

Reading Between the Lines
of Teaching and Learning to Read
Maria I. Avonce
Florida International University

Abstract

Significantly, regardless of race or ethnicity all parents wish to have their children succeed academically. Unfortunately, some caregivers lack resources, or strategies on how to encourage home learning routines. In view of that, the following family reading-intervention action research (AR) pilot study titled: Reading Between the Lines of Teaching and Learning to Read, was carried out. The objectives of the AR was to test, “Can teaching dialogic reading strategies to Spanish speaking caregivers serve to them as a tool to establish or enhance their home reading routines with their children; in a culturally responsive manner?” The intervention was provided as a community outreach service to families with children classified as English language learners (ELLs). The outcomes were assessed triangulating data collected from: pre-intervention semi-structure interviews and student surveys; post-intervention videotaped observations of each adult-child reading dyad; and from a participant’s evaluation form. The caregivers were surprised to learn that the reading strategies are the same in Spanish as they are in English; and felt empowered to learn that the strategies that they were being taught are similar to the ones used by teachers during shared reading. Moreover, they were glad to learn that pictures and other text features can be used as a map to narrate a story; and to interact for reading comprehension. No doubt, teaching and learning is best accomplished with a school-home based partnership. In view of that, stakeholders should further investigate culturally responsive family interventions as a means of increasing parental involvement at the school settings.

Keywords: dialogic reading, adult-child reading dyads

Reading Between the Lines
of Teaching and Learning to Read

Education is more than just a mere luxury; it is a need for society to thrive. Thus, it's society's responsibility to provide all children regardless of race or economic back ground with a free appropriate public education (FAPE). Accordingly, several laws and policies have been established; such as The 1998 Reading Excellence Act, which was established to provide schools with funds to help children in grades K-3 learn how to read, and The No Child Left Behind (NCLB) Act, signed by President Bush in 2001 with the intention of closing the achievement gap.

Despite such laws, the nation's report card for 2013 from the National Assessment of Educational Progress (NAEP) indicates that some students continue to struggle in obtaining proficient reading scores (source: <http://www.nationsreportcard.gov>). In view of that, reading intervention continues to be an educational concern. Importantly, no intervention is complete without a school-home partnership.

Significantly, all parents regardless of their race or ethnicity wish to have their children succeed academically. Unfortunately, some caregivers do not speak English; moreover, they lack the resources, and/or strategies on how to establish and encourage a home reading routine. This is of particular concern, taking into consideration that children are expected to have at least 30 minutes of reading time as part of their daily home learning. For this reason, I would like to investigate, "Can teaching dialogic reading strategies in Spanish to Spanish speaking caregivers help them to establish or enhance an interactive reading routine with their child?"

As a certified teacher I completed an action research (AR) pilot study titled: Reading Between the Lines of Teaching and Learning to Read. My AR was focused on providing a family reading intervention titled: “La Historia De Mi Vida-Mi Libro;” translated into English as, “The Story of My Life-My Book.” My purpose for completing this AR was to provide a culturally responsive family reading intervention. In doing so, I adhered to the Florida Educator Accomplished Practices (FEAPs). The objectives I sought to accomplish through my AR were to: empower Spanish speaking caregivers to enhance their home learning routines; while maintaining their culturally identify and primary language; and to promote the benefits of creating nurturing routines.

Numerous studies have proven that using dialogic reading strategies does help to develop and improve a child’s language and literacy skills (e.g., Bissinger, Blom-Hoffman, O’Neil-Pirozzi, & Cutting, 2007; Bramwell & Doyle, 2006; Brannon & Dauksas, 2012). Startlingly, insufficient research has been documented in the United States of America (USA) pertaining to teaching dialogic reading strategies as a family intervention, provide in a culturally responsive manner. Accordingly, more investigation to this matter is needed taking into consideration that the work environment of numerous educators prevails with low-income families; whose primary language is not English. Particularly, many of Miami Dade County Public Schools (MDCPS) are classified as Title 1. Title I is part of the NCLB, which funds school programs to help improve the learning of children from low income families.

Literature Review

Home learning as an extension to the classroom learning has been proven to enhance academic achievement (Cooper, Patall, & Robinson, 2008). However, some parents and students complain that home work feels like an extended and dreaded workload (Butera, Hampshire, &

Hourcade, 2014). On the other hand, some families lack resources or strategies on how to maintain a home learning or reading routine (Brannon, & Dauksas, 2012).

Dialogic reading is an evidence-based approach to shared reading that has been proven by numerous studies to help improve a child's literacy development; and to help establish interactive parent-child reading routines (e.g. Bissinger, Blom-Hoffman, Cutting, & O'Neil-Pirozzi, 2007; Bramwell & Doyle, 2006; Brannon, & Dauksas, 2012).

Achievement Variables

Each student's needs, interests, beliefs, learning preferences and styles, motivation or frustration differentiate; and are influenced by their cultural values, personal background experiences, and economic resources (Boyle, & Peregory 2010; Woolfolk, 2007).

For instance, students whose primary language is not English are classified as English language learners (ELLs). Variables that influence the academic achievements of culturally diverse students, as mentioned by Gottlieb (2006) include: "taking into considering the literacy materials and the language(s) students are exposed to in everyday interactions in the school, the home, and in the neighborhood environment" (p.6). In view of that, as outlined by deFur (2012) teaching and learning requires, a partnership and open-communication among educators, students, and caregivers (p. 59).

Reading Skills

As mentioned by Cooter and Reutzel (2007), children identified to have basic reading skills are those who know the functions to the different parts of a book; and can use illustrations to make predictions or to narrate (p.17). Campbell, Silvaroli, and Wheelock (2009) indicate that reading comprehension is influenced by the reader's prior knowledge and experience. Conversely, some children lack reading skills due to biological and/or environmental factors. Importantly,

emergent reading skills are best built when children are allowed to be active participants of reading sessions (Bramwell & Doyle, 2006).

Shared Reading

Traditionally, in a classroom setting, shared reading consists of the teacher reading out loud while the children sit in a circle listening to the big book being read (Bramwell & Doyle, 2006). Cooter, and Reutzell (2007) specify that shared reading is intended “to model how readers look at, figure out, and understand passages” (p. 59).

Several studies have proven that shared reading does help to improve a child’s concept of print (Bramwell & Doyle, 2006; Brannon, & Dauksas, 2012). Similar results have been noted with shared reading interactions of low-income Spanish speaking families (Filippini, Gerber, & Jiménez, 2006).

Noticeably, the type of book used for the shared reading will influence the adult-child interactions (Brannon, & Dauksas, 2012). Of course, the type of book used for the shared reading interaction must be appropriate to the child’s zone of proximal development (Bramwell & Doyle, 2006). Importantly, the child’s interest should be taken into consideration when selecting a book for the reading interaction.

Dialogic Reading Principles

Dialogic reading is an evidence-based approach to shared reading; where caregivers and children are active participants (Bramwell, & Doyle, 2006; Boyle, & Peregory, 2010). Dialogic reading is based on the following principles and strategies that have been evaluated to help enrich the adult-child interactions during shared reading: teaching adults to build reading comprehension by asking open-ended questions, making connects by relating aspects of the story

to the child's own experiences, and offering praise as a means of encouraging the child's participation (Chae, Dixon-Krauss, & Januszka, 2010; Filippini et al., 2006).

Tools that have been used to measure adult-child dialogic reading interactions include the Adult and Child Interactive Reading Inventory (ACIRI; Brannon, & Dauksas, 2012) and the Dialogic Reading Inventory (DRI) which was adapted from the ACIRI (Chae et al., 2010). As stated by Chae et al. the DRI measures components that are common to early reading models, such as: "print awareness, phonological awareness, comprehension, and attention," (p. 275).

Family Reading Interventions

In their pilot study Filippini, Gerber, and Jiménez (2006) assessed if shared-dialogic reading strategies can help Spanish speaking caregivers to facilitate interactive reading sessions with their child. Their study took place in southern California, where families were recruited from three public elementary schools. Sixteen families completed the study; some families withdrew due to lack of time. Their participants included mainly mothers, a grandmother, and two fathers. The children that participated in their study were in the age range of seven-eight years old.

Prior to the intervention, an interview was done to assess each participant's prior reading practices and strategies. Then, three home-based sessions were provided every other week to teach the shared dialogic-reading strategies to each caregiver. The six dialogic-reading strategies that were taught included: "asking quality questions, expanding child's responses, making predictions, making connections, praising and encouraging responses, and introducing new vocabulary" (Filippini et al., 2006, p 437). At the end of each session, each caregiver selected from a choice of English or Spanish books to keep for their reading interactions; uniformly, a bilingual book was provided to each family. Also, each caregiver was provided with a reading

log to keep weekly track of the books and the time spent having reading interactions.

Alternatively, phone calls were made to discuss concerns or questions. For the post intervention, each participant had a 10-minute adult-child reading interaction that was videotaped.

The results for Filippini et al. (2006) demonstrated overall gains in the adult-child reading interactions for all participants except one. Out of the six dialogic reading strategies that were taught, making connections, and making quality questions were common strategies used by all participants (Filippini et al., 2006). Filippini et al. noted that culturally responsive books did help to facilitate interactions where families connected the story to their own background experiences. Notably, the parent's education level, and the child's language preference were identified by Filippini et al. as variables that affected the reading interactions. No note was made to what might have affected that participant that was noted to not have gained insight. Due to their small sample this study could be replicated to test for reliability.

Strikingly, not enough research is available to address evidence based supports that help Spanish speaking families establish and maintain a home reading routine (Filippini et al., 2006; Gottlieb, 2006). To that end, I completed a pilot action research to further test if dialogic reading strategies taught as a family reading intervention to Spanish speaking caregivers can help them to establish an interactive reading routine with their children.

Action Plan Methods

My Action Research (AR) was a pilot study intended to investigate, “Can dialogic reading strategies taught, in Spanish, as a reading intervention to Spanish speaking caregivers help them to establish an interactive reading session with their child?” The family reading intervention that was provided through this AR was named, “La Historia de Mi Vida-Mi Libro,” translated in English as “The Story of My Life-My Book.” The intervention was provided as a community

outreach service. The intervention was made possible in part by a partnership made with enFAMILIA Inc., a non-profit community agency. enFAMILIA, Inc. provides numerous family enrichment programs; such as, tutoring and parenting programs. That partnership granted permission to recruit participants from their tutoring program and the use of their space to provide the intervention. The intervention was conducted in Florida City, at a migrant housing neighborhood where most of the adults who live there work in the fields picking produce, at a packing house, or at a plant nursery. Some of those families are migrant seasonal workers. It was expected to have at least 10 students classified as English language learners (ELLs) and their caregivers to participate in the intervention. But due to the high season working hours only five participants remained as successful completers.

Intervention Design & Time Line

The first step of the AR reading intervention was to serve as a community liaison and recruit Spanish speaking families that have children in the elementary grade levels from the enFAMILIA tutoring program. A flyer was provided as a formal invitation that explains the intervention's objective (see Appendix A, for the flyer sample). Originally nine caregivers agreed to participate (see Appendix B, for the consent form sample). However, due to personal constraints only five caregivers were able to complete the intervention. The children that participated in the pilot AR included a five year old girl, a seven year old girl, and three nine year old boys. Five children were included, one per caregiver dyad.

Prior to the intervention individual semi-structured interviews were conducted with each participating caregiver (see Appendix C, for the sample questionnaire that was used during the interview). Also, an oral language survey and a reading interest survey were completed with each

participating child (see Appendix D-I for the oral language survey, and D-II for the reading interest survey sample).

The actual intervention for this pilot group consisted of providing a two-hour workshop, where the dialogic reading strategies were taught and modeled and to allow time for practice by pairing up each caregiver. The dialogic strategies that were taught were as follows: prompt the child to say something about the book, wait for the child to respond and comment, reply by adding a little more detail, offer praise, ask open-ended questions, and tie the story to past experiences (see Appendix E, for a copy of the actual handout that was used and provided to the caregivers during the intervention). The handout and the intervention workshop were provided in Spanish. Upon completion of the workshop each caregiver was scheduled to have an adult-child interactive reading session observation.

Data Collection

The data from the semi-structured interviews and from the surveys were used to pinpoint variables that may have affected each individual reading dyad. A videotaped observation was made of each reading dyad and used to assess which of the dialogic reading strategies that were taught as part of the intervention was used by each caregiver. Finally, a participant evaluation was completed by each caregiver to help assess if the intervention was provided in a manner that was clear and meaningful and to request feedback comments.

Findings

Review of the semi-structured interview questionnaire highlighted each participant's strengths and challenges pertaining to their school involvement, and their home learning routines. Only one out of five caregivers is currently not working. Consequently, their time to interact with their child is limited. It was explained to them that quality versus quantity does

makes a big impact. And explained that for example, an interactive reading session of a minimum 10 minutes; where children are active participants, helps to foster the love for reading, the development of literacy skills, and nurturing bonds. All five participating caregivers mentioned having an active involvement at their child's Open House. Four of them said that they know each of their child's teachers. Only one said to have ever attended a parent-teacher conference because the child had poor grades in reading. Most of the participants said that their child's school does send home school-information in Spanish. All stated having visited a public library and having access to a public library, except two. Most specified to have completed high school as their highest grade level with one having complete primary school (6th grade) as their highest grade level. Television was a common bed time routine for most participants.

Review of the student surveys highlighted the following information regarding their oral language. Most children specified using both English and Spanish when speaking with their parents; only one said to use only Spanish. These findings are noteworthy, taking into consideration that while some parents cannot speak or understand English their children prefer and choose to speak only English. This fact was brought to my attention by a parent who was told by his child's teacher that he has to help with the homework; his concern was that due to his language barrier he does not help. This parent's concern was what drew my interest into completing a culturally responsive family reading-intervention. Overall, all of the children identified as using both English and Spanish when speaking to their siblings, cousins, and to their friends.

The reading interest survey highlighted that most of the participating children like to read: newspapers, books, magazines and even text posted onto the cereal boxes. Also, this survey pointed out that sports (e.g. soccer, football, and basketball), animals (e.g. reptiles), and famous

people are topics of interest for them to read about. Interestingly, three children mentioned to like reading about science and history too. During the post-intervention follow up, a copy of the reading interest was provided to each caregiver; allowing them to pinpoint books of interest for their child.

Reading dyads Results

All dyads ran smoothly with mutual interactions from both the adult and form the child except one dyad. Afterwards, the parent of the child from the dyad that was not successful mentioned the child was intimidated by my presence. Thus, the child refused to engage into the reading interaction. Also, the parent pointed out that the child has an Individualized Education Plan (IEP) and receives speech therapy. The questionnaire used for the semi-structured interview did not ask for details pertaining to having an IEP; this detailed was overlooked.

Different books were provided (some English and bilingual) from which the child was asked to select a book of choice to read from. Out of all of the six dialogic reading strategies that were taught, prompting the child to say something about the story was a common strategy used by all participating caregivers. This outcome may be attributed to the fact that during the intervention workshop, caregivers were informed that regardless of what language the book is written in, pictures may serve as the means to narrate the story. Notably most caregivers were noted to use the pictures as a map to guide the interaction. Also, asking open-ended questions was noted to be made feasible because of the caregivers choosing to use the pictures.

Unexpectedly, waiting for the child to respond was not noted to happen on a large scale; this outcome may be attributed to the fact that most dyads were observed to have a mutual interaction, where the child was allowed to take the lead. Also, praise was not noted to happen as much; instead, humor was an alternative strategy that was observed to be used from some

caregivers. Figure 1, below portrays an overall use of each dialogic reading strategy that was taught during the intervention; and measured from each post intervention reading dyad.

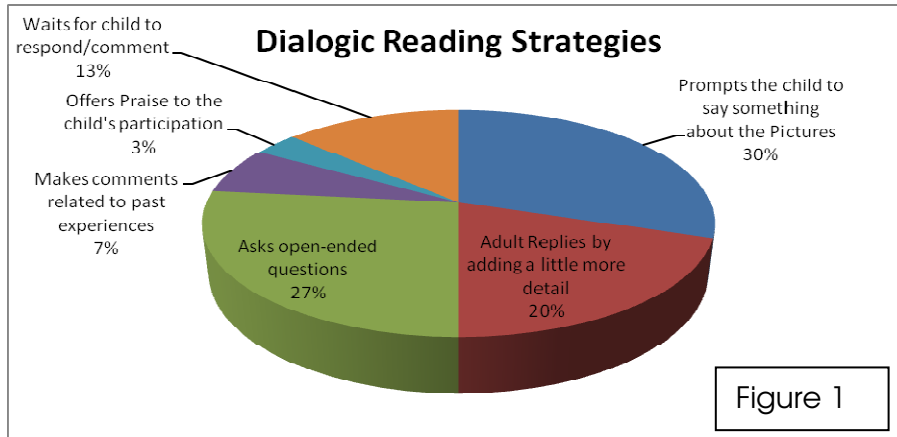
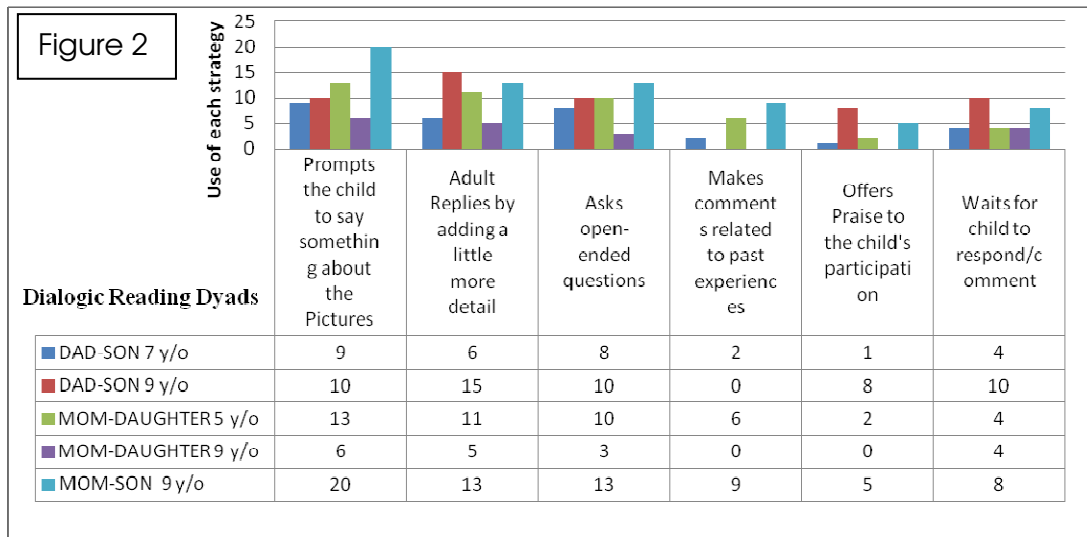


Figure 2, below portrays an individual measure of each reading dyad.



The book that was used for each dyad was as follows:

- Siesta by Ginger Foglesong Guy; was used with the Dad-Son 7 y/o,
- But Not The Hippotamus by Sandra Boyton; was used with the Dad-Son 9 y/o,
- Keep Me Busy!: Lets’s go Shopping by Dawn Sirett; was used with the Mom-Daughter 5 y/o,

- Little Black Goes to the Circus by Walter Farley; was used by the Mom-Daughter 9 y/o,
- Jobs People Do by Kingfisher Readers; was used by the Mom-Son 9 y/o.

As a post intervention, a follow-up meeting was made with each participating caregiver. Part of that meeting was to have each participant complete an attitude scale evaluation form pertaining to the intervention (see Appendix F, for the sample evaluation form). Based on their responses, all participants agreed to having learned something new from the intervention and that they would recommend the intervention to other caregivers. A handout with resources intended to help them further enrich their home reading interactions was provided to each participant as well during the follow-up (Appendix G, has a copy of the resources handout).

Limitations

The sample size was smaller than originally intended. The intervention was offered during the peak season for the migrant working community; thus, longer working hours prevented some interested caregivers from participating. Also, most families of the community where the intervention was offered have several children from different age ranges; thus, babysitting was a challenge. Fortunately, enFAMILIA, Inc. did provide one of their staff tutors to help out in providing child care for the children while I worked with the parents. Another limitation included having a low budget which did not allow me to provide my participants with a meal. Cookies and juice were made available as a snack. This issue is important, taking into consideration that the caregivers work all day in harsh conditions; taking time out to participate on an empty stomach can be challenging.

Lastly, it was overlooked to ask each caregiver if their participating child has any learning disabilities. This is important because some students are classified as ELLs but also have an IEP; thus, they receive both ELL supports and IEP accommodations. Interestingly, it

would be important to complete a study that is focused on proving a family reading intervention that teaches dialogic reading strategies to Spanish speaking caregivers who have children that are identified as ELLs and have an IEP too.

Implications

As a parent and as a teacher I have learned to understand that my influence can impact the lives of others. Working in a community with low-income Hispanic families, I have met parents who due to poverty were not able to go to school; thus, they are illiterate in their own native language. Despite that, those parents value that their children can obtain a free education.

In general, the caregivers who participated in the intervention were surprised to learn that the reading strategies are the same in Spanish as they are in English. They felt empowered to learn that the strategies that they were being taught are similar to the ones used by teachers during shared reading. Moreover, they were glad to learn that using the pictures and other text features to narrate a story is also helpful in building reading comprehension. Also, it was explained to them that understanding text features is a common core standard and a reading skill needed for reading tests. Overall, it was rewarding to witness the caregivers and their children having fun as they had an interactive reading session. Due to its limitations this action research should be replicated to test for validity and reliability.

Prominently, this study may provide stakeholders with insight to the benefits of providing culturally responsive family supports and intervention as a means to enrich parental involvement in the educational system.

Dissemination

This action research has been accepted as a poster presentation for the South Florida Educational Research Conference (SFERC) taking place June of this year. It is intended that this study is replicated by other stakeholders to further test for validity.

References

- Bissinger, E., Blom-Hoffman, J., Cutting, J., & O'Neil-Pirozzi, T. (2007). Instructing parents to use dialogic reading strategies with preschool children: Impact of a video-based training program on caregiver reading behaviors and children's related verbalizations. *Journal of Applied School Psychology, 23*(1), 117-131. Retrieved from <http://ezproxy.fiu.edu/login?url=http://search.proquest.com/docview/62029930?accountid=10901>
- Boyle, O., F., Peregory, S., F. (2010). Reading, writing and learning in ESL: A resource book for teaching K-12 English learners. Boston Pearson, MA: Learning Solutions.
- Bramwell, W., & Doyle, B. G. (2006). Promoting emergent literacy and social-emotional learning through dialogic reading. *Reading Teacher, 59*(6), 554-564. Retrieved from <http://ezproxy.fiu.edu/login?url=http://search.proquest.com/docview/62100804?accountid=10901>
- Brannon, D., & Dauksas, L. (2012). Studying the effect dialogic reading has on family members' verbal interactions during shared reading. *SRATE Journal, 21*(2), 9-20. Retrieved from <http://ezproxy.fiu.edu/login?url=http://search.proquest.com/docview/1312424523?accountid=10901>
- Butera, G., D., Hampshire, P., K., & Houracde, J., J. (2014). Homework plans: A tool for promoting independence. *Teaching Exceptional Children, 46*, 6.

- Campbell, C. J., Silvaroli, N. J., & Wheelock, W. H. (2009). Classroom reading inventory: Diagnosis and instructional interventions in reading (11th ed.). Burr Ridge, IL: McGraw Hill Companies.
- Chae, C-H., Dixon-Krauss, L., & Januszka, C. M. (2010) Development of the Dialogic Reading Inventory of Parent-Child Book Reading, *Journal of Research in Childhood Education*, 24:3, 266-277. DOI: 10.1080/02568543.2010.487412. Retrieved from <http://ezproxy.fiu.edu/login?url=http://search.proquest.com/docview/881455543?accountid=10901>
- Cooper, H., Patall, E., & Robinson, J. (2008). Parent involvement in homework: A research synthesis. *Review of Educational Research*, 78, 1039-1101.
- Cooter, R., B., & Ruetzel, R., D. (2007). Strategies for reading assessment and instruction: Helping every child succeed (3rd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- deFur, S. (2012). Parents as collaborators: Building collaborative partnerships with school-based and community based providers. *TEACHING Exceptional Children*, 44 (3), 58-67.
- Evans, L. S., & Hite, C. E. (2006). Mainstream first-grade teachers' understanding of strategies for accommodating the needs of english language learners. *Teacher Education Quarterly*, 33(2), 89-110. Retrieved from <http://ezproxy.fiu.edu/login?url=http://search.proquest.com/docview/222854592?accountid=10901>
- Filippini A. L., Gerber M. M., & Jiménez T. C. (2006) Shared reading within Latino families: An analysis of reading interactions and language use. *The Journal of the National Association for Bilingual Education*, 30 (2), 431-452. DOI: 10.1080/15235882.2006.10162884. Retrieved from

<http://ezproxy.fiu.edu/login?url=http://search.proquest.com/docview/62002562?accountid=10901>

Gottlieb, M. (2006). *Assessing English Language Learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press.

National Assessment of Educational Progress. (2013). *Reading Assessment*. Retrieved from http://www.nationsreportcard.gov/reading_2013/

Woolfolk, A. (2007). *Educational Psychology* (10th ed). Boston, MA: Pearson Education, Inc.

Appendix A

Intervention Flyer

“The Story Of My Life-My Book”

“La Historia De Mi Vida-Mi Libro”



Dear Parents/Caregivers how would you like to learn strategies that can help you to enrich your home reading interactions with your child?

If so: This is an invitation to participate in a family reading-intervention action research study that will provide you with strategies to establish an interactive home reading routine with your child(ren). These strategies are intended to help build your child's love for reading; literacy development and nurturing interactive routines. Participation in the intervention is voluntary and free of cost.

If you are interested in participating in the intervention, please call Ms. Maria Avonce at: xxx-xxx-xxxx

Appendix B
Consent Form



**ADULT and PARENTAL CONSENT TO PARTICIPATE IN A RESEARCH
STUDY**
Reading Between the Lines of Teaching and Learning

PURPOSE OF THE STUDY

You are being invited to participate in a research study. The purpose of this study is to teach in Spanish the dialogic reading strategies to Spanish speaking caregivers and to evaluate if those strategies can help them to enrich the adult-child reading interactions.

NUMBER OF STUDY PARTICIPANTS

If you decide to participate, you will be one of up to ten possible people in this study. Your personal information will be confidential and not distributed. This study has a component where your child is expected to participate once, for an adult-child reading interaction.

DURATION OF THE STUDY

Your participation will require five weeks of duration in the study. Each component of the study will take place on a weekly basis, with one-hour sessions scheduled in the evening.

PROCEDURES

If you agree to participate in the study, your participation involves the following tasks:

1. An interview, to gather information regarding home learning routines, and literacy practices and to address strengths and challenges that may impact or hinder home learning or literacy practices.
2. Your participation will require two workshops, where the dialogic reading strategies will be taught and practiced in Spanish. Each workshop will take place once a week on Tuesday evening from 7:00 to 8:00 pm. The workshops will be held in a group setting at the enFAMILIA/ECA office located at: 38000 S.W. 193 Ave #3, Florida City, 33034. The workshops will be coordinated and taught by Ms. Maria Avonce. At the end of each workshop, each participant will complete an evaluation form to provide feedback regarding his or her experience at the workshop.
3. Following the completion of the workshops, an individual adult-child reading interaction observation will be scheduled with each participant. The observation will be videotaped; you have the right to opt for an audio recording, or to opt out of both. You are entitled to obtain a copy of your videotape or audio. The videotape and audio will be used to gather and evaluate data for the study. It is intended that the adult-child reading interactions take place at the participant's home setting; providing a natural setting. But can be arranged for it to take place at the enFAMILIA office instead, at your preference.
4. Upon completion of the study, an individual follow up will be scheduled with each participant to share data regarding their participation in the study and to complete a satisfaction survey regarding their experience in the study. A handout with resources to help maintain home reading routines will be provided.

RISKS AND/OR DISCOMFORTS

This study does not hold medical or legal risks. Discomforts include having to take time out of your busy schedule to make time to participate. This study is free of cost; no expenses are required.

BENEFITS

- Participation and completion in the study will provide you will strategies and resources to help establish, improve, and maintain a home reading routine.
- The study is intended to help Spanish speaking families build advocacy for their child's academic success while preserving their primary language and values.
- Equally important, this study is intended to help build awareness to stakeholders about the need to provide parents with culturally responsive supports as a means to enrich parental involvement in the educational systems.

ALTERNATIVES

There are no known alternatives available to you other than not taking part in this study. However, any significant new findings developed during the course of the research that may relate to your willingness to continue participation will be provided to you.

CONFIDENTIALITY

The records of this study will be kept private and will be protected to the fullest extent provided by law. In any sort of report that might be published, we will not include any information that will make it possible to identify a subject. Research records will be stored securely and only the researcher team, and Dr. Elizabeth Cramer my supporting mentor professor, will have access to the records. However, your records may be reviewed for audit purposes by authorized University or other agents who will be bound by the same provisions of confidentiality.

COMPENSATION & COSTS

This study does not offer compensation for participation; participation is voluntary.

MEDICAL TREATMENT

This study does not have funds available to compensate for, expenses, lost wages and other damages caused by your participation during the study.

RIGHT TO DECLINE OR WITHDRAW

Your participation in this study is voluntary. You are free to participate in the study or withdraw your consent at any time during the study. Your withdrawal or lack of participation will not affect any benefits to which you are otherwise entitled. The investigator reserves the right to remove you without your consent at such time that they feel it is in the best interest.

RESEARCHER CONTACT INFORMATION

If you have any questions about the purpose, procedures, or any other issues relating to this research study you may contact Maria Avonce at 38000 S.W. 193 Ave #3, Florida City, 33034, or by calling 786-278-8297, or via e-mail at: Mavon001@fiu.edu.

IRB CONTACT INFORMATION

If you would like to talk with someone about your rights of being a subject in this research study or about ethical issues with this research study, you may contact the FIU Office of Research Integrity by phone at 305-348-2494 or by email at ori@fiu.edu.

PARTICIPANT AGREEMENT

I have read the information in this consent form and agree to participate in this study. I have had a chance to ask any questions I have about this study, and they have been answered for me. I understand that I will be given a copy of this form for my records.

Signature of Participant

Date

Printed Name of Participant

Signature of Person Obtaining Consent

Date

Appendix C

Semi-structured Interview Questionnaire

HOME & SCHOOLROUTINES		Comments
Morning Routines, What time does your child wake up to get ready for school?		How many children do you have: _____ What ages: _____ In what grade levels: _____
Do you Work?	Yes/No	
Do attend the Open-House event at your child's School?	Yes/No	
Do you know each of your child's teachers?	Yes/No	
Have you ever attended a Parent-teacher conference	Yes/No	
Have you ever received phone calls from your child's teachers/school?	Yes/No	
Does your child's school sends home information in Spanish?	Yes/No	
Do you have access to the MDCPS parent portal?	Yes/No	
What do you like about your child's school?		
What do you dislike about your child's school?		
Do you have a public library card?	Yes/No	
Have you ever visited a public library?	Yes/No	
Do you have access to books at home?	Yes/No	
What is your highest grade level of education completed?		
Bedtime Routines, What time does your child go to sleep?		

Appendix D-I**Student's Oral Language Survey**

STUDENT'S ORAL LANGUAGE SURVEY			
The Questions are about What Language You Use When You Speak with Different People.			
Directions, Circle (English, Spanish, or Both), to tell what language you use with each person listed.			
With your Parents	Spanish	English	Both
With Brothers and Sisters	Spanish	English	Both
With your Cousins	Spanish	English	Both
With your Friends at School	Spanish	English	Both
With your Friends that Live by your House	Spanish	English	Both

Appendix D-II

Reading Interest Survey

READING INTEREST SURVEY			
These Questions are about What You Like to Read.			
Directions, Circle (Yes or No) for each.			Comments
Newspapers	Yes	No	What section?
Books	Yes	No	What type?
Magazines	Yes	No	Which one?
Cereal Boxes	Yes	No	Which one?
Have you ever visited a public library?	Yes	No	
Do you have a public library card?	Yes	No	
These Questions are about What You Like Read about.			
Directions, Circle (Yes or No) for each			Comments
Sports	Yes	No	Favorite Sport:
Animals	Yes	No	Favorite Animals:
Important People	Yes	No	Favorite Person:
Flowers and Plants	Yes	No	Favorite plant: flower:
Science	Yes	No	Which Science:
History	Yes	No	

Appendix E

Dialogic Reading Strategies Handout Guide

Las estrategias para la lectura dialógica, son una manera de leer interactivamente con los niños, que los adultos pueden utilizar para promover el desarrollo lingüístico y la lectura de los niños. Estas estrategias aumentan la capacidad de los niños en su primer y segundo idioma.

La meta de las interacciones dialógicas es iniciar una conversación (diálogo) con un niño para que tenga la oportunidad de aprender y practique conceptos y palabras nuevas, y forme frases y oraciones más largas.

Una manera fácil de recordar algunas estrategias dialógicas básicas es: “**SiComPreRes.**”

- **S**iga la iniciativa del niño
- **C**omente y alabe
- **P**regunte y espere
- **R**esponda añadiendo un poco más y espere

Cuando los adultos **siguen** la iniciativa del niño y leen o hablan sobre algo que le interesa, es más probable que éste participe. Cuando esperamos, animamos al niño a decir todo lo que puede y a que pruebe vocabulario nuevo y distinto.

Un **comentario** sencillo y breve después de que el niño dice algo le brinda la oportunidad de continuar la conversación, le ofrece palabras nuevas y establece el patrón de conversación interactiva.

Por ejemplo: un niño señala un dibujo de un perro y dice: “Perro grande”; y el adulto comenta: “Oh sí, Es grande”. Cuando el adulto hace este comentario y espera está claro que ha oído al niño y quiere continuar la conversación pero sin hacerse cargo de ella.

Hacer **preguntas** es una manera importante de ayudar a los niños a practicar su idioma, pensar en formas de expresar conceptos en palabras y ampliar su pensamiento. Cuando los adultos esperan respetuosamente una **respuesta** comunican que los pensamientos y las palabras de los niños son valiosos. Los Cinco Pasos de la Lectura Dialógica son:

1. Preguntas para COMPLETAR
 - “Los cinco monitos saltan en la _____”

El niño dice “cama” usando una palabra nueva y participa en completar la frase.

1. Preguntas para RECORDAR

- “¿Qué pasa cuando el lobo sopla y sopla?”

El niño recuerda el cuento y lo cuenta en sus propias palabras.

3. Preguntas ABIERTAS

- “Dime lo que sucede en este dibujo”.

Para que el niño practique convirtiendo sus propios pensamientos en palabras.

4. Preguntas con Quién, Qué, Por Qué, Cuándo, Cómo, Dónde

- Por ejemplo, mientras que señala a un objeto en el libro usted puede ser que diga, “¿cuál es el nombre de esto?” “¿Qué es eso? ¿Por qué está ocurriendo eso?”

5. Preguntas Relacionadas con Experiencias Anteriores

- Por ejemplo, mientras que miraba un libro con un cuadro de animales en una granja, usted puede ser que diga algo como, “recuerde cuando fuimos al parque animal la semana pasada. ¿Cuáles de estos animales vimos allí?”

Responder añadiendo un poco más brinda una oportunidad para que el niño aprenda más palabras, ideas, gramática más complicada y a extender las conversaciones.

Por ejemplo: un niño dice: “Voy a la escuela”; y el adulto responde: “Sí, hoy vas a la escuela con la mamá de María”.

Para utilizar la estrategia de lectura dialógica correcta en cada caso, se requiere que los adultos conozcan a cada niño, sus intereses y cuánto tarda en responder, su nivel de desarrollo lingüístico y saber si tiene la capacidad de escoger la técnica correcta en cada circunstancia. El impacto positivo de las estrategias dialógicas en los niños merece el tiempo y la práctica necesarios para dominar esta destreza.



“Colorín, colorado, este cuento se ha acabado!”

Strategies were adapted from the following sources:

<http://www.readingrockets.org/article/dialogic-reading-effective-way-read-preschoolers>

And from: <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic>

Appendix F

Participant Evaluation

“La Historia De Mi Vida-Mi Libro”

“The Story of My Life- My Book”



Workshop: Dialogic Reading Techniques Date: _____

We would like to get your feedback regarding your participation in today’s workshop. Please answer the following questions using the scale provided. Circle the number that best describes your opinion.

1. The information presented at the workshop was helpful.

Strong Agree Agree Neutral Disagree Strongly Disagree

1 2 3 4 5

2. La information was presented in a clear manner.

Strong Agree Agree Neutral Disagree Strongly Disagree

1 2 3 4 5

3. I learned new information at this workshop.

Strong Agree Agree Neutral Disagree Strongly Disagree

1 2 3 4 5

4. I would recommend this workshop to a friend.

Strong Agree Agree Neutral Disagree Strongly Disagree

1 2 3 4 5

5. I am interested in obtaining more information about this topic.

Strong Agree Agree Neutral Disagree Strongly Disagree

1 2 3 4 5

Comments:

Appendix E

Resources Handout

- The Children's Trust Read to Learn brochures with additional reading tips from:

https://www.thechildrenstrust.org/uploads/images/publications/brochures/rtl/Read_to_Learn_Brochure_2014_SPANISH_022714.pdf

- http://www.colorincolorado.org/web_resources/by_topic/parent_resources_spanish/

- electronic reading sources:

<http://www.rif.org/kids/leadingtoreading/es/leadingtoreading.htm>

- link with free downloadable books:

<http://www2.ed.gov/parents/academic/help/hyc.html>