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ABSTRACT
                A 12-week study concentrated on the improvement and
development of literacy skills in the young child, aiming to
encourage emergent reading ability, written language development, and
oral expression. A process-centered classroom program was designed
for 25 kindergarten students to become competent users of language.
Students were exposed to a wide variety of reading materials with
opportunities to compose various types of written communications. The
activities used were sensitive to individual needs in language
acquisition. Strategies used were shared reading, large and small
group re-reading, dramatization, letter identification, class- and
individually-created books, use of environmental print, individual
journal writing, writing cooperatively or by dictation, sustained
silent reading, and peer tutoring. Outcomes of the study were
measured by comparison of language skills observed and recorded on a
checklist, anecdotal notes, informal inventories, and individual
conferences and teacher evaluation. Results indicated that students
improved in literacy skills, were enthusiastic, self-confident, and
eager to read books or any printed materials available. (Two tables
of data and 2 figures are included and 117 references are attached.
Appendixes include: interview questions, informal inventory bar
graphs, tables showing frequency distributions and scores, language
skills observation checklist, informal evaluation summary sheet,
parent letter, sample weekly lesson plan, student dictated writing
samples, model for teaching kindergarten language, hierarchy of
teacher strategies, and student writing samples.) (Author/MG)

Improving Emergent Literacy and Teacher Instruction
using an Interactive Kindergarten Classroom

by

Elaine VanLue

Cluster 37

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A Practicum I Report Presented to the
Ed.D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1991

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

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March 15, 1991
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Date

This practicum report was submitted by Elaine VanLue under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

_____   _____
Date of Final Approval of   Victoria J. Dimidjian, Ed.D.
   Report   Advisor

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ABSTRACT

Improving Emergent Literacy and Teacher Instruction using an Interactive Kindergarten Classroom. VanLue, Elaine., 1991: Practicum I Report, Nova University, Ed.D. Program in Child and Youth Studies. Descriptors: Reading Instruction/ Reading Interests/ Readiness/ Pre-reading Experiences/ Experimental Curriculum/ Educational Innovation/ Instructional Innovation/ Nontraditional Education/ Instructional Effectiveness/ Educational Quality/ Program Effectiveness/ Teaching Methods/ Instructional Improvement/ Classroom Techniques/ Classroom Environment.

The writer designed a process-centered classroom for kindergarten students to become competent users of language. This study concentrated on the improvement and development of literacy skills in the young child, aiming to encourage emergent reading ability, written language development, and oral expression.

Students were exposed to a wide variety of reading materials with opportunities to compose various types of written communications. The activities used were sensitive to individual needs in language acquisition. Strategies used were shared reading, large and small group re-reading, dramatization, letter identification, class and individually created books, use of environmental print, individual journal writing, writing cooperatively or by dictation, sustained silent reading, and peer tutoring.

Outcomes of this study were measured by comparison of language skills observed and recorded on a checklist, anecdotal notes, informal inventories, individual conferences, and teacher evaluation.

The results of the practicum were positive. Students improved in literacy skills, were enthusiastic, self confident, and eager to read books or any printed materials available.

CHAPTER I

INTRODUCTION

Description of Work Setting and Community

This study took place in a school located in one
of the fastest growing areas of a southeastern state.
The community was in a state of transition from a
rural, primarily agricultural and residential area, to
a more urbanized center of commerce. Households had
been increasing at ten percent per year, with a median
family income of 26,349 dollars. The median age of the
population was 32 years with 55 percent employed in
white-collar jobs. Seventy-three percent of the adult
population had some college education. Population
projections taken from the Community Land Use Plan
(1989) for the city indicated a 30 to 40 percent
increase predicted for the community over the next ten
years.

The school consisted of classes for kindergarten
through fifth grades. The student ethnic population
was 79 percent White, 13 percent Black, two percent

Asian-American, four percent Spanish-surnamed, and one
percent Indian. Although the school was designed for
700 students, the student population was 944. Thirteen
portable classrooms had been added to accommodate the
increased enrollment. Approximately two percent of the
students received breakfast and lunch at a reduced
rate, and 17 percent received a free breakfast and
lunch. Sixty-three percent of the students were
transported to school by bus, five percent by day care
vehicles, 19 percent by car, and 13 percent walked to
school. The school transcended from a traditional
"neighborhood" school to that of an "inner-city"
establishment, accommodating the additional students
bussed in from a Black community ten miles away.

All teachers on the staff had at least a
bachelor's degree; 30 percent of the instructional
assistants had attended at least two years of college.
The staff was composed of a principal, assistant
principal, two guidance counselors with assistant,
and a primary education program specialist (PREP). The
instructional staff included teachers for the following
grade levels: kindergarten (6), first (7), second (6),
third (7), fourth (5), and fifth (5). The support
staff included teachers for: art, music, media,

computer, visually impaired, speech, gifted, learning

disabled (2), and physical education (4). Ten percent

of the school's faculty were Black; 90 percent were

White. The teacher-pupil ratio was 1:25 in the primary

grades; 1:28 in the intermediate grades (Annual School

Report, 1990).

Writer's Work Setting and Role

The writer has taught in the same elementary

school system for sixteen years, teaching in

kindergarten through fourth grades, and is currently

assigned to kindergarten. The kindergarten classroom

for this study was composed of 25 five-or six-year-old

students heterogeneously grouped with diverse and

varied cultural backgrounds and experiences, differing

in extent of visual and auditory skills, letter and

word knowledge, etc.

The classroom was housed in a new kindergarten-

first grade addition to a very old school building,

replacing the original 1925 building torn down in 1986.

Rooms within the complex are of a "semi-pod" or "semi-

open" format. Walls exist between classrooms, except

where a central opening provides for easy access into

each room resulting in a small work area for students,

shared by three classrooms. The school has a large

campus; self-contained classrooms for second through fifth grades are built in long corridors in an "H" design behind the new primary building.

As a classroom teacher and grade-level chairman for the six kindergarten classrooms, the writer's role was to design and implement instruction, producing successful beginning readers, using a district-mandated reading program. By the end of each kindergarten year, to be considered "ready" for the first grade curriculum, each kindergarten student was expected to sight read and write a minimum of eight basic high-frequency vocabulary words. The reading approach used is determined by district policy; however the classroom teacher is an important factor in the influence and implementation of that program.

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CHAPTER II

STUDY OF THE PROBLEM

Problem Description

McLane and McNamee (1990) verified there are many
disputes and unresolved questions existing as to how
literacy develops; it is a complex and multifaceted
phenomenon - more than simply the decoding and encoding
of print. "Literacy is both an individual intellectual
achievement and a form of cultural knowledge that
enables people to participate in a range of groups and
activities that in some way involve writing and
reading" (McLane, McNamee, p. 3).

"Emergent literacy" is believed to develop early
in life. Literacy development is a continuous process,
beginning long before formal instruction. Emergent
literacy can be defined as the reading and writing
behaviors of young children which precede and develop
into conventional reading and writing (Bridge, 1986).
C. Smith (1989) described emergent literacy as a
child's early experiences with writing and reading that
shape the child's view of print in the home and the
neighborhood or how children become print-savvy people.
Literacy is a social phenomenon. Individuals become
literate from what they read and write about, who they

read and write with, as well as from the formal instruction they receive. Literacy raises social consciousness, transforms thought, and provides a means for expression and fulfillment. Strickland and Morrow (1988) stated emergent literacy emphasizes children's ongoing development of skill, not subskills (p. 71).

Literacy instruction at the target school has been presented by traditional reading approaches, following highly structured, teacher-directed lessons of isolated skill segments. The unchanged curriculum has and does not meet the individual, nor encourage adaptation for, unique needs of the students involved. The intent of this study was to determine and utilize appropriate components of a language curriculum to meet the developmental needs of the young child.

How does a child get to the point of literacy? Motivation for emergent literacy occurs through meaningful encounters with printed words. The foundation for literacy is built through opportunities for experimentation and play with the forms and function of language. Hirsch (1987/1988) described cultural literacy as a product of home and school; not something mastered by "piling up facts" independently of the child's need to participate in that culture

p. 74). Children acquire knowledge through interactions with objects and people. Students do not have to be forced to learn, but are motivated by their own desire to make sense of their world.

What types of support do children need? An active environment for optimal language development must be verbal and social. The interactions encouraged in the classroom make a difference in literacy development. The social and collaborative nature of learning must be considered in the classroom to promote emergent literacy. Activities to encourage children's optimal reading and writing behaviors are needed in the curriculum. Spodek (1986) stated, "Learning to read is supported when a classroom features familiar printed information and interesting literacy activities" (p. 59).

In traditional reading approaches, language is customarily taught in isolated skill segments with highly structured, teacher-directed lessons, rather than instruction implemented and designed according to the developmental stages, needs, or interests of the child. According to Gagne (1987) many traditional instructional approaches to learning do not help students achieve the ultimate desired metacognition

state, the internal processing that makes use of
cognitive strategies to monitor and control other
learning and memory processes (Gagne, p. 70). For this
reason, the content presented and taught to children
remains unlearned or misapplied.

Doll (1989) said one concern remaining at the end
of the Twentieth Century would be the need to improve
the teaching and learning of fundamental skills and
knowledge. Educators would need to continue the search
to find a better way of teaching basic literacy skills
to students. Bloom (1986) confirmed the key to
achievement in middle and secondary schools is the
quality of teaching and learning in the elementary
school. When students learn poorly in the first six
grades, their view of themselves as learners
deteriorates (Bloom, pp. 6-7).

At the school for this study, the current use of
only the district-mandated reading program is not
instructionally adequate for kindergarten students.
Reading instruction should be meaningful and relevant
for every child. The rigid and standardized curriculum
presently used has and does not meet the individual,
unique needs of students. Carbo (1987a) stated,
"Reading achievement generally depends on how well the

instructional program accommodates a given child's natural reading style" (Carbo, p. 433).

Although many academic accomplishments are made during the kindergarten year, the writer observed a need for students to have achieved a higher level of literacy before beginning the first grade curriculum. Prerequisite skills helpful for giving children a strong start in being literate as well as success in first grade were: alphabet recognition, sound-symbol correspondence, decoding, blending, fluency, sight-word vocabulary, and comprehension. It was questionable if the use of only the district-mandated reading program adequately prepared students in the readiness skills necessary for the first grade curriculum.

Methods for adapting the curriculum as well as appropriate modifications of standard requirements needed to be researched and implemented in order for more students to experience successful acquisition of language skills. Reading becomes meaningful and relevant for each child when instruction is guided by the personal needs of the student rather than guided only by the materials available.

Beginning school is a very important time in a child's life. Haberman (1989) stated kindergartens

have eliminated the developmental approach to early education. Rather than providing language experiences compatible with developmental needs of young children, preschool classrooms offer the same materials that were once the first grade curriculum (Haberman, p. 285).

The study of the beginnings of reading and writing in preschoolers is still young (Pflaum, 1986, p. 53). Spodek (1986) stated there are major differences in the structure of kindergarten programs. As literacy standards undergo change, new instructional ideas are considered. Earlier theories focused either on maturation (delay reading until the child expresses a readiness to learn), or on experience (skills divided into separate tasks). Current theories utilize a problem-solving construct (learning to read is a constructive, thinking, and understanding process). "Unfortunately, many kindergarten programs have begun to rely on inappropriate materials and techniques taken from formal first-grade programs" (Spodek, p. 62).

In an attempt to determine if other early childhood educators shared the same curriculum views, interviews with early childhood teachers and professionals verified instruction using only the traditional reading approach was not effective or

appropriate for all students in the classroom. Current research emphasizes the need for teachers to become risk-takers and attempt changing instruction from the traditional approaches of the past. It was the author's contention traditional reading instruction as presently designed for the kindergarten classroom was not effective in producing students "ready to read or write".

Problem Documentation

According to Larrick (1987) the basal reading program dominates 90 percent of the curriculum and in many schools is considered the total reading program (Larrick, p. 186). In the writer's school district, all schools are required to use the same recommended reading series adopted by the county reading committee. The state mandates two and one-half hours of the school day must be spent in language arts instruction. Not all schools of the district are able to afford the complete set of recommended materials, however. The district does supply partial funding to assist in the initial investment cost of purchasing a minimal portion of the basic selected materials. Reading programs, as described by F. Smith (1986), are very complex, containing texts, workbooks, practice books, black-line

masters, tests, inventories, resource books,
development charts, reinforcement word and story cards,
games, cassettes, tutorial programs, and teacher's
editions for 18 reading levels.

Results of interview questions from 16
kindergarten teachers, representing two school
districts, confirmed the use of only a district-
mandated reading program did not accommodate the needs
of students attending kindergarten (Appendix A:97).
Additional comments from teachers interviewed were:

(a) ... Children should feel free to write
without worrying about exact spelling or
punctuation;

(b) The exclusive use of paper-pencil tasks are
discouraging to the young child;

(c) Individual differences are ignored;

(d) Children are grouped only according to
academic ability, and;

(e) The traditional reading program alone does
not offer flexibility in meeting needs of
students at various levels (Interviews,
7/90).

Students deserve an educational program sensitive to
their needs and appropriate for developing their full
potential. It is imperative for the classroom teacher
to provide a climate where children grow into adults
enthusiastically loving books. Cadenhead (1987)
observed:

Although basal reading programs have improved in recent years, both their content and the ways in which they are actually used in the classroom need additional attention. Today's basal reading programs also must place more emphasis on reading and less on the teaching of isolated skills that, though easily "testable", are only tangentially related to reading (p. 441).

During an extensive personal interview with Dr. Helen Cappleman (1990), Series Editor and consultant for Success in Reading and Writing, by Adams, Johnson, and Connors, important components for encouraging a process-centered classroom were discussed. Cappleman presented a three-day workshop for a limited number of primary teachers interested in providing a holistic framework for enhancing the teaching of language arts in the classroom. In order for students to become competent users of language, Dr. Cappleman made the following statements:

(1) Students learn by pacing themselves;

(2) Competition should be discouraged (the student with the most "right" answers or finishing "first" is not necessarily the best student);

(3) The instructional goal is to help the student develop meaning from the printed page;

(4) Instead of teachers using the "testing power" of teaching, concentration should be on the "learning power" of teaching; and,

(5) Holistic teaching is unpredictable.

According to Cappleman, the three essential
elements of a language arts programs are:

> (a) Time for the teacher to read to the
>   students daily;
> (b) Time for students to read in material of
>   their choice; and,
> (c) Time for students to compose on paper.

Cappleman emphasized,

> ... Although skills, such as phonics,
> are still taught, concepts are presented in a
> meaningful way by presenting them in context.
> Instruction is based upon what the students
> need at the time of instruction. Reading
> programs should be considered as a framework
> to help instruct individuals. No matter what
> teachers do, students are going to follow
> their own sequence of learning stages
> (Cappleman Interview, 7/9/90).

The Success in Reading and Writing program exposes

the student to a wide variety of printed materials.

Students are given the opportunity to compose various

types of written communication. Reading and writing go

hand-in-hand, one reinforcing the other. Concepts are

taught when needed and in meaningful context.

The Success Reading Program, developed in the late

1970's at Duke University, emphasized children should

be taught reading and writing with materials they will

rely on later in life. In the sixth year of the

program at Pierce Terrace School, George (1986)

reported class means of a K-2 school for children of

military personnel from Fort Jackson, S.C., based on

Metropolitan Achievement Test scores given in September
and May, rose from 1.9 to 4.0 in one second grade and
from 2.0 to 4.2 in another (p. 62-63). Ninety percent
of the students' allotted reading time was spent
reading and writing; workbooks were not used. The
program not only met needs of all children, but
students developed a positive self-concept and the
desire to learn.

Harp (1989) stated commercial materials often have
children working on tasks that do not advance their
ability to read. Spodek (1986) recognized programs
limiting reading activities to workbook tasks limit
children's opportunities to learn about language and
reading (p. 139). "Children become increasingly
literate by engaging in the acts of literate adults -
composing and constructing meaning through print, for a
variety of purposes" (Weaver, 1990, p. 97).

Anderson, et al. (1985), stated students spend up
to 70 percent of allocated reading instruction in
independent practice or seatwork, or an hour per day in
an average classroom. F. Smith's (1981) research on
young fluent readers indicated language learning
(listening, speaking, reading, and writing) is a
complex process youngsters learn as they are engaged in

actual acts of speaking, reading, and writing. Sulzby
and Teale (1985) verified, "Reading and writing are not
separate in a child's learning, nor do they develop
sequentially. Instead, the two processes are mutually
supportive and are intimately related to oral language"
(Sulzby and Teale, p. 11).

In order to determine the capabilities of students
entering kindergarten in the classroom for this study,
the "Yellow Brick Road Inventory" was used as a
screening device, composed of four separate subtests –
motor, visual, auditory, and language. A comparison
of results of student scores from the previous three
years revealed stable values for each of the four
subtests - motor, visual, auditory, and language
(Appendices B:98 C:99).

Table 1

Values Computed for Yellow Brick Road Inventory

Year	Mean	Standard Deviation	Skewness
1987	112.78	S=14.70	Sk=-0.610
1988	110.79	S=17.51	Sk=-0.685
1989	113.13	S=16.60	Sk=-0.539
1990	119.15	S=14.47	Sk=-0.730

The composition of the 1990 target group for this study
had not changed (Table I). The 1990 class for this

study was similar to students of the past because the zoning area determining the student population remained the same. Therefore, the test figures remained reasonably stable, although a little higher. Because of this small difference, over a four-year period and if the student population doesn't change, the results of this study can be considered applicable to future classes.

The multiple bar graph (Appendix B:98) provides a summary of the four subtests making up the entire battery for the years 1987, 1988, 1989, and 1990. The range of scores is 0 to 36, with the lowest score being 0 and the highest score 36 (Table 2).

Table 2

Subtest Scores for Yellow Brick Road Inventory

Category	1987	1988	1989	1990
Motor	26.89	28.53	27.98	28.90
Visual	28.62	27.74	29.67	32.09
Auditory	24.3	23.25	23.78	28.05
Language	32.54	31.21	31.76	30.29

The frequency distribution (Appendix C:99) shows the total battery of all four subtests together. The scores are negatively skewed, with the bulk of higher scores having more students. The analysis of skills

for all four years (1987-1990) revealed a lower score
in the auditory and motor categories than visual and
language skills (Appendix D:100).

Scores from screening inventories provide insight
in the design and use of appropriate learning
experiences for students. Barbe (1980) verified
conceptual and perceptual abilities relate to
kindergarten performance in accomplishing and
understanding tasks. The diversity of skills in young
children requires differential programming. The same
procedures may be introductory instruction for some
students, and refinement for others (Barbe, p. 4).

Routman (1988) stated,

> For children to become 'actively' literate,
> the school curriculum must move beyond the
> management of passive, 'correct' responding to the
> facilitation of active, involved, and evaluative
> thinking. The way we teach reading and writing is
> critical to the development of 'active literacy'"
> (p. 16).

Alternatives to present traditional educational
methods give students a more inspiring, humane
education. According to Dimidjian (1989) there are 12
overlapping roles of the early childhood educator:

    (1)   observer;
    (2)   environmental designer;
    (3)   facilitator;
    (4)   nurturer;
    (5)   inquiry-based explorer;
    (6)   intellectual guide and stimulator;

     (7) information provider;
     (8) modeler of social skills;
     (9) disciplinarian;
     (10) assessor/diagnostician;
     (11) resource and referral provider; and,
     (12) staff/team member (p. 49).

Causative Analysis

There are many emerging trends and practices from
research in the teaching of reading. McCallum (1988)
acknowledged the basal reading approach has played a
critical role in reading instruction due to the
difficulties and pressures teachers face in translating
research findings and theory into practice. The basal
series has provided on-the-job training for reading
teachers. The pre-packaged materials are designed to
address a wide range of reading related skills, and
provide a management system for coordinating reading
instruction.

The use of the basal reading approach is helpful
for the inexperienced teacher, but perhaps is overused
as a crutch, rather than a "jumping off" place for
teaching. Not all teachers are confident, experienced,
or creative enough to develop supplemental activities
to enrich their classroom. The use of the basal guide,
as described by Hillerich (1986), should be used with
discretion, since one program cannot be tailored to fit

all pupils. The teacher's judgment and creativity should determine the inclusions or omissions of the program. Farr (1988) stated basals were designed to be useful tools to help teachers, but not as total programs. As F. Smith (1989) pointed out, in spite of 30 years of concentrated research, there is no evidence that faultily constructed curriculum guide objectives facilitate learning. Learning and literacy are sociocultural phenomena. Literacy is learned through association and interaction with literate people, yet thinking is destroyed by the traditional methods proposed to promote it. Students are expected to learn to think through exercises, a fragmented and decontextualized skills-based approach (Smith, p. 359).

In our high-tech society, many students are not challenged by activities in the classroom unless they are unusual and motivating. An exciting classroom environment that is a fun place to be needs to be provided. Some teachers are not comfortable with change and prefer to use traditional methods used year after year. What is best for the child is often ignored; what is easiest for the teacher is pursued. Teale and Sulzby (1986) reiterated the importance of looking carefully at children during the early years

when the foundations for all development are being
established. Conclusions in their research over the
last few years concerning literacy development in early
childhood were:

(1) Literacy development begins long before
children start formal instruction;

(2) Literacy development includes all elements of
language - listening, speaking, reading and
writing developing concurrently and
interrelatedly, but not necessarily
sequentially;

(3) Literacy develops in real-life settings for
real-life activities in order to "get things
done";

(4) Children are doing critical cognitive work in
literacy development during the years from
birth to six;

(5) Children learn written language through active
engagement with the world, interacting
socially with adults in writing and reading
situations; and,

(6) Children pass through stages in a variety of
ways (Teale and Sulzby, p. xviii).

Many teachers are not aware of the importance of
planning flexible schedules for a child-centered
curriculum. According to Marzollo and Sulzby (1988),
when children are presented with developmentally
inappropriate expectations, an atmosphere of failure
turns them into reluctant learners. They become afraid
of reading and writing when forced to learn skills
selected by a teacher. Trawick-Smith (1988) verified

the optimal language teaching tool was natural and
noncritical conversation with adults responding to
children's comments, rather than correcting or
reinforcing the language form. Active and verbal
environments should be structured by the adult, setting
conditions for children to engage in meaningful and
functional literacy activities (Strickland and Morrow,
1988).

Throne (1988) stated environments should allow for
exploration and experimental language, building on the
strengths of each child. Language is stimulated,
rather than controlled. Reading should be taught in
kindergarten through interwoven experiences, not a
formal instructional program that is less meaningful
and contextual. Learning occurs when a student asks
questions and shares how he solved a problem.
Worksheets do not provide interactions or involvement,
and often cause more confusion than learning.
Instruction should be focused on the child, rather than
the materials.

The stress of error-free performance in a strong,
academically structured environment diminishes
students' confidence as well as efforts to make
discoveries or generalizations independently. Pitcher,

Feinberg, and Alexander (1989) specified reading needs
to grow from direct experiences and specific events of
significance for the child. When motivation is high,
skills are easily grasped, being used more freely and
effectively. Subskill emphasis is not necessarily the
way to reading success. Adults are the catalysts by
providing children with challenging and new materials.

The kindergarten environment can be an exciting
place! Perhaps it's the only place a child has to
experience the joy of learning. The impact of the
school climate on a student should not be overlooked.
Chenfeld (1984) discussed students' needs for an
environment with tender-loving care (TLC),
encouragement, inspiration, role models, and time -
time for play, pretending, exploring, experimenting and
wondering. Children thrive and learn when in
supportive settings with the gentle guidance of loving
adults.

Baskwill and Whitman (1986) stated,

> Young children are forever busy - busy
> being readers, writers, speakers, listeners,
> musicians, puppeteers, dancers, drawers,
> painters. These are their natural occupations,
> activities they undertake with unparalleled
> enthusiasm and interest. And it is from these
> activities that they develop the basic
> foundations necessary for literacy" (p. 1).

Westley (1989) verified language development is enhanced by loving experiences with the very best literature. Children's literature provides unparalleled models for language, involving children emotionally, engaging them mentally, and motivating them to become independent readers.

Jalongo (1988) stated literacy operates on the "iceberg principle ... knowledge and skills are only the tip of the iceberg. Dispositions and feelings are the substantial portion that lies beneath the surface" (p. 11). A single book promotes learning experiences for children through knowledge, skills, and feelings. From literature children learn to appreciate excellence in writing, to interpret and evaluate many different forms, to communicate more effectively, to broaden their perspective of different cultures, and to select books that suit their interests (p. 13). The preschool years are a crucial time for the development of language and literacy (Jalongo, p. 76). Figure 1 compares literature-based to textbook based approaches.

Figure 1.
A Comparison of Literature-and Textbook-Based Programs

	Literature-based	Textbook-based
Assumption	learning to read is natural, enjoyable	learning to read is difficult, technical
View of the child	the child is actively constructing meaning from literature; emphasis is on building upon what the child knows	the child is passively receiving formal reading instruction; emphasis is on what the child does not know
Approach	entire stories ("whole language") are the place to begin	the smallest components-letters, words and short sentences - are the appropriate starting place
Selection of material	adults and children select material	textbook publisher selects material
Curricular implications	picture books are the central focus; they are the basis for reading, writing, speaking and listen-activities	picture books are peripheral; dittos and work-books occupy most of children's time

(Jalongo, p. 94).

Tunnell and Jacobs (1989) listed elements of

literature based programs include:

(1) Premises learned from "natural readers" (a formal hierarchy of reading skills is not imposed on students, since the student determines what is assimilated and accommodated into his/her personal cognitive structure);

(2) Natural text is used (controlled vocabularies make language less natural or predictable);

(3) Neurological impress method is encouraged (following the reading of a fluent reader);

(4) Reading aloud (provides opportunities for modeling);

(5) Sustained silent reading (the more words a reader sees, the better he/she becomes);

(6) Teacher modeling;

(7) Emphasis on changing attitudes;

(8) Self selection of materials;

(9) Meaning oriented with skills taught in meaningful context; and,

(10) Process writing or other output activities encouraged (p. 474).

Carbo (1987b) declared no single reading method is better than another. The method or materials used should match a student's reading style before failure occurs. Phonics is a reading method, not a goal; some fluent readers never master phonic skills. Haberman (1989) declared some school reading programs ignore individual differences. Literature and language learning is devalued, and direct instruction is assumed to be the best way to teach. Hirsch (1987) commented cultural literacy cannot be scientifically prescribed. Literacy evolves from the complexity of children's backgrounds and experiences, at home and school.

The school curriculum is interrelated and learning activities become more relevant when presented in a variety of ways. Thematic teaching used in all subject areas increases a child's opportunities for learning. However, the holistic or integrated approach requires coordination, teamwork, and long-range planning.

Flexible school programs respect individual differences. Winograd and Greenlee (1986) concluded balance is brought to a reading program by providing support to the teachers and administrators. Children should be taught the strategic nature of reading, its purposes, and benefits. Goal-directedness and meaningfulness is important, as well as self-monitoring skills.

In the writer's school district, traditional reading instruction has been overemphasized. Other resources are often not available, discouraging teachers from applying innovative or varied instructional techniques. If extra resources are used, materials are made or purchased by the teacher. Often curriculum alternatives available are determined by the philosophy of the school administrator.

Relationship of the Problem to the Literature

An understanding of the complexity of the reading

process enhances instruction. An appreciation of how the reading process works is helpful in providing appropriate reading interventions. According to Gullo (1988), by the time children have reached the end of the third school year, the basic constructs of a native language have been acquired.

Sulzby and Teale (1985) stated the temptation to apply traditional beginning reading approaches to kindergartners must be avoided. Since children attain skills much earlier, instruction should build on skills students already have when entering school. Stice and Waddell (1987) encouraged teachers to be risk-takers, giving up relying on the fixed curriculum dominated by workbooks, dittosheets, etc.

Wilkens (1989) stressed a segmented approach to teaching reading, children's literature, and language arts was educationally unsound. Guidelines are needed for teachers to be knowledgeable in learning theories that encourage emergent literacy. Goodman (1989) stated mistakes are made by simplifying language learning through the use of a controlled vocabulary, adherence to phonic principles, or alteration of complex sentence structures in reading material. As a result, the text studied is unpredictable, unnatural,

irrelevant, and dull. Goodman, Shannon, Freeman, and
Murphy (1987) mentioned publishers alone are not at
fault for the current state of affairs in American
reading. Publishers claim they are giving schools and
teachers what they want.

Another debate, stated by Carbo (1988a),
questioned if strategies emphasizing the decoding of
words (phonics) or teaching vocabulary with meaning (in
context) worked best for teaching reading. If phonics,
which has been used the last 20 years, is so effective,
why does the United States rank 49th in the United
Nations in literacy? The ability to read and
understand text is more important than a knowledge of
phonics. American students spend more time on skill-
sheet activities and less time actually reading. The
"Emerging Literacy" report (1985) stressed phonics
instruction should aim to teach only the most
important, regular letter-sound relationships.

Research literature emphasizes the importance of
balance in applying several approaches of instruction
to meet the varied developmental levels of students.
One cause of inadequate literacy development is the
lack of teachers assuming responsibility to learn more
about individual pacing and learning styles.

Communication influences a child's social development and success in school; alternative instructional methods for students needing a different approach of instruction should, but are not always, provided.

Literacy development, as discussed by Clay (1982), is a continuous process that begins long before formal instruction starts in school. Wells (1988) reiterated the appearance of literacy in early childhood has important implications for the education of our children. Concerns listed in the "Emerging Literacy" statement (1985) were:

(1) Many pre-first children are subjected to rigid, formal pre-reading programs with inappropriate expectations and experiences for their levels of development;

(2) Little attention is given to the development or learning styles of the individual;

(3) Pressures of accelerated programs don't allow children to experiment or take risks with language;

(4) Too much attention is on isolated skill development;

(5) Too little attention given to reading for pleasure;

(6) Decisions of reading programs used are based on political and economic considerations;

(7) Pressure of high test scores results in changes of content in programs;

(8) Untrained teachers in current trends of early childhood; and,

(9) Parent education is lacking (Emerging Literacy p. 147).

Curriculum has gone through many changes, and language acquisition philosophies will continually improve as

long as attempts are made to meet societal and student needs.

Werner and Strother (1987) pointed out the difference between a hurried reader and an encouraged reader in literacy development is an atmosphere provided rich in environmental print with positive models for reading and writing. Children are respected for their individual strengths, eliminating criticism.

Baskwill and Whitman (1986) stated if the environment is right, enthusiastic and interested "natural" readers and writers are developed. Schools have ignored the natural pathway of learning. Instead of the guide coming first, the language of interest to the students should come first (pp. 2-3).

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

"Most curriculum development occurs with little or no attention paid to the developmental abilities of the children" (Brooks, 1987, p. 65). The goal of this practicum was to develop an innovative kindergarten language program in an interactive classroom environment, sensitive to individual differences and abilities of students, for the development of emergent literacy. Developing potential language ability involved knowledge research, effort, perseverance, and consistency from the teacher, parent or parents, and students. Challenging and appropriate strategies from resources studied were utilized in the students' classroom environment to enhance language acquisition. Since this study was only for a twelve-week period, concentration was limited to a few elements of language acquisition or emergent literacy.

Behavioral Objectives

The following objectives and goals for enhancement of emergent literacy were projected for this practicum:

1. Over a period of 12-weeks, participating in an interactive classroom, 80 percent of the students will improve in emergent reading abilities as measured by comparison of pre- and post-tests (Appendix E:101).

2. Over a period of 12-weeks, 80 percent of the students participating in an interactive classroom will improve in written language development as determined by pre-and post-tests (Appendix E:101).

3. During the 12-week project time, students' abilities in oral language expression will be improved, as documented by teacher observation and conversations during individual, informal conferencing.

Measurement of Objectives

At the beginning of the twelve-week period, reading readiness, written, and oral language abilities of the students were identified by using a pre-test of language skills, The Language Skills Observation Checklist (Appendix E:101). Appropriate teaching strategies and meaningful activities determined from research and sequenced according to difficulty, were provided. Language skills were taught through activities planned according to needs exhibited from the evaluative observations of the first week. At the end of the twelve-week period, The Language Skills Observation Checklist (Appendix E:101) was used as a post-test to determine progress of students over the 12-week period.

Students were continually evaluated through on-
going shared reading and writing, anecdotal notes, work
samples, and informal inventories compiled by the
writer and filed in individual folders. Documentation
of the informal evaluations in the folders was recorded
on a summary sheet designed by the writer (Appendix
F:102) every three weeks. A final summary of all
evaluation data was compiled the last week of
implementation.

As Pflaum (1986) stated, critical teaching is
dependent upon recognizing when new concepts and
abilities in literacy emerge. New abilities do not
appear suddenly or consistently; therefore, informal,
diagnostic, instructionally directed tests should be
encouraged (p. 133). Furthermore, Cook (1987)
declared communication, language, and speech are highly
complex skills developing from many underlying
processes, such as cognitive, fine motor-perceptual,
and social interactions. "Monitoring of children's
communicative behaviors within a variety of naturally
occurring contexts can provide the most meaningful
assessment of progress" (Cook, p. 230).

Anecdotal notes included: interactions before
school, during recess, working within the classroom,

and after school. Observations of degree of fluency of
language, confidence in communicating, ability to
respond to directions or questions, attitudes and
expression of ideas were recorded daily.

Work samples illustrated the students' abilities
to understand basic conventions, such as, "where we
begin on a page, which way we go, letters are used to
form words, words have spaces between them, letter-
sound relationships, and written forms for words."

Attitudes toward writing were determined by the
student's willingness to attempt activities suggested.
Informal observations and conversations were noted on a
daily clipboard log. The on-going information
collected about each student was synthesized and
tabulated throughout the 12-week period and necessary
adjustments in instruction were made as needed for
optimal learning. After the implementation period, the
students demonstrated growth in many elements of
emergent literacy. Concentration of instructional
strategies were in the following areas: emergent
reading abilities, written language, and oral language
development.

Emergent Reading Abilities

All instruction emphasized how writers: start a story, end a story, use punctuation, use interesting words, keep a focus, keep a sequence, use interesting layouts, illustrations, and diagrams. Brigance (1985) listed the sequence of skills and interests indicating readiness for books and reading to be:

(1) Turns book right-side up;
(2) Turns several pages at once;
(3) Looks selectively at illustrations;
(4) Turns pages individually;
(5) Points to and names simple pictures;
(6) Is interested in read-to-me books;
(7) Wants to hear a story repeated;
(8) Describes actions shown in illustrations;
(9) Takes part in reading by inserting words and phrases;
(10) Gains information from books about real things;
(11) Recites familiar books in attempts to "read" from memory;
(12) Indicates an interest in different kinds of books;
(13) Likes to follow along in a book as it is read;
(14) Attempts to "read" by looking at illustrations;
(15) Reads some words by sight;
(16) Attempts to read words by using word-attack skills;
(17) Reads simple stories aloud·
(18) Distinguishes between fantasy and reality in stories;
(19) Reads at least one primer or read-to-me book, recognizing at least 95% of the words (p. 360).

McLane and McNamee (1990) emphasized reading is a less visible, more internal mental process. Children

engage in a range of activities that indicate they want to understand and participate in reading (p. 6).

Written Language Development

Attention was focused in instruction on the importance of understanding language conventions, such as: punctuation and grammar, sounds, letter-sound relationships, written form of words, recalling events of a story, semantics, syntax, and making sense. Elaborated classroom activities as described by Kirby (1988) were used with the students, such as idea generation (brainstorming), rehearsal, elaboration, reflection, and decision making to motivate writing skills.

Brigance (1985) suggested a sequence for the effective teaching of printing activities as follows:

(1) Provide a model;
(2) Determine which hand is dominant;
(3) Progress from large to small;
(4) Teach terms down, up, left, right;
(5) Provide appropriate-size furniture;
(6) Check pencil points;
(7) Show correct pencil grasp;
(8) Show child how to position paper correctly;
(9) Provide opportunities for tracing;
(10) Determine order in which to introduce letters (according to reading program, individual needs, lowercase and uppercase forms, configuration, etc.)
(11) Evaluate quality of printing;
(12) Set high standards and encourage good printing habits;
(13) Provide extensive practice;

                    (14) Communicate with parents;
                    (15) Give each child a learning plan (p. 311).

McLane and McNamee (1990) emphasized early writing

activities are more visible than early reading

activities because they involve making something, such

as marks, on paper (p. 5).

Affective Domain and Oral Language Experiences -

    Teacher observations focused on the students':

ability to respond to questions; use of language to

express ideas, feelings, explanations; interest;

willingness to make mistakes; confidence in

communicating; areas needing special attention;

demonstration of perseverance, and curiosity. The

developmental learning characteristics, as described by

Mickelson (1988), were emphasized: (1) emulative, rich

environment provided with models and demonstrations;

(2) immediate, positive, focused feedback given; and,

(3) practice determined by learner's needs. Bauch

(1988) confirmed literacy can be taught in

developmental ways, by "naturalizing early literacy

instruction" (p. 56).

    Comparison data from the Language Skills

Observation Checklist, pre-and post-tests (Appendix

E:101) was analyzed in order to determine progress made

of each student. Attitudes of all students compiled

throughout the study, using clipboard notes. improved.

Tape recorded interviews of students were used in

addition to personal conferencing in order to analyze

carefully and document progress of oral expression.

Feedback of progress was provided to each student.

Baskwill (1990) stated, "Encouraging children to

interact is a great way of getting them to evaluate

their progress" (p. 46).

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

Instruction presented by using traditional reading approaches is not effective or appropriate for all kindergarten students. Learning occurs when a student asks questions, seeks answers, and shares how he/she solved the problem. Worksheets do not provide pupil interaction or involvement, and can cause more confusion and discouragement. Carbo (1988b) stated reading achievement depends upon how well the instructional program accommodates a child's natural reading style. Strong, Silver, and Hanson (1986) emphasized teachers can meet the demands of diverse students, content, and goals by using a variety of strategies. "The preponderance of skills and drills leaves little or no time for reading and writing; no time to allow children to develop naturally" (Strong, et al., p. 76).

Bridge (1986) defined whole language as the functional base of all language development, including emergent literacy. In both, the focus is on the child as a competent, creative language user. Carbo (1988b), confirmed holistic methods of reading instruction match

most closely the reading styles of young children and poor readers. A segmented approach to teaching reading, children's literature, and language arts is educationally unsound (Wilkens, 1989). Pinnell (1988) affirmed students engaged in holistic lessons each school day, including reading stories and writing, achieved accelerated progress (p. 258).

"Repeated readings" as a reading technique for word recognition, was discussed by Beck (1989). Research shows strong correlations between speed and accuracy of word recognition relating to reading comprehension. Various versions of rereading meaningful selections produced positive results. However, not all practice activities were equally successful. Dowhower (1989) declared rereading equal to or better than the complicated strategies of note taking, outlining, or summarization. Rereading was effective in studying, listening, and oral reading for mature or beginning readers, helping students remember and understand more, increasing oral reading speed and accuracy, and improving oral reading expression. This strategy can be incorporated into direct instruction, learning centers, or cooperative learning approaches.

Palincsar and Brown (1989) stated strategy

instruction should be an instructional goal, integrated
into the curriculum to increase opportunities for
children to be intrigued and challenged, rather than
baffled. The instructional agenda suggested included:
(1) teaching students a repertoire of strategic
approaches for reading text; (2) teaching students how
to monitor their comprehension activity for the purpose
of flexibly using strategy knowledge; and, (3) teaching
students the relationship between strategic activity
and learning outcomes, motivating them to engage in
self-regulated learning.

Purcell-Gates (1989) emphasized literacy is based
on oral language. Children need to see the connection
between what they already know and the processes of
reading and writing. Children lacking knowledge about
the written language need to be provided with more
experiences. Weinstein (1987) identified specific
categories of learning strategies as: (1) rehearsal
(repetition), (2) elaboration, (3) organization, (4)
comprehension monitoring, and (5) affective. Skills
are improved when the student is made aware of what
they did, why it helps them learn, how to do it on
their own, and how to use the method in a variety of
contexts. Stahl and Fairbanks (1986) verified all

methods of teaching reading involve a great deal of sensory input in all modalities.

Hillerich (1989) further confirmed skill in oral language as a prerequisite for success in reading. The five-year-old with average language sophistication speaks using five words per expression. He further specified successful programs have three characteristics: (1) teacher-developed immersion of children in meaningful oral language activities of all kinds; (2) use of language development kits (puppets, posters, pictures); and, (3) language surveys. The teacher is required to: (1) accept whatever language or dialect the child has; (2) identify language needs; and, (3) provide for specific language needs of the less advantaged. Stice and Waddell (1987) verified a child's oral language develops within a social context as it is used for real purposes.

The Language Experience Approach (LEA) ties the spoken language to the written word; the student's "talk" is written down. Skills are not isolated, but acquired through the child's own language in the content of meaningful classroom activities. LEA can be modified for older remedial learners as described by Heller (1988) by incorporating story grammar into the

lessons. Karnowski (1989) also found LEA compatible
with process writing. The emphasis in teaching whole
language, as described by Klesius (1988) is on
communication, not mechanics; language process, not
product; cooperation, not competiveness with peers.
The teacher is the coach, helper, and facilitator.
Students are free to take risks and use invented
spellings.

Graves (1983) stated if a child knows seven
consonants, he is ready for invented spelling.
Freedman, et al., (1987) mentioned few researchers have
studied how students interpret (rather than how they
meet standards for) the writing opportunities available
to them. Hull and Bartholomae (1986) confirmed
students must be given time to write with good reasons
to write. Students differ in social interpretations of
events and in conceptions about written language. "If
teachers value only conventional writing, coinciding
with adult notions of how writing should be
represented, then the exciting literary growth of young
children will be missed" (Karnowski, 1986, p. 60).

Aldridge and Rust (1987) discussed methods using
environmental print for beginning reading instruction.
Students brought in printed symbols and logos (food

wrappers, advertisements, packages) and made up
sentences about them. The teacher photocopied all
items possible, making various matching games using the
logos. Students were given further practice writing
the environmental print in standard manuscript.
Attitudes and awareness was improved for the slower
achievers. Further practice could be done with peer
tutors using the logos. Newman (1982) confirmed real
language is more effective to use than contrived
language.

Recommendations for teaching pre-first graders
established by Burmeister (1983, were:

(1) reading experiences are an integrated part of
    other communication processes (listening,
    speaking, writing);
(2) activities are broad in scope and content,
    involving direct experiences, communicating
    with different persons in different settings;
(3) affective and cognitive development is
    fostered by opportunities to communicate how
    students feel and what they know;
(4) students' total development is continually
    appraised as to how reading development is
    affected;
(5) developmentally appropriate evaluative
    procedures are used, reflecting goals of
    instruction;
(6) success for all students is insured;
(7) plans are flexible for a variety of learning
    styles;
(8) child's language is respected;
(9) students are active participants in
    activities;
(10) opportunities available for experimentation
     and fun with language;
(11) teachers well-prepared;

> (12) developmentally appropriate language
> activities encouraged in the home
> (Burmeister, p. 93).

In Mason's study (1989) involving teaching with emphasis on letter names and sounds or teaching with meaning of printed words, the students taught with meaning had a higher recall of printed words. "Flexible curriculum models, based on the principles of child development, are more likely to produce long-term gains in general intellectual growth, social and emotional skills, and life-coping abilities" (Peck, McCaig, and Sapp, 1989, p. 51).

Description of Selected Solutions

Solutions from the review of literature that have been adapted for this study are described below.

Emergent Reading/Writing

The traditional reading program was supplemented with meaningful activities in order to provide additional opportunities for student success. A basal reading program is not designed to be a total reading program, since one program cannot fit the needs for all students. Therefore, some students need alternative approaches. As children become more experienced, Sulzby (1985) clarified, "...storybook reading becomes more like conventional conceptualization of written

language" (p. 462). Based on research, the following

solutions were incorporated into this study:

Skill	Importance
Environmental print	- built on skills students already had.
Shared reading	- identified author's focus, layouts.
Journal writing (individual or whole group)	- instruction focused on the child's interest rather than the materials.
Hands-on activities	- interactions and involvement promoted personal learning.
Integration	- all elements of curriculum were related, giving added meaning.

Butler and Clay (1982) mentioned children reported as

having gone everywhere and exposed to print of every-

day life, had a great advantage when starting school

(p. 8). Shared book experiences, as discussed by

Brown, et al., (1986), increased students' awareness of

literacy and competence to become active participants

in their own learning (p. 55). Kinesthetic activities

described by Giordano (1987), such as connecting

dashes, writing letters on a child's back, pantomiming

vocabulary lists, etc. developed reading skills.

Students were taught how to figure things out in

all activities by using a trial-and-error format,

increasing abilities in problem-solving. By being good

observers, students developed an awareness of how to

monitor their own learning. Activities of this design

encouraged the use of higher level thinking skills,

resulting in highly motivated, independent learners.

Hillerich (1985) emphasized instruction through

demonstration and explanation; the emphasis on why and

how gave practice beyond the literal level and

developed more sophisticated thinking skills.

Emergent Language Expression

The language a child brought to school was

accepted and used, giving him the message, "I'm O.K.".

In order for standard English to be relevant, provision

was made for differences in children, such as dialect,

learning style, etc. by incorporating the following

strategies:

Skill	Importance
Oral language activities -	students explored and experimented with language; personal language was stimulated, not controlled.
Language Experience (LEA)-	individual dictation (group and individual) techniques were used.
Repeated readings	- helped retain information; increased speed, accuracy, and confidence; improved expression; produced mastery and memory.

Sulzby and Teale (1988) verified reading interaction

becomes internalized when students read repeatedly and

act out favorite passages, giving meaning in social
relations. Leu and Simons (1986) found repetitive
sentence context had a vacilitative effect on reading
rates of poor readers.

Affective Domain

An important strategy generated from the research
in relation to the affective domain was the provision
of a risk-free environment, giving students the
confidence to try, thus improving their attitude toward
learning. The teacher was the facilitator, supporting
and accommodating the child's individual learning
patterns and priorities to promote confidence,
willingness to try, and a positive self-image.
Provision was made for learning attitudes to be
nourished.

Levy, Schaefer, and Phelps (1986) found
sociodramatic play participation effective in improving
the verbal abilities of the children (especially the
socially disadvantaged or handicapped). The writer
communicated the importance of language throughout the
day. Students needed immediate feedback on individual
progress. Informal individual or small group
conferencing and conversations occurred whenever

possible to provide guidance to children in decision making, choices, and personal growth.

Report of Action Taken

Maintenance of good attitudes toward reading and learning were of prime importance. According to Cairney and Langbien (1989), the interactions permitted in classrooms make a difference in the literacy development of students. Grouping arrangements, communal workspaces, and environments encouraging collaborative learning exten⁻d language learning.

Calendar Plan

Using the research, a calendar plan was designed to incorporate as many strategies for developing literacy as practical and appropriate for the studied classroom. As stated before, modifications were made throughout in order to further meet the unique needs of the individual students as they developed.

WEEKLY CALENDAR OF IMPLEMENTATION

Instruction every week included shared reading, large and small group re-reading, and dramatizing stories. Small group and individual conferencing occurred at least tw e a week. Daily anecdotal notes for each student included: interactions before school, during

recess, working within the classroom and after school,

when possible. Daily observations included language

fluency, confidence in communicating, responses and

expression.

Week One
(In addition to initial activities listed above)

Information from teacher-designed Language Skills
    Observation Checklist recorded as a pre-test
    (Appendix E:101)
Activities planned to match developmental level of
    students.
Instruction on five consonant letters (l, t, f, h, d),
    one taught each day, identification only, using
    lower case letters (from Success in Reading and
    Writing).

Week Two
(In addition to activities listed weekly)

Individual students tape recorded, re-telling familiar
    nursery rhymes or poems to determine oral expression
    ability.
Five consonant letters previously taught reviewed for
    recognition only, with additional instruction
    presented on 5 additional consonant letters, one
    presented each day (i, j, a, p, b), identifying
    lower case letters only (Success in Reading and
    Writing).

Week Three
(In addition to activities listed weekly)

Summary sheets prepared for each student from data on
    anecdotal notes (Appendix F:102).
Ten consonant letters previously presented reviewed for
    recognition only; five more letters introduced (v,
    x, w, y, u) from Success in Reading and Writing.
Prepare class books, using environmental print, such as
    a Cereal Book (using cereal box covers), Toothpaste
    Book, etc. (Parent letter, Appendix G:103).

Week Four
(In addition to activities listed weekly)

Elaboration of themes encouraged through brainstorming
    process.
Picture/stories created, using personal journals,
    writing individually, cooperatively, or dictating
    captions to and written by the teacher.
Review of 15 previously taught consonant letters,
    identification only; introduction of 5 new consonant
    letters, one each day (z, m, n, r, c) from Success
    in Reading and Writing.

Week Five
(In addition to activities listed weekly)

Journal writing continued, as in week 4.
Twenty consonant letters reviewed for identification
    only; remaining letters (e, o, k, g, s, q)
    introduced for recognition only from Success in
    Reading and Writing.
Sustained Silent Reading (SSR) introduced, for five
    minute period at first, and continued daily
    throughout the remaining weeks.

Week Six
(In addition to activities listed weekly)

Summary sheet prepared for each student using anecdotal
    notes (Appendix F:102).
Journal writing continued.
Review of lower case letters of entire alphabet for
    recognition only.
Use of Invented Spelling encouraged.
Sustained Silent Reading (SSR) period each day.

Week Seven
(In addition to activities listed weekly)

Invented spelling encouraged, using individual
    journals.
SSR period every day.

Week Eight
(In addition to activities listed weekly)

Journal writing continued.
Reading Club started, creating individual and class

books for a lending library to be shared with home
and others.
SSR period each day.

Week Nine
(In addition to activities listed weekly)

Journal writing continued.
SSR period each day.
Additions made to summary sheet (Appendix F:102) for
each student.

Week Ten
(In addition to activities listed weekly)

Same as week nine.
To improve journal writing strategy, added use of peer
tutors from second grade.

Week Eleven
(In addition to activities listed weekly)

Individual students tape recorded again to analyze
language skill improvement by comparison with
recordings from week 2.

Week Twelve
(In addition to activities listed weekly)

Evaluations recorded on post-test (Appendix E:101);
prepared final summary of all evaluations (Appendix
F:102).

Deviations and Modifications of the Plan

The calendar plan was followed as stated with the

exception of student conferencing time and small group

contact time, which were increased. Screening of

students took longer than one week and was extended

into the second week. The class was extremely diverse

and varied in regard to abilities and experiential

backgrounds. Materials and plans had to also be modified for a mainstreamed, blind, learning-disabled, hyperactive child in the classroom. Many activities had to be modified for use in a listening station in order to accommodate her special needs.

Tape recordings made by students during week two revealed many oral language articulation problems. Six students were staffed immediately for language articulation therapy, 30 minutes a day, four days a week with a speech therapist. This ratio, 20 percent, is higher than the average five percent usually expected to have language problems in an average classroom. Two students having less severe problems, such as stuttering, did not receive this extra service because their problems were of a milder degree.

During implementation, an overall time line and weekly schedule was coordinated with the district requirements and curriculum guide for the adopted reading program. The language arts curriculum was taught in a two and one-half hour block of time each morning, as required by state regulations. Activities for each week were planned, coordinating the adopted reading program with the Success for Reading and Writing module format used as a framework for

integration (Appendix H:104). The following basic
schedule for 8:30-11:00 A.M., was followed each day
for a period of twelve weeks, and continues to be used:

8:30-9:00 -   Story Time (Whole group).
        Teacher read a story aloud to the class;
        class discussion followed.

9:00-9:30 -   Success in Reading Picture-Word
               Association (whole group).
        Teacher labeled a picture with student's
        words.

9:30-10:00 -   Success in Reading Alphabet Module
               (individually).
        Letter names, formation and sounds were
        studied.

10:00-10:30 - Oral Language (small group centers).
        Teacher was with small groups, not more than
        3, for conversations and recording vocabulary

10:30-11:00 - Language learning centers (small
        groups)

The above basic schedule was followed consistently,
with little deviation.

Daily activities used in this study involved the
writer reading to the student, shared reading, guided
and independent reading, language experience chart
activities, shared writing, and children's writing.
Children went to reading/writing centers daily; some
learning center activities were varied each week; other
centers, such as writing, were available at all times.
The project was implemented for a 12-week period, and
is being continued for the remainder of the year.

Documentation of students' work in folders recorded
every three weeks was a useful checkpoint of progress
for planning purposes.

Three requirements, according to Holdaway (1984)
for the "interactive classroom" are: modeling or
demonstration; independent, self-motivated practice;
and participation invited and rewarded.   His summary of
coping procedures to solve the literacy problem listed
the following:

1. High impact presentation of high impact
    materials;
2. Genuine modeling of joyful literacy by the
    teacher;
3. Demanding sense;
4. Encouraging prediction;
5. Using predictable materials at lower levels;
6. Using children's own publishing;
7. Providing for approximation;
8. Developing self-correction and self-
    regulation;
9. Increasing corporate teaching strategies;
10. Reading with, read-along;
11. Inducing repetition on demand;
12. Safety-netting; and,
13. Self-selection (Holdaway, p. 22).

The current trend of developmental research was helpful
in designing a more appropriate kindergarten curriculum
and environment. Kataz (1988) stated, "Using the same
teaching method with a group of children is a bit
like a doctor giving the same medicine to patients with
different illnesses. A homogeneous instructional
method will yield a heterogeneous outcome." The

students for whom the traditional method was appropriate succeeded but another proportion of students were condemned to failure (Kataz, p. 16). It is imperative and challenging for the classroom teacher to provide the climate for children to grow into adults enthusiastically loving books.

Other difficulties encountered were the varied stages of developmental maturity of the students. The characteristic stages of the average kindergarten child contribute to determining the appropriate curriculum for their learning needs. Their active, short attention span requires books without words as well as books allowing for participation, such as naming, touching or pointing. In order to have appropriate materials available to them, extra books were checked out from the library on favorite topics about their world - pets, home, people in the environment, toys, and everyday experiences. Since young children learn well through imaginative play, books with personification of animals and toys were also enjoyed.

The kindergarten budget was cut in half this year, making supplies and materials limited. To remedy the problem of limited instructional materials, the writer submitted a Chapter II grant proposal to purchase

language arts learning center materials which was awarded. Materials ordered were: alphabet rubber stamp sets, manipulative story mats, environmental posters, alphabet motor activity books and tapes, touch teaching alphabet cards, puppets, teacher resource books, and picture cards for sequence, sound matchup, and spatial relations. The acquired materials provided for the implementation of additional, worthwhile activities for classroom instruction.

Taping conversations on the tape recorder was threatening to some students, but thoroughly enjoyed by others as illustrated by the Dictated Recipes of Favorite Holiday Foods (Appendix I:105). Tape recordings were not considered a reliable indicator of oral language ability for every student.

Class books are very successful now, but were difficult to initiate in the beginning, due to students' lack of skills in working cooperatively. Efforts made to develop acceptance of differences in others improved the students' perceptions of each other. Every child learned to accept whatever another could contribute to the process of writing the class books. Brainstorming was helpful for creating ideas for dictated stories and personal journal writing.

Journal writing was very difficult due to the developmental maturity of the class. As a group, the students had little interest in drawing. The majority of the students were not comfortable trying Invented Spelling, except for the more mature students. The brainstorming techniques helped students elaborate and organize thoughts, but many were not comfortable expressing themselves in this way. The study of Indian Sign Language proved to be a turning point in developing the students' understanding of how written pictures or `symbols have special meanings.

In an attempt to encourage the development of meaningful writing, an ongoing "office" center was added which included a brief case of various writing materials, ruch as markers, mechanical pencils, envelopes, note pads and paper, blank books, word and picture dictionaries, stamps, stickers for rebus writing, and environmental print charts. This center has been motivating to the students and even the immature students go there every day.

Writing also became more meaningful by writing to another kindergarten class in Arizona as Pen Pals. The children wait with high anticipation to receive replies to our letters. Letters were also written to service

men in Arabia during the Desert Storm conflict.

A bi-weekly newsletter, dictated by the students from daily "News of the Day" dictation has also provided another opportunity to improve oral and written expression. Each day a helper copies the lunchroom menu for the day, as well as calendar and weather information on a special chart.

Sustained Silent Reading time was difficult in the beginning, but is now a favorite time of the day. During free time, many students choose to browse in the book corner independently or with a partner. The original big books made as class projects were selected more than the commercial books available. To extend the class inventory of big books, we have made many more than originally anticipated. To further supplement our class library, I have made small books by tearing short stories out of old reading texts no longer used.

The Reading Club was modified to meet the needs of the students. Class books were made each week during class time in order to add to our lending library. Parents were informed by letter (Appendix G:103) to encourage them to share a reading time with their child each evening. Students that did not return books to

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school were not allowed to borrow until the other book was returned.

Overall, the main difficulty with this study was the large class size, limited materials, and lack of adult assistance, except for an instructional assistant 45 minutes a day. The materials purchased with money from the grant helped, and the use of peer tutors from second grade was an excellen. way to extend the language skills for both classes. In an effort to get more assistance, a high school tutor was scheduled to be in the classroom one hour each day to assist with dictation and journal writing. A volunteer parent also spent 2 hours one afternoon each week to help with small groups and individuals needing more assistance.

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Results

The problem of concern addressed by this practicum
was to research and implement appropriate strategies to
encourage optimum emergent literacy development in
kindergarten children. Reading instruction as formerly
presented in the kindergarten classroom for this study
was not effective in producing students ready to read
and write. At the school studied, the over-emphasis of
the district-mandated traditional reading program was
not meeting the individual, unique needs of students or
promoting literacy development as effectively as
desired. The study found through the use of
appropriate modifications in materials and instruction
for a process-centered classroom, students experienced
improved language acquisition.

The work setting was a kindergarten classroom of
25 students in an elementary school in a suburban town
of middle to lower-middle socioeconomic class
inhabitants. The high retention rate of kindergartners
in the district for the preceding school year merited
further investigation into the academic focus of the
curriculum. Alternatives to the instructional emphasis

of task-oriented goals with highly structured, teacher-directed lessons were considered.

Discussion

The study concentrated on literacy skills of young children, principally emergent reading ability, written language development, and oral language expression with solution strategies chosen and implemented from current researched methods.

Objectives of this study were:

(1) Over a period of 12-weeks, participating in an interactive classroom, 80 percent of the students will improve in emergent reading abilities as measured by comparison of pre-and post-tests.

(2) Over a period of 12-weeks, 80 percent of the students participating in an interactive classroom will improve in written language development as determined by pre- and post-tests.

(3) During the 12-week project time, all students' abilities in oral language expression will be improved, as documented by teacher observation and conversations during individual, informal conferencing.

Evaluations involved "kid watching" (Klesius and Griffith, 1990, p. 7). Student strengths and weaknesses were determined by teacher observations. Brown (1987) stated standardized tests distract from the process of acquiring literacy. Bussis and Chittenden (1987) emphasized more trust needs to be placed on teacher evaluation, and less class time spent

in teaching test taking skills.

The Language Skills Observation Checklist
(Appendix E:101) was used for each student at the
beginning of the study to determine reading readiness,
written, and oral language abilities. In analyzing the
students, 20 were limited in language ability, and two
could not be understood. Six were identified and
placed in speech therapy for articulation. Many
experiences were needed to provide the support needed
for literacy acquisition.

Holistic activities used every week involved
repeated and shared reading (to improve word
recognition and memory skills), dramatization (giving
personal meaning to social relations), and individual
conferencing. Solution strategies for each objective
with results from implementation as described below
illustrate the interelatedness of all the literacy
skills, each identified skill being affected by and
applying to the others.

Emergent Reading Ability Improvement

Objective 1: Over a period of 12-weeks, participating
in an interactive classroom, 80 percent of the students
will improve in emergent reading abilities as measured
by comparison of pre-and post-tests.

All strategies stressed reading as natural and

purposeful; each child experienced success of some
kind.

1.   <u>Strategy:</u> Sustained Silent Reading (SSR) -

Silent reading time was held 5-10 minutes each day
making it a part of the permanent daily routine. In
the beginning, wordless picture books were used, as
suggested by Kaisen (1987). Later, students had
several books available, and often chose books that had
been read to them previously. Students were allowed to
talk quietly with a neighbor, since they enjoyed
sharing with one another. Students were usually in a
circle on the floor, but at other times sat at their
tables with a tub of books in the middle of each table.

<u>Results:</u> Students selected and read books
independently, choosing books from the reading corner
during free time periods in addition to SSR class
reading time. Reading was pleasurable for all
involved, and continues to be enjoyed. The teacher
also participated through modeling, reading a book of
personal choice while the students read books of their
choice. Robbins (1990) mentioned, "Teachers must read
and write when children read and write; they must share
when children share; they must openly experience the
process along with their students" (p. 52). Each

student is now aware of the importance and joy of reading.

2.   Strategy: Language Experience Approach (LEA) or Success in Reading and Writing Picture/Word Association Module -

A magazine picture was mounted on a chart. In a whole group setting, volunteer students described portions of the picture which were then labeled with students' vocabulary responses. The teacher wrote the name of the object on the chart, as stated by the student, while the rest of the class repeated each letter as it was written. (Later in the program, students were asked if they knew what letter sounds might be in the word, begin, or end the word.) The student then drew a line from the word to that item on the picture. At first only single words were used. Later, students expanded their vocabularies by adding many descriptive adjectives for each object. A title for the picture was then determined by the group (developing main idea) and a story was dictated, using some or all of the words labeled on the chart. Other activities were added, such as finding the longest or shortest line, circling specific letters and counting them, etc. The chart was then hung up in the room for a few days. During the week, students practiced

reading the words and were randomly selected to take the chart home to keep and share with parents. Every child eventually had a turn to take at least one chart home.

Results: Students were eager to have a turn to read the chart and take it home. This strategy was extended further by allowing individual students to choose a magazine picture of interest, mount it on large paper, label portions of the picture independently or with assistance if needed, and add it as a page for a class big book. Students also had the option of creating original pictures for the book, labeling portions in the same way. Students started bringing in pictures from home to share with the class. Many recognized pictures they had seen at home in magazines. One hundred percent of the class enthusiastically participated in this strategy.

3.   Strategy: Environmental Print -

Students were asked to contribute to a class book by bringing in covers from boxes of cereal, cookies, crackers, toothpaste, drinks, etc. Class books were then made for each, such as books about, "Cereals", "Cookies", "Crackers", "Toothpaste", etc. All students contributed at least one page to a book.

Results: The activity was so motivating; the students wanted to have more activities using the familiar words. We made simple as well as complex puzzles from some of the extra cardboard box covers. Charts were made from extra words cut from the cardboard boxes, which could be used for independent oral reading practice, writing activities, or group patterned books.

The use of environmental print was beneficial for all students because the activities built on vocabulary already understood; students were confident because they were able to read the words easily: with meaning and comprehension. Every child could read something.

4. Strategy: Shared and Repeated Reading -

The teacher read literature to the whole group, emphasizing and discussing the author's focus and story layout. At times, characters were listed before reading the story, asking students to listen for specific names or, after reading, the group tried to name as many characters as they could remember. Characters were acted out, and others tried to guess who they were. Sometimes other word categories were chosen and listed for focusing attention, such as descriptive words (adjectives); places, people, or

animal words (nouns); action words (verbs); how, when,
or where words (adverbs); colors; events; movable
items; emotions; or objects that are felt. Students
pointed to the words, decoding words from the list as
the story was read. Predictions were always encouraged
as to how the characters or words would be used in the
story.

Results: The children love to be read to - the
more reading, the happier they are! Shared reading
provides opportunities for modeling many factors of
literacy. It is evident, as Michener (1988) stated,
reading aloud to children helps them improve listening
and writing skills, reading comprehension, and
vocabularies. Jalongo (1988) described the three basic
skill areas fundamental in reading and how they are
developed through reading aloud (Figure 2).

Figure 2.
Emergent Reading Abilities: How Reading Aloud Helps

1. Attends to visual cues

_____

Reading abilities	How reading aloud helps	Typical comments from child
The child turns pages of the book correctly; knows that books are read from left to right; has a concept of units of language (words, letters) and matching spoken words to printed ones; recognizes some words in the book.	Children have ample experience with book handling. Opportunities to hear the same story again and again enable them to get a sense of how a book "works"	"Let me hold it. I know how to turn the pages" "Is this where it says his name?" "Here comes the picture where he's wearing his hat." "Where does it say 'and that was that'?"

_____

2. Uses intuitive knowledge of language/expects meaning
   from print

_____

| The child can tell or invent a story based upon illustrations; can relate the basic story from memory (including some exact book passages); learns to expect a story from print. | Children acquire a "sense of story" and understand that it has a beginning, a middle, and a conclusion. | "Watch me read this book." "And it was just right." "I can read the newspaper too. Here, I'll read it to you." |

_____

Reading Abilities	How reading aloud helps	Typical Comments from child

3. Begins integration of visual and language cues

| The child begins to read single sentences word by word. Knowledge of word order, some beginning sounds, the context and the predictability of the story are used to read and to tell if an error has been made. | Children often use repetitive books or books based on rhymes and songs they know to emulate reading adults. | "No! You're not reading it right. You forgot the part about the little old man" "This says 'Curious George right?" "This starts with 's' but it can't say her name - her name has a big "S". |

(Jalongo, p. 75).

By repeating stories, as Schmidt (1986) found, the students' range of responses increased - they shared predictions and personal experiences to solve problems; their interest in reading increased. Trachtenburg and Ferruggia (1989) verified interactive and whole class techniques are linked to rapid skill attainment. By reading aloud students are introduced to more complex words and sentence structure, and various styles of written language. Reading literature books provides for meaningful discussion and creative activities.

Role repetition through repeated, shared reading is critical, referred to as "support from memory"

(Trachtenburg and Ferruggiz, p. 285). Group support

helps the least-abled reader perceive himself as

fluent. Many of the less-confident students studied

were comfortable participating during the whole group

activities. As Herald-Taylor (1987) stated, observing

students in the act of reading gives us insights into

their needs in literacy development (p. 10).

Written Language Development

Objective 2: Over a period of 12-weeks, 80 percent of
the students participating in an interactive classroom
will improve in written language development as
determined by pre-and post-tests.

All activities were focused on the process of

discovering written language. Lines, letters, and

sounds were explored daily. All students were expected

to try or attempt to make letter-like forms.

1.   Strategy: Dictated stories and letters -

The students dictated "Today's News" for the

bulletin board and parent newsletters, thank you notes

to chaperones or field trip hosts, get well cards, or

pen pal letters daily. A class diary was kept by

having students fill in the calendar with sentences or

pictures of important events for each day. The

weather, special events, and menu were also written by

a student each day. Additionally, tape recorded

descriptions for pages made for the class big books

were also shared with the group and then placed in the listening station.

Results: Since this strategy was done in a whole or small-group setting, all students were successful. As Strickland and Morrow (1990) explained, in dictation children learn that what they experience and think about can be verbalized, written down, and read by others or themselves. Purposeful writing unlocks children's thinking about spelling by engaging them in the process (Gentry, 1987, p. 17). Our dictation activities revealed students having confusion in forming plurals, such as: childs for children, mans for men, tooths for teeth, foots for feet, etc. The students were generalizing basic spelling rules, but misapplying and overextending them, a normal occurrence at this age level.

2. Strategy: Journal Writing -

After numerous group experiences describing and dictating events of the day, students were given a personal journal or booklet containing five blank pages. It was suggested they could draw a picture of something they wanted to tell about, or suggestions were given if requested. As students were making their drawings, the teacher or adult circulated around the

room, writing down the child's dictation, describing
the picture.

Results: It was soon evident that skill in
writing does not develop as easily as skill in
speaking. Journal writing was too sophisticated for
the five-year olds in this study at this time. Age and
individual appropriateness must be considered when
using journal writing as a strategy. The diversity in
the developmental levels of the students was
interesting and challenging. As stated before, many
students found this method of expression frustrating.
As Miller (1985) revealed, there is a lot of variation
in children's capabilities and interests. Few children
in this study enjoyed drawing as a means of expression.

Activities planned during the thematic study of
Indian Sign Language were very successful for all
students. The symbolic writing helped students gain an
understanding of how meaning is attached to the
symbols we write. It was evident that a language using
symbols, rather than an alphabet, was much easier for
the children to learn to read and write. Byrne and
Fielding-Barnsley (1989) found alphabetic insight is
crucial to the act of reading. Teaching phonemic
organization and letter-phoneme associations can act

complementarily to promote acquisition of alphabetic
insight (p. 315).

McLane and McNamee (1990) stated writing is the
neglected half of literacy. Researchers have given far
less attention to writing than reading, we know less
about it, and instruction time is often limited to
worksheet exercises. Kantrowitz (1990) stated children
are encouraged to write long before they've mastered
all the mechanics of language.

Attention to kindergarten children's writing is
relatively recent and reveals when children have
opportunities to explore with writing materials,
attempts are made, even with limited ability to read
(Strickland and Morrow, 1989, p. 426). It should be
noted children's application of rules are not the same
as adult norms, but illustrate an awareness of language
patterns. Lamme (1979) stated to assume children who
write their names as ready to write letters and words
may be a fallacy.

Many stages of students' writing were revealed in
this study (Appendix J:106). With the exception of
three students, in the beginning of the study, the
children did not appear ready to attempt to label or
write about parts of their drawings. Now, however,

students are beginning to show an eagerness and
interest in writing. By using patterns from poems and
rhymes, composing is easier for the students. Adding
magazine pictures to the journals have also encouraged
the reluctant writers to try. Pflaum (1986) stated
"Children's awareness of the meaning of print develops
after considerable learning about stories and story
meaning" (p. 62). Two stories were selected from the
class to be published in the School Anthology this year
(Appendix J:106).

The writing element of literacy did not develop
for the students in this classroom as rapidly in the
twelve-week time frame as the writer had anticipated.
Perhaps the reason for this delay can be summed up by
the comments of one little boy, "I have the words in my
head but I can't get them out yet".

As Franklin (1988) stated, the making of meaning
is of an individual nature. It is important for
children to grow naturally in their understanding of
the process and conventions of print. The more
comfortable a child is with language, the easier it
will be for him/her to write (Yannone, 1986, p. 12).
McNergney (1987) further declared "for children to

progress in writing, they must first enjoy it and use it as a tool in play" (p. 12).

3.   Strategy: Hands-on Learning Centers

Learning centers accomplished learning strategies that were difficult to do in a large group setting. Students were given activity options in a smaller learning environment for Language and Writing Centers (flannelboard w/cutouts; books with tapes; pocket chart matching activities, individual chalkboards, fine motor manipulative games, alphabet stamp pads, tactile letter cards, puppets, etc.).

Results: Learning center activities not only individualized instruction, but provided experiences for students to write about. Students could be grouped or paired with helpful peer tutors to provide additional motivation and assistance. As Fischer (1984) stated, attitudes of peers affect a child's motivation (p. 467).

Oral Language Expression

Objective 3:   During the 12-week project time, all students' abilities in oral language expression will be improved, as documented by teacher observation and conversations during individual, informal conferencing.

Oral language is considered the basis for literacy and a prerequisite for success in reading. The

students for this study are extremely verbal and enjoy conversing with one another.

1. Strategy: Conferencing and Conversations - While conferencing with a student, he/she was encouraged to talk about special interests. Following the conversation, the teacher wrote three or more words from the conversation on word cards which were placed on a word tree. The child could practice reading and recognizing them during free time.

Results: Natural, noncritical speaking with adults is an effective language teaching tool. More positive perceptions concerning the intentions of others can be encouraged as well as stimulating intrinsic motivation. Fischer (1984) recalled children below six or seven have problems responding to interview questioning (p. 461). The conversations with students were helpful for evaluative purposes. Having conversations leads all other types of oral language activities in effectiveness. Dictation language is more abbreviated.

2. Strategy: Dictation -
Same activities as strategy #1, Objective 2.

Results: A special effort was made to monitor dictation volunteers in order to ensure and provide

opportunities for the quieter students. As previously
stated, all dictation activities established a real
purpose for writing.

3.   Strategy: Shared and repeated reading

      Same as Strategy #4, Objective #1.

      Results: By listening during shared reading,
students develop a hearing vocabulary; the more
frequent the exposure, the more comfortable children
will be with familiar words (Yannone, 1986, p. 12).
Shared reading provides opportunities to develop
fluency. The students enjoy making new endings for
stories, comparing plots and authors' styles,
discussing alternative formats, outlining or story
mapping, webbing, and word plays.

4.   Strategy: Sociodramatic play

      Smilansky and Shefatya (1990) defined
sociodramatic play as a "form of voluntary social play
activity in which young children participate" (p. 21).
Literacy can and should be integrated into play.
Children learn by doing activities which provide
personal, meaningful concrete experiences.

      Results: As Trachtenburg and Ferraggia (1989)
stated, dramatizations heighten comprehension and
intensifies the desire to read; when a story is re-told

to a pretend audience, a new story is created. For
instance, during "bear" week, the students told many
stories to their Teddy Bear.

Recommendations

In order to improve and develop appropriate
curriculum for language acquisition and instruction,
interpretation of the results of experiences in this
study implied many useful principles to support
literacy instruction. As Routman (1988) stated, the
methods used in the teaching of reading and writing are
critical to the development of active literacy. Basal
reading programs provide only a framework of
instruction; the use of traditional programs should be
analyzed carefully.

Development of maturity in literacy acquisition
takes years of experiences. This development involves
all factors of language – listening, speaking, writing,
and reading. To encourage language acquisition,
meaning is stressed over mechanics; function is more
important than form.

Students must have opportunities for
experimentation and play with the forms and functions
of language. An enriched verbal and social environment
is essential for optimal language development. The

classroom teacher must develop active, mind-engaging
rather than passive, uninteresting lessons. Parents
need to be informed concerning the importance of
assisting literacy development in the home.

An interactive language arts model for instruction
(Appendix K:107) was designed by the writer to assist
in implementing a curriculum plan for instruction in
literacy acquisition. The language-rich environment
produced by students and others, as well as the use of
environmental print, i.e., advertisements, menus,
brochures, instructions, etc. brings the "real world"
into the classroom. The plan involved cooperative
learning activities and many opportunities to develop
and refine oral language skills. The plan was designed
to provide more efficient use of time - use of isolated
practice and worksheets were reduced with time for
reading experiences increased. Students were
encouraged to learn from each other.

A hierarchy of teaching strategies (Appendix
L:108) designed by the writer presents sequential
strategies for meaningful integration of language arts.
The first levels, problem solving, use prior knowledge
(relating what is known) and transformations (creating
meanings from the known to unknown). The third level,

decision making, is determined by relationships (such as rereading for confirmation to declare commonalties, similarities and differences). The last level, correction, is used to ncourage critical creative thinking (recognizing problems and tasks needed for the development of new meanings). The teacher must help the young child by encouraging discussion about everything happening in the classroom environment.

Further recommendations to provide "solutions" for effective literacy development instruction in the young child are numerous. Some considerations are:

1. Engage students in language arts in a variety of ways; a child's worth should not be compared to group norms or how well they conform. The instructional focus should be on providing the student with varied opportunities to hear and use language in developmental activities designed for wide ranges of interest and ability.

2. Alternative instructional methods for students needing different approaches of instruction must be provided; balance in applying several approaches of instruction is important to meet the varied developmental levels of the students in any classroom. Alternative instructional methods should always be an option.

3. The instructor must recognize and be sensitive to developing student skills in the affective domain, realizing the importance of meeting emotional needs of the young child. Getting meaning from literature is an individual, personal thing (Franklin, 1988). Students are encouraged to use self-evaluation, the most important kind of evaluation in life and school.

4. Students should be involved in the decision making, providing choices that coincide with the child's own pacing, learning patterns, interests, and priorities. Readers are encouraged, not pushed or criticized; more attention is given to individual development and needs.

5. Hands-on activities should be developed, allowing students to learn independently through experiences, trial and error, and observation. A wide variety of materials should be available.

6. Appreciation of literature is developed by: reading individually, reading and studying stories in small groups, and shared experiences with stories read to students.

7. Students need enriching interactive opportunities, engaging them in meaningful and functional literacy activities instead of worksheets for skill development; teachers should be developing self-enhancing learning environments (Canfield & Wells, 1976, p. xv). Instruction is planned for the child, not the materials, building on skills the student already has. Reading is caught more than taught with groups of learners.

8. The teacher must develop questioning techniques and strategies to facilitate learning, cognitive development, and creative problem-solving. All questioning is based on knowledge of child development, enabling the instructor to assure the appropriateness of the content. Valid, authentic reading tasks need to be determined.

9. The need for the use of new and challenging materials is evident. The importance of coordination, teamwork, and long-range planning should be emphasized. Teachers as well as administrators need to become helpmates to each other.

10. Assessment systems need to be developed to determine teaching methods for producing more proficient students. The process of handwriting skill development also needs further study.

Children's learning was maximized in this study by reinforcing the natural process of language in the educational experiences provided. No one can be made to learn, but a safe, non-threatening environment can be provided, modeling language and enthusiasm, with activities planned based on student interest. McLane, et al. (1990) stated there is no one literacy curriculum, but Cochran (1991) declared national literacy should be everyone's business (p. 56).

Dissemination

This study has demonstrated the need for teachers to broaden their focus from the traditional, strictly paced, time oriented approach to more flexible teaching designs. Emphasis must be on changing attitudes in all areas of reading instruction, with new techniques and research shared with teachers and administrators.

Many of society's problems are caused by school failure. Student retention can be prevented by early intervention in a child's education. We must improve the quality of our methods for teaching and learning fundamental skills.

A lesson plan from this program was circulated county-wide to each school as an example for others to follow. Teachers from other schools have also

observed in the classroom for this study and have
compared ideas with the writer. The study has been
enlightening to all educators involved. The other
kindergarten teachers in the school have been using
many of the strategies from this plan and have found
them to be successful. The networking of ideas is
important in implementing any new program. Panel
discussions would be another method for networking and
sharing helpful ideas.

Videos of teaching methods would be helpful for
inservice training of teachers and administrators with
a follow-up booklet of strategies available for
beginning or inexperienced teachers. In order to have
more assistance in the classroom, the training video
could also be used for training instructional
assistants and parent volunteers. Proposals for grant
funding could be written in an effort to supply more
materials to classrooms.

McLane and McNamee (1990) summarized the literacy
solution well:

> Whether and how children make connections
> between talking, playing, drawing, and writing
> and reading depends on the children's interests
> and personalities, on what is available and
> valued in their particular culture, and on how
> the adults around them treat writing and reading
> (p. 19).

... It is in relationships with people who
matter that values, meanings, and expectations,
as well as knowledge, information, and skills
are enacted and communicated (p. 110).

... How literacy ultimately develops will
depend on whether writing and reading become
meaningful parts of the child's life. This, in
turn, will depend on people who are important to
the child -both inside and outside of school -
and on the messages they communicate about the
child's development as a writer and reader
(p. 144).

We must not only teach children how to read; we

must teach them to want to read (Trelease, 1989).

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APPENDIX A

INFORMAL INTERVIEW QUESTIONS

INFORMAL INTERVIEW QUESTIONS

1. Do you like teaching language arts?

2. Are you satisfied with the reading program at your school? Is the traditional reading approach adequate for your students?

3. Should instruction include other activities to supplement the traditional reading text?

4. Do you feel it is necessary to have a traditional reader to introduce language arts to students?

5. Do you feel the kindergarten curriculum used in your school is developmentally appropriate?

6. How does traditional reading instruction affect your teaching strategies?

7. Name barriers to a child's learning in your situation.

8. What conditions should be created in your school or classroom to promote reading?

9. What changes would help your reading curriculum?

   Time?

   Instructional materials?

   Staffing?

   Assessments?

   Staff development?

   Teaching skills?

   Other?

10. Do you feel comfortable designing your own curriculum?

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APPENDIX B

YELLOW BRICK ROAD INVENTORY
BAR GRAPHS, 1987, 1988, 1989, 1990

YELLOW BRICK ROAD

KG SCREENING SCORES

SCORES

SCREENING SKILLS
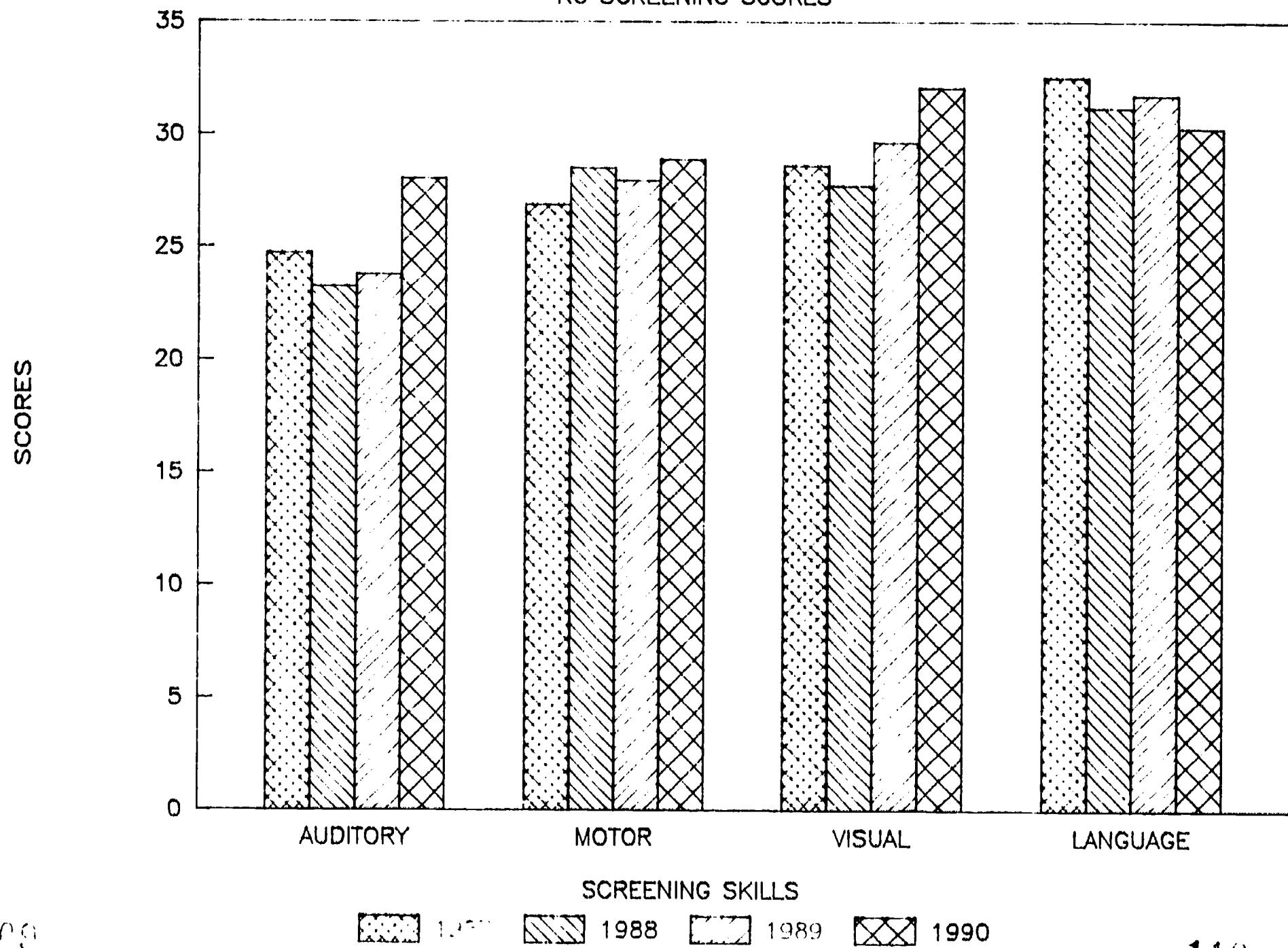
1987   1988   1989   1990

APPENDIX C

YELLOW BRICK ROAD INVENTORY
FREQUENCY DISTRIBUTION, 1987, 1988, 1989, 1990
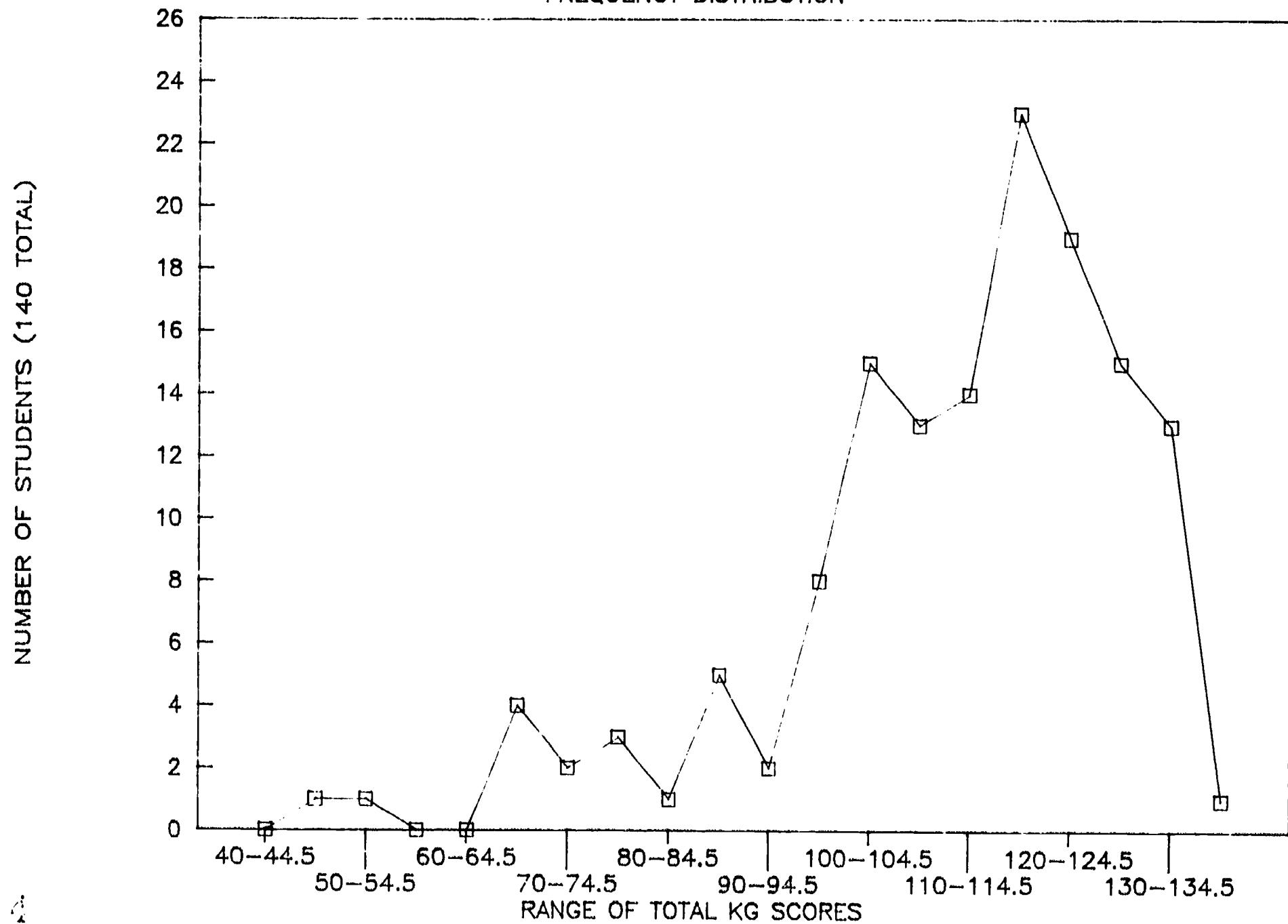
1987 YELLOW BRICK ROAD

FREQUENCY DISTRIBUTION

NUMBER OF STUDENTS (171 TOTAL)

RANGE OF TOTAL KG SCORES

40−44.5   50−54.5   60−64.5   70−74.5   80−84.5   90−94.5   100−104.5   110−114.5   120−124.5   130−134.5

1988 YELLOW BRICK ROAD

FREQUENCY DISTRIBUTION

NUMBER OF STUDENTS (140 TOTAL)

RANGE OF TOTAL KG SCORES

1989 YELLOW BRICK ROAD

FREQUENCY DISTRIBUTION

NUMBER OF STUDENTS (148 TOTAL)

RANGE OF TOTAL KG SCORES

1990 YELLOW BRICK ROAD

FREQUENCY DISTRIBUTION

NUMBER OF STUDENTS (150 TOTAL)

RANGE OF TOTAL KG SCORES

40—44.5   50—54.5   60—64.5   70—74.5   80—84.5   90—94.5   100—104.5   110—114.5   120—124.5   130—134.5
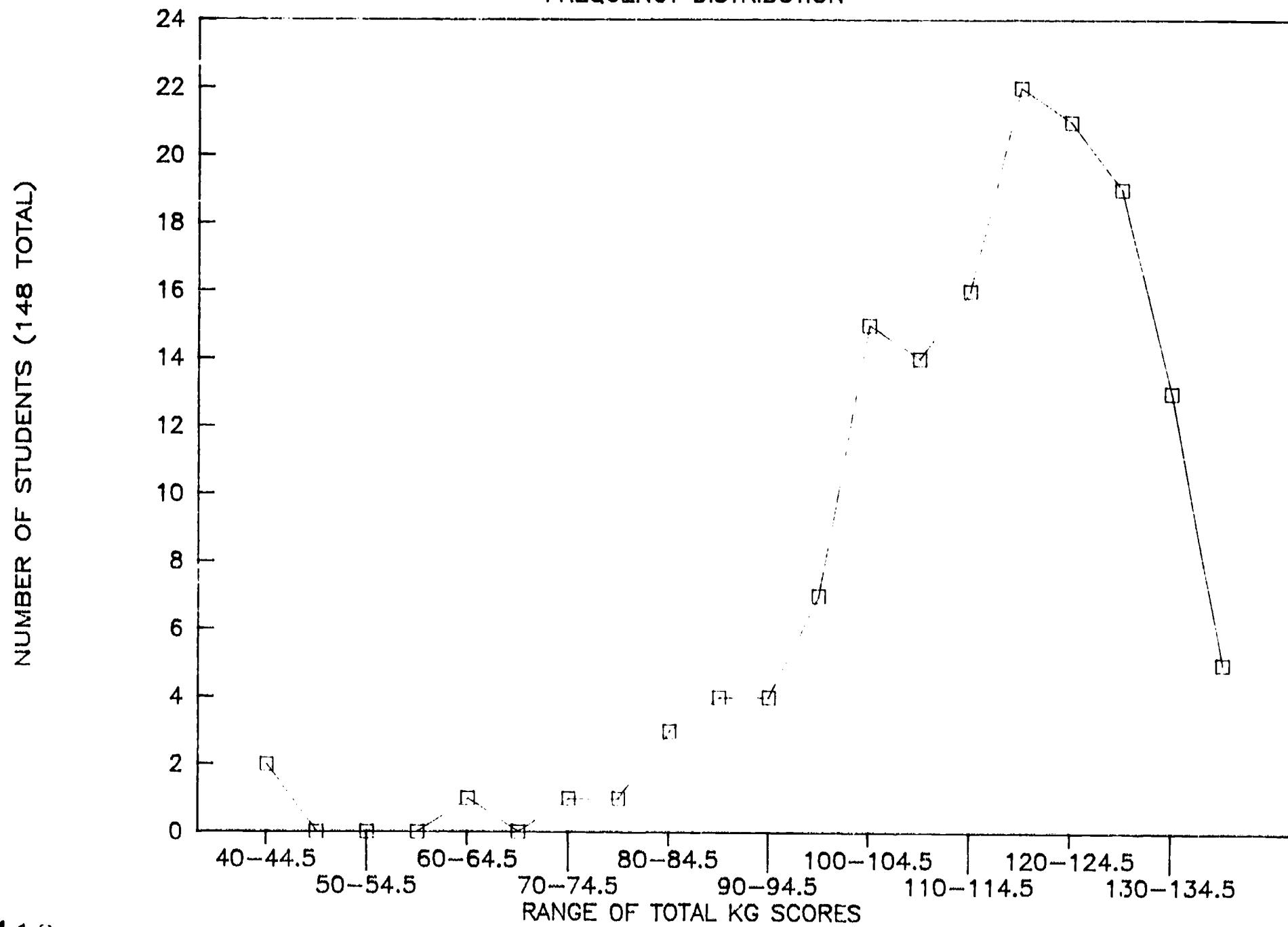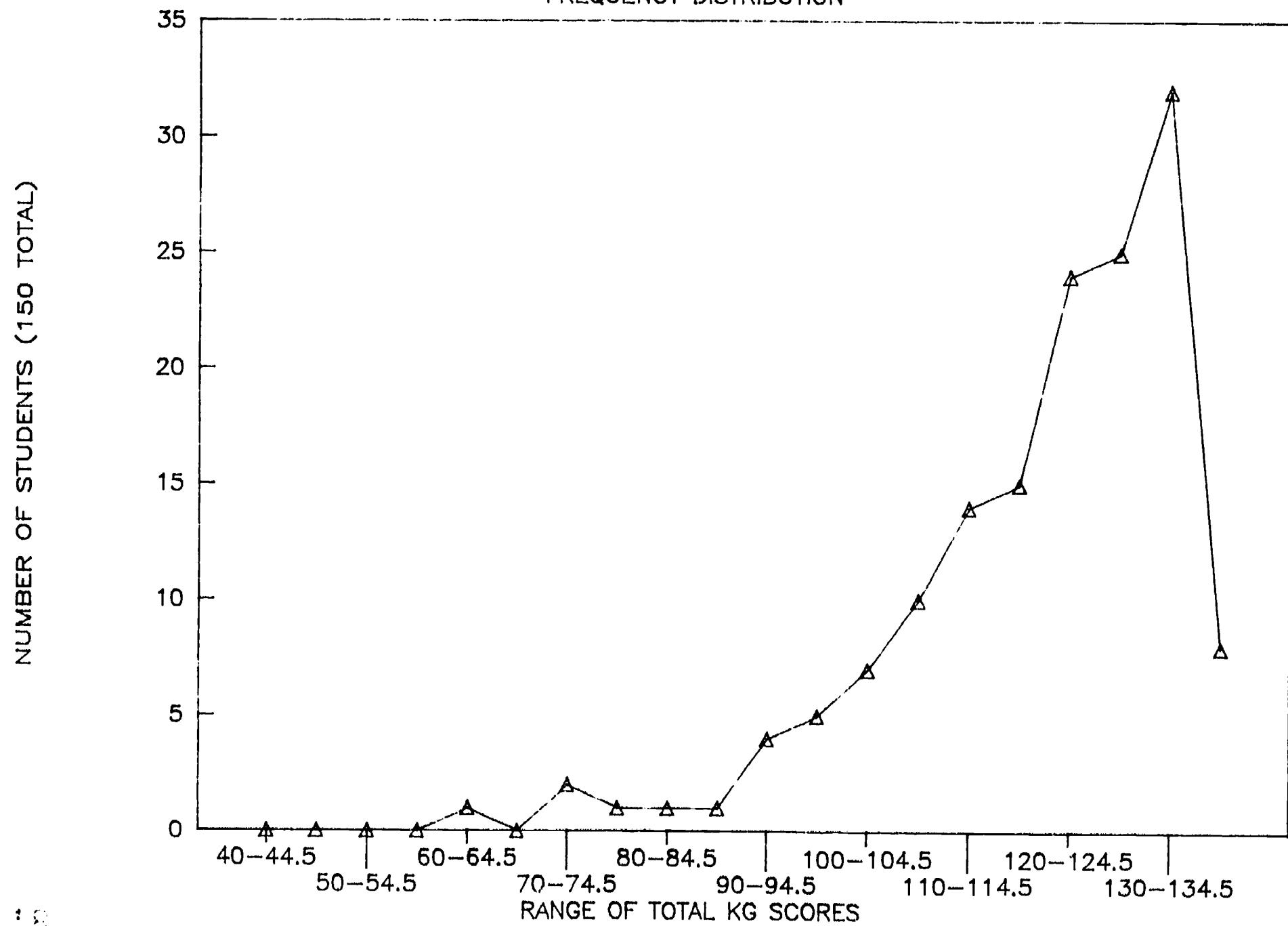
APPENDIX D

YELLOW BRICK ROAD INVENTORY
SCORES: 1987, 1988, 1989, 1990

DATE: 10/2/87

1987 Yellow Brick Road Scores

NOTE: The Pre-First class scores were not included in this analysis
(mean scores and all Kdgn. frequency distribution totals)

---Total possible for each subtest: 36   total battery: 144
---Range   High: 138   Low: 47.5
---Total students tested: 180 (171 regular Kdgn., 9 Pre-First)
---Percentiles: 75th: 123   50th: 116   25th: 104.5

MEAN SUBTEST SCORES

	TOTAL	MOTOR	VISUAL	AUDITORY	LANGUAGE
All K(-Pre 1)	112.78	26.89	28.62	24.73	32.54
	115.77	28.65	29.08	25.13	32.92
	114.15	26.70	30.48	34.39	32.59
	114.15	27.06	30.07	24.59	32.43
	116.90	26.82	29.20	27.44	33.44
	116.50	28.33	28.08	26.96	32.79
	114.84	26.56	29.80	25.48	33.00
	94.57	23.57	22.76	17.95	30.29
	108.89	25.22	27.61	26.28	29.78

Frequency distribution by class and total Kdgn. based on total battery
scores:

RANGE	ALL K								
139.5 - 135	4	-	-	2	1	1	-	-	-
134.5 - 130	9	4	1	-	2	1	1	-	-
129.5 - 125	16	4	1	5	2	2	2	-	1
124.5 - 120	35	3	7	5	2	11	7	-	-
119.5 - 115	27	6	5	3	7	2	4	-	2
114.5 - 110	24	3	4	1	6	2	5	3	1
109.5 - 105	13	-	-	4	4	1	2	2	2
104.5 - 100	15	1	1	3	-	3	3	4	1
99.5 - 95	9	1	2	-	1	2	-	3	1
94.5 - 90	4	-	1	1	-	1	-	1	1
89.5 - 85	6	-	1	3	-	-	-	2	-
84.5 - 80	6	1	-	-	-	-	1	4	-
79.5 - 75	-	-	-	-	-	-	-	-	-
74.5 - 70	1	-	-	-	-	-	-	1	-
69.5 - 65	-	-	-	-	-	-	-	-	-
64.5 - 60	1	-	-	-	-	-	-	1	-
59.5 - 55	-	-	-	-	-	-	-	-	-
?.5 - 50	-	-	-	-	-	-	-	-	-
?5 - 45	1	1	-	-	-	-	-	-	-

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1988 Yellow Brick Road Scores

---Total possible for each subtest: 36   Total Battery: 144
---Range   High: 135   Low: 48
---Total students tested: 154 (140 regular Kdgn., 14 Pre-first)
---Percentiles: 75th: 123.5   50th: 115   25th: 102

Mean Subtest Scores

	TOTAL	MOTOR	VISUAL	AUDITORY	LANGUAGE
All K (-Pre 1)	110.73	28.53	27.74	23.25	31.21
	110.38	29.04	26.46	23.56	31.32
	117.25	29.44	30	25.33	32.48
	107.76	27.70	26.70	22.32	31.04
	116.19	29.31	29.88	25.17	31.83
	114.44	29.44	28.29	24.83	31.88
	94.42	25.50	24.33	16.67	27.92
	117.86	29.29	28.93	27.14	32.50

FREQUENCY DISTRIBUTION: By class and total Kdgn., based on total battery scores.

RANGE	ALL K							
139.5 - 135	1	1	-	-	-	-	-	-
134.5 - 130	13	2	5	1	3	2	-	1
129.5 - 125	15	3	3	2	5	1	1	5
124.5 - 120	19	4	3	6	-	6	-	1
119.5 - 115	23	5	4	2	6	6	-	3
114.5 - 110	14	1	3	4	3	2	1	2
109.5 - 105	13	2	3	2	2	4	-	1
104.5 - 100	15	1	1	2	3	2	6	-
99.5 - 95	8	1	1	1	2	-	3	-
94.5 - 90	2	-	-	1	-	-	1	-
89.5 - 85	5	2	-	1	-	-	2	-
84.5 - 80	1	-	-	-	-	-	1	1
79.5 - 75	3	2	-	1	-	-	-	-
74.5 - 70	2	-	1	1	-	-	-	-
69.5 - 65	4	-	-	-	-	1	3	-
64.5 - 60	-	-	-	-	-	-	-	-
59.5 - 55	-	-	-	-	-	-	-	-
54.5 - 50	1	-	-	1	-	-	-	-
?.5 - 45	1	1	-	-	-	-	-	-
44.5 - 40	-	-	-	-	-	-	-	-

140 total regular kindergarten

1989 Yellow Brick Road Screening Scores

----Total Battery: 144   Total possible for each subtest: 36
 ---Range   High: 137.5   Low: 41
----Total Students tested: 148
----Percentiles: 75th: 125   50th: 116.5   25th: 104.5

Mean Subtest Scores

All Kdgn.	TOTAL	MOTOR	VISUAL	AUDITORY	LANGUAGE
	113.17	27.98	29.67	23.78	31.76
	109.07	27.55	28.14	22.00	31.34
	120.62	30.06	31.54	26.76	32.26
	113.82	26.14	30.82	24.76	32.12
	106.35	26.60	27.63	20.50	31.65
	117.31	29.73	30.46	25.25	31.87
	111.83	27.79	29.40	23.38	31.29

FREQUENCY DISTRIBUTION: By total Kdgn. and class, based on Total Battery

RANGE	ALL K						
139.5 - 135	5	-	3	-	-	1	1
134.5 - 130	13	2	3	1	1	3	3
129.5 - 125	19	2	7	3	2	3	2
124.5 - 120	21	4	5	4	3	4	1
119.5 - 115	22	1	2	8	2	5	4
114.5 - 110	16	2	1	2	2	3	6
109.5 - 105	14	3	1	2	3	3	2
104.5 - 100	15	3	1	2	5	1	3
99.5 - 95	7	2	-	1	2	2	-
94.5 - 90	4	1	-	-	1	1	1
89.5 - 85	4	1	-	1	1	-	1
84.5 - 80	3	-	1	-	1	-	1
79.5 - 75	1	-	-	1	-	-	1
74.5 - 70	1	-	-	-	-	-	1
69.5 - 65	-	-	-	-	-	-	1
64.5 - 60	1	-	1	-	-	-	-
59.5 - 55	-	-	-	-	-	-	-
54.5 - 50	-	-	-	-	-	-	-
49.5 - 45	-	-	-	-	-	-	-
44.5 - 40	2	1	-	-	1	-	-

148 total kindergarten students tested

TO: Kindergarten Teachers,   Date: Oct.15, 1990

RE: 1990 Yellow Brick Road Screening Scores

----Total Battery: 144   Total possible for each subtest: 36
----Range   High: 139   Low: 64
----Total Students Tested: 150
----Percentiles: 75th: 130   50th: 123.5   25th: 113

Mean Subtest Scores

	TOTAL	MOTOR	VISUAL	AUDITORY	LANGUAGE
All Kdgn.	119.31	28.90	32.09	28.05	30.29
	116.35	28.06	31.77	27.56	28.96
	121.98	30.11	32.78	28.87	30.22
	118.26	28.22	32.06	27.90	30.16
	117.48	28.52	30.89	27.48	30.59
	120.04	29.31	31.77	27.75	31.21
	121.75	29.19	33.27	28.71	30.58

FREQUENCY DISTRIBUTION: By total Kdgn. and class, based on Total Battery

RANGE	ALL K	MC	NF	HM	JM	EV	GY
139.5 - 135	8	1	1	1	1	1	3
134.5 - 130	32	6	8	3	5	5	5
129.5 - 125	25	4	6	6	3	3	3
124.5 - 120	24	-	6	4	2	6	6
119.5 - 115	15	4	1	2	3	3	2
114.5 - 110	14	3	-	3	2	2	4
109.5 - 105	10	2	2	2	2	1	1
104.5 - 100	7	3	1	2	-	-	1
99.5 - 95	5	-	1	-	3	1	-
94.5 - 90	4	2	-	2	-	-	-
89.5 - 85	1	-	-	-	-	1	-
84.5 - 80	1	-	-	-	-	1	-
79.5 - 75	1	-	-	-	1	-	-
74.5 - 70	2	-	1	-	-	-	1
69.5 - 65	-	-	-	-	-	-	-
64.5 - 60	1	1	-	-	-	-	-
59.5 - 55	-	-	-	-	-	-	-

150 total kindergarten students tested

125

APPENDIX E

LANGUAGE SKILLS OBSERVATION CHECKLIST
(PRE AND POST-TESTS)

LANGUAGE SKILLS OBSERVATION CHECKLIST

Emergent Reading Abilities

Listens attentively to stories _____
Interested in picture books _____
Curious about symbols and letters _____
Seeks books to take home _____
Can predict outcomes; problem-solve _____
Identifies pattern and rhythm _____
Rereads (or .e-tells) _____
   Identifies main ideas or events _____
   Identifies major and minor characters _____
   Sequences story events _____
   Identifies elements of story structure _____
      (setting, problem, solutions) _____
Dramatizes _____
Illustrates _____

Language Development (oral and written)

Has large vocabulary and fluency of language_____
Communicates effectively, with confidence _____
Speaks distinctly _____
Expresses ideas, using 5-word expressions _____
Uses expression, inflection _____
Awareness of print - _____
   where we begin _____
   which way we go _____
   letters form words (written forms) _____
   words have spaces between them _____
   understands use of punctuation _____

Auditory Skills

Distinguishes between sounds heard _____
Distinguishes sound differences _____
Distinguishes sound-symbol relationships _____
Hears rhyming words _____
Recalls stories heard, in sequence _____
Responds and follows simple directions _____
Recalls a sequence of events _____

Visual Skills

Recognizes colors _____
Differentiates geometric shapes _____
Differentiates numerals _____
Left-Right orientation _____
Book awareness skills _____

Affective Domain

Personal Information: name, address, phone _____
Willing to make mistakes _____
Demonstrates perseverance _____
Curious _____

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APPENDIX F

INFORMAL EVALUATION SUMMARY SHEET

Letter Names / Sounds / High Frequency Words / COLORS / SHAPES

Letter	Names			Sounds		High Frequency Words		COLORS Words		
S		s		s		A		red		
M		m		m		Can		blue		
T		t		t		Go		yellow		
P		p		p		Help		green		
N		n		n		I		orange		
C		c		c		Not		purple		
K		k		k		To		brown		
R		r		r		We		black		
B		b		b		Will		white		
J		j		j		You		Modality:		
F		f		f						
G		g		g						
H		h		h						
D		d		d						
W		w		w						
V		v		v						
L		l		l						
Y		y		y						
Q		q		q						
X		xx		x						
Z		z		z						
A		a		a						
E		e		e						
I		i		i						
O		o		o						
U		u		u						

Writes first name _____

NUMBERS / COUNTING SETS

Personal Info:		NUMBERS	COUNTING SETS
Name		3	
Address		7	
Birthday		6	
Phone #		1	
Ties		8	
Left		2	
Right		4	
Age		9	
		5	
		10	
		0	

Coins: 1¢   5¢   10¢   25

Rote Counting
1 to 10 _____
10 to 20 _____

APPENDIX G

PARENT LETTER RE: LENDING LIBRARY

Dear Parents,

In order to help your child develop literacy skills, research tells us reading to him/her is the single, most important thing we can do. We are trying to surround the students with reading materials at school, some books that have been purchased by the school, and others that we make ourselves. Reading and writing go together in the curriculum.

In order to start them off reading about familiar things, we make many class "Big Books". I would like to make some additional class books using "environmental printed materials", or items children see every day. In order to do this, I would like each child to bring in cereal boxes, for our "Cereal Book", toothpaste cartons, for our "Toothpaste Book", etc. or other familiar product logos you may have available.

Later, when our books are assembled, we will give the children opportunities to check a book out each evening from our classroom library. I would appreciate your taking the time to share that book with your child each evening.

I am thrilled to have the opportunity to work with you and I know we will see a lot of growth in your child's language skills this year. Thanks again for all your help.

Elaine Elenthae

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APPENDIX H

SAMPLE WEEKLY LESSON PLAN

LANGUAGE ARTS

MON	8:30 -		SUCCESS IN READING: Alphabet Module: z draw a zipper****
			                     Pic/Word Module: children on picnic table
			SHARED READING: HAPPY BIRTHDAY, MOON. Discuss reality/fantasy*
			HOUGHTON MIFFLIN: There Was A Little Girl
			     Word Bank - Horrid (Make a list of "horrid" things)
			     Student Book - _____ is bad when _____. **
			          (Students illustrate picture & teacher writes)
			     H/M Student creates personal "Little Girl" story
			     Choral Reading: "There Was a Little Girl" ***
			
			     *E-6; **E-8 ***E-11 ****E-14

TUE	Announcements,	Calendar, Morning Exercise, "Today's News"	SUCCESS IN READING: Alphabet Module: m draw a man*
			                     Pic/Word Module: apple
			SHARED READING: And Rain Makes Applesauce Discuss reality/
			                                        fantasy/silly statements **
			HOUGHTON MIFFLIN: Humpty Dumpty (chart reading)
			     Rhyming Words: wall, fall - list all words that can rhyme
			     Students work in pairs to make rhyming word book***
			
			     *E-14 **E-6 ***E-12

WED	Pledge, Attendance,		SUCCESS IN READING: Alphabet Module: n draw a can*
			                     Pic/Word Module: scarecrow
			SHARED READING: Mooncake Compare Hello Moon/ Mooncake **
			HOUGHTON/MIFFLIN: Hey Diddle Diddle (chart reading)**
			     Student Activity Sheets 7 - 8 (pre-made into a book)
			     Students follow directions to assemble book***
			     Dramatize nursery rhyme
			
			     *E-14; **E-6; ***E-2, E-4, E-5, E-11

THU	Lunch Count		SUCCESS IN READING: Alphabet Module: r draw a rabbit*
			                     Pic/Word Module: fruits
			SHARED READING: The Kittens**
			HOUGHTON MIFFLIN: Choral reading from chart - Jack and Jill***
			     Make class nursery rhyme: _____ and _____ went up a _____
			          to _____ _____ _____.**** (Assign students a part
			          to illustrate.)
			     Things that come in pairs - AND - find pictures in mag.
			     of things that go together (shoe & sock, etc.)*****
			     *E-14; **E-9; ***E-7; ****E-8; *****E-3

FRI			SUCCESS IN READING: Alphabet Module: c find "c's" in newspaper
			                     Pic/Word Module: Birthday Party
			SHARED READING: Three Billy Goats Gruff**
			HOUGHTON MIFFLIN: Jack Be Nimble/ Little Jumping Joan***
			     Compare/ contrast stories; list all similarities/differn
			     Make a flip book of things that can jump; illustrate****
			
			     *E-14; **E-9; ***E-6; ****E-3

E = district essential skill

1?3

APPENDIX I

DICTATED RECIPES OF FAVORITE HOLIDAY FOODS

A COOKBOOK OF MOM'S RECIPES FOR

OUR FAVORITE HOLIDAY FOODS

Tortillas (Sean Webber)
Take whipped cream with 1/2 cup water for dough. Move dough around and pat it, put water on it and cook it in oven.

Turkey (Sean Webber)
Use sauce and cheese. Squirt juice on turkey and put it in oven to cook. It doesn't take a long time.

Rice (Ben Blum)
Cook it in a pan on the stove with water and let it sit for a little bit. It boils.

Chicken (Chris Clarke)
Cook on the stove so its steamy. It also gets burned. I always like it and I eat it all.

Grilled Cheese (Jaclyn Corbell)
Take bread and cheese and put it in the toaster.

Pumpkin Pie (Lindsay Tango)
First you take 1/2 of a pumpkin; weigh it; pour in a little; bake it.

Grilled Cheese (Shannon Mau)
You get the bread and put the cheese on it. Then you put it in the pan on the stove and sooner or later you flip it over.

French Fries (Inga Rozier)
Cook and put on stove. Then put in on a plate with ketchup.

Cherry Cake (Sarah Dalbo)
You put cream on it. Put in the oven. Put a design on it. Put cream all over. Put a sign.

Gingerbread Cookies (Brian Rogers)
Use some dough. Mash it down with your hands. Bake it. Cool it off for a minute. Put sprinkles and chocolate chips on it. Takes about 10 minutes.

Spaghetti (Marie Goltara)
Put in ingredients, then you put it on the stove. Then you wait for awhile.

Chicken (Antwan Gillison)
Take the chicken and then Mom fries it.

Donuts and Cookies (David Hall)
(No description).

Tuna Fish (Emily Kraft)
Take pickles and a can of tuna fish, some mayonnaise. Make a sandwich with bread, and my sister likes it with mustard.

Pizza (Perry Lawson)
Put macaroni in it.

Spaghetti (Angel McNeil)
Put hamburger and sauce and cook it on the stove. Use spaghetti noodles, no meatballs.

Cake (Evan Polley)
Put this brown stuff in a bowl and then some eggs, some water, some oil and stir. Use the other fast stirrer. Put it in the oven and wait awhile. Then it cools down and put icing on it. It's an all-chocolate one. My sister put this white stuff but it was still chocolate, and she wrote "Happy Birthday" and put clouds on it.

Scrambled Eggs with Meat (Jonathan Stevens)
First crack the eggs and put in milk. Then put butter in the frying pan and cook it. We mix smoked sausage with the eggs and then we eat it.

Macaroni and Cheese (Jenny Wright)
Put these things in the pot on the stove. Put some cheese inside and then we have it.

Cake (Cedarian Smith)
Put eggs in it. Stir it up and put in the oven. It cooks and then we eat it with chocolate icing.

Pudding (Jeanne Margalia)
Mom makes it and puts in the refrigerator until it's ready to eat.

Stuffing (Michael Corkill)
Put salt and sugar and then put it on the stove. It takes three hours to cook.

Cookies (Marvin Halelamien)
I don't know how Mom bakes cookies. I'm not in the kitchen much.

Pancakes (Jared McCarthy)
First you use eggs, then some powder, milk, sugar. Mix this all up. Spray on the pan. Plug the skillet in. Pour some mix in the hot skillet. Let one side brown, then flip it over and the other side cooks. Put it on a plate, and put butter and syrup on it. Then Mom cuts it up and we eat it.

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APPENDIX J

SCHOOL ANTHOLOGY STORIES

Boots

Once upon a time
there was a cat named
Boots. She loved to play
with dogs and her kittens.
She slept in her basket with
her pillow that had 3 cats
on it.
-Jenny Wright
Kindergarten
Mrs. Van Lue

Heart, the Unicorn

Once there was a unicorn named Heart who liked to gallop all around the river. She found a magic crystal that made her have sparkling fur and a beautiful horn.

-Sarah Dalbo
Kindergarten
Mrs. Van Lue
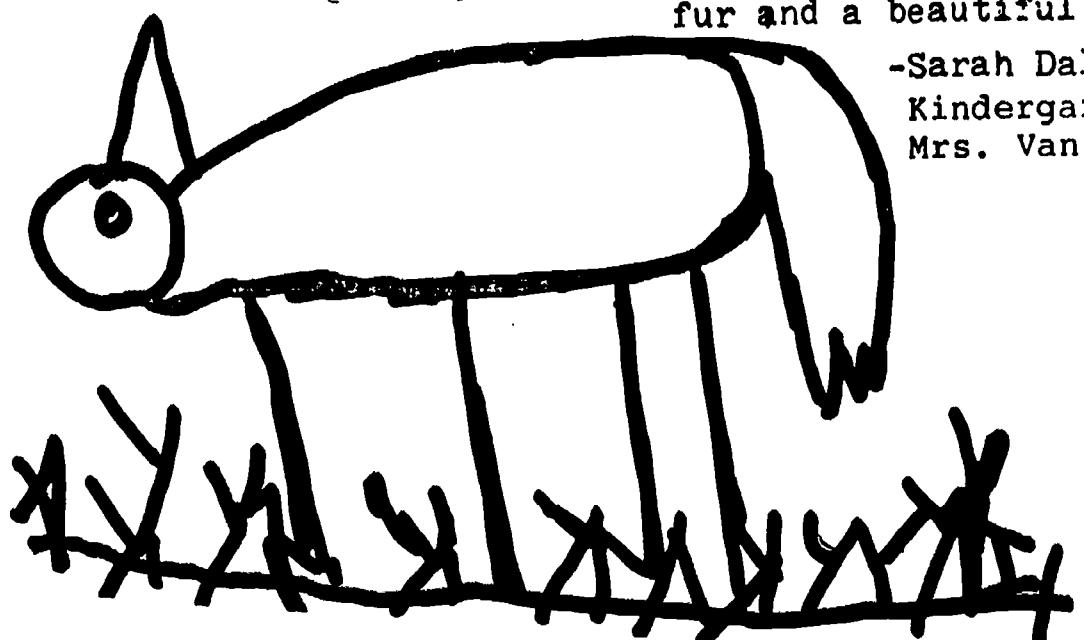
APPENDIX K

MODEL FOR TEACHING KINDERGARTEN LITERACY

```
                        ┌──────────────┐
                        │    DAILY     │
┌──────────────┐        │   WRITING    │        ┌──────────────┐
│  REFINEMENT  │        │  ACTIVITIES  │        │ MULTI-LEVEL  │
│   OF ORAL    │        └──────────────┘        │   READING    │
│   LANGUAGE   │                                │  MATERIALS   │
└──────────────┘        ┌──────────────┐        └──────────────┘
                        │ THEMATIC UNITS│
                        │ ─────────────│
                        │  1.  LISTENING│
                        │  2.  SPEAKING │
                        │  3.  READING  │
                        │  4.  WRITING  │
                        └──────────────┘
┌──────────────┐                                ┌──────────────┐
│  COOPERATIVE │        ┌──────────────┐        │    LARGE     │
│    GROUP     │        │LANGUAGE-RICH │        │    GROUP     │
└──────────────┘        │ ENVIRONMENT  │        └──────────────┘
                        └──────────────┘
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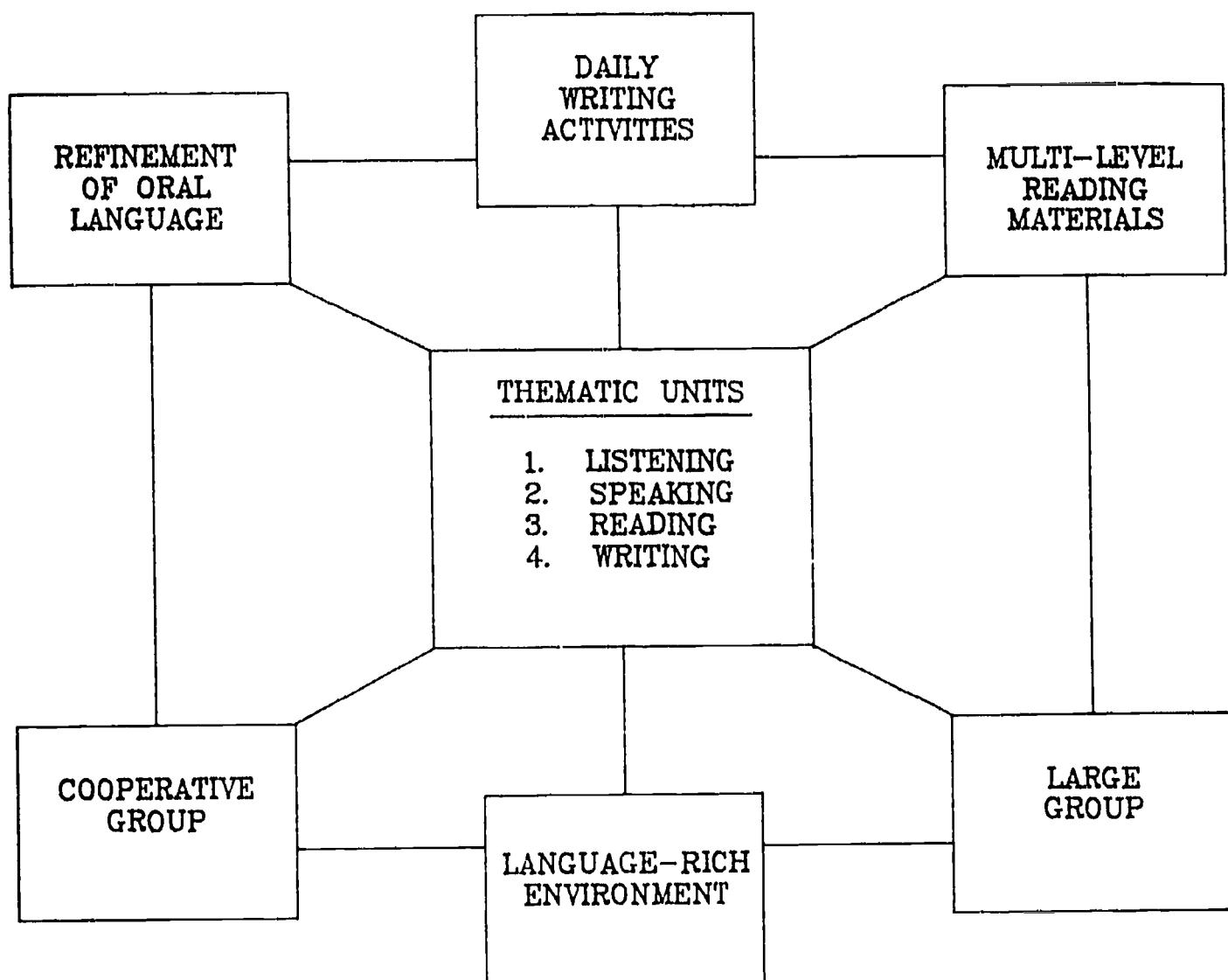
MOLECULAR MODEL FOR TEACHING
KINDERGARTEN LANGUAGE ARTS

APPENDIX L

HIERARCHY OF TEACHER STRATEGIES

142

CRITICAL
CREATIVE
THINKING

DECISION
MAKING

PROBLEM
SOLVING

CORRECTION

RELATIONSHIPS

TRANSFORMATIONS

PRIOR KNOWLEDGE
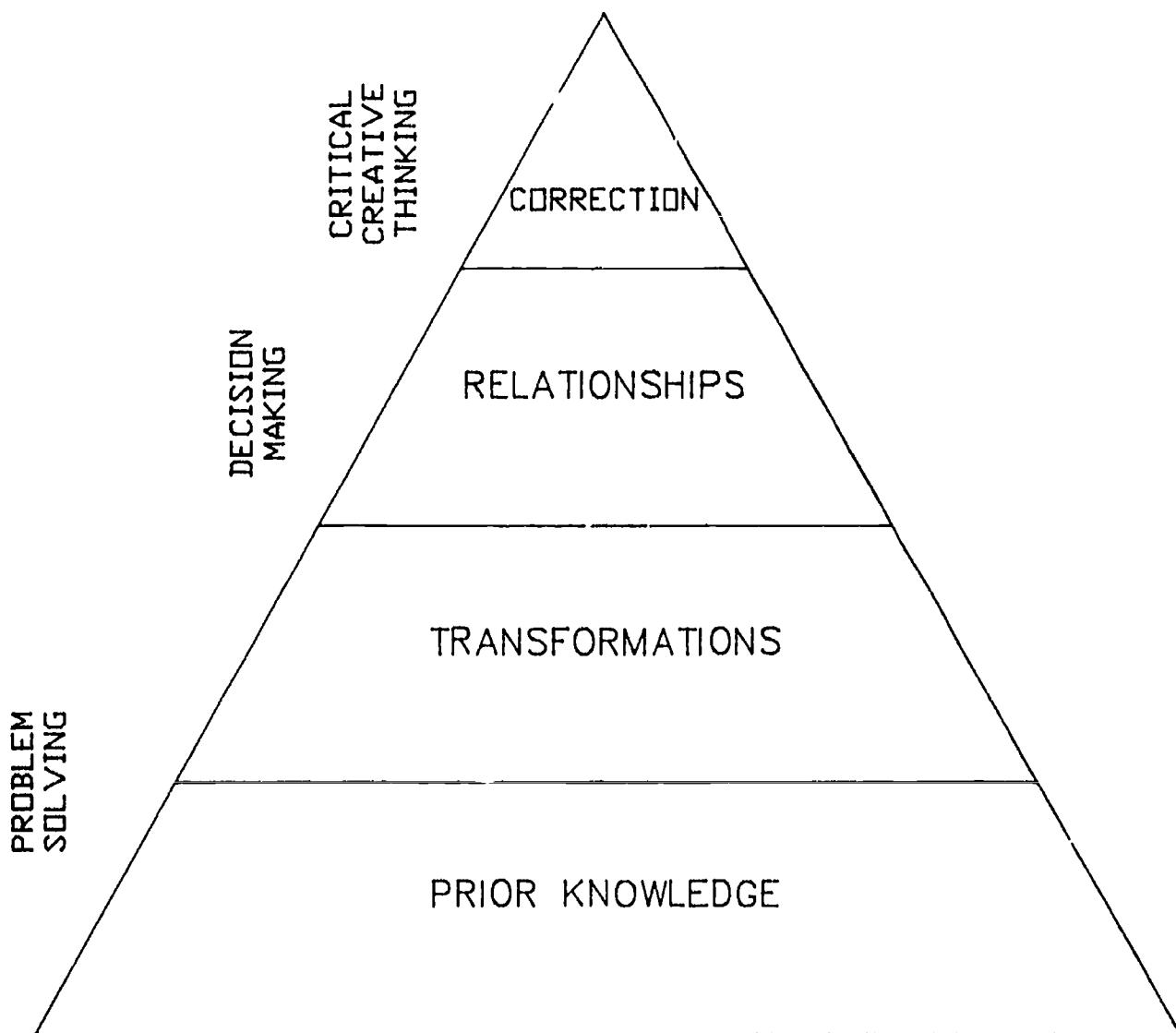
A HIERARCHY OF TEACHER STRATEGIES FOR MEANINGFUL
INTEGRATION OF SEQUENTIAL ARTS
AND THINKING SKILLS INTO THE CURRICULUM

APPENDIX M

STUDENT WRITING SAMPLES

R

P

R

R

G

EMI

B

F

BEST COPY AVAILABLE
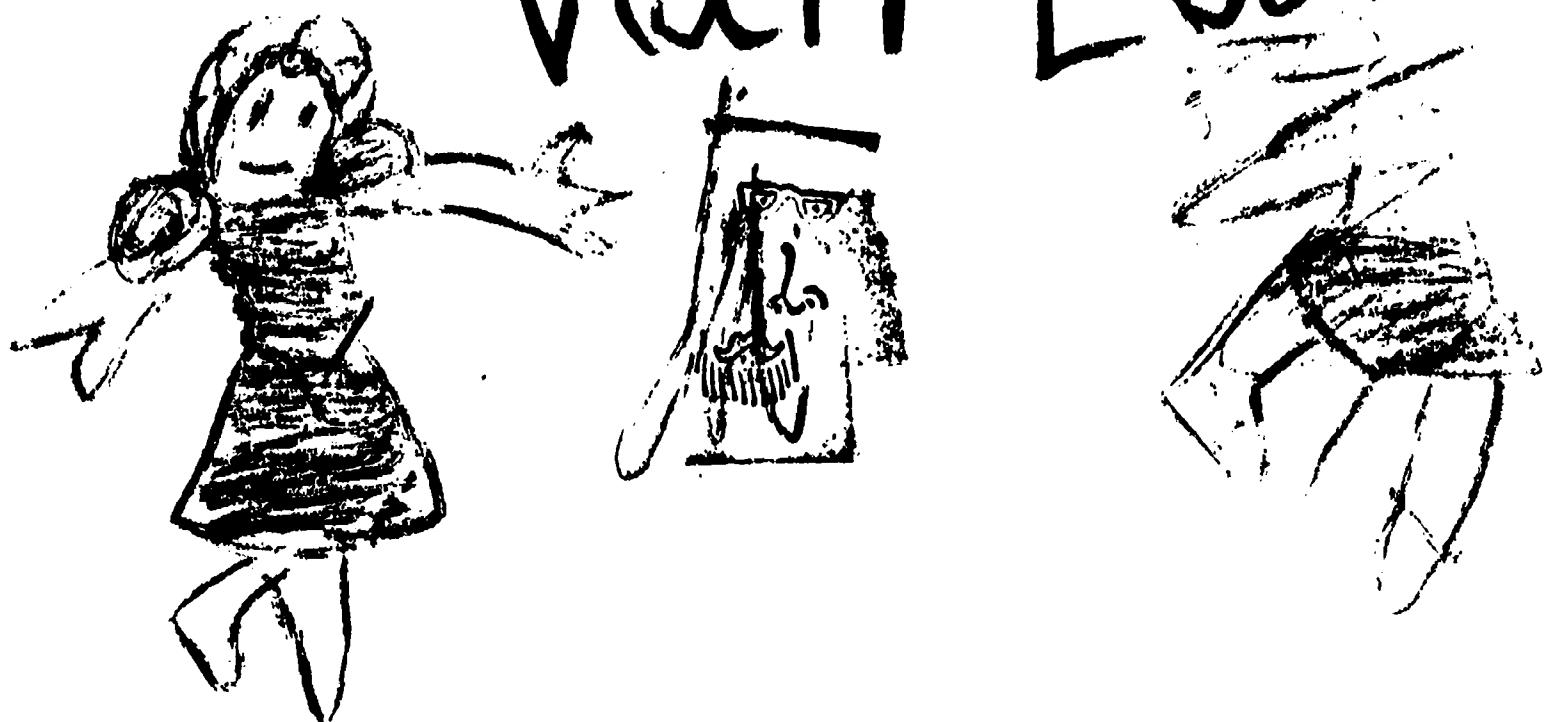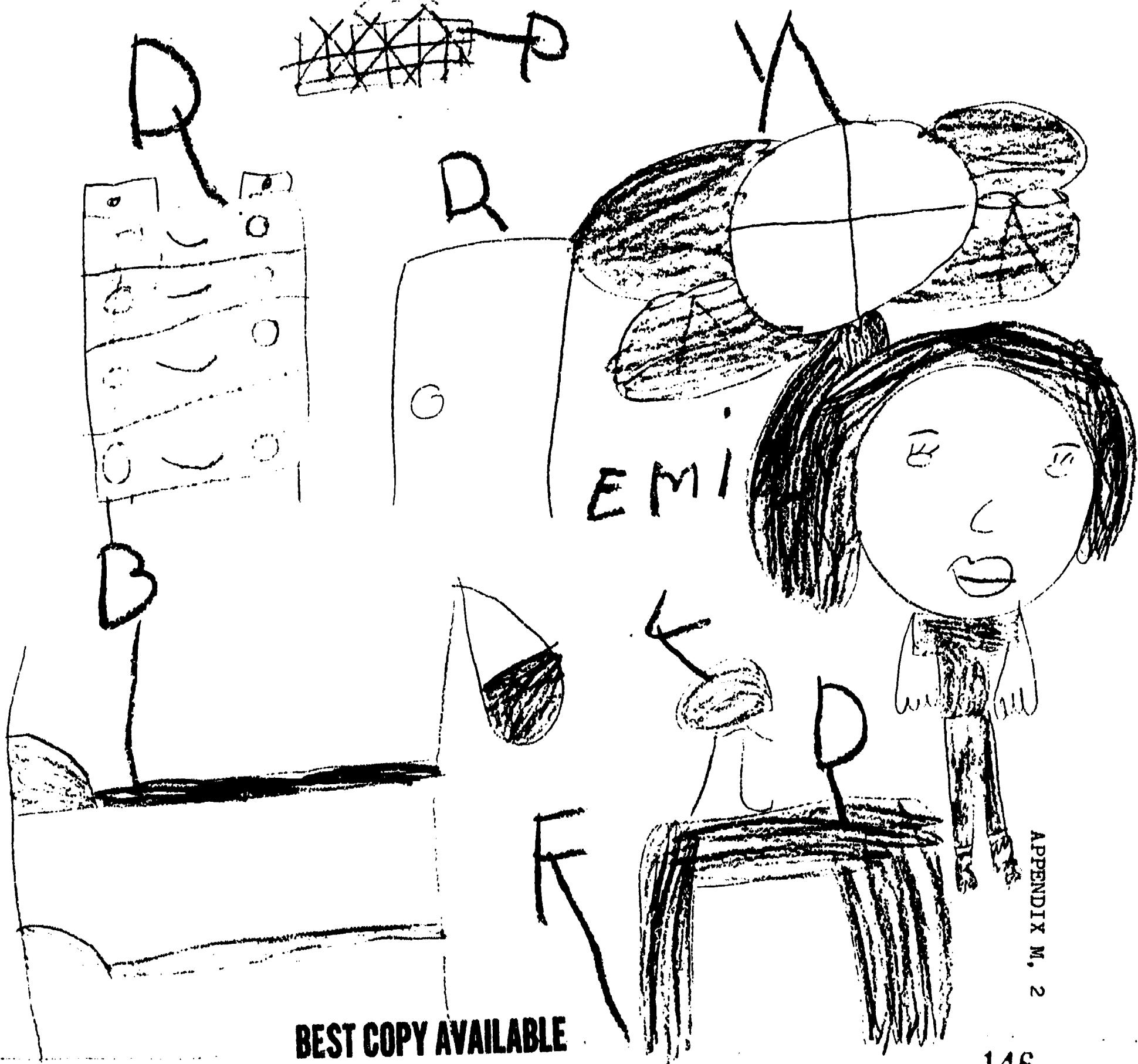
Dear Santa,
I have
been good.
I would like
a . . .

We made cornflake wreaths.
They had red hots on the top.
They tasted good. Ummm
We had fun.
They looked good.
We want to make them at
We will make cranberry cookies
to share with friends around the
school.
We learned how to play Zingo.
In art, we talked about the
Christmas greedies. We drew
pictures of the greedies.
We wrote a letter to
Merry Christmas

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Bowllarena

Something I'm good at

I GOOD At
BASeBOLL

I GOOD A
FOOTBOLL

Something I'm good at...

15

15