literacies: An international declaration of principles*. Portsmouth, NH: Heinemann.

Taylor, D. (1998). *Beginning to read and the spin doctors of science. The political campaign to change America's mind about how children learn to read.* Urbana, IL: NCTE.

Turque, B. (2011, November 11). D.C. reform targets early lessons. *The Washington Post.* Retrieved from http://www.washingtonpost.com/local/education/dc-school-reform-targets-early-lessons/2011/11/04/gIQAGZ2VCN_story.html

U.S. Department of Education, Office of Elementary and Secondary Education. (2002). *No child left behind desk reference*. Washington, DC. Retrieved June 14, 2008 from www.ed.gov/admins/lead/account/nclbreference/index.html.

Vasquez, V. (2004). *Negotiating critical literacies with young children.* Mahwah, NJ: Erlbaum.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Vygotsky,. L. S. (1986). *Thought and language* (A. Kozulin, Trans. & Ed.). Cambridge, MA: The MIT Press.

Watson, D. (1980). Miscues we have known and loved. *Reading Psychology* 1, 127-32.

Watson, D. (1989). Defining and describing whole language. *The Elementary School Journal, 90*(2), 128-141.

Watson, J. (1913). Psychology as the behaviorist views it. *Psychological Review,* 20, pp. 158-177.

Weaver, C. (1988). *Reading process and practice: From socio-psycholinguistic to whole language*. Portsmouth, NH: Heinemann.

Weaver, C. (Ed.) (1998a). *Reconsidering a balanced approached to reading*. Urbana, IL: NCTE.

Weaver, C. (Ed.) (1998b). *Practicing what we know: Informed reading instruction*. Urbana, IL: NCTE.

Weaver, C. (2002). *Reading process & practice* (3rd ed.). Portsmouth, NH: Heinemann.

Wikipedia.org. (2013). Downloaded on March 8, 2013 from http://en.wikipedia.org/wiki/Balance_bicycle.

Wiggins, G. & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA; ASCD.

Wilde, S. (2000). *Miscue analysis made easy: Building on student strengths*. Portsmouth, NH: Heinemann.

Wilson, L. (1997). Defining whole language in a postmodern age. *Australian Journal of Language and Literacy, 20*(2), 116-122.

WLU. (2004). *WLU Constitution*. Urbana, IL: WLU/NCTE

Zigler, E., Singer, D. & Bishop-Josef, S. (Eds.). *Children's play: The roots of reading*. Washington, DC: Zero to Three Press.