2023

In Their Own Words: A Case Study Utilizing Wordless Picture Books as Mentor Text in Writing Workshop with Young Multilingual Writers

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Recommended Citation

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WRITERS

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A DISSERTATION

Submitted to the graduate faculty of The University of Alabama at Birmingham,
in partial fulfillment of the requirements for the degree of
Doctor of Philosophy

BIRMINGHAM, ALABAMA

2023

IN THEIR OWN WORDS:
A CASE STUDY WITH WORDLESS PICTURE BOOKS AS
MENTOR TEXT IN WRITING WORKSHOP WITH YOUNG MULTILINGUAL
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EARLY CHILDHOOD EDUCATION

ABSTRACT

Using case study and cross-case qualitative analyses, the researcher explored the utilization of wordless picture books as mentor texts with young multilingual learners in second grade. Eight students participated in the study and four focus students were highlighted through case studies. The researcher implemented three, 45-minutes lessons per week for 12 weeks, conducted three interviews with each participant, and analyzed work samples. Five themes emerged from the data: development of identity as an author, increased writing proficiency, maturation of writing behaviors, development of a writing community, and varying degrees of linguistic flexibility. Implications of this research included preservation of visual literacy for multilingual learners, the importance of safeguarding home languages, honoring all descriptions of how children view themselves in their world, and finally, utilizing wordless picture books as mentor texts to produce written work.

Keywords: early childhood, wordless picture books, writing workshop, multilingual learner, linguistic sustainability, visual literacy

DEDICATION

I dedicate this dissertation to

my Daddy, my Papa Ray, and my baby boy, Rambo.

Thank you for everything.

ACKNOWLEDGEMENT

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CHAPTER I

INTRODUCTION

As many as 30,000 years ago, humans illustrated primitive cave drawings in Lascaux and Chavaux, France (Droste, 2014; Leroi-Gourhan, 1982). Researchers believed these primitive markings into the stone were most likely humankind's first visual representations of stories (Leroi-Gourhan, 1982). In the recent past, individuals in Egypt, China, and Ancient Mesopotamia illustrated elaborate stories through visual markings. They depicted the lives of many of their people in the form of hieroglyphics only 5,000 years ago (Ardila, 2004). Although visual storytelling began with primitive drawings, artists and authors became more and more advanced and formalized in their visual communication.

As letters and words began to take the place of picture representations, it was not until 1658 that children could read a story accompanied with pictures (Lascarides & Hinitz, 2000). John Amos Comenius (1658) authored *Oribis Sensualium Pictus (Visual World in Pictures)*, which was the first documented illustrated picture book for children. Comenius wrote this book for educational purposes. Ferreiro and Teberosky (1982) concluded that children in early childhood preferred pictures over print as they learn to construct meaning. The researchers further argued that the natural order of reading and writing development moves similar to that of the primitive cave drawings to Comenius' first picture book. First came primitive lines, then came more detailed visuals representations, with the final stage as conventional text (Sulzby et al., 1989).

Researchers has concluded visual storytelling benefited all children, especially multilingual children (Ferreiro & Teberosky, 1982). In multiple studies, most children were capable of comprehending a sequence of pictures that depict a deeply enriching story (Lysaker & Hopper, 2015; Shulevitz, 1997). With pictures, there were no constraints of written language (Shulevitz, 1997). The reader brought their own past experiences and inferences to the story as they interacted with the sequence of pictures (Lysaker & Hopper, 2015; Weisner, 2021).

Statement of Problem

Evidence indicated an educational disparity between learners who receive English as a Second Language (ESL) services and those who do not. On statewide assessments in 2022, those receiving ESL services underperformed compared to their peers who did not receive services (Spencer, 2022). In Alabama, only 24% of third grade students who received ESL services scored at the proficient level on the statewide assessment, the Alabama Comprehensive Assessment Program (ACAP) (ALSDE, 2022). Students who received ESL services also took the World-Class Instructional Design and Assessment: Assessing Comprehension and Communication in English State-to-State for English Language Learners (WIDA ACCESS for ELLs), which included a writing component, to measure their language growth and determine their eligibility for ESL services. Unlike the WIDA ACCESS for ELLs, all students in third through eighth grade completed the ACAP assessment. Of all third through eighth grade students who completed the ACAP in 2022, 16.1% of students who received ESL services scored at the proficient level in English Language Arts (ELA), including writing (ALSDE, 2022). In comparison, 54% of learners who did not receive ESL services were proficient on the ELA portion of the

ACAP. To bridge this gap, Garcia (2009) and Spencer (2022) advocated for instructional practices that provide specific support for learners who receive ESL services and those who do not.

Several studies have been conducted on the benefits of utilizing wordless picture books to build a child's emergent literacy skills, especially oral language development and comprehension development (Arif & Hashim, 2008; Chaparro-Moreno et al., 2017; Lysaker & Hopper, 2015; O'Neil, 2017). Arif and Hashim (2008) concluded that multilingual learners can thrive in constructing the meaning of wordless picture books because comprehension of the full story does not require children to be conventional readers. Connell (2008) further made the case for wordless picture books in reading instruction as the researcher concluded that children drew upon their prior knowledge and the transactional experience with the pictures to construct their own meaning of the text from beginning to end. Through analysis of the varied studies on wordless picture books, there was evidence of a gap in research on how wordless picture books, used as mentor texts, may help advance a child's writing composition abilities (Arif & Hashim, 2008; Chaparro-Moreno, et al., 2017; Connell, 2008; Lysaker & Hopper, 2015; O'Neil, 2017).

Research on writing development indicated the importance of giving children the opportunity to write in any language and on a topic of their choice during writing workshop (Hickey et al., 2016; Ifl & Ifl, 2023; Hubbard & Carpenter, 2003; Samway, 2006). These studies also spoke to the importance of providing ample opportunities for multilingual learners to read and write about their past experiences, fantasy worlds, and any other topic of interest to them in any language of choice.

Purpose of Study

Furthering the gap in the literature, the researcher found more practitioner articles than research studies related to the utilization of wordless picture books to support multilingual learners' writing development (D'Angelo, 1979; Louie & Sierschynski, 2015; Jalongo et al., 2002). Though these publications provided teachers with strategies for English literacy development, there was a lack of evidence-based research on student outcomes. The purpose of this study was to gain research-based evidence on the impact of using wordless picture books to support multilingual learners' writing development in a manner that embraced all languages.

This qualitative case study and cross-case analysis aimed to analyze how multilingual second-graders utilize wordless picture books as mentor texts in writing workshop. Through this inquiry, the researcher explored how multilingual children interacted and learned from the craft moves of wordless picture book authors. With strong support for linguistic sustainability, dynamic bilingualism, and translanguaging pedagogy, the researcher aimed to explore the outcomes of encouraging multilingual children to freely think, speak, read, and write across their entire developing repertoire of language (Bastardas-Boada, 2004; Garcia & Kleyn, 2016; Kleyn & Garcia, 2019; Hakuta, 2011; Portes & Hao, 1998).

Questions for Inquiry

The questions used to guide this inquiry reflected the researchers' wonderings about how multilingual learners used wordless picture books as mentor texts.

1. In what ways do multilingual writers' writing develop with the use of wordless picture books as mentor texts?

2. How do emergent multilingual writers describe craft moves and author decisions in their writing in response to wordless picture books as mentor texts?

Benefits of the Study

This study added to the limited research conducted with wordless picture books, especially for writing development of multilingual learners (Arif & Hashim, 2008; Chaparro-Moreno et al., 2017; Lysaker & Hopper, 2015). The researcher aimed to disseminate the findings and implications from this study to better inform all stakeholders in education, especially ESL teachers, general education teachers, administrators, and literacy specialists. This study has also added to the large number of studies supporting the application of translanguaging pedagogy in classroom instruction (Garcia & Kleyn, 2016; Hakuta, 2011; Kleyn & Garcia, 2019; Portes & Hao, 1998).

Definitions of Important Terminology

ACCESS for ELLs Online

This standardized assessment assesses a student's ability to comprehend and communicate in English (WIDA, 2022).

Culturally and Linguistically Responsive Curriculum and Pedagogy

This approach to education builds upon student's strengths and welcomes all cultures, languages, ideas, and beliefs into the classroom. This makes the classroom a safe place for children to learn and celebrate who they are as individuals and as a collective (Espinosa, 2005; Meihami, 2022).

Early Childhood

Birth to the age of eight (La Paro et al., 2012).

ESL

An acronym for the program, English as a Second Language. This program provides English language support for children identified in their schools as students who still need more proficiency in English (Fareed et al., 2016).

Funds of Knowledge

This theory advocated for teachers to draw upon the lives of children to decrease the divide between home and school (Moll et al., 1992). The experiences, skills, and knowledge gained through family and societal interactions can be leveraged to make learning more relevant and interesting, resulting in academic gains due to increased engagement and motivation (Moll et al., 1992).

Home/Heritage Language

These terms refer to the language that the family of children speak at home and in their heritage culture (Van Deusen-Scholl, 2003).

Mentor Text

Mentor texts are books an educator intentionally selects for their learner(s) to analyze an author's choices to tell a story. The educator uses this book as a guide to plan and conduct lessons and invites learners to try out these elements in their own writing (Dorfman & Cappelli, 2017; Laminack, 2017)

Multilingual Learner

An individual that is learning more than one language. This term extends beyond the common term, English Language Learner (ELL) or English Learner (EL). This term is more inclusive as it acknowledges all the language the learner is acquiring (Martinez, 2018).

Translanguaging

Translanguaging is "the deployment of a speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named languages" (Garcia & Kleyn, 2016, p. 281).

Translanguaging Pedagogy

This pedagogy seeks to disrupt "the hierarchy of languaging, transforming both teachers' and students' attitudes towards their diverse meaning-making resources, and enabling students' in full participant in knowledge co-meaning" (Wei & Lin, 2019, p. 212). A teacher can support a translanguaging pedagogy with their stance, design, and shifts made within the classroom environment (Garcia & Wei, 2014).

WIDA

World-Class Instructional Design and Assessments' consortium of states, often referred to as WIDA. This consortium is the creator of the WIDA ACCESS for ELLs standardized assessment that assesses reading, writing, speaking, and listening of multilingual learners (WIDA, 2022).

Wordless Picture Book

These books tell a story without the constraints of written language. The pictures are often highly detailed, allowing a child to interact with the story to bring their own interpretations of the story (Arif & Hashim, 2008).

Writing Workshop

A student-centered lesson framework where teachers provide a mini-lesson with a mentor text and modeled writing with students. The students then are released to compose their own books while potentially utilizing the craft moves and strategies modeled by the

teacher and author of the mentor text. The students come back together to share their writing. Throughout the entire workshop, collaboration among teachers and students is encouraged (Ray & Laminack, 2001; Calkins & Mermelstein,, 2003).

Limitations of the Study

The researcher conducted this study with multilingual learners who speak Spanish and English. The findings and implications of this research were not necessarily representative of all cultural factions and linguistic groupings. In addition, the sample size was small and the researcher conducted research at a single school. The researcher also determined the sample size based on a select criterion that may not reflect all multilingual learners at different stages of linguistic development.

Delimitations of the Study

The researcher selected this particular school due to the high population of multilingual learners. The researcher also had a previous relationship with the students and was employed at the school where these students attended, resulting in a convenience sample of participants. The researcher chose the sample because these students had not made adequate progress in their reading and writing scores measured by their most recent standardized assessments (WIDA, 2022).

Organization of the Study

In Chapter I, the researcher introduced the progression of visual depictions through history. The researcher also addressed the problem found in current educational practices and lack of research on writing development with wordless picture books as mentor text. In Chapter II, the researcher reviewed the literature surrounding the theoretical framework that underpinned this study. Included in Chapter III, the researcher

detailed the study methodology including participant selections, research design, and procedures for data collection and analysis. In Chapter IV, the researcher noted trends identified within all data collected. Finally, the researcher discussed the implications for future research in Chapter V.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher discussed a review of relevant literature pertaining to the participants' language use and writing development. The researcher also included exploration of the reading process utilizing wordless picture books and construction of knowledge and meaning-making.

Theoretical Framework

While many theories guided this study, the foremost of relevance was linguistic sustainability (Bastardas-Boada, 2004). Bastardas-Boada (2004) defined linguistic sustainability as "the preservation of sociolinguistic diversity" (p. 134). Bastardas-Boada (2004) noted that economics and societal pressures did not drive this need for change. Bastaradas-Boada (2004) viewed linguistic sustainability as a "humanist approach" where the "aim would not be to have more but to live better" (p. 135). Garcia (2009) also concluded the usage of a child's entire linguistic repertoire was critical to their overall linguistic development and cultural identity.

The development of a child's multilingualism has been debated in American schools for quite some time (Wiley & Lukes, 1996). Many states have adopted an English-only stance for academic instruction (Parmon, 2021; Wiley & Lukes, 1996). This decision was usually found to be misguided and detrimental to a multilingual learner's development of their home language (Lambert, 1974; Spitzer & Hakuta, 1987; Portes & Hao, 1998; Wong Fillmore, 1991). Wong Filmore (1991) and Lambert (1974) spoke to the phenomenon of subtractive bilingualism. Wong Filmore (1991) described subtractive

bilingualism as when a child loses their ability to communicate in their home language because English or another predominant societal language took precedence in their education. Instead of using a child's home language to acquire English or the dominant societal language, Flores and Garcia (2017) suggested reorienting society's understanding of multilingualism. Garcia (2009) argued her case for dynamic bilingualism as the simultaneous development of all languages as a singular linguistic system.

Dynamic Bilingualism

Flores and Garcia (2017) stated promotion and integration of all languages could remove power structures of English-only instruction and replace it with a more progressive, reinvented dynamic bilingualism. In addition, Flores and Garcia (2017) promoted dynamic bilingualism as a means of language reinvention in society. Flores and Garcia (2017) defined dynamic bilingualism as "the development of different language practices to varying degrees in order to interact with increasingly multilingual communities" (p. 5). The researchers (Flores & Garcia, 2017) argued dynamic bilingualism was an asset to any educator who wanted to build upon and respect a child's cultural background. Bastardas-Boada (2004) also advocated for educators, administrators, and policymakers to place value on the uniqueness of each individual's cultural and linguistic abilities. Research has shown this advocacy was especially critical for young children developing their understanding of the world in which they live (Bastardas-Boada, 2004; Flores & Garcia, 2017). Hill (2022) emphasized that all stakeholders must make strides to honor all languages of a child. Researchers have supported this shift that required educators and administrators to transform their beliefs and instructional practices to align with the theoretical beliefs of dynamic bilingualism in

our increasingly global society (Bastardas-Boada, 2004; Garcia, 2009; Flores & Garcia, 2017).

Translanguaging Pedagogy

Garcia et al. (2015) believed dynamic bilingualism was best supported through application of a translanguaging pedagogy. Garcia et al. (2015) defined translanguaging as "the deployment of a speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named languages (p. 281). Translanguaging was coined by Welsh educator Cen Williams (1994), who worked to develop a pedagogy that allowed emergent multilingual students to work flexibly within all their languages for expressive and productive use. Other researchers, such as Ofelia Garcia (2011), have continued the work of Williams (1994) and promoted a translanguaging stance, design, and ultimately shifts in instructional practices in classrooms that allow educators and children the freedom to express themselves in any language of their choice.

Within a translanguaging classroom, Garcia et al. (2015) encouraged applying three foundational tenets of the translanguaging pedagogy: stance, design, and shifts. Researchers found that when educators were making intentional decisions that best support multilingual children, promotion and honoring of all languages was possible (Cenoz & Gorter, 2021; Garcia & Kleyn, 2016; Hill, 2022; Liu & Fang, 2022). Researchers advocated for philosophical understandings about language, linguistic sustainability, and dynamic bilingualism to drive educators' intentional choices for multilingual students (Bastardas-Boada, 2004; Garcia, 2009; Garcia & Kleyn, 2016). Garcia and Kleyn (2016) encouraged educators to design learning opportunities to

intentionally incorporate the home languages of all learners into academic discourse, lesson planning and implementation, and everyday conversations. Finally, Garcia and Wei (2016) promoted culturally and linguistically responsive practice as a critical component of addressing the changing dynamics of today's society. Researchers have also concluded that when an educator embraced these tenets of translanguaging pedagogy, instructional practices transformed learning experiences for multilingual children as they built upon their linguistic repertoires (Garcia & Kleyn, 2016; Hill, 2022; Garcia & Wei, 2016).

How Readers Construct Meaning

Goodman et al. (2014) believed the purpose of reading was to construct meaning. According to Goodman (2014), "the brain uses visual information to construct perception" (p. 345). Lysaker and Hopper (2015) noted that decoding words was not the only element to comprehension of a story. The researchers went on to state visual representations could also convey meaning and allow children to construct an understanding of comprehension elements similar to that of books with printed words only (Lysaker & Hopper, 2015).

Schema Theory

According to Goodman et al. (2014), construction of meaning depended on the schema of the individual reader. Piaget and Inhelder (1969) defined schema as "the structure or organization of actions as they are transferred or generalized by repetition in similar or analogous circumstances" (p. 4). Frederic Bartlett (1932) first researched elements of schema theory. Other researchers have since expanded upon this research. Piaget (1971) continued the work of schema theory relating it to child development. To

Piaget (1971), a child had schemas that defined how the child came to understand the world. When new information was received, the developed schema of old information interacted with the new information. With the development of additional schema, the child could be flexible in their understanding of what they experienced (Piaget, 1971; Thomas, 2005). An (2013) found that schema theory also supported the belief that text and pictures were not the sole conveyors of meaning. An (2013) further concluded the reader constructed the text's meaning as they interact with the story based on past experiences. Silva (2019) reported that all children, including multilingual children, brought a wide array of knowledge to a reading experience.

Funds of Knowledge Theory

Aligned closely with schema theory, researchers described funds of knowledge theory to include all the beliefs, ideals, values, experiences, and resources individuals bring with them as they interact with society (Moll, 2019; Moll et al., 1992). It was concluded that when educators built upon these funds of knowledge, students felt more connected to their teachers and peers (Gonzalez et al., 2002; Moll, 2019). Gonzalez et al. (2002) continued on by stating that a child's engagement in the learning environment was also enhanced because they were learning something that directly connected to their lives. Moll (2019) believed that an educator's consideration of a child's unique funds of knowledge worked to dismantle the idea that English was the one and only dominant language in US schools (Moll, 2019). Moll (2019) expanded this understanding by highlighting the importance of leveraging the cultural capital of all families to provide a linguistically and culturally responsive classroom that embraced all heritages, all languages, and all learners.

The Reading Experience as a Transaction

Rosenblatt's (1969) Transactional Theory of Reading stated that reading was a transaction between the reader and the book's content. Researchers have found that students' funds of knowledge and schema were critical in the process of reading as the reading experience was shaped and honed by the background knowledge and experiences of the reader (An, 2013; Moll et al., 1992; Piaget, 1971; Thomas, 2005). Each transaction was unique because the reader has personalized schema influenced by language, culture, context, and experiences that characterize the transaction (An, 2013; Connell, 2008; Piaget & Inhelder, 1969; Rosenblatt, 1969). As each story presented itself and the reader sought meaning, the reader impressed their experiences and background knowledge upon the text (Connell, 2008). Rosenblatt (1969) concluded that through the transaction between the book's content, the reader determined the meaning of the story. With wordless picture books, this transaction was unique as the reader interpreted the meaning without the constraint of written language (Weisner, 2021).

Constructing Meaning through Pictures

Visual Literacy

According to Lysaker and Hopper (2015), the saying, a picture is worth a thousand words, was true. Britsch (2009) and Galda and Short (1993) believed visual literacy was built on visual images and relied on the viewer's interpretation of the images. Ferreiro and Teberosky (1982) concluded visuals were vital to individuals who were learning a language. Various studies have shown visuals communicated a message and when the viewer had the schema to make sense of the visuals, the transactions between the viewer and visuals were unique to that individual (Britsch, 2009; Galda &

Short, 1993; Macwan, 2015; Williams, 2007). Researchers have concluded that as

children age, visual usage in texts decreased (Ferreiro & Teberosky, 1982; Macwan,

2015). Ferreiro and Teberosky (1982) also noted the text would begin to overtake the role

of images. Researchers found that older children often faced pressure to decrease the

reading of texts with pictures as picture books were often categorized as juvenile

(Ferreiro & Teberosky, 1982). Britsch (2009) found that most teachers move away from

picture books and illustrations around third grade. Williams (2007) concluded this

transition to chapter books and more traditional forms of writing was oftentimes

problematic for multilingual learners. O'Neil (2011) confirmed that children who

acquired another language rely heavily on pictures, and may or may not have had

experiences with reading and writing in their home country. According to O'Neil (2011),

this resulted in gaps of understanding and skills when a teacher forced a child to read and

write at a more advanced level than their current abilities. O'Neil (2011) continued by

emphasizing that children can also become disengaged and frustrated with the learning

process because the information they are required to learn is too advanced for their

current linguistic and, sometimes academic abilities.

Wordless Picture Books as Mentor Texts

O'Neil (2011) described wordless picture books as masterpieces of visual literacy.

With little to no words, wordless picture books displayed the intricate details of the story

through visual representations (O'Neil, 2011). Researchers have concluded that while a

wordless picture book's layers of complexity varied based on length, character

development, and story structure, the transactional experience between the reader and the

book was the key to constructing the meaning of a wordless picture book (Connell, 2008; O'Neil, 2011; Rosenblatt, 1969).

Pennell (2014) and Iordanaki (2020) further made a case for using transactional reading theory when children interpret wordless picture books. Iordanaki (2020) concluded that most student interactions with wordless picture books were similar in context because the students came from similar backgrounds. Iordanaki (2020) also found that wordless picture books led to deep conversations about the story sequence because the storyline of the wordless picture books was highly engaging, with many layers of meaning to discuss. Iordanaki (2020) noted the conversations as starkly different from the conversations between students of text-only books. The engagement with the wordless picture books was high throughout the study. Iordanaki (2020) referenced how the students enjoyed exploring the different complex layers of the story in wordless picture books.

Laminack (2017) described mentor texts as books an educator used to inspire and guide a writing experience for their learners. Laminack (2017) went on to note that whether it was an introduction that hooks the reader or an in-depth study of how an author opens a book, character development, or using speech bubbles to indicate dialogue, mentor texts were a resource that educators could utilize to address different elements of writing. Dorfman and Cappelli (2017) advocated for using mentor texts because children could benefit from hearing and seeing an author in action before creating their own pieces.

Researchers have concluded that wordless picture books were valuable to multilingual learners (Arif et al., 2008; Chaparro-Moreno et al., 2017; Lysaker & Hopper,

2015). These studies described how wordless picture books significantly boosted young multilingual learners' language production, retelling, story structure, and comprehension strategies. For example, Lysaker and Hopper (2015) indicated wordless picture books enhanced the ability of young learners to retell stories and take notice of story structure because they were not overwhelmed with the amount of text on each page. For emergent readers, books with text were usually very simple, with minimal retelling opportunities (Lysaker & Hooper, 2015). According to Arif et al. (2008), shared reading with wordless picture books allowed children access to a well-structured story. In addition, the discussions surrounding the story structure and retelling were enhanced using a wordless picture book (Arif et al., 2008; Chaparro-Moreno et al., 2017)

Throughout this study, wordless picture books were utilized during writing workshop to generate participant discourse and inspire the participants to write their own written material.

Writing Workshop

Graves (2003) determined writing workshop was an effective approach to writing instruction. Mentor texts ranged from basic concept books to informational text about a topic of interest (Graves, 2003; Peterson et al., 2016). Peterson et al. (2016) concluded the complexity of the writing builds as students become more and more proficient writers. Sulzby et al. (1985) advocated for analysis of craft moves and character development as two topics to be discussed during writing workshop. Dorfman and Cappelli (2017) defined craft moves as elements written or illustrated by the author that moved the story forward and provided depth to the characters, setting, and story structure. For example, Dorfman and Cappelli (2017) provided an example of how learners may

look at dialogue bubbles and expand on why the author might want to show a character

talking to one another or use internal dialogue. The authors encouraged the educator and

the learners to explore these craft moves together (Dorfman & Cappelli, 2017). Dorfman

and Cappelli also encouraged educator to invite students to try out these craft moves in

their writing to potentially enrich their own compositions.

Flint and Fisher-Ari (2014) found writing workshop was particularly suited for

multilingual learners. Graves (2003) emphasized the process and learning experience was

beneficially to learners as they progressed towards more advanced writing proficiencies.

Graves (2003) continued by encouraging writing workshop as a place where children

took risks and tried out new moves while also spending time progressing within the

stages of writing development. Tropp Laman (2013) emphasized that ample practice

within the context of a learner's stories greatly benefited their writing development. The

researcher (Tropp Laman, 2013) continued by stating multilingual learners could take

their ideas and transfer those ideas down on paper. For these reasons, writing workshop

was an appropriate format for this study as young multilingual learners had ample

opportunity to explore the many facets of writing development.

Similar to that of monolingual speakers, researchers have concluded reading and

writing abilities of multilingual learners develop in stages (Sulzby et al., 1989; Hickey et

al., 2016; Schickedanz, 1999). Hickey et al. (2016) spoke to the importance of bridging

language and literacy to make the reading and writing process accessible to multilingual

learners. Hickey et al. (2016) found this similar to the scaffolding techniques.

Researchers have also addressed the need for invitations to draw upon home language to

add value to the writing experience (Garcia & Kleifgen, 2019; Tropp Laman, 2013).

Louie and Sierschynski (2015) encouraged educators to utilize writing workshop to model writing using mentor texts while also inviting students to try these strategies within their self-composed books.

Summary

The researcher of this study intended to support all participants' language development while integrating schema, background knowledge, and the participants' full linguistic repertoire into their experiences with wordless picture books and crafting their writing pieces. While some research addressed the usage of wordless picture books with multilingual learners and young learners in general, researchers conducted very little research about writing development with young multilingual learners when using wordless picture books as mentor texts (Arif et al., 2008; Chaparro-Moreno et al., 2017; Iordanaki, 2020; Lysaker et al.; Pennell, 2014). While Louie and Sierschynski (2015) promoted a four-step process to try out with young multilingual learners, formal research was needed to test and measure this method. The lesson format implemented in this study helped strengthen the validity of Louie and Sierschynski's (2015) process while also helping to further understand how wordless picture books promoted writing development for young multilingual learners.

CHAPTER III

METHODOLOGY

This study was a qualitative case study with cross-case analysis (Creswell, 2022).

Case study was an appropriate approach to address growth in writing development (Yin,

2012) as the researcher dug deep into why participants made their choices. No matter the

linguistic domain or structure, Cummins (1981) and Krashen (1983) concluded that

language development was an experience that progressed. As a qualitative study, the

researcher reviewed the data and noted themes within different points to state their

findings in order to examine the lived experiences of the participants throughout the

study (Creswell, 2022; Merriam, 1998). The researcher defined each case as individual

participants and their unique data was collected from observations, work samples, and

interviews. The researcher chose a case-study approach to conduct the research as each

participant presented their own unique case (Yin, 2012). Once the researcher had

collected all data and analyzed each case individually, the researcher felt it appropriate to

do a cross-case analysis to find themes within writing growth across the 12-week study in

order to deeper the understanding of overarching commonalities, which ultimately helped

strengthen the findings of each case (Creswell, 2022; Merriam, 1998).

In this chapter, the researcher provided information regarding their philosophical

assumptions, research design, purposeful sampling procedures, details on setting and

participants, the researcher's past relationship with the students, materials utilized, data

collection, data analysis, and protocols used throughout the study. The researcher also

included the validity of the study, ethical considerations, the role of the researcher,
reporting of the study, and the feasibility of the study.

Philosophical Assumptions

Philosophical assumptions informed the lens through which the researcher used
throughout the study. These assumptions directed all research (Creswell, 2022). Each
framework presented provides unique interpretations of various components
underpinning the researcher's philosophical assumptions: the ontology, epistemology,
axiology, and methodology (Merriam & Tisdell, 2016).

Constructivist Research Lens

The researcher adopted a constructivist research theory lens. With a constructivist
lens, this research aimed to describe how individual participants constructed knowledge
of what was presented before them as this information interacted with the learner's
background knowledge and past experiences (Cobern, 1993; Vygotsky, 1978). Aligned
with the ontological beliefs of a social constructivism framework, the researcher upheld
the thought of multiple realities constructed through lived experiences. Interactions with
others were also vital to developing these realities (Creswell, 2022; Vygotsky, 1979). In
addition, the epistemological beliefs of this framework also promoted a reality the
researcher and the participant created. The participants attempted to understand their
world, while the researcher also tried to understand the nature of the participants'
experiences. The researcher utilized this framework and also supported the axiological
belief of valuing individuals and their experiences before and during the research. In
alignment with dynamic bilingualism, the participants were free to communicate in any
language of choice, discuss their own opinions, and write however they wished (Garcia,

2009). Finally, the researcher adopted the methodological belief that themes revealed themselves through selected research methods, such as interviewing, observing, and analyzing participant writing samples. The researcher believed that the participant's inferences and writing behaviors were all transactions between the individual's schema, funds of knowledge, and the wordless picture books presented during writing lessons (Moll et al., 1990; Piaget & Inhelder, 1969; Rosenblatt, 1969).

Critical Theory Research Lens

In addition to constructivism, the researcher employed critical theory as a theoretical lens. As a social justice theory, Creswell and Poth (2018) described critical theory as a close examination of different constraints on individuals within our society. First coined by Freire (1970), critical theory promoted research and action to impact social change (Creswell, 2022). In American public schools, Parmon (2021) and Wiley and Lukes (1996) stated English-only instruction and linguistic output was a constraint on many non-native English speakers. Creswell (2022) and Freire (1970) described critical theory as a research lens that worked to dismantle social power hierarchies to provide equitable opportunities for all people of varying linguistic backgrounds

Regarding critical theory, the researcher aligned themselves with this framework as this theory supported social change (Creswell, 2022). The change the researcher set out to demonstrate was the dismantling of language structures within public schools. For this framework, the ontological beliefs were the problematic nature of language hierarchy systems in our current society. The researcher's epistemological beliefs guided the hope that change was possible through this research and others like it. This diversity of values also aligned with the axiological beliefs of this theory. Valuing diversity within the larger

community was a goal for the researcher as they promoted choice and linguistic freedom. Finally, the methodological beliefs of the researcher guided the assumptions of power. The researcher set out to document these disparities while advocating for change within these systems of power.

This research sought to subvert the linguistic hierarchy of English-dominant schools. Anchored in critical theory, constructivist theory, dynamic bilingualism, and linguistic sustainability, the researcher encouraged participants to embrace their entire linguistic repertoire including their home language of Spanish, as well as English (Garcia, 2009). All four language domains (reading, speaking, listening, and writing) were promoted throughout the study.

Setting

The setting for this study was an urban elementary school in the Southeastern United States. The school served a population of 774 students in PreK through fifth grade. The school had 209 multilingual speakers, which was 29% of the student population. Of the 209 students, 196 multilingual learners qualified for ESL services based on the WIDA Screener (WIDA, 2022). This screener determined the eligibility of the learner for ESL services. Of the 196 ESL learners, Spanish was the identified home language of 182 of the 195 students who qualified for ESL services.

Participants

The participants for this study were purposefully selected using a determined list of inclusion criteria. The researcher employed purposeful sampling to support this criterion-based selection of participants (Merriam & Tisdell, 2016; Patton, 2014). The researcher initially based the selection on the students' 2022 WIDA ACCESS for ELLs

writing scores and grade level. All students selected scored in the emerging (1.0) to beginning (2.9) levels of writing development (Table 1). The researcher selected second-graders for this study. All students have attended the same elementary school since kindergarten. This school setting conducted instruction in English. Spanish was the home language of all students selected. Not all students were in the same general education classroom. The participants came from six general education classrooms with teachers of varying teaching and education levels. The same ESL teacher serviced all participants and this ESL teacher was also their ESL teacher in the second semester of their first-grade year.

Table 1

Writing Behaviors of Level One and Level Two

Level Two: Emerging (Scores between 2.0 and 2.9)

- Some student-generated text was evident and text that was adapted from a model or source was partly comprehensible. Some text was also still copied.
- Idea expression was beginning to emerge with an attempt to organize an idea.
- Repetitive sentences and patterns with the use of phrases and formulaic structures are used in social and instructional situations.
- Emerging usage of content words and basic expressions.
- General vocabulary was utilized repeatedly to express different ideas. Ex. bad, good, sad.

Level One: Entering (Scores between 1.0 and 1.9)

- Written text that was copied or adapted from a model by a peer or teacher. Sources were regularly utilized, such as picture dictionaries, anchor charts, books, etc.
- The comprehensibility of the written text was difficult to interpret with text created by the student without the support of resources.
- Full sentences were rare. Single words, chunks, or common phrases.

Note. Adapted from *Introduction to the WIDA English Language Development Standards* (WIDA, 2013, p. 21)

Researcher's Relationship with Participants

The researcher of this study served as the participants' ESL teacher for all of the participants' kindergarten year and half of their first grade-year. The researcher became the school's Assistant Principal in the middle of their first-grade year. Their current ESL teacher served as the ESL paraprofessional during the first part of their first-grade year and transitioned to their ESL teacher mid-year. This ESL teacher stayed with the school and was their primary ESL teacher in their second-grade year. References to the students' personalities and interactions with others were based on the researcher's past and present interactions with the students as the researcher had maintained relationships with the participants and their families.

World-Class Instructional Design and Assessment (WIDA)

The WIDA consortium of states and their aligned practices supported the state where this research took place. The school's ESL department administered the same standardized test to all participants which scored English proficiencies in reading, writing, speaking, and listening.

WIDA (2022) indicated that a .5 growth per year was expected growth year over year for all four language domains: reading, writing, speaking, and listening. All participants selected had not met this benchmark of adequate growth between their kindergarten and first grade year. This group of students could benefit from instruction that developed their writing skills to increase their writing proficiency by at least .5 in their second-grade year.

Research Design: Qualitative Multiple Case Study Design

A qualitative multiple case-study was chosen as the design for this research to enable an in-depth study of how writing developed over time in multilingual children and how descriptions of their writing abilities and experiences changed as a result of writing instruction with wordless picture books used as mentor texts (Dorfman & Cappelli, 2017; Louie & Sierschynski, 2015; Merriam, 1998). The researcher analyzed writing samples for the learners' writing development. In addition, the researcher conducted interviews focused on the participant's descriptions of themselves as writers, author craft moves, and their own writing compositions. The researcher also took observation notes throughout. The synthesis of these three qualitative measures and the identified themes of each enriched the findings and implications of the research.

Methodology Overview

Creswell (2022) defined the nature of qualitative research was to answer questions about the human experience while asking open-ended questions and intentionally collecting and analyzing data through different methods that answered these questions depending on the chosen approach of the study. This study employed a qualitative case study approach (Yin, 2012). Each child was an individual case that was studied individually. Later, data was analyzed to create a cross-case synthesis of the data to conclude themes that informed the conclusions and implications for future research (Stake, 2006). The case study approach was appropriate for this study because the instructional design allowed the researcher to collect data and analyze each case individually and then collectively (Merriam, 1998; Yin, 2012). An overview of the methodology was included (Figure 1).

Figure 1

Methodology Flowchart
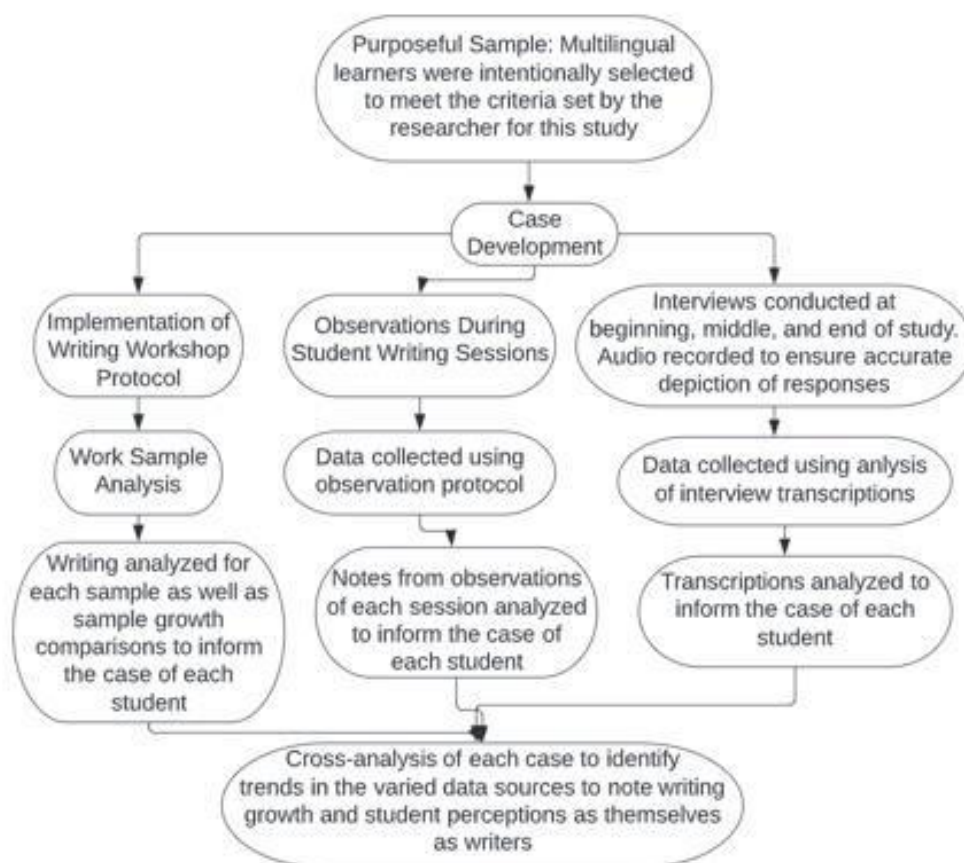
Instructional Procedures

The format outlined by Louie and Sierschynski (2015) inspired this study's

writing workshop design. The practitioner article referred to four steps of viewing

wordless picture books while examining the many layers of storytelling and author craft

moves. Additionally, the process introduced the idea of children adding their

interpretations of the wordless picture book to the illustrations in the form of

conventional writing. The table below outlined the four-step process (Table 2).

According to Louie and Sierschynski (2015), repeated viewings of the wordless picture

books allowed children to dig into the many different layers of the story for maximum

analysis and inspiration for their own narrative stories. The student-created books were

then analyzed to measure writing growth over time. In addition to these books,

participant descriptions of themselves as writers were analyzed through interviews

conducted at three different points in the study.

Table 2

Four-Step Protocol with Wordless Picture Books

Steps (Louie & Sierschynski, 2015)	**Description of Step and Study Connections**
1. Peritextual Features Preview	**Description:** This step provided the basic background information of the wordless picture books. Louie and Sierschynski (2015) indicated that the cover page, title page, ending pages, and other unique pages that addressed the author's intent included these features necessary to preview the reading experience.
	Connection to this Study: This step was the preliminary step when the students and teachers were first introduced to each wordless picture book. This step introduced the book and gave children a chance to set the tone for the upcoming writing workshop sessions.
2. Use Repeated Viewings to Dig into Layers of Detail	**Description:** This step was the heart of the process. Included in this step was an in-depth discussion of retelling details, such as characters, setting, and important events in the beginning, middle, and end. Each of these elements also had other smaller categories. For example, mini-lesson topics included analyzing character actions, feelings, thinking, and perspectives across multiple days. Story structure can be analyzed, such as cause and effect, problem and solution, sequencing, and story mapping. Finally, further analysis was possible while comparing story details of two wordless

	picture books or elements. The researcher kept the needs of the participants in mind when designing these lesson topics.
	Connection to this Study: This step encompassed a large portion of the mini-lessons. As the teacher and students worked together to construct the meaning of each story element, students added text to the pages of the wordless picture book. The students were the ones who decided what to write and will stick those written interpretations to each page. Students were free to write at any writing stage, such as drawing, invented spelling, and conventional spelling. These sentences provided a scaffold for students to practice prior to their written compositions.
	For example, if the group introduced the characters in the story, each character would be labeled with a name generated by the student and possibly a title, such as mom, dad, mouse, cat. If the group studied character feelings throughout, the students drew upon picture clues and changed facial expressions to write about how the mom is feeling.
3. Analysis	**Description:** This was the study portion where the student and teacher drew attention to the author's purpose and craft moves in a story. Teachers scaffolded this thinking process throughout the mini-lessons to inspire children to try out these moves in their own writing.
	Connection to this Study: This step was incorporated in the mini-lessons throughout this study, along with Step Two repeated viewings. This step moved away from the story and analyzed the author's craft moves, potentially inspiring the students to try out the moves in their own writing during the Step 4 process. For example, analysis of why the author illustrated something in a specific manner was discussed.

4. Synthesis Using Student-Created Books	**Description:** Students were invited to create student-created books at the end of each mini-lesson. Participants did not necessarily have to produce a new book after each mini-lesson. The students utilized their understanding of the information in the mini-lesson to inspire their own writing in a book they are currently working on or a new creation. The student determined when they would like to begin a new book versus adding more detail to an existing book.
	Connection to this study: This was the independent work during each mini-lesson. After the active engagement portion of the lesson that encompassed Steps Two and Three of this learning process, students were invited to incorporate these details and craft moves into their writing.

Note. Adapted from *Enhancing English learners' language development using wordless picture books* by B. Louie, & J. Sierschynski, 2015, *The Reading Teacher*, *69*(1), 103–111.

Mentor Texts

The primary materials used as mentor texts during this study were wordless picture books. Mentor texts were an appropriate resource to utilize in writing workshop to help generate ideas of what learners might do in their writing (Dorfman & Cappelli, 2017). In Table 3, the titles of wordless picture books utilized during writing workshop and as well as the units of study implemented by the researcher were presented (Louie & Sierschynski, 2015). In addition to the wordless picture books, the researcher presented participants with blank papers for story construction. While the participants were free to add pages or not use all the pages, three pages were stapled together and presented to the participant. The researcher instructed the participants to request more paper or cut out papers depending on their desired book length. To guide lesson instruction, the researcher divided the study into three different instructional units. To begin, the researcher led the

participants in lessons about character development, such as character actions and feelings. Next, the researcher instructed participants on adding details about a particular setting to enrich their writing. Finally, the researcher included lessons on story structure which primarily focused on developing a strong beginning, middle, and end of their stories.

Table 3

Wordless Picture Books and Corresponding Units of Study

Mentor Texts	Units of Study		
	Character Development	Adding Details	Story Structure
Carl's Afternoon in the Park Day (Day, 1992)	X		
Carl Goes to Daycare (Day, 1993a)	X	X	
Carl Goes Shopping (Day, 1989)			
Carl's Masquerade (Day, 1993b)		X	
Hike (Oswald, 2020)		X	X
Journey (Becker, 2013)	X		X
Pancakes for Breakfast (dePaola, 1978)			X

Data Collection

This study employed an array of data collection methods. Merriam (1998) noted various data points helped enrich the context of the study's findings. The cross-case analysis of each case also maximized individual findings to optimize synthesis (Yin, 2012). Anecdotal notes during student observations were also included in data collection (Appendix A). The researcher also planned for lessons that best suited the needs of the group and individuals (Appendix B). Student interviews were conducted at the beginning,

middle, and end of the study (Appendix C). Finally, work samples were collected after

each child indicated they had finished a writing piece and would like to start another

(Appendix A). Protocols were developed by the researcher to track participant progress

that directly correlated to the research focus. Protocols were deemed necessary for

research as they standardized the study's design process (Creswell, 2022). The researcher

created the protocols.

Observations

The purpose of observations and field notes was to record relevant conversations

or behaviors by the participants that may lend themselves to a better understanding of

their work (Creswell, 2022; Yin, 2012). In addition, the researcher modeled author craft

moves and story structure details (Bates et al., 2019; Creswell, 2022; Dorfman &

Cappelli, 2017). The researcher conducted observations throughout the mini-lessons and

during independent writing time. The researcher made notations on the researcher-created

observation instrument (Appendix A). Notations were made in the areas of classroom

engagement behaviors, use of translanguaging across all four language domains, writing

behaviors that directly correlate with the wordless picture books, as well as utilization of

outside resources to support writing, such as anchor charts, picture dictionaries, and other

environmental print resources. Observation notations of all participants were made on

one protocol instrument each day. All sessions of instruction had their own protocol

instrument page. The researcher used pseudonyms when writing each participant's name

and notations to protect confidentiality.

Work Samples

The purpose of work samples was to analyze the intentional use of the targeted skills modeled by the researcher (Blythe et al., 2015; Creswell, 2022). Work samples were books the participants created during writing workshop. All participants created five to seven books throughout the study. Books ranged from three to thirteen pages in length depending on each participant's desired length for a chosen theme or topic. The researcher analyzed the work samples daily to inform the next session's instruction. The completed book was also analyzed utilizing the same protocol instrument as the individual session work. This protocol instrument allowed the researcher to note the growth in writing development, the next steps regarding instructional needs, and what lessons were taught prior to the participant creating the piece to be analyzed (Appendix B).

Interviews

The purpose of interviews was to gain an understanding of a participant's thought process and growth throughout the study (Creswell, 2022; Yin, 2012). The researcher conducted interviews at the beginning of the 12-week study, at the mid-way point of six weeks, and at the end. For this study, the interviews focused on the child's description of themselves as writers, author craft moves, and their writing samples. The interviews were recorded and then transcribed. The researcher gave the participants a choice to interview in English, Spanish, or both, depending on their comfort level. The researcher and the translator worked together to ensure the proper transcription was included (Appendix C).

Data Analysis

The researcher transcribed the data to ensure proper examination of all data points. The researcher utilized a variety of phases of coding including, open and descriptive (Williams & Moser, 2019). The possibilities of themes remained open and fluid as the researcher proceeded through the phases to ultimately determine the overall themes. The researcher analyzed the data from student interviews, work samples, and observations. All data from these sources informed each case. Once the researcher analyzed the case data individually, the cross-case analysis was conducted.

Student Interviews

The researcher used an open coding process for each participant's three sets of interview data (Williams & Moser, 2019). The researcher used the exact words of the students to draw conclusions. Thick, rich descriptions were employed to ensure the accurate and detailed accounts of the participants experiences (Holloway, 1997). At this stage in the analysis, the researcher had not conducted any cross-case analysis. This form of coding allowed the researcher to get an overview of the responses and note the growth from the beginning to the end of the study (Saldana, 2013). The researcher's purpose of this open coding process with interview data was to note the growth in their descriptions of themselves as writers, use of author craft moves, and their writing samples. Following the open coding process, the researcher conducted a more thorough descriptive coding on each participant's interview data (Williams & Moser, 2019).

Work Samples

Like interviews, the researcher employed an open coding process of each participant's five or more books created during writing workshop (Williams & Moser,

2019). The analysis aimed to note the growth in the participants' writing samples over time. Opening coding allowed emerging themes to take shape and set the foundation for cross-case analysis (Saldana, 2013). In conjunction with this open coding process, the researcher also consulted the WIDA (2021) writing development standards to assist and guide the researcher's notations to form these writing growth trends (Appendix Q). The researcher wanted to ensure that this process was data-driven to construct themes based on reviewing all data presented (Appendix P). Data-driven coding allowed the researcher to analyze data without preconceived notions and allowed the data to speak for itself (Linneberg et al., 2019).

Observations

The researcher analyzed the observation notes from the entire course of the study. Since the researcher wrote notations of multiple participants on the daily protocol instruments, pseudonyms were written on the protocol to identity which participants was being discussed. The researcher used a descriptive coding process to analyze observation data (Williams & Moser, 2019). The researcher looked for trends throughout the observation instruments to code specific trends (Appendix P). As needed, the researcher also cross-referenced the work samples the participant was working on when the data was collected to provide further context to the notations.

Cross-Case Analysis

The cross-case analysis combined each case's individual findings, strengthening the research study (Yin, 2012). Yin highlighted the primary purpose of cross-case synthesis as a summation of individual cases while increasing the knowledge and validity of each case to form themes across all participants' growth throughout the study. As the

researcher looked across multiple cases and a variety of sets of data, the individual cases were also strengthened (Merriam, 1998).

Throughout the cross-case analysis, the researcher utilized axial and analytic coding processes (Williams & Moser, 2019). First, the researcher organized all the individual cases' coding themes and looked for relationships among codes (Appendix P). Next, themes were categorized to narrow down common themes among all cases.

Legitimacy of Study

Creswell and Poth (2018) noted a study's legitimacy was determined by whether the researcher and the study was deemed credible by the participants. In order to remain credible and the findings to be robust, triangulation of data sources was utilized (Yin, 2012). Yin (2012) defined triangulation as "establishing converging lines of evidence" (p. 13). Multiple data sources were analyzed to determine study findings to represent the participants and their experiences within the study sufficiently. To ensure the researcher followed the study's methodology and instruction with fidelity, the researcher produced multiple protocols (Appendices L, M, N, O) to guide the instructional process.

In addition to the triangulation of data sources, the researcher utilized member checking to ensure the researcher's understanding of the participants and that their responses were accurate (Merriam & Tisdell, 2016). For example, during the interviews, participants were given the opportunity to expand on their answers or the question was rephrased to ensure the participant understood the question. In addition, the researcher repeated back the participant's responses to verify their response. Member checking ensured that the researcher and the participant accurately recorded and conveyed what the participant meant regarding that particular response.

Member checking was also employed to address the researchers' bias (Merriam & Tisdell, 2016). Bias was possible because the researcher had instructed the students as their ESL teacher before and knew them from their first day of kindergarten. During observations and analysis, the researcher ensured that all notations were factual and based on actual evidence found in the data and would check back with participants at the time of the interaction or later during analysis, if necessary.

Feasibility of Study

This study was feasible because the researcher had all the resources they needed within reach. As the primary researcher, the school district's superintendent, the Data Compliance Committee, and the school's principal allowed the researcher to complete the study without requiring any changes to the research proposal (Appendix D). All participants who met the inclusion criteria agreed to complete the study and signed consent and assent forms. The second-grade teachers of the participants also helped make this study possible as they were very flexible with their time, as the researcher took the students from their classrooms for the lessons. As an enrolled graduate student at the University of Alabama at Birmingham, the researcher was able to utilize online databases and access Mervyn Sterne library for resources and librarian support as needed. Utilizing the online databases provided by the university, the researcher accessed peer-reviewed journals and located seminal pieces by researchers and theorists. The researcher also gained IRB approval which allowed the research to be completed properly (Appendix E).

The researcher's educational background and linguistic abilities were two advantages to the completion of this study. As a former ESL teacher and second-grade teacher, the researcher had knowledge of best practices with multilingual second graders.

The researcher was also conversational in Spanish, which made communication with the participants and parents easier. The school's translator stood in during formal communications, but the researcher provided instantaneous communications and directives to the participants throughout the study.

Ethical Considerations

Creswell and Poth (2018) upheld the belief that researchers must hold the utmost ethical standards, especially when research involves children. To protect the integrity and welfare of all participants, the researcher took specific steps to meet all ethical standards.

To begin, the researcher received approval from the university's Institutional Review Board. The process involved providing all study details, documentation, consent and assent forms, and all research protocols. Approval for IRB was sought prior to any research taking place. The researcher received IRB approval on November 3, 2022 (Appendix E).

Due to this study taking place in a public-school system, the researcher received gatekeeper permission for the study from the district's Superintendent, the school's principal, and the district's Data Governance Committee (Appendix D). After obtaining permission to conduct the study from the school and district gatekeepers, the researcher sought consent from all participants' guardians who met the inclusion criteria (Appendices F & G). A recruitment letter was also sent to the guardians to inform them of the study and asked them to allow their child to participate (Appendices H & I). After the guardians gave consent, the researcher sought the permission of the participant. Since the participants are eight years old or younger, a signed assent form was also collected from the students (Appendices J & K). Both guardians and participants were made aware

of the benefits and risks of the study before agreeing to participate. The researcher sent all forms in English and Spanish. All guardians spoke Spanish or English. In addition to translated forms, a translator was present to read the documents to the guardians and answer any questions.

Confidentiality of the participants was held in the highest regard throughout the study as anonymity and management of data are imperative to any research study (Wiles et al., 2008). To protect all involved, school name, participant names, and family information were excluded from documents. The researcher used pseudonyms for participants throughout the study. Data and identifiable information, such as WIDA (2022) scores, were kept in a locked cabinet in a locked office.

Role of the Researcher

The role of the researcher was to conduct the study while acknowledging their preconceived notions and biases (Merriam & Tisdell, 2016). Also, examination of the notions and biases was critical to allow for the study's results. This allowed the researcher to not skew or misrepresent the participants' intentions. At the time of the study, the researcher was pursuing a Ph.D. in Early Childhood Education while also serving in an administrative role at the elementary school where the study occurred. The researcher was also the participants' former ESL teacher in kindergarten. The researcher was already aware of some of the participants' writing behaviors.

Reporting of the Study

With this qualitative research, there was not one specific way to report findings (Yin, 2012). The data was represented in tables, figures, and narratives. Thick, rich descriptions of cases were presented to accurately depict the lived experiences of the

participants while participating in the study (Holloway, 1997; Lincoln & Guba, 1985; Merriam, 1998). Yin (2012) explained the need to "present the evidence in your case study with sufficient clarity to allow the readers to judge independently your later interpretations of the data" (p. 14-15). Each case was described in-depth to help the reader visualize all data represented. This case study report was descriptive and offered components of each case (Yin, 2012). Each case was reported in separate sections with further sections devoted to cross-case analysis and study results. Finally, the researcher selected cases based on varying levels of writing proficiency. The researcher selected these cases due to the diverse nature of the writing proficiencies displayed by each case which could be transferred to other studies with participants of similar writing proficiencies. This selection provided a cross-section of the early childhood multilingual learner population (Lincoln & Guba, 1985).

Participants' Linguistic Profiles

The researcher included each participant's standardized English language proficiency scores for reference and served as a starting point for notations of writing development and instructional decisions were made by the researcher upon reviewing this data as well as the researcher's background knowledge of each participant. It was important to note the participant scores of language development was approximately seven months old. The participants had five months of schooling and two months of summer break prior to the start of this study. The participants' language development may have changed between the seven months the participants took the test versus the start of the study. To provide further context, each participant's WIDA ACCESS for ELLs scores are provided (Table 4). These scores included all listening, speaking, reading, and writing

scores. The researcher also presented the participants 2023 English proficiency scores to note growth in all language domains but emphasized the writing proficiency growth. WIDA (2021) utilizes a scaled scored between 1.0 and 6.0 with 1.0 being the entering level of proficiency. At this proficiency level, you would expect you would expect students to produce writing samples with written text that was copied or adapted from a model by a peer or teacher. Supports, such as picture dictionaries, anchor charts, and sentence stems would be needed by the students as reference. The comprehensibility of the written text would oftentimes be difficult to interpret if there were no supports or resources provided. You would also expect single words, chunks, or common phrases versus full sentences. Scores increase at as you move along the scale to full proficiency at 6.0. WIDA identified each student's performance within each language domain with an overal composite score as the average of all scores. WIDA (2021) noted a .5 point increase would be the expected advancement across each domain year-after-year. Table 4 also specificially highlighted the participants' increases in the writing domain as this was the focus of the study.

Table 4

WIDA ACCESS for ELLs 2022 and 2023 Results for All Participants

Participant		Language Domains			
	Test Year	*Listening*	*Speaking*	*Reading*	*Writing*
Anaese	2022	2.6	2.5	1.8	1.9
	2023	3.0	2.8	1.9	2.8 *(+1.1)*
Marta	2022	6.0	4.5	1.8	1.9

	2023	6.0	5.0	5.9	3.9 *(+2.0)*
Karmen	2022	2.0	2.0	1.9	1.8
	2023	2.1	2.8	2.7	2.5 *(+.7)*
Dario	2022	1.5	1.3	1.9	1.0
	2023	2.3	2.3	4.0	1.9 *(+.9)*
Norman	2022	2.0	1.0	1.5	1.0
	2023	2.1	1.7	4.7	1.7 *(+.7)*
Cruz	2022	2.0	3.0	2.5	1.9
	2023	4.5	3.0	3.2	2.4 *(+.5)*
Alberto	2022	2.1	1.5	2.7	1.0
	2023	2.1	2.0	2.9	2.2 *(+1.2)*
William	2022	1.5	1.5	1.8	1.5
	2023	1.7	1.8	2.7	2.8 *(+1.3)*

Note. Average of 1.1 points writing growth across all eight participants between 2022 and 2023. This average surpasses the typical average of .5 growth expected each school year (WIDA, 2021).

CHAPTER IV

FINDINGS

There were eight participants in this case study. The researcher highlighted four as individual case studies as they represented a variety of writing proficiency levels. The researcher's goal was to draw conclusions using thick, rich descriptions of the experiences of the participants (Holloway, 1997). These descriptions served as a type of external validity as the descriptions may be transferable to other children with similar writing proficiencies (Lincoln & Guba, 1985).

Themes

From collection and analysis of data from interviews, observations, and work samples, five themes emerged: development of identity as an author, increased writing proficiency, maturation of writing behaviors, development of a writing community, and flexibility within language.

Case One: Marta

Marta's home language was Spanish and her parents and baby sister spoke only Spanish in the home. Marta rarely engaged with others in kindergarten and the first half of her first-grade year. She would hesitantly speak with others if the other person initiated the conversation but the researcher rarely observed Marta initiating conversations. She would engage in play activities but observed most of the time. In the second half of first grade, the student was observed initiating conversations with others and would approach others to give them hugs and ask them to play with her. Now in second grade, Marta noted she has friends and enjoys talking to her friends. The researcher presented Marta's

case evidence with the following themes and sub-themes: development of identity as an author, lack of writing exposure, becoming an author, increased writing proficiency, growing writing independence, maturation in writing behaviors, writing stamina, development of a writing community, and flexibility in language.

Development of Identity as an Author

The researcher identified two sub themes within the overall theme of development of identity as an author. Evidence within Marta's interviews demonstrated a lack of writing exposure in prior experiences and growth of her descriptions of herself as a writer.

Lack of Writing Exposure. Marta, along with all other participants, was not certain of when her teacher gave her chances to write in their second-grade classroom (Appendix C). For example, Marta stated she got a chance to write "when we read sometimes like answering questions." There was also evidence of a lack of writing behaviors that produced written work. For example, when asked how her teacher helps her when she writes, she shrugged her shoulders and said "sound it out." She phrased this as a question as if unsure of her answer.

Becoming an Author. Like all participants, Marta did not view herself as a writer in the beginning of the study (Appendix C). Based on her initial interview responses, Marta did know what an author was but she did not view herself as a writer (Appendix C) Marta stated, "No. I don't know. I know an author writes books. It's on the front cover." As the study progressed, she grew into her role as an author and described herself as an author. When Marta was asked at the end of the study if she was now an author, she stated "Yes, I like writing and I think I am better." In addition, she also stated in her

second interview she wanted to write more on each page and add extra story elements, such as Wally (Appendix C)

Increased Writing Proficiency

The researcher identified evidence of Marta's continual increase in writing proficiency as she grew from utilizing sentence stems to writing independence.

Growing Writing Independence. Although Marta scored a 1.9 out of 6.0 on the WIDA ACCESS for ELLs writing section, Marta demonstrated more advanced writing proficiency from the beginning of the study. From the beginning of the study, the researcher observed Marta generating her own writing ideas, writing phrases with no assistance, and utilizing the sentence stems provided during lessons to construct complete sentences (Appendix A). She also illustrated her stories with legible details and ample color. Marta completed the sentence stems quickly compared to others while also illustrating her sentences to match the words. With Marta's first book, she followed along with the researcher's suggested basic sentence stems, such as '_____ is _____.' Marta wrote, 'Amir is happy.' (Figure 2). She wrote, "Amir, the Bad Seed, is in the park." By her second story, she included extra characters and utilized more advanced wording. For example, Marta wrote, "Timmy is looking at the animals. Timmy is marvelous. Wally is happy" (Figure 3). In this example, she included the extra character, a more advanced feelings word in comparison to 'good' and 'happy', and added an extra sentence to describe Wally's feelings (Appendix 4). The feelings of Marta's character also changed throughout the story. Marta drew the character sad when he arrived at the zoo but when he saw the animals and saw his friend, Wally, the main character was finally happy. Wally's facial expression reflected this transition of feelings.

Figure 2

Marta's First Book, 'The Bad Seed Goes to the Park''

Page One: Amir is playing
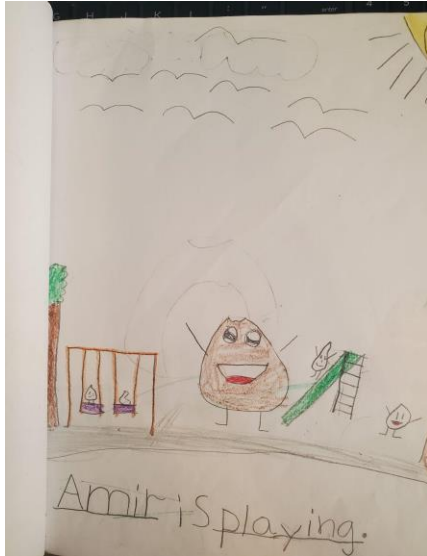
Page Two: Amir is happy.
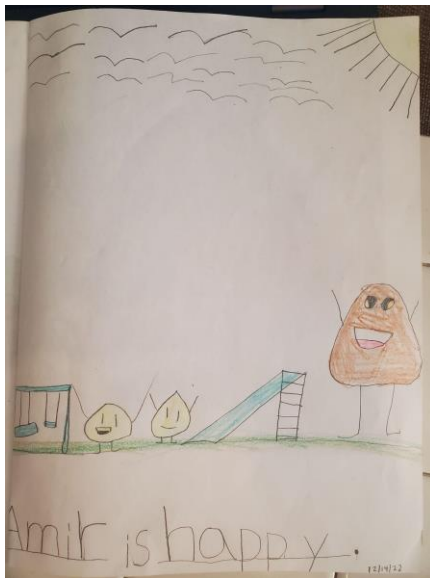
Figure 3

Marta's Second Book, 'Bad Seed Goes to the Zoo.''

Cover Page: Bad Seed goes to the zoo.
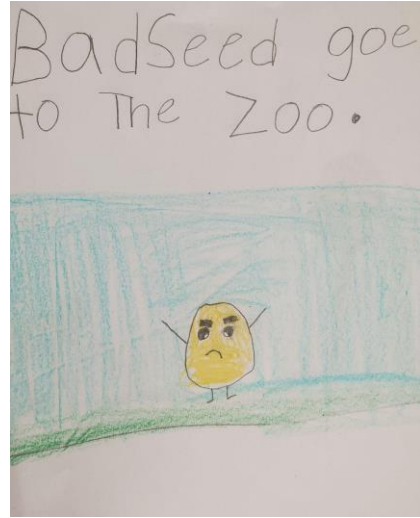
Page One: Timmy the bad seed is at the zoo.

Page Two: Timmy is looking at the animals.
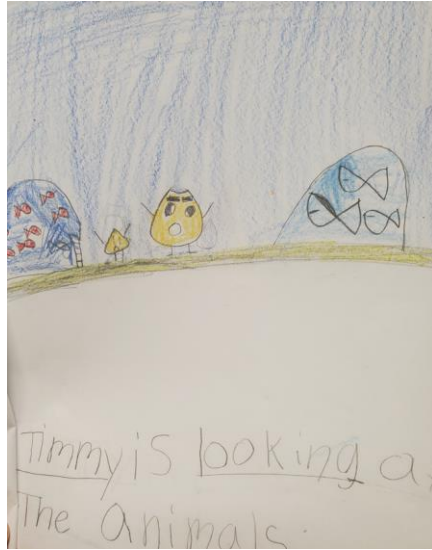
Page Three: Timmy is marvules (marvelous). Wally is happy.
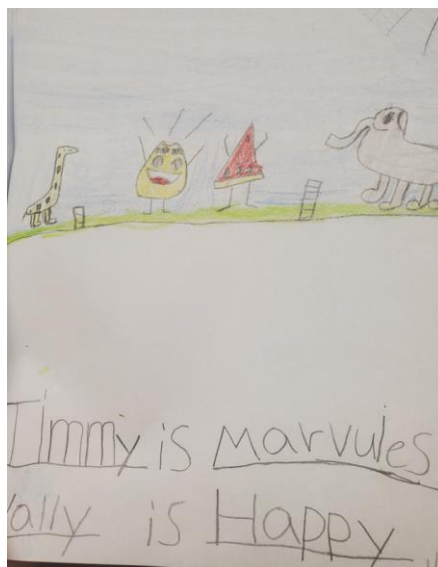
The researcher challenged Marta to write more details and brainstormed some ideas of how one might expand their writing, such as describing her illustration in further detail, but left open the opportunity for Marta to think about her choice of what she wanted to write. For example, when Marta wrote a book focused on items found in a particular setting, Marta wrote about an office. She specifically wrote about a school office. Without the help of sentence stems, she chose to write two sentences that

described what each item was and what color it was. The researcher detailed Marta's

description of a table found in the school's office in Figure 4. The researcher selected the

pages of Marta's book to illustrate Marta's growing writing independence as she did not

utilize any instructional supports from the researcher.

Figure 4

Marta's Fifth Book, "The Office."

Page One: The ofis (office).
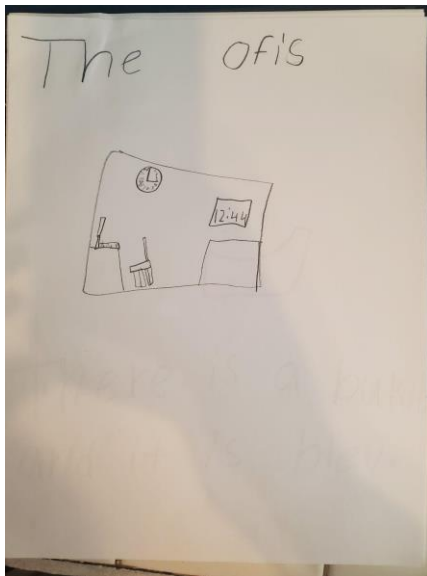
Page four: There is a table. It is wite (white) and brone (brown).
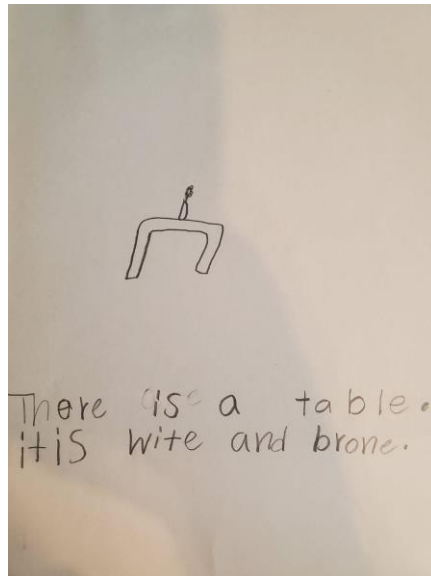
Note: In Marta's fifth book, she described the school office and the items in the office in further detail than modeled by the researcher. Her book was a total of eight pages.

Maturation in Writing Behaviors

The researcher identified the sub theme of writing stamina within Marta's case. This sub theme highlighted Marta's work ethic and completion of tasks.

Writing Stamina. Marta never required redirection and was observed to work diligently until told to stop. One area to note was her interest in a diverse group of writing topics which allowed her to generate seven pieces of writing. She wrote about the Bad Seed, rabbits, the office, the pond, and family trips to the mall (Figure 5). The researcher selected this excerpt from Marta's seventh book to illustrate her eagerness to write about different topics, such as her family going to the mall. This book contained ten pages and recounted all the items Marta bought, or wanted to buy, when her family went to the mall. In addition to a variety of topics and volume of writing increasing overtime, Marta also expressed her eagerness to write more. For example, when asked what she thought she would write about next, Marta stated, "I want to write more on each page like I did with Wally and the Bad Seed" (Appendix M).

Figure 5

Excerpt of Marta's Seventh Book, "My Family Goes to the Mall."

Page Six: There are toys in the mall.
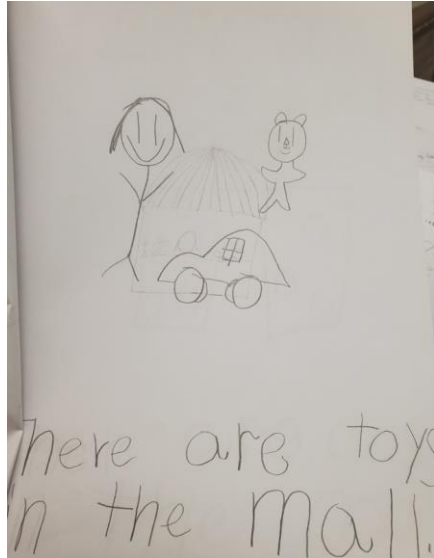
Note: This was page Marta's book about her trip to the mall with her family. Marta focused on items she has found in the mall, such as toys, and items she would like to buy, such as an iPad.

Development of a Writing Community

Although Marta scored the highest score possible in the listening domain and 4.5 out of 6.0 in speaking on the ACCESS for ELLs (2021), the researcher did not observe Marta outwardly interacting with the other participants very often. For example, her remarks during lessons were made directly to the teacher (Appendix C). When prompted to respond to another peer, she would agree or disagree with a head nod. There was one instance where Marta did help another participant write his story with the use of Google voice-to-text. Nelson wanted to write a story using printed words. He asked Marta for help. With her assistance and the researcher's phone to use Google voice-to-text, Marta helped Norman compose complex words, such as *Jurassic Park, megalodon,* and

dinosaurs (Figure 6). Norman wrote the words and Marta helped him construct the words using her background knowledge and Google voice-to-text. The researcher only noted this one particular instance where Marta interacted with another participant for an extended period of time.

Figure 6

Co-Created Book by Norman and Marta.

Page One: The Jurassic Park
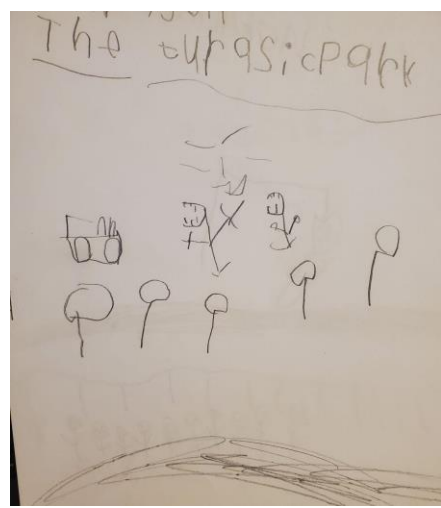
Page Two: Dinosaurs
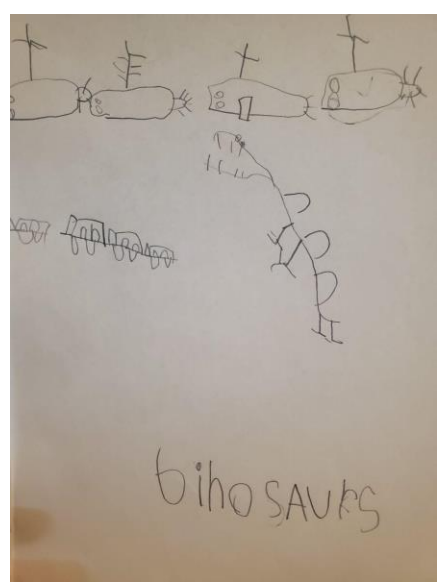
Page Three: Megalodon
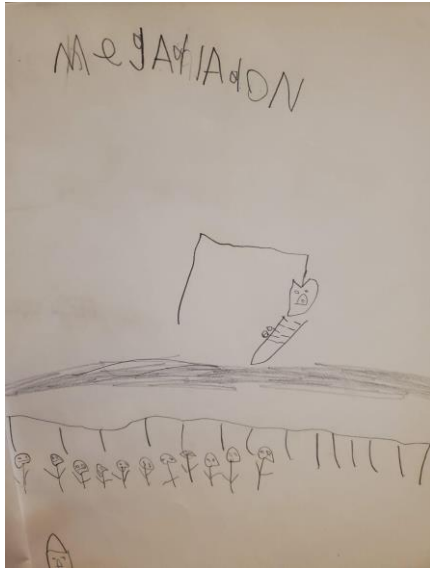
Note: While this figure detailed Norman's writing, Marta's assistance made this book possible for Norman.

Flexibility in Language

Marta had to be invited to explore new writing opportunities, such as expanding her sentences and writing in her home language of Spanish (Figure 7). For example, the researcher notated Marta's spelling of 'huevos' during a mini-lesson on labeling. Marta stated, "Eggs is huevos in Spanish. */W/-/e/-/v/ and /o/ Huevos*." Marta was observed speaking and writing in mostly English. Marta would only write in Spanish if the researcher provided an invitation to her. The example below was from *Hike* (Oswald, 2020). She labeled several objects found on the page.

Figure 7

Marta's Labeling Using Invented Spelling of 'eggs' and 'huevos'
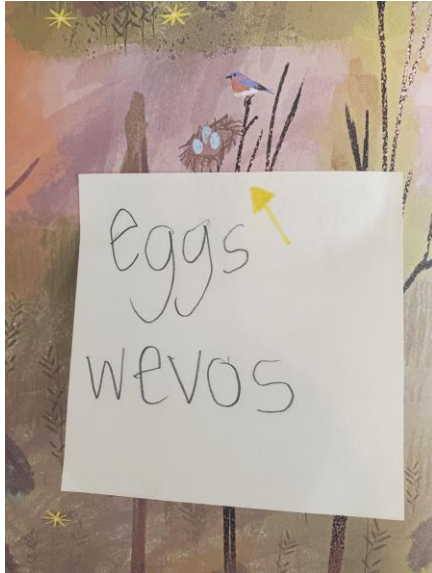
Case Two: Anaese

Anaese was a spirited child who enjoyed learning. While Anaese's native language is Spanish, Anaese's parents requested Anaese only speak English while at school. The mom also requested that Anaese not participate in the Spanish elective provided by the school. The mom's reasoning for this decision was that Anaese must be immersed in English for her English skills to advance quickly. Due to the required nature of the Spanish elective, Anaese attends Spanish class once a week with her class. Anaese's mom spoke English but was observed by the researcher making several grammar errors, especially using pronouns. The researcher also noticed that Anaese's English skills reflect her mother's abilities with similar errors. For example, everyone that Anaese's mom and she refer to are 'he.' The words 'she' or 'they' were not produced and the sentence structure was limited to primarily present tense

Development of Identity as an Author

The researcher identified two sub themes within Anaese's descriptions of being an author: lack of writing exposure and becoming an author.

Lack of Writing Exposure. The following question and response from Anaese illustrated the overarching theme of participants not describing themselves as authors.

Researcher: Do you think you are an author or writer?

Anaese: No. They write like books. I don't write books.

This exchange between the researcher and Anaese was similar to that of all other participants. While Anaese knew what an author was, she did not view herself as an author. Anaese was also unsure of any chances her teacher gave her to write nor could she articulate how her teacher would help her when she wrote. Both interview questions at the beginning of the study were "I don't know" (Appendix C).

Becoming an Author. By the middle of the study, she identified herself as an author by stating, "Yes, I am an author cuz I write books" (Appendix C). When asked what made her change her mind about whether she was an author or not, she stated "I am excited now!" In addition to this response, the researcher asked Anaese to describe how she felt about writing at the end of the study. Anaese stated, "I love it! I wish we were writing today!"

Increased Writing Proficiency

Anaese increased her writing proficiency as the researcher observed her veering from the group's designated sentence stems to more unique writing to suit her interests.

Growing Writing Independence. The researcher observed Anaese not utilizing the sentence stems past her third story. She began to write her own sentences versus being bound to the simple sentence structure presented (Figure 8). She asked permission to write something else and the researcher granted the request. She never utilized the sentence stems again. For example, when focusing on story structure, Anaese decided to

write about her trip to Mexico. The sentence stem provided were "I went to

_____." and "_____ had _____." Instead of this basic sentence

structure, she wrote, "I want to go to Mexico because I like to see my brother. I ate

churros before and is good." (Figure 9). The bounded system of sentence stems and

frames did not fit the writing style of Anaese and her chosen topics. Once she felt she was

free to write, she jumped in with two feet and created unique writing pieces. Moving

from constrained writing options presented by the research, Anaese produced more

unique and complex sentences with details to enhance her writing.

Figure 8

Anaese's First Book, "Pretty, the Unicorn."

Page One: Pretty the unicorn is in the sky.
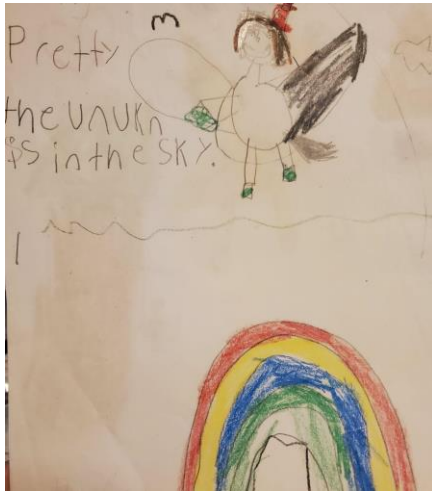
Figure 9

Anaese's Fifth Book, "Mexico."

Page Two: I want to go to the Mexico because I like to see my brother.

Page Two: I ate churros before. I ate churros and is good.
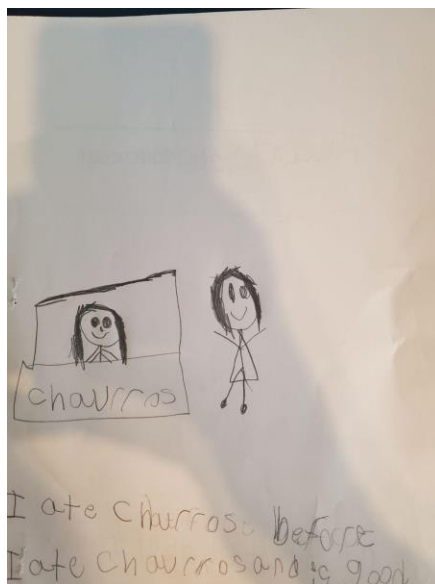
Maturation of Writing Behaviors

Participant Confidence. During independent writing, Anaese asked the

researcher for permission to write about a topic she enjoyed. Anaese asked, "*Can I write*

about Harry Potter instead? He plays tricks on people and that is soooooo funny."

Anaese only needed an invitation to begin expanding beyond the group's shared

writing from the lessons. The researcher also observed Anaese having a diverse set of

topics that ranged from unicorns to her love of Harry Potter (Figure 10).

Figure 10

Anaese's Fourth Book, "Harry Potter"

Page One: Harry Potter

Page Two: "Harry Potter is playing truks (tricks)."
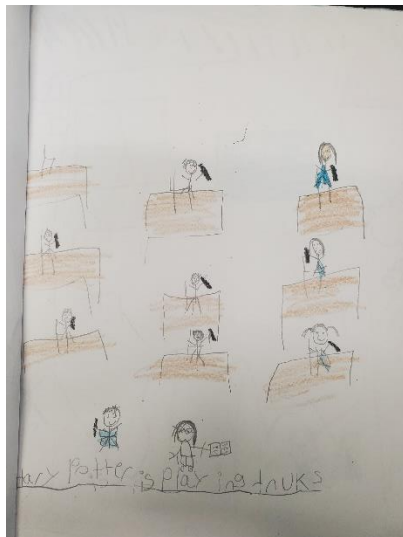
Page Three: "Harry Potter is excited. Hermine is happy."
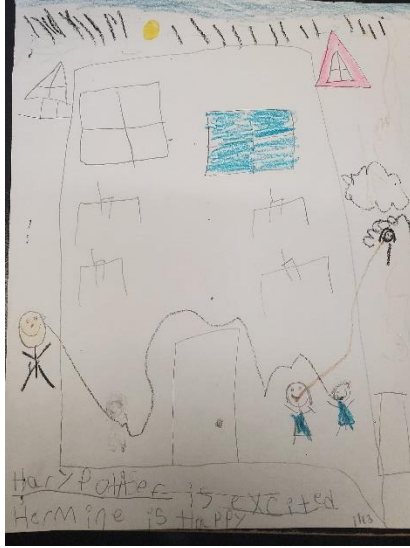
Development of a Writing Community

The writing community created by the participants was influenced by peer interactions. Anaese participated in the construction of this community through her discourse with fellow participants.

Peer Influences. While there was no evidence of peer influences on Anaese's writing, the researcher noted her influence on other participant's work. She influenced others to write about Harry Potter and would make suggestions about things the others could add in their own stories, such as William writing about the outside (Appendix A)

Student Discourse. In addition to her independence as a writer, Anaese was also an independent thinker regarding discussions about mentor texts. For example, Anaese's discussions about the wordless picture book, *Journey* (Becker, 2013)*,* were more advanced than the feedback from her peers. She thrived in the fantastical and magical world created by Aaron Becker (2013). For example, she spoke of why the caged bird was happy to fly away from his cage because he will get to live his life as he pleases, whereas other participants felt the caged bird would be happy to stay in the cage because the bird would always have food and water (Figure 11 & Table 5). Anaese also spoke of

how she wished she had a magical piece of chalk and would draw a door to go to

Hogwarts and learn tricks like Harry Potter. Her independence and imagination led her to

excel throughout the study with unique writing.

Figure 11

The Bird Being Set Free (Becker, 2013).

Table 5

Participants and Researcher Discourse

Researcher	*How do you think the bird is feeling right now?*
Anaese	*He is so happy.*
Researcher	*Why do you think that?*
Anaese	*Cuz he gets to be free and do what he want to do.*
Researcher	*Ahh, interesting perspective. Does anyone else agree with Anaese or think the bird might be feeling something else?*
Norman	*El esta triste.*
Researcher	*Ok. Porque tu piensas que el pájaro está triste.*
Norman	*Porque. Con los hombres, el pájaro tiene comida…agua…casa.*

Researcher	*Oo…ok. Que Interesante. Thoughts on Norman's thoughts, Anaese.*
Anaese	*No. We different.*
Researcher	*Is it okay to think differently and not have the same thinking?*
All participants	*Yeah. Head nods.*
Researcher	*Does anyone else have something to add about the bird? ¿Qué piensas sobre el pájaro?*

Note: The researcher and participants were discussing the mindset of the bird when the boy released it (Becker, 2013).

Flexibility in Language

When the researcher asked Anaese why she only spoke and wrote in English, she stated, "My dad and mom tell me I have to do it in English. If I talk in Spanish, my mom is gonna be mad." English dominance was evident in Anaese's interactions with her peers and writing. Anaese did not demonstrate any evidence of writing in Spanish even when given an invitation to do so by the researcher. While she was observed verbally participating in the labeling of the items found on particular pages of select wordless picture books, she never intentionally chose to read or write in her home language of Spanish.

Case Three: Karmen

Karmen was an outgoing Spanish-speaking child. The members of her household spoke Spanish only. Karmen was heavily involved in her church community, allowing Karmen a full social life. She was friends with various individuals from different cultures and backgrounds. Karmen's reading and writing development had stagnated between kindergarten and first-grade. While she could write basic words, idea production, on-task behavior, and complete sentences are an area of concern for Karmen.

Development of Identity as an Author

The researcher also noted evidence of the overall theme of author identity with Karmen's case through the sub themes of lack of writing exposure and descriptions of herself as a writer.

Lack of Writing Exposure. At the beginning of the study, Karmen was unfamiliar with the concept of an author. When asked what an author is she repeated the question back. When the researcher described what an author does then restated the question, Karmen said, "No. no" (Appendix C) Like all other participants, Karmen was unsure of opportunities her teacher gave her to write. When the researcher asked when she was given the opportunity to write, she answered, "Mmmmmm, durante la lectura?" (Appendix C). There were no given specifics on what she wrote about or the purpose behind these opportunities.

Becoming an Author. At the midway point of the interview, the researcher interviewed Karmen and asked her how she felt about writing now. Karmen responded, "I like it. I like to think when I am writing" (Appendix C). At the end of the study, Karmen indicated to the researcher that writing is difficult but she has learned lots of "letras y dibujos" (Appendix C).

Increased Writing Proficiency

Increases in writing proficiency are evident in Karmen's writing. While she never transitioned fully to independently writing without the support of sentence stems, Karmen made progress in her ability to construct ideas and get those ideas on paper.

Growing Writing Independence. At the beginning of the study, Karmen required constant redirection, sometimes, had to be moved from her friends because she

was distracting others. By the hardest, she created her first book, *Jonnie, the Girl* (Figure 12). The researcher observed Karmen as being capable of producing work but Karmen spent more time talking to friends about things that did not pertain to the study. Karmen's first book was about herself but changed the character's name to Jonnie to refer to her middle name, Jocelyn. Features in the illustrations reflected Karmen's life, such as writing *Jonnie is feliz* while wearing the school's dance uniform. Karmen has participated in this program for the last three academic years.

Figure 12

Karmen's First Book, 'Jonnie, the Girl.'

Page One: Jonnie, the grl (girl) is in the prc (park).

Page Three: Jonnie is feliz.

Maturation of Writing Behaviors

Evidence of increased writing stamina and topic selection were one sub themes of writing behaviors identified in Karmen's case.

Writing Stamina. The researcher observed Karmen regularly losing focus as she was writing. This was evident by off-topic conversations with her peers that resulted in Karmen and the other participants stopping their work (Appendix A). Her initial interview responses, Karmen stated she enjoyed drawing pictures and used lots of color when she would draw. This was the researcher's gateway into Karmen exploring her own writing development. The researcher encouraged Karmen to draw and color her illustrations first then consider whether she would write words (Appendix A). Karmen began to write more and more as she drew and added color to her books (Appendix A). For example, Jonnie, the girl was featured in a sequel where Jonnie was playing tricks on people and living in a castle (Figure 13). Jonnie was also now Spider Girl. Due to Karmen enjoying color so much, the researcher noticed that Karmen was more focused on the writing process and would add unique details in her sentences after she finished

her pictures. Karmen's work sample below highlights her colorful drawings and sentence formation (Figure 13).

Figure 13

Karmen's Second Book About Jonnie, the Girl.

Page One: Jine, the Spidergirl, is in the casel (castle).
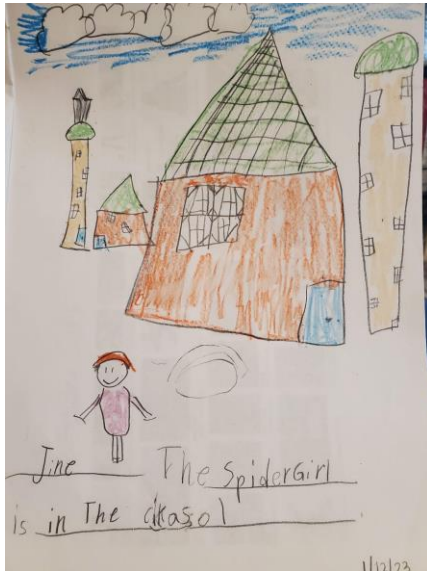
Page Two: Jine (Jonnie) is playing truks (tricks).

Development of a Writing Community

The participants created a writing community that was shaped by the influences of the participants on one another. Karmen's case demonstrated evidence of peer influences that impacted her writing development for the better.

Peer Influences. Once every participant had finished at least one book, each participant would invite three friends to a publishing party where they would share their book of choice (Appendix A). The researcher observed Karmen reading loudly and speaking a lot about her books with her peers (Figure 14). While the researcher did not observe her working alongside any other participant during writing, Karmen was very social but slowly produced more work in a single session.

Figure 14

Karmen Sharing During the First Publishing Party.

Flexibility in Language

Karmen did not require an invitation from the researcher to speak or writing in Spanish. While there was limited Spanish writing, the researcher noted she would ask

questions to the researcher and other participants in Spanish. For example, in Karmen's second book, *Jonnie, the Girl,* she described Jonnie's feelings as *feliz.*

Figure 15

Karmen's Use of Spanish in Writing

Case Four: Dario

Dario did not speak much in class. He came from a Spanish-speaking family. Dario had trouble transitioning to a school setting when he first came to school after many months of virtual learning. Slowly, he started to make friends. Like Alberto, Dario has progressed with writing his first and last name. Dario also preferred drawing pictures over composed written text.

Development of Identity as an Author

Like all other participants, Dario did not view himself as an author at the beginning of the study. Development of this identity was noted in Dario's case as he lacked an exposure to writing opportunities and also grew in his descriptions of himself as a writer.

Lack of Exposure to Writing. The researcher observed Dario as the quietest, most reluctant writer of all participants. He spoke very little during his beginning and midway interviews. He responded with a shoulder shrug or 'no se,' eight times. When asked questions about his current classroom environment or his language preferences, he mostly stated he did not know. He chose to speak in Spanish during the interviews but no further explanation or elaborations on questions were provided.

Becoming an Author. Based on interview transcripts (Appendix C), Dario's descriptions of himself as an author had changed by the end of the study. He stated, "Me gusta escribir" in his final interview which showed a vast improvement over shrugging his shoulders and looking downward at the beginning of the study. The researcher's suggestion to illustrate stories before beginning to add words led to Dario making his own decisions about when and where to add words at his own pace.

Increased Writing Proficiency

Dario began with illustrating his stories to convey meaning as he slowly worked to copy words then ultimately utilized invented spelling to write.

Freedom to Just Illustrate. At the beginning of the study, the researcher discovered Dario needed confidence in writing letters and stretching words to hear sounds. He only recognized five letters and those were the letters in his name. For example, the researcher asked why he was copying William's work. Dario became very quiet and would not talk after he shrugged his shoulders. This prompted the researcher to suggest that he may want to illustrate his stories and talk through the story with the group versus simply not writing anything or copying others. For example, he wrote about a dog who lived in the city for his first illustrated story (Figure 16). This allowed Dario to

embrace details in his drawings and helped him begin to speak more and speak louder.

The researcher observed Dario speaking very low and sharing with the group, providing

him valuable practice to speak louder and clearer so others could hear his story.

Figure 16

Dario's First Illustrated Book.

Growing Writing Independence. As Dario's confidence grew, he began to take

more risks in his writing. In the setting layer of the lessons, Dario took to the use of

anchor and alphabet charts. He took it upon himself to begin writing one-word sentences.

Dario copied these initial words from the resources around him. For example, he included

Carl in one of his stories and he went to the anchor chart and found the words "dog" and

"cat" and copied it to his paper (Figure 17). In week eight of the study, Dario decided it

was time to try to spell some words independently. His home was his topic of choice and

he illustrated and gave his best effort on invented spelling. The work samples show he

could illustrate and successfully label the illustrations. He was also able to record the first

initial sound of each word. He was incredibly proud of his story about his home. He

illustrated and labeled the TV, couch, bed, plants, flowers, and many more (Figure 18).

Dario completed this monumental leap from illustrations to single word labeling

independently with minimal support from the researcher and peers.

Figure 17

Dario's First Attempt to Copy From the Anchor Chart
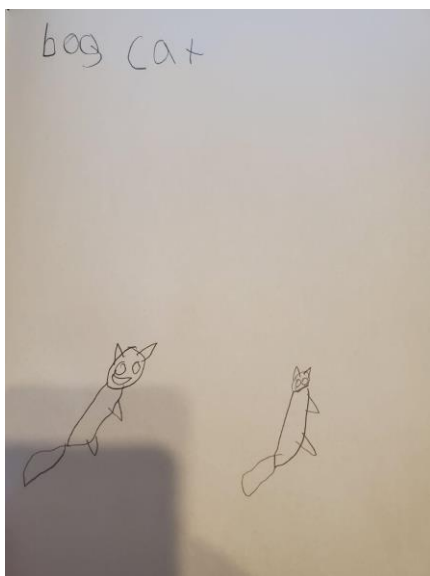
Figure 18

Dario's Fourth Book, "The Hous (House)"
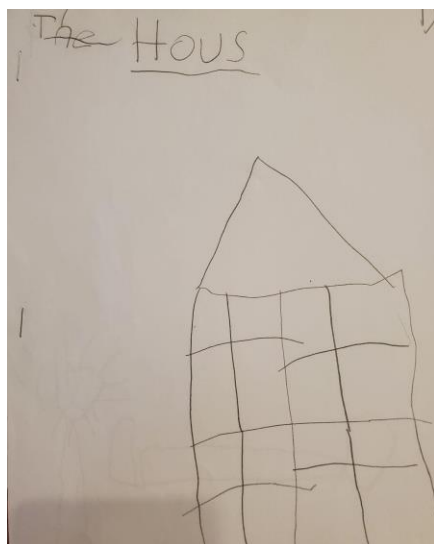
Page Five: Bed
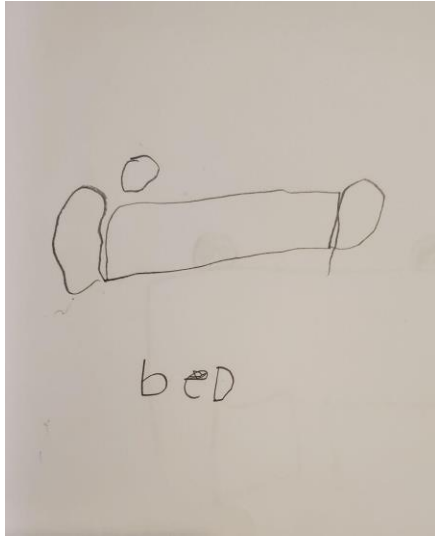
Page Six: TV
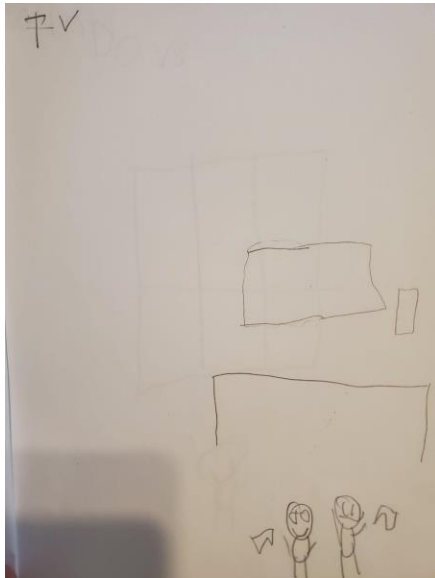
Maturation of Writing Behaviors

The researcher found two sub-themes within Dario's writing behaviors, writing

stamina and participant confidence.

Writing Stamina. At the beginning of the study, the researcher observed Dario

staring for long periods of time (Appendix A). When he did write, he would copy another

participant's work. His writing stamina increased when the researcher invited Dario to

illustrate his stories versus using written language. He would write the entire time adding details to his work (Appendix A). This stamina steadily increased throughout the study as he took risks by moving from illustrated stories only to copying words and using invented spelling to produce his books.

Participant Confidence. At the beginning, he was also a very reluctant participant in conversations. He also required regular prompting to draw his illustrations and eventually begin to write words, such as labels. Instructional supports and intentional decisions, such as illustrating a story versus writing, anchor charts, partner writing, alphabet charts, and sentence stems helped Dario become a growing writer who was eager to write words by himself.

Development of a Writing Community

The researcher noted evidence in Dario's developing discourse as the writing community grew within the participants.

Student Discourse. The researcher observed Dario not participating in many group discussions. The researcher would oftentimes have to ask pinpointed questions to Dario to get him to answer (Appendix A). When he did answer, he would speak low. Sentence stems helped Dario when sharing his work with his peers. He elected to utilize the sentence stems of "This is a _____." when he was sharing his books. He would then turn his book left and right for the audience to be able to see while he pointed to the written word. As the study progressed, Dario was observed speaking louder and participating more in the discussions about the wordless picture books (Appendix A).

Flexibility in Language

The researcher found it difficult to assess Dario's language use because he rarely would speak freely. When he shared his illustrated books, he chose to use the English sentence stems the majority of the time. There was one instance of Dario using Spanish in his writing (Figure 19). This instance of Spanish was a single word in his book about his house. Dario copied '*flores*' from the anchor chart from a previous day's lesson.

Figure 19

Dario's Fifth Book, "The Outsid (Outside)"

Page Six: Flores
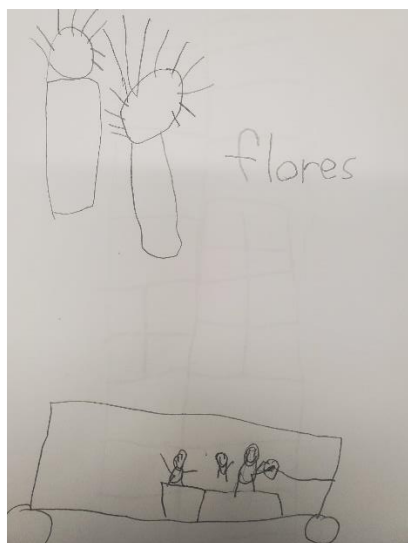
Cross-Case Analysis

Once each case was individually analyzed and deemed unique, the researcher conducted a cross-case analysis to check for commonalities amongst cases. This cross-case analysis revealed many commonalities among the eight participants. Development of identity as an author, increased writing proficiency, maturation of writing behaviors, development of a writing community, and flexibility within languages emerged as cross-case themes.

Cross-Case Findings

Five themes and several sub themes emerged from cross-case analysis across observations, interviews, and participant work samples of all eight participants. In Table 6, the researcher presented each individual case and noted whether evidence within that case supported the themes and sub themes.

Table 6

Themes and Sub-Themes by Participants

Themes	Subthemes	Marta	Anaese	Dario	Norman	William	Cruz	Karmen	Alberto
Development of Identity as an Author	Lack of Exposure to Writing	X	X	X	X	X	X	X	X
	Becoming Authors	X	X	X	X	X	X	X	X
Increased Writing Proficiency	Freedom to Just Illustrate			X	X	X			X
	Growing Writing Independence	X	X	X	X	X		X	X
Maturation in Writing Behaviors	Writing Stamina	X		X				X	
	Student Interests in Topics	X			X	X	X	X	X
	Writing Confidence	X	X	X	X				X
Development of a Writing Community	Peer Influences	X	X	X	X	X	X	X	
	Student Discourse		X	X	X				
Flexibility in Language	N/A			X	X	X	X	X	X

Development of identity as an author. None of the eight participants saw themselves as authors at the beginning of the study. According to Norman, it was impossible for him to be an author. He stated, "No puedo" accompanied by a little laugh

as if the idea was preposterous. It was such an outlandish goal out of the realm of possibility for him. Two of the eight knew what an author was but that was the extent of taking ownership of their writing experience. All participants had interests and enjoyed reading books about superheroes, cats, Dog Man, Harry Potter, and many more but none of the participants felt they were capable of doing the same thing.

Schunk and Zimmerman (2007) noted exposure to properly modeled writing was critical to a child's self-efficacy behaviors that develop a child's writing identity. The researchers (Schunk & Zimmerman, 2007) further noted these self-efficacy behaviors influenced a child's descriptions of their abilities. When the participants were also asked when they had a chance to write in their classrooms, none of the participants could give a response that provided much detail. According to Graves (2003), exposure to writing and the writing process was critical to developing readers and writers. Six of the eight participants said they did not know when they had the opportunity to write. When asked if they had a chance to ever share their writing with others, all participants stated they have never had this chance. Looking deeper into the responses from the initial interviews, the researcher concluded the participants lacked exposure to writing opportunities but immense growth was evident in personal descriptions of themselves as authors as the study progressed.

By the sixth week of the study, all participants were interviewed a second time with some of the same questions as the start of the study (Appendix C). When asked if the participants now see themselves as authors, all eight participants had a favorable response and said they viewed themselves as an author. This was a drastic improvement from the initial interviews where all eight said they were not authors. According to Silvia

and O'Brien (2004), positive self-awareness benefited children because individuals can experience pride and improved self-esteem. From the beginning of the study, the researcher promoted the idea that the participants were co-authors to the authors of the wordless picture books. Participants would even write their names on the front covers after they had finished reading and writing about the pages within each wordless picture book (Figure 20). This encouraged the participants to begin to view themselves as authors and co-authors. The researcher concluded that exposure to the writing process allowed participants to embrace their own writing and authorship abilities due to increased opportunities to write.

Figure 20

Co-Author Names Added to Mentor Text
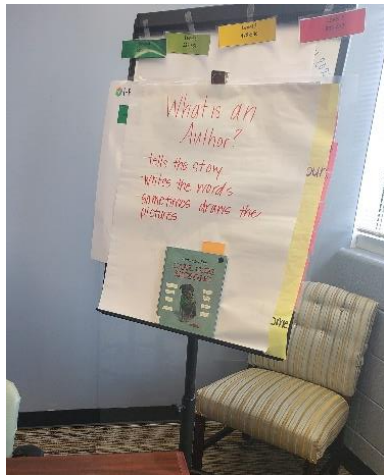
Increased Writing Proficiency. At the beginning of the study, the researcher observed each individual's current writing performance. The researcher analyzed beginning work samples using the WIDA (2021) writing descriptors as a guide to note writing abilities. Cameron (2009) determined analysis of participant work samples helped

the educator assess the strengths and areas of need which informed instruction. At the beginning, six of eight participants exhibited Level One writing proficiencies, such as copied text from models provided by the researcher and comprehensibility of written text was difficult. For example, Alberto's third writing piece, *Jose, the Turtle*, was sometimes difficult to read because his writing was letter strings or additional letters written within certain words (Figure 21). The comprehensibility was not easily followed when just analyzing the work sample alone. The outliers of Level One writing proficiencies at the start of the study were Marta and Anaese. They used minimal supports of copied text with anchor charts.

Figure 21

Alberto's Third Writing Piece, Jose, the Turtle.

Page One: Tose (Jose) the trtl (turtle) is in the osn (ocean).

Page Two: Alliteso (Jose) is soviking (swimming).
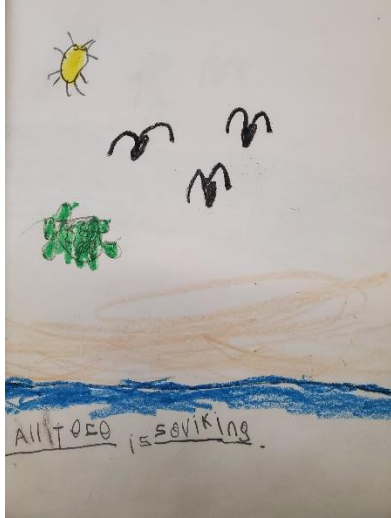
Page Three: Trltl (Turtle) is happys.
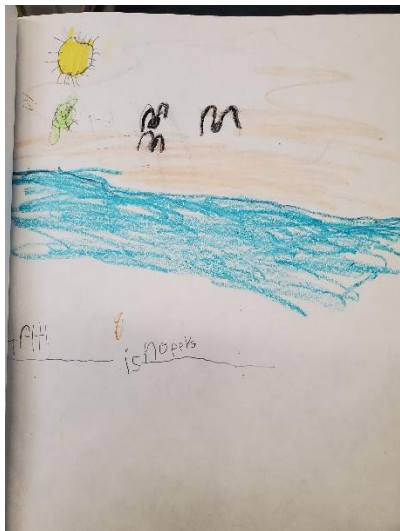
By the end of the study, the researcher observed all eight participants made progress in their writing proficiency. Alberto, Dario, and Norman all began their writing journey with only illustrations as they composed their books. With the support of wordless picture book, the three participants embraced visual literacy (Arif et al., 2008; Britsch, 2009). By the end of the study, all three participants were writing individual

words with invented spelling, as well as actively in discussions with the researcher and other participants in writing lessons.

Anaese, Karmen, Marta, and William also progressed in their writing development. Anaese and Marta began to write independently without resources, such as anchor charts and sentence stems. While Karmen and William still required anchor charts, sentence stems, and support from the researcher, their level of independence in forming words and sentences progressed. Cruz was the outlier of the group in regards to writing proficiency. Cruz never ventured from the use of sentence stems. While his page formatting became clearer to follow as a reader, the researcher also observed him consistently quickly drawing and writing to finish his work. An excerpt from Cruz's first and last book illustrated this improvement of page formatting to ease comprehensibility (Figure 22). In Cruz's final book, his use of Spanish is also highlighted with describing his character as '*fuerte.*' Through this portion of the cross-case analysis, the researcher concluded individualized instruction and student choice proved to be a successful implementation of writing workshop (Laman & Van Sluys, 2008).

Figure 23

Excerpts from Cruz's First and Last Book

Book One (Page One): Baby Justin is in the fattre (factory).

Book Six (Page Five): Nelson is strong/fuerte.
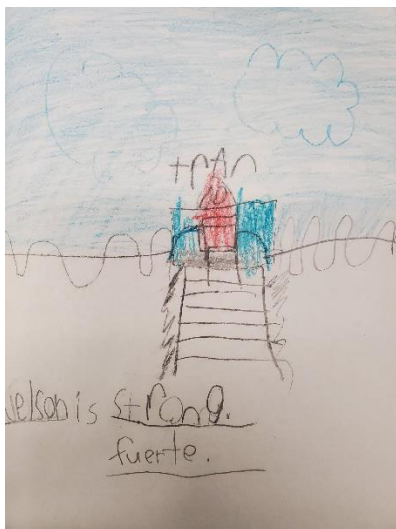
Maturation of Writing Behaviors. The overall success of the study greatly

depended on the willing participation in the learning process by the participants. At the

beginning, writing stamina, attention to task, and student confidence were observed to be quite low (Appendix A).

According to Snyders (2014), when writing stamina was low, writing output and student engagement stagnated. To the researcher, it felt as if the participants were waiting for someone to copy from or someone to come up and tell them exactly what to do. Lessons and writing time had to be short at the beginning. Writing workshop must be an intentionally designed experience that builds off the needs and abilities of the writers (Laman & Van Sluys, 2008). At the beginning, mini-lessons and independent writing could not be more than five minutes in length (Appendix A). If longer, the participants would be off task and found something else to do, such as quizzing each other on math facts. By the end of the study, seven of eight participants worked independently for more than 20 minutes. They grew in their confidence to work through challenges because they had the tools and the skills to do so.

Participant confidence increased through the volume of writing and the use of instructional supports. Supports, such as anchor charts, alphabet charts, and sentence stems provided ample support for participants to try out new concepts and writing choices. For example, the researcher observed Dario's confidence increase throughout this study. He naturally progressed from illustrating to copying from the anchor charts and finally, independently writing single words with invented spelling. Anchor charts also proved to scaffold participant writing output. The goal of these instructional supports was to scaffold the learning experience for learners to draw upon the supports provided by others to help them get to the next level of performance (Wood et al., 1976). These supports greatly impacted student confidence and their ability to stay on task.

Emergence of a writing community. Following the four-step process of using wordless picture books as mentor texts outlined by Louie and Sierschynski (2015), the depth of conversation about story elements and the participants' willingness to express a variety of ideas and opinions increased. The study's lessons were designed to focus on three particular literary elements to draw inspiration and instructional focus, character development, descriptions of settings, and story structure. Coker et al. (2016) found that writing instruction must be narrowed and focused to have the greatest impact on writing development. Throughout this study, scaffolding these discussions proved to be important for participants to grow in their language and descriptions of the wordless picture books (Beck & McKeown, 2001). As the lessons developed over time, the participants became more and more willing to open up and discuss their thoughts and opinions about story elements. For example, while reading *Pancakes for Breakfast* (dePaola, 1978), Norman and Dario were able to draw upon their own experiences with making pancakes to discuss the story sequence of how the woman could have prepared the pancakes differently (Appendix A).

Differing views was also a component of the writing community. Louie and Sierschynski (2015) stated the stories in wordless picture books "can be told in many different ways by many different views" (pg. 108). Morgan (2009) advocated for educators to provide opportunities to discuss differing perspectives with the use of picture books. These differences of opinions tended to reflect participant's own personalities. These differences added to the discussion and the researcher embraced differing opinions as the participants grew in their eagerness to share their opinions.

Flexibility in Language. The researcher noted there was ample oral language in the participants' home language, Spanish, but there was minimal usage of Spanish in the writing samples. The researcher observed six of the eight participants preferred to verbally communicate with one another in Spanish. Marta and Anaese differed from the others. This robust oral language use of Spanish did not transfer to the participants' writing output. In fact, only three of the eight participants chose to write in their home language of Spanish. Karmen described Jonie as *feliz,* Cruz indicated his minion was *fuerte,* and Dario added *flores* and *lluvia* to his books about his home and outside (Appendix O). While there were not many instances of Spanish writing, invitations to write in a child's home language were still considered best practice to promote dynamic bilingualism (Garcia, 2009; Laman & Van Sluys, 2008).

CHAPTER V

DISCUSSION OF FINDINGS

This qualitative study addressed using wordless picture books as mentor texts to develop the writing of eight multilingual second graders. The researcher explored this potential by collecting data from researcher observations, analysis of work samples, and finally, participant interviews conducted at the study's beginning, middle, and end. In Chapter V, the researcher provided a discussion of individual case and cross-case synthesis, detailed the research questions, a summary of results, the significance of the study, and the implications of the study.

Uniqueness of Cases

Eight cases were individually analyzed. While four were selected due to the array of writing proficiencies and behaviors, all eight represented common themes in their own unique way. Developing the writing of multilingual second graders was highly complex for the researcher as they had to individualize the instruction based on participant needs and proficiencies. This study had only begun the conversation of how wordless picture books could be used as mentor texts for multilingual learners. There were many more possibilities to explore but the researcher presented each unique case as a launching point for further research. Each case brought unique descriptions of authorship and each allowed the researcher to observe how writing developed across multiple different proficiency levels.

Marta's case was unique in that she did not necessarily exhibit the writing proficiency the researcher expected at the start of the study. Marta was more advanced

than her writing proficiency on the WIDA ACCESS for ELLs (2022) showed. Writing workshop suited Marta. Even though she was farther along in her writing proficiency, writing workshop allowed her the opportunity to freely explore her writing abilities. She was able to advance from using sentence stems to complete writing independence. This growth aligned with Graves' (2003) assertions that the process and learning experience was individualized as students worked to progress towards more advanced proficiencies at their own pace. Regarding writing proficiencies, Marta only accepted the researcher's invitation to try out writing in her home language once. She labeled some objects in *Hike* (Oswald, 2020). The researcher's invites were supported by Garcia and Kleifgan (2019) and Tropp Laman's (2013) suggestions to extend the opportunity to all learners. When asked if she ever thought to write in Spanish at school during her first interview, she said no (Appendix A) . But during the final interview, Marta stated she was talking a little more in Spanish with her friends. When she stated this, the researcher was reminded of one of a statement made by James Britton (1976), "Reading and writing float on a sea of talk." This made the research think that more time and exposure to an environment with simultaneous language development would have helped Marta push to begin to embrace her full linguistic repertoire as she became more open to speaking to peers in her home language.

Anaese also did not utilize her home language of Spanish but she did embrace the fantastical worlds created by the mentor text authors. Anaese thrived with no constraints of written language. Her descriptions of the book and how she would infuse herself into the stories rapidly developed. This development could be attributed to the principles of visual literacy. Britsch (2009) and Galda and Short (1993) stated the foundation of visual

literacy was the interpretation of the images by the viewer/reader. Anaese easily told the

story of the wordless picture books. She oftentimes would be reminded of something she

had done and would start talking about her experiences. These delightful diversions

spoke to the nature of Transactional Reading Theory, schema theory, and funds of

knowledge theory (Moll et al., 1993; Piaget & Inhelder, 1969; Rosenblatt, 1969). Anaese

was drawing upon her background knowledge and experiences to make connections to

her own life. Although Anaese drew upon her background, the researcher never observed

her speaking in her home language of Spanish. This lack of Spanish use was most likely

linked with her parents' wishes of not communicating in Spanish in an effort to immerse

Anaese in English. These observations aligned with Wong Fillmore's (1991) warnings of

English-only use in exchange for rich conversations and experiences in the family's home

language. Even though Anaese did not communicate in Spanish with the researcher or her

peers, Anaese was never void of ideas or inferences with the wordless picture book.

　　　Norman also did not have trouble expressing his ideas and connections to the

wordless picture books but he chose to speak in mostly Spanish. This choice made by

Norman spoke to the importance of linguistic sustainability, dynamic bilingualism, and

translanguaging pedagogy (Bastardas-Boada, 2004; Flores & Garcia, 2017; Garcia et al.,

2015). While there were no instances of writing in Spanish, Norman's linguistic output in

discussion grew. Based on comments made by Norman during interviews, the researcher

felt these rich discussions with Norman would not have been possible in his regular

classroom (Appendix A). With the researcher's intentional design of the lessons and

facilitated discourse between participants, Norman was able to construct meaning of the

wordless picture books in relation to character, story details, and story structure (Garcia et al., 2015).

William also spoke primarily in Spanish and had one noted instance of Spanish writing. He wrote '*corriendo'* when describing the actions of his main character, Police Dog. The researcher noticed William benefited from the tenets of translanguaging pedagogy within writing workshop (Flores & Garcia, 2017; Graves, 2003). The researcher observed William collaborating with others, such as Anaese, to develop writing ideas which helped develop the writing community within the group. This collaborative spirit fit within Dorfman & Cappelli's (2017) statements about building on others to generate ideas. Writing did not necessarily have to be a solo endeavor (Dorfman & Cappelli, 2017). William would speak freely in mostly Spanish but would occasionally speak in English.

For Karmen, generation of ideas surrounded her life in and out of school. She grew in her writing proficiency with more complex writing structures, and she always wrote about people and places she knew well. For example, her stories about Jonnie were based on her life. These writing choices aligned with funds of knowledge theory (Moll et al., 1993) Gonzalez et al. (2002) found that students were more engaged when learning was connected to their lives. This was true for Karmen. She was provided choice in her topic selection which was a documented best practice for writing workshop (Graves, 2003).

Choice in writing structure was critical to the overall success of Dario's increased writing proficiency. Building upon Britsch (2009) and Ferreiro and Teberosky's (1982) conclusions that visuals also communicated a message, Dario was invited to illustrate his

stories after the researcher noticed he spent most of his time copying William's first story. With the exclusion of written text, Dario increasingly discussed story elements. Dario gained in confidence as he spoke more about his interpretations of the wordless picture books. Transactional Reading Theory supported Dario's growth in interpretations (Rosenblatt, 1969). Similar to that of Iordanaki's (2020) findings, his conversation and engagement increased over time as he grew in his confidence to speak.

Alberto also grew in his ability to express his ideas. Similar to that of five of his peers, Alberto chose to speak in Spanish for the majority of the study. Alberto had no instances of Spanish writing but his overall writing developed. Most notably, he moved away from using resources, such as anchor charts, to write his stories. He utilized invented spelling to compose this text. This development corresponded with Chomsky (1976) and Martins et al. (2013) findings that invented spelling was a developmentally appropriate form of writing development as children learn to construct words.

Conclusion

Even though all participants went through the same lessons and read the same books, individual transactions, interpretations, and inspirations for their own writing varied (Rosenblatt, 1969). While there was ample evidence to support the theoretical framework and construction of meaning through wordless picture books, the researcher did not notice as many instances of the participants' home language in their writing compared to discourse within group discussions. Ultimately, the participants improved in their writing abilities which resulted in positive outcomes for them as authors.

Relevance of Cross-Case Analysis

In agreement with the theories and practices that support this research, the researcher provided theoretical connections to individual cases, as well as the themes and supporting evidence identified in the cross-case analysis.

Schema theory and funds of knowledge theory proved to be highly relevant throughout this study (Moll et al., 1992; Piaget & Inhelder, 1969). The utilization of past experiences and individual preferences aligned with the theories of Moll et al. (1992) and Piaget and Inhelder (1969). According to Piaget and Inhelder (1969), construction of knowledge was the intersection between past experiences and new information being received from different influences. For example, the researcher observed Marta pulling upon her background knowledge to write her books, such as utilizing the Bad Seed character (John, 2017). This example provided evidence of Marta drawing upon her schema and funds of knowledge to create her own unique writing pieces about a character she enjoyed reading about. Cruz also drew upon his schema to write two differing compositions about minions. He knew the minions worked and lived in a factory. He knew what they looked like. He included these specific details in his writing. Both examples from Cruz and Marta demonstrated a preference to write about things the participants knew well and enjoyed.

Choice in topic also allowed participants to grow in their writing abilities. This growth aligned with Graves' (2003) assertions that writing workshop was a safe place for children to take risks and progress at their own pace. All participants wrote about topics that were relevant to young children. Several of the writing topics, such as minions, superheroes, unicorns, and Harry Potter, were based on movies the participants had seen.

They drew from these past experiences and filtered them into unique ideas. The transactions between the participants and the wordless picture books were vital to the comprehension of the stories which ultimately trickled down into the written compositions (Rosenblatt, 1969; Louie & Sierschynski. 2015).

The researcher found the transactions between the participants and the wordless picture books freed the participants from constraints of written language. Embracing all languages and interpretations of the stories was possible. The theoretical tenets of translanguaging pedagogy and dynamic bilingualism were planned and implemented throughout (Flores & Garcia, 2017; Garcia, 2017; Hill, 2022). The researcher had to make intentional choices of when to use English and when to use Spanish. These intentional choices spoke to the design tenet of translanguaging pedagogy (Garcia et al., 2015). This intentionality was important to the researcher in order to promote both languages simultaneously similar to that of Garcia's dynamic bilingualism approach (Garcia, 2017). While there were only five instances of Spanish in the participants' writing overall, the researcher felt the discussions held by the participants and emerging writing evidence spoke to linguistic sustainability (Bastardas-Boada, 2004). The researcher conducted this research in a school (within a state) that prioritizes English language instruction and discourse (Parmon, 2021; Wiley & Lukes, 1996). Dismantlement of these language structures was critical to the researcher. The researcher felt the evidence of robust discussion in Spanish, in addition to English, was a formative starting point for further discussions of how best to support multilingual learners in the classroom.

In this study, the researcher supported the multilingual learners with the use of a variety of ways to express ideas and construct meaning of a story. Participants, such as Alberto, Norman, and Dario, began their writing journey with embracing visual storytelling. These participants were able to start with drawing pictures to express meaning which in turned allowed them to progress at their own pace. This growth supported Britsch (2009) and Galda and Short's (1993) claims that visual literacy was vital to the development of storytelling. Ultimately, Alberto, Norman, and Dario all progressed past drawing illustrations only. They did so at a pace that was best for them. This development aligned with Ferreiro and Teberosky's (1982) assertions that educators should not push children to turn to print too soon. As these participants move into third grade at the start of the next school year, this study reminded the researcher of the common practice of moving away from picture books and visuals too soon (Britsch, 2009). The evidence generated by these three participants supported the continuation of visual use as the transactions between the child and the pictures were still relevant (Britsch, 2009; Rosenblatt, 1969).

Conclusion

In conclusion, this research and its findings supported the relevant literature presented. The researcher provided evidence to describe the connections between the instructional practices, theoretical framework, philosophical assumptions, and overall inferences made at the conclusion of the study.

Summary of Findings

The researcher revisited their questions proposed at the beginning of the study. These qualitative questions were answered. Not all findings correlated to the questions of this study.

Research Questions

1. In what ways does multilingual writers' writing develop with the use of wordless picture books as mentor texts?

2. How do multilingual writers describe craft moves and author decisions in their writing in response to wordless picture books as mentor texts?

Qualitative Research Questions

In what ways does multilingual writers' writing develop with the use of wordless picture books as mentor texts?

The researcher observed participant writing proficiencies advance as a result of this study through analysis of work samples and the participants' 2023 WIDA assessment scores. While the researcher could not claim sole responsibility for increases in writing proficiencies on the participants' 2023 WIDA scores, the participants increased their writing scores an average of 1.1 points from their 2022 scores (Table 4). This increase was double that of the expected year-over-year growth outlined by WIDA (2021). This finding was consistent with the research of Lysaker and Hopper (2015) which stated wordless picture books allowed for flexibility in the learning experience. Ferriero and Teberosky (1982) spoke to embracing learners in their here and now. Refraining from forcing a child to turn to text too soon was essential. The researcher found that Norman, Dario, and Alberto benefited from illustrating their stories at the beginning and they

naturally advanced as they felt prepared to tackle more advanced writing structures. Whether it was Norman writing stories through illustrations similar to that of the published authors or Marta writing multiple sentences on each page of her final book, wordless picture books provided the freedom for all participants to enter into the writing development continuum at the level they were most comfortable and to grow at their own pace. Arif et al. (2008) emphasized that feeling comfortable and supported in writing choices was vital for continued improvement.

The researcher also concluded use of wordless picture books as mentor text allowed the participants and the researcher to not prioritize one language over the other. This finding was in alignment with Kleyn and Garcia's (2019) dynamic bilingualism and a translanguaging stance, which allow learners to express themselves in any language of choice and created opportunities for simultaneous language development in both, English and Spanish. While the researcher noted the participants only had five instances overall of Spanish in their writing, conversations between six of the eight participants were primarily in Spanish. The researcher concluded this was due to the strength of the English language within the school setting. Participants were conditioned to compose any and all written text in English. The researcher did not have any evidence to conclude these writing and speaking decisions were consciously intentional by the participants but the researcher worried about how these subconscious perceptions about mostly writing in English would lead to subtractive bilingualism in the participants as there was such a laser focus on English proficiencies in their education (Wong Fillmore, 1991). With linguistic sustainability as a driving theory in this research, the potential threat of

subtractive bilingualism could significantly impact the participants and the future with

their families and loss of cultural identity (Wong Fillmore, 1991).

How do multilingual writers describe craft moves and author decisions in their writing

in response to wordless picture books as mentor texts?

       Wordless picture books were the inspiration for all participants and guided the

creation of the group's shared writing and participant writing pieces. Using the four-step

process outlined by Louie and Sierschynski (2015), the researcher and participants dove

deeply into three layers of writing development: character, setting, and story structure.

The researcher concluded step three of the process proved to be most helpful when

analyzing craft moves. This step, the analysis of author purpose and craft moves, allowed

the researcher and participants to think about why authors may or may not have included

certain details in their stories.

       Wordless picture books also invited participants to infer the meaning of the

published author's craft moves. This finding was consistent with Rosenblatt's (1969)

Transactional Reading Theory where individual children interpreted and constructed the

meaning of the illustrations and the author's moves. Throughout this study, the

participants were not bound to the constraints of the authors' written words leaving

opportunities to discuss different perspectives. Again, this spoke to the influence of the

transaction between the reader and the wordless picture book itself (Rosenblatt, 1969;

Connell, 2008). All reasoning given by the participants when directly asked about the

purpose behind an author doing something was directly related to the participants' lived

experiences (Moll et al., 1992). For example, Anaese felt the caged bird was relieved to

be free may correlate to her interview questions about how controlling her parents are

with her own language output and the decisions her parents make for her. Norman felt the dad and son on the hike were enjoying their hike because he enjoyed a walk with his dad to the park to play soccer.

Transferability of Study

Creswell and Poth (2018) spoke to the nature of case studies as bounded systems. According to Yin (2012), case studies were not generalizable due to case studies being constrained to the understanding of an individual or a group of individuals that may or may not reflect the wider population. Although the study and its results may not be generalizable to others, the findings were important regarding practices of early childhood educators, administrators, ESL teachers, and others interested young multilingual learners' literacy development. The current research surrounding utilizing wordless picture books which supported writing development was limited to practitioner articles (Louie & Sierschynski, 2015; Chaparro-Moreno et al., 2017; Jalongo et al., 2002). This study added to the body of literature as evidence-based research conducted to assess the usage of wordless picture books as mentor texts. Incorporation of the four-step method by Louie and Sierschynski (2015), also strengthened the practices of these authors and their method for wordless picture books with multilingual learners.

Implications

For multilingual learners who receive ESL services to close the achievement gap on their peers who did not received ESL services, Bastardas-Boada (2004) and Spencer (2022) stated many stakeholders must address the inequities and unique needs of all learners, especially of multilingual learners. This research revealed the implications for

implementing instruction with wordless picture books with multilingual learners in writing workshop. The researcher identified implications for the preservation of visual literacy for multilingual learners, utilization of wordless picture books as mentor texts within the writing workshop, safeguarding of home languages was vital, and honoring all descriptions of how children viewed themselves within their world.

First, visual literacy revealed its importance to the progress of student discourse and writing proficiency (Britsch, 2009). When there were no written words, the story meant different things to each person depending on the level of complexity each child was working within. According to Galda and Short (1993), preservation of the tenets of visual literacy was critical. This study preserved these tenets by building upon the illustrations within the wordless picture books. The researcher also encouraged participants to illustrate instead of using conventional writing to convey meaning.

Second, written work production was possible with the use of wordless picture books as mentor texts with multilingual learners of varying writing proficiencies. All eight participants ultimately produced unique writing pieces highlighting their writing growth. While some progressed to labeling objects that described a particular setting, others elaborated upon the modeled writing to create their own writing. It did not matter if a child could produce written language or not. Similar to print, illustrations served as a suitable conveyor of meaning-making.

Third, safeguarding all children's home languages was vital to this study as the researcher committed to progressing towards a more equitable education system. English-only instruction was not necessary to construct the meaning of a wordless picture book. While there was not much use of Spanish in the participants' writing, there was ample

Spanish conversation. While most children learn to read and write while at school, there had been no instruction on writing in Spanish during the participants' schooling. Without changes to the participants' overall instruction, the researcher worried the participants' verbal communication would become diminished as the years went on in English-domain schooling. The researcher believed in the importance of continued learning opportunities where children were free to utilize any language of choice.

Finally, honoring all descriptions of how children see themselves in their world was critical to the ongoing linguistic development. All eight participants viewed themselves as authors after six weeks of exposure to anchor texts, shared writing, and experiences with independent writing. The researcher found this finding significant because autonomy in how children perceive themselves in the learning process was significant to ongoing learning. These supports allowed the children to view themselves as capable of writing and illustrating a book.

Recommendations to Improve Study

One limitation of this study was the limited number of qualified participants based on the inclusion criteria. While all eight who met the criteria agreed to the study, more participants could strengthen the study. Upon reflection, the criteria of having to have gone to the same elementary school since kindergarten was too specific. Other participants met the 1.0 to 1.9 WIDA writing score from their first-grade year but had not attended the school at some point in kindergarten, first, or second grade. Since schools in 41 states use the same standardized language proficiency test (WIDA, 2021), the inclusion criteria of attendance at the same elementary school was unnecessary for this study as the results are standardized and generalizable for any student. To improve this

study, more participants would have strengthened the results of the study as there would be more data to consider.

Another way to improve this study would be to open it to other second graders in other schools. A limitation of this study was the implementation in one elementary school which limited the participant pool. While the school has a high population of multilingual learners compared to other schools within the same district, there would be a benefit in expanding as the findings from one small, particular group of students was not generalizable to other populations.

Recommendations for Future Research

Future research examining the usage of wordless picture books as mentor texts would be beneficial to inform the current body of research to support this population of students. Expansion into other grades or children who speak another other than Spanish would also yield results to add to this research. Implementation on a larger scale is necessary to allow the results to be more generalizable. This would include various schools, different levels of writing proficiency, younger or older students, differing compositions of multilingual or monolingual speakers, and different researchers. This would also give the researcher(s) more data to analyze with more cases to better understand how best to utilize wordless picture books with multilingual learners. This in turn will also strengthen the case for wordless picture books as mentor text.

This study and its methods could also be implemented with monolingual English speakers as the processes would be the same without the inclusion of a second language. Of course, a second language could be included should it be desired but the language

would not be a factor in the actual implementation of writing workshop using wordless

picture books as mentor texts.

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APPENDIX A

COMPLETED OBSERVATION PROTOCOLS

WPB: Front Cover of "Carl Goes Shopping"

STUDENT OBSERVATION PROTOCOL

Date: 11/9/22

Focus What can pictures tell us?

Classroom: Student Behaviors

What type of story could you write?

Classroom Engagement Behaviors (Peer-to-Peer conversation, Teacher-to-Peer conversations, Engagement with Wordless Picture Books)

Cruz, Dario, Norman, Alberto, William — copied Cruz's idea of a shark

Marta, Kaylie — conversed re rabbits, discussion of if bunny & rabbit are the same thing.

Anaese — Harry Potter, never speaks with anyone except teacher

William & Alberto — 10 mins of drawing then math facts.

Use of Translanguaging Across All Four Language Domains (Codes: R-reading; S-speaking; L-listening; W-writing)

S — Alberto, William, Cruz, Dario, Norman, Karmen — spoke to one another in Spanish 100%

S — Marta, iAnaese, — english

All writing in English or drawings only

Writing Behaviors that Connect to the Wordless Picture Books Intervention

No Wordless picture book included other than an intro with "Carl Goes Shopping" cover.

Lesson Length: 5 minutes.
Writing Length: 5 minutes

Reading Behaviors that Connect to the Wordless Picture Book Interventions

N/A

Utilization of copying text from sources outside of wordless picture book

Davio, Norman, Alberto, Wiliam - All copied
Cruz Circled around him to see What to do.

STUDENT OBSERVATION PROTOCOL

Date: 11/10/22

Classroom: Student Behaviors

Lesson Focus: Characters
Carl Goes Shopping

Classroom Engagement Behaviors (Peer-to-Peer conversation, Teacher-to-Peer conversations, Engagement with Wordless Picture Books)

Drawing a character they want to write about

Marta-The Bad Seed   Anaese-Unicorn
Karmen-Jonnie Dario & Wiliam- Police Dog
Cruz- Minion   Norman-Batman

Use of Translanguaging Across All Four Language Domains (Codes: R-reading; S-speaking; L-listening; W-writing)

S+R- During lesson- El baby esta ariba del perrito

W- During lesson- Karmen, Marta, Anaese- all Eng
  "Carl is carring the baby." - Karmen
  "Carl is pushing the butn."- Marta
  "The baby is in the toy." -Anaese.

Writing Behaviors that Connect to the Wordless Picture Books Intervention

Changed from all non-fiction characters to a mixture of fiction & non-fiction
NF
Police

Lesson Length: 10 mins.
Writing Length: 5 mins.

Reading Behaviors that Connect to the Wordless Picture Book Interventions

Focusing on 1 main character

-All students were able to Identify a character for their illustration

Utilization of copying text from sources outside of wordless picture book

Wiliam, Nelson, Karmen, Cruz- asked to see what their characters looked like. Used Google for reference.

WPB: "Carl Goes Shopping."

STUDENT OBSERVATION PROTOCOL

Date: 11/15/22

Classroom: Student Behaviors

Lesson Focus: Writing to Describe Character + Setting.

Classroom Engagement Behaviors (Peer-to-Peer conversation, Teacher-to-Peer conversations, Engagement with Wordless Picture Books)

Teacher - to - Peer - Oral Language Develop.
Using the book with the sentence stem
___name___, the _character_ is ___setting___
William - "Carl, the dog, is in the TV section."
Marta - "Carl, the dog, is in the store."

Use of Translanguaging Across All Four Language Domains (Codes: R-reading; S-speaking; L-listening; W-writing)

Speaking & Listening - All, but Marta & Anaese, spoke Spanish.

All 8 only wrote in English.

Writing Behaviors that Connect to the Wordless Picture Books Intervention

Adding a sentence using the sentence stem
___name___, the _character_ is ___setting___.
Marta - Amir, the bad seed, is in the park.
Norman - Just wrote Batman after I
Wrote it for him.   Lesson Length: 10 mins.
                       Writing Length: 10 mins.
                       (Too long)

Reading Behaviors that Connect to the Wordless Picture Book Interventions

see classroom engagement.

Utilization of copying text from sources outside of wordless picture book

sentence stem - all used/attempted.

Wiliam - Dario copied his writing

Norman - copied the sentence stem and Cruz helped him complete his.

"Carlos, the Batman, is in the sky."

WPB: "Carl Goes Shopping."

STUDENT OBSERVATION PROTOCOL

Date: 11/17/22   Lesson Focus: Writing to Describe

Classroom: Student Behaviors a character's actions.

Classroom Engagement Behaviors (Peer-to-Peer conversation, Teacher-to-Peer conversations, Engagement with Wordless Picture Books)

WPB Engagement: Interaction between Carl and the Baby – What are they doing. "Carl is getting the book for her."

Use of Translanguaging Across All Four Language Domains (Codes: R-reading; S-speaking; L-listening; W-writing)

W – The police dog is <u>comiendo</u> (William)

Introduced Spanish sentence stem.

Writing Behaviors that Connect to the Wordless Picture Books Intervention

Written or verbal use of the sentence stem.

<u>character</u> is <u>action</u> . OR

<u>personaje</u> esta <u>acción</u> .

Lesson length: 10 mins.
Writing Length: 10 mins
(better today)

Reading Behaviors that Connect to the Wordless Picture Book Interventions

Participant ease of inferring the actions of the characters was high. Focusing on just one element at a time with simple language allows the participants to focus and all actively participated in the lesson.

Utilization of copying text from sources outside of wordless picture book

Anchor chart of common action verbs

Playing- Karmen, Marta

Flying - Norman, Anaese

Corriendo- Wiliam

STUDENT OBSERVATION PROTOCOL

Date: 12/1/22 _____ Lesson Focus - Review of elements ^story

Classroom: Student Behaviors due to Thanksgiving Break.

Classroom Engagement Behaviors (Peer-to-Peer conversation, Teacher-to-Peer conversations, Engagement with Wordless Picture Books)

Modeled how to write the same sentences
we had completed verbally in last lesson.

Carl is in _____ .the TV sechun.] student
Carl está _____ the pet shop] responses.
                    on the rug

Use of Translanguaging Across All Four Language Domains (Codes: R-reading; S-speaking; L-listening; W-writing)   NO SPANISH W,R — conversation only.

S- All students presented their first
   page of their book to the group.

Karmen, Anaese, Marta, & Cruz were able
to read what they wrote.

Norman, Dario, Alberto, & Wiliam - Needed support

Writing Behaviors that Connect to the Wordless Picture Books Intervention

Review of student work from prior
to Thanksgiving Break.

Lesson length: 15 mins.
Writing length: 12 mins

Reading Behaviors that Connect to the Wordless Picture Book Interventions

Review of previous lesson w/ writing extension.

Utilization of copying text from sources outside of wordless picture book

N/A

STUDENT OBSERVATION PROTOCOL

Date: 12/2/22   Focus Character Feelings

Classroom: Student Behaviors

Classroom Engagement Behaviors (Peer-to-Peer conversation, Teacher-to-Peer conversations, Engagement with Wordless Picture Books)

Peer-to-Peer- Cruz helped Norman to find the word 'happy' on the anchor chart
Dario continues to copy Wiliam

Teacher-to-Students: Engagement with WPB-
Close Read of page where the animals escape
Used to create anchor chart. Basic feeling words
-happy, sad, mad, excited.   generated by students

Use of Translanguaging Across All Four Language Domains (Codes: R-reading; S-speaking; L-listening; W-writing)

S, R, W - Created the anchor chart with English & Spanish words. (w/ emoji)
Happy-Feliz Sad-Triste Mad-Enojado
Excited- Emocionado.
Karmen-Feliz   Marta-happy

Nobody picked sad/triste or mad/enojado.

Writing Behaviors that Connect to the Wordless Picture Books Intervention

Karmen, Cruz, Marta- utilized sentence
Anaese, Wiliam   stems.

Dario-copied Wiliam

Norman- Cruz told him what to write

Lesson Length: 20 mins
Writing Length 15-20 mins.

Reading Behaviors that Connect to the Wordless Picture Book Interventions

- Reading of the page w/ animals
- Created anchor chart w/ the guidance of student inferences of how the shopkeeper felt (mad/sad), the dogs (excited), and the boy (happy)

Utilization of copying text from sources outside of wordless picture book

Feelings
Anchor chart

WPB NEW: "Carl Goes to Daycare"

STUDENT OBSERVATION PROTOCOL

Date: 12/5/22   Focus: Characters & Setting.

Classroom: Student Behaviors

Classroom Engagement Behaviors (Peer-to-Peer conversation, Teacher-to-Peer conversations, Engagement with Wordless Picture Books)

All students began a new book today!

Conversation amongst students regarding whether Carl is helpful to the adults or not. Norman LOVES Carl but he doesn't think Carl should be in charge

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Use of Translanguaging Across All Four Language Domains (Codes: R-reading; S-speaking; L-listening; W-writing)

Speaking- Wiliam, Diego, Alberto, & Norman spoke Spanish when speaking to participan
When I spoke to them in Spanish, they replied back in Spanish. Same for Eng.

Writing Behaviors that Connect to the Wordless Picture Books Intervention

Illustrations only for Wiliam, Diego, Alberto, & Norn. Karmen, Cruz, Anaese, Marta showed improvement in independence to complete task. Have moved on from having to spell correctly.

WPB NEW: "Carl Goes to Daycare"

STUDENT OBSERVATION PROTOCOL

Date: 12/5/22   Focus Characters & Setting.

Classroom: Student Behaviors

Classroom Engagement Behaviors (Peer-to-Peer conversation, Teacher-to-Peer conversations, Engagement with Wordless Picture Books)

All students began a new book today!

Conversation amongst students regarding whether Carl is helpful to the adults or not. Norman LOVES Carl but he doesn't think Carl should be in charge

Use of Translanguaging Across All Four Language Domains (Codes: R-reading; S-speaking; L-listening; W-writing)

Speaking- Wiliam, Diego, Alberto, & Norman spoke Spanish when speaking to participants When I spoke to them in Spanish, they replied back in Spanish. Same for Eng.

Writing Behaviors that Connect to the Wordless Picture Books Intervention

Illustrations only for Wiliam, Diego, Alberto, & Norma Karmen, Cruz, Anaese, Marta showed improvement in independence to complete task. Have moved on from having to spell correctly.

Lesson length: 20
Writing length: 20

Reading Behaviors that Connect to the Wordless Picture Book Interventions

Much improved confidence w/ conversatic
about the baby & Carl.

Anaese - Had to be told to give others a
turn to speak.

Dario - Still very quiet and reluctant.
Answered "Who are the characters?" but
wouldn't speak freely.

Utilization of copying text from sources outside of wordless picture book

Previous anchor charts

_____; the _____, is _____,

_____, el/la _____, esta en _____

APPENDIX B

WRITING WORKSHOP LESSON PROTOCOL

WRITING LESSON PROTOCOL

Writing Workshop Lesson Structure	What is Included
Introduction to Shared Reading Lesson	Connection from previous learning/background knowledge
Teaching Point	States purpose of the lesson
Active Engagement (Pick one from right) (Louie & Sierschynski, 2015)	a. Preview of Peritextual Features b. Use repeated viewings to identify details in layers c. Analysis of author craft moves/decisions
Link to Ongoing Work	Restate the purpose of today's writing. Invitation to try out the identified details/craft moves in their own writing.
Student-Created Texts	Students have time to write. This is the time to complete the observation protocol.
Closure/Share	Select students share their writing with a partner or group

APPENDIX C
INTERVIEW TRANSCRIPTS

Interview Transcript with Marta: Beginning of Study
Date of Interview: November 8, 2022
Time of interview: 9am
 Interviewer: Kathleen Watkins
 Interviewee: Marta

Interview Questions
Researcher: Marta, will you please tell me a little about your family?
Marta: Ok.
Researcher: Who is in your family?
Marta: My mom. Dad. My baby sister. I have an abuela but she lives in Mexico.
Researcher: Ok. What language do you speak with your family at home?
Marta: I speak Spanish and sometimes English
Researcher: What language do you speak with your family when you are not at your house?
Marta: Spanish. My mom only talks in Spanish.
Researcher: What makes you decide if you should speak in English or Spanish when you are with your family?
Marta: I have to talk to my mom in Spanish but I will sometimes talk to my baby sister in English but really only Spanish.
Researcher: Thank you for telling me about your family. Let's talk about your school a little bit. Do you like going to school?
Marta: Yes.
Researcher: What do you like about coming to school?
Marta: To learn.
Researcher: Is there anything that you dislike about school?
Marta: No, not really.
Researcher: Do you feel like the adults in the building take care of you?
Marta: Yes, Ms. Smith is nice.
Researcher: Ok. Speaking of Ms. Smith, let's talk about your second grade class a bit. You said you like your teacher. Why do you like her?
Marta: She is fun and gives us work.
Researcher: What do you think of the other students in your class?
Marta: Well, I'm friends with Raegan and Amara. The boys are bad. They don't do work. They don't listen.
Researcher: Oh, no! Those boys. What is your favorite subject to learn about?
Marta: Math
Researcher: Why
Marta: I really like everything but I am good at math.
Researcher: What is your least favorite thing to learn about or do?
Marta: I like everything really.
Researcher: Ok. Thank you. Can you tell me about the languages that you speak? When you speak in English, Spanish, or do you mix them?
Marta: English
Researcher: Ok. Do you mostly read in English, Spanish, or a mix of both?
Marta: English.

Researcher: Do you mostly write in English, Spanish, or a mix?

Marta: Only English. I can't write in Spanish.

Researcher: Thank you for your answers. Let's talk a little about the chances you get to be a writer in class. When are you given the opportunity to write?

Marta: Ummm, what

Researcher: Do you get a chance to write in class?

Marta: We write when we read sometimes like answering questions.

Researcher: How does your teacher help you when you write?

Marta: Sound it out?

Researcher: Ok, Marta, just a few more questions ok. Do you think you are an author?

Marta: No. I don't know. I know an author writes the book. It's on the front cover.

Researcher: What kind of things do you like to write about?

Marta: I don't know.

Researcher: When do you write? Maybe at home? At school?

Marta: Sometimes at home and at school.

Researcher: How do you feel about writing?

Marta: It is okay.

Researcher: What do you do if you come to a word you do not know how to spell?

Marta: Sound it out

Researcher: How do you think the authors of books go about learning how to write?

Marta: I don't know.

Researcher: Why do you think an author might write in more than one language?

Marta: Cuz he wants to?

Researcher: Ok. Thank you, Marta. We will begin to practice our writing soon!

Interview Transcript with Marta: Middle of Study
Date of Interview: December 15, 2022
Time of interview: 8:15am
 Interviewer: Kathleen Watkins
 Interviewee: Marta

Interview Questions
Researcher: Thank you for speaking with me today. We are six weeks into our study about wordless picture books and you have been doing some great books. I would like to ask you a little bit about your experience in our lessons so far.

Marta: Ok.

Researcher: What is your favorite subject to learn about and study?

Marta: Math

Researcher: What do you least enjoy learning about/doing?

Marta: Nothing. I like everything.

Researcher: Do you mostly speak in English, Spanish, or do you mix them together?

Marta: A mix of both.

Researcher: Do you mostly read in English, Spanish, or do you mix them together?

Marta: English

Researcher: Do you mostly write in English, Spanish, or do you mix them together?

Marta: English

Researcher: If you mostly speak/read/write in English, what makes you decide to use this language?

Marta: I speak in English for teachers and Spanish with my family

Researcher: When are you given the opportunity to write?

Marta: Sometimes in class I will write.

Researcher: How does your teacher help you when you are writing?

Marta: She helps a little sometimes. I write myself so I don't need much help.

Researcher: Do you think you are an author? Why?

Marta: Yes, because I write books about the Bad Seed and other stuff.

Researcher: What kinds of topics do you like to write about?

Marta: The Bad Seed. Different places. I wrote about the pond a little ago.

Researcher: When do you write? In school? At home? Other places?

Marta: At school. I write at home sometimes.

Researcher: How do you feel when you are writing?

Marta: I like to write. I am getting better.

Researcher: What do you do if you come to a word you do not know how to spell?

Marta: I try my best to write it.

Researcher: How do you think the authors of books go about learning how to write?

Marta: They asked for help so they learned.

Researcher: Why might an author write in more than one language?

Marta: They know how to do both.

Researcher: What do you think about writing in English and Spanish?

Marta: It is good.

Researcher: How do you feel now that we have been practicing writing for a while?

Marta: I feel marvelous!

Researcher: What have you learned from our writing time together?

Marta: I have learned characters, settings, actions, and feelings.

Researcher: When we first spoke, you said you felt okay about writing, what may have changed in your feelings about writing since we began?

Maria-I really like writing.

Researcher: How do you think the writing practice we have done over the last several weeks may help you in class?

Maria: I don't know. The lessons are easy.

Researcher: What do you like or dislike about wordless picture books?

Marta: I like the pictures and details. There is nothing I don't like about them. We get to put words in them because they don't have words.

Researcher: Why did you decide on your first two books about the Bad Seed?

Marta: I really like the Bad Seed and he is a character like Carl. I wanted to write about him. I also gave the Bad Seed a name. Amir.

Researcher: What made you add Wally to your second Bad Seed book?

Marta: I really like the bad seed. I added Wally. I liked the watermelon so I thought I would add him. Writing sentences because I like writing. What do you think you might write next?

Researcher: What made you stop writing about the Bad Seed and pick a new character to write about?

Marta: I wanted to write more books about something else.

Researcher: What do you think you write next?

Marta: I don't know but I want to write more on each page like I did with Wally and the Bad Seed.

Researcher: Ok. I think that is it, Marta. Thank you. We will pick up our lessons after the holiday break.

Interview Transcript with Marta: End of Study
Interview Date: February 15, 2023
Interview Time: 8am
Interviewer: Kathleen Watkins
Interviewee: Marta

Interview Questions
 ● **Writing Culture in the Classroom**
Researcher: Thank you for talking with me today. We are coming to the end of our time together. Do you mind if I ask you some questions one more time?

Marta: Ok

Researcher: Would you like me to ask you the questions in English or Spanish?

Marta: English

Researcher: Ok. Let's get started. When are you given the opportunity to write?

Marta: I practice with Ms. Amarilys. We are taking our test soon.

Researcher: Oh, what test is that?

Marta: I don't know the name but it is where we show how we write.

Researcher: Oh, yeah. I think that is called the ACCESS test. Very good! How does your teacher help you when you are writing?

Marta: She helps me to sound out the letters in the words. I am writing a lot now.
 ● **Participants Descriptions of Themselves as Writers (B-Beginning Interview; M-Middle Interview; E-End Interview)**
Researcher: Now that you have written a lot of books, do you think you are an author? Why?

Marta: Yes, I like writing and I think I am better.

Researcher: Great, what kinds of topics do you like to write about?

Marta: About my family. I like the Bad Seed too but I write about other stuff too.

Researcher: What kind of books have you written?

Marta: Ummm, going to the park with my family, about the office, the school.

Researcher: When do you write? In school? At home? Other places?

Marta: At school and home.

Researcher: How do you feel when you are writing?

Marta: I feel great. I am good at writing.

Researcher: What do you do if you come to a word you do not know how to spell?

Marta: I try to hear the sounds. I know a lot of words that I just write.

Researcher: How do you think the authors of books go about learning how to write?

Marta: They go to school to learn.

Researcher: Why might an author write in more than one language?

Marta: If they want to.

Researcher: What do you think about writing in English and Spanish?

Marta: I write in English.

Researcher: What have you learned from our writing time together?

Marta: How to add words to pictures, how to write about characters, setting, actions, and feelings. I like writing about my family too.

Researcher: What do you like or dislike about wordless picture books?

Marta: They are good. I like adding words to the pictures.

- **Work Sample Specific Questions**

Researcher: Ok, Marta. Let's look at your books. What made you pick these items to write about from your trip from the mall?

Marta: Those are the things I go and get at the mall with my family. I wanted an iPad but I couldn't get it.

Researcher: Ok, thank you, Marta. You are great! Thank you for writing with me for all this time!

Marta: You're welcome.

Interview Transcript with Anaese: Beginning of Study

Date of Interview: November 8, 2022

Time of interview: 9:20am

Interviewer: Kathleen Watkins

Interviewee: Anaese

Interview Questions

Researcher: Anaese, will you please tell me a little about your family? Who is in your family?

Marta: My mom. My dad. My baby sister. And Amy goes to PreK. You know her?

Researcher: Yes, you both look just alike! What language do you speak with your family at home?

Anaese: English.

Researcher: What language do you speak with your family when you are not at your house?

Anaese: My mom says I only talk in English. I have to learn English.

Researcher: What makes you decide if you should speak in English or Spanish when you are with your family?

Anaese: Only English cuz we have to talk in English to learn.

Researcher: Okie dokie. Let's talk about your school a little bit. Do you like going to school?

Anaese: Yes.

Researcher: What do you like about coming to school?

Anaese: My friends. PE. Art.

Researcher: Is there anything that you dislike about school?

Anaese: No.

Researcher: Do you feel like the adults in the building take care of you?

Anaese: Yes

Researcher: I know you are in Ms. Earl's class. Let's talk about your second grade class a bit. Do you like your teacher?

Anaese: I love Ms. Earl. She is so funny!

Researcher: What do you think of the other students in your class?
Anaese: They are good. I like them.
Researcher: What is your favorite subject to learn about?
Anaese: Math
Researcher: Why
Anaese: Math is easy.
Researcher: What is your least favorite thing to learn about or do?
Anaese: Ummmmm, I don't know. Everything is okay. Reading is kinda hard. My mom makes me read at home to get better.
Researcher: Ok. Thank you. Can you tell me about the languages that you speak? When you speak in English, Spanish, or do you mix them?
Anaese: English
Researcher: Ok. Do you mostly read in English, Spanish, or a mix of both?
Anaese: English.
Researcher: Do you mostly write in English, Spanish, or a mix?
Anaese: Only English. I only do English. No Spanish.
Researcher: Thank you for your answers. Let's talk a little about the chances you get to be a writer in class. When are you given the opportunity to write?
Anaese: I don't know really.
Researcher: How does your teacher help you when you write?
Anaese: Mmmmm, not really I don't know.
Researcher: Okie dokie. Let's talk a little about something else. Do you think you are an author?
Anaese: No. They write things like books. I don't write books.
Researcher: When do you write? Maybe not books but you might write about something. Maybe at home? At school?
Anaese: At home in my homework.
Researcher: How do you feel about writing?
Anaese: I like it.
Researcher: What do you do if you come to a word you do not know how to spell?
Anaese: Ask the teacher?
Researcher: How do you think the authors of books go about learning how to write?
Anaese: Write books.
Researcher: Why do you think an author might write in more than one language?
Anaese: I don't know.
Researcher: Ok. Thank you, Anaese. I will come get you for our first lesson soon.

Interview Transcript with Anaese: Middle of Study

Date of Interview: December 15, 2022
Time of interview: 8:30am
 Interviewer: Kathleen Watkins
 Interviewee: Anaese

Interview Questions

Researcher: Thank you for speaking with me, Anaese. Can I ask you a few questions now that we are halfway through our lessons?

Anaese: Yes.

Researcher: What is your favorite subject to learn about and study?

Anaese: Math

Researcher: What do you least enjoy learning about/doing?

Anaese: Science

Researcher: Do you mostly speak in English, Spanish, or do you mix them together?

Anaese: English.

Researcher: Do you mostly read in English, Spanish, or do you mix them together?

Anaese: A little in Spanish, but most of the time English.

Researcher: Do you mostly write in English, Spanish, or do you mix them together?

Anaese: English

Researcher: If you mostly speak/read/write in English, what makes you decide to use this language?

Anaese: My dad and mom tell me I have to do it in English. If I talk in Spanish, my mom is gonna be mad.

Researcher: When are you given the opportunity to write?

Anaese: When I do my work.

Researcher: How does your teacher help you when you are writing?

Anaese: Ms. Earl help me because I don't know how to spell

Researcher: Do you think you are an author? Why?

Anaese: Yes, I am an author cuz I write books.

Researcher: What kinds of topics do you like to write about?

Anaese: I write about unicorns, Harry Potter, and the hotel.

Researcher: What kind of books have you written? M/E

Anaese: Unicorns, Harry Potter, and the hotel.

Researcher: When do you write? In school? At home? Other places?

Anaese: At school.

Researcher: How do you feel when you are writing?

Anaese: I feel excited!

Researcher: What do you do if you come to a word you do not know how to spell?

Anaese: I would ask for help to sound the words out.

Researcher: How do you think the authors of books go about learning how to write?

Anaese: They learned how to write because somebody helped them.

Researcher: Why might an author write in more than one language?

Anaese: Because they want to put both in the book.

Researcher: What do you think about writing in English and Spanish?

Anaese: I only write in English.

Researcher: How do you feel now that we have been practicing writing for a while?

Anaese: I feel happy.

Researcher: What have you learned from our writing time together?

Anaese: I have learned words and we have lessons about books.

Researcher: When we first spoke, you said you felt good about writing, what may have changed in your feelings about writing since we began?

Anaese: I am excited now.

Researcher: How do you think the writing practice we have done over the last several weeks may help you in class?

Anaese: It is good. I want to write more.

Researcher: What do you like or dislike about wordless picture books?

Anaese: I like the castles and the boat in the sky. The books with no words are good. We write the words.

Researcher: Why did you decide to write about Pretty the unicorn and Harry Potter in your book?

Anaese: I like to write about things I like a lot. I have a lot of Harry Potters in my room.

Researcher: What made you add Hermione on this page?

Anaese: Hermione is Harry Potter's friend. I wanted to put him in the story. He play tricks on people too.

Researcher: What about your book about the hotel? What made you add more than one sentence on each page?

Anaese: I want to get better at writing like my mom told me.

Researcher: What made you finish your hotel book and move on to another book?

Anaese: I want to keep writing about a hotel but in a different book. I am going to write about Wednesday Adamms next.

Interview Transcript with Anaese: End of Study

Interview Date: February 15, 2023
Interview Time: 8:30am
Interviewer: Kathleen Watkins
Interviewee: Anaese

Interview Questions
  ● **Writing Culture in the Classroom**

Researcher: Thanks for talking to me today, Anaese. Do you mind if I ask you a few questions?

Anaese: *nods head.*

Researcher: Would you like me to ask you the questions in English or Spanish?

Anaese: English

Researcher: Ok. When are you given the opportunity to write?

Anaese: I write with you. Are we writing today?

Researcher: Not today, mi amor. We are actually finished with our writing lessons but you can still write if you want.

Anaese: Ahhhh

Researcher: I know. I'm sad too. Question for you…How does your teacher help you when you are writing?

Anaese: I don't need her help that much. I write good now.

  ● **Participants Descriptions of Themselves as Writers (B-Beginning Interview; M-Middle Interview; E-End Interview)**

Researcher: That's so good. Do you think you are an author? Why?

Anaese: Yes, I write a lot of books!

Researcher: Which has been your favorite book you wrote?
Anaese: About the hotel.
Researcher: Why is that?
Anaese: I love hotels. They fun and you go swimming.
Researcher: When do you get a chance to write? In school? At home? Somewhere else?
Anaese: At school. I do at home.
Researcher: How do you feel when you are writing?
Anaese: I love it. I wish we were writing today.
Researcher: What do you do if you come to a word you do not know how to spell?
Anaese: I do my best to write it or ask a teacher or my mom.
Researcher: How do you think the authors of books go about learning how to write?
Anaese: They write a lot. They practice.
Researcher: Why might an author write in more than one language?
Anaese: Cuz they like it.
Researcher: What do you think about writing in English and Spanish?
Anaese: My mom and dad say English.
Researcher: What have you learned from our writing time together?
Anaese: How to write.
Researcher: What do you like or dislike about wordless picture books?
Marta: I like the pictures. Carl is really funny. *(points to Carl, the stuffed animal, on the shelf)*
  ● **Work Sample Specific Questions**
Researcher: Yes, he is so cute and funny. What made you pick to write about your family trip to Mexico?
Marta: I want to go to Mexico. I have fun. I see my brother.
Researcher: Alrighty, Anaese. Thank you for talking with me today!

Interview Transcript with Cruz: Beginning of Study

Date of Interview: November 8, 2022
Time of interview: 9:45am
 Interviewer: Kathleen Watkins
 Interviewee: Cruz

Interview Questions
Researcher: Cruz, thank you for speaking with me. Do you want to answer questions in English or Spanish today?
Cruz: Spanish
Researcher: Ok. Muy bien. Vamos a empezar. Háblame de tu familia. ¿Quién está en tu familia?
Cruz: Mi mami. Mi hermana. Mi tia y tio.
Researcher: ¿Qué idioma hablas con tu familia en casa?
Cruz: Espanol
Researcher: ¿Qué idioma hablas con tu familia cuando no estás en casa o en la escuela... en la comunidad?
Cruz: En la casa, Espanol. En la escuela. English.

Researcher: ¿Qué te hace decidir si debes hablar inglés o español cuando estás con tu familia?

Cruz: Mi mama habla Espanol y un poquito Ingles. Yo hablo Español con mi familia porque hablan español.

Researcher: Muy bien. Háblame de tu escuela. ¿Te gusta ir a esta escuela?

Cruz: A veces si.

Researcher: ¿Qué te gusta de la escuela?

Cruz: Mis amigos.

Researcher: ¿Qué es lo que no te gusta de la escuela?

Cruz: Reading

Researcher: ¿Siente que los adultos en el edificio se preocupan por usted?

Cruz: Si.

Researcher: Muy bien. Háblame de tu clase de segundo grado. ¿Qué piensas de tu maestra?

Cruz: Bien. I like Ms. Oliver.

Researcher: ¿Qué piensas de los otros estudiantes de tu clase?

Cruz: Good. Me gustan mis amigos.

Researcher: ¿Cuál es tu materia favorita para aprender y estudiar?

Cruz: Matematicas.

Researcher: ¿Qué es lo que menos disfrutas aprender/hacer?

Cruz: Mmmmm, la lectura.

Researcher: ¿Cuando estás en la escuela, hablas principalmente en inglés, español o los mezclas?

Cruz: Una mezcla. Con mis amigos, yo hablo español. Con las maestras y los otros, inglés.

Researcher: ¿Lees principalmente en inglés, español o los mezclas?

Cruz: Ingles.

Researcher: ¿Escribes principalmente en inglés, español o los mezclas?

Cruz: Ingles. No puedo en español.

Researcher: Muy bien. Vamos a hablar sobre la cultura en el aula. ¿Cuándo te dan la oportunidad de escribir?

Cruz: No se.

Researcher: ¿Cómo te ayuda tu profesora cuando estás escribiendo?

Cruz: No se.

Researcher: Ok. Muy bien. ¿Crees que eres un autor? Y ¿Por qué?

Cruz: No.

Researcher: Por que?

Cruz. No se.

Researcher: ¿Cuándo escribes? ¿En el colegio? ¿En casa? ¿Otros lugares?

Cruz: En la escuela.

Researcher: ¿Cómo te sientes cuando estás escribiendo?

Cruz: No se.

Researcher: ¿Qué haces si te encuentras con una palabra que no sabes cómo se escribe?

Cruz: No escribe la palabra.

Researcher: ¿Cómo crees que los autores de libros aprenden a escribir?

Cruz: No se.

Researcher: ¿Por qué un autor puede escribir en más de un idioma?
Cruz: Porque él quiere.
Researcher: ¿Qué piensas acerca de escribir en inglés y español?
Cruz: No se.

Interview Transcript with Cruz: Middle of Study

Date of Interview: December 15, 2022
Time of interview: 1pm
 Interviewer: Kathleen Watkins
 Interviewee: Cruz

Interview Questions
Researcher: Hi, Cruz. Thanks for stopping by. I have a few questions for you. Do you mind if I ask you some questions?
Cruz: Ok.
Researcher: Great! Would you like me to ask you the questions in English or Spanish today?
Cruz: English
Researcher: Okie dokie.
Researcher: When are you given the opportunity to write?
Cruz: In class. Ms. Oliver makes us write.
Researcher: How does your teacher help you when you are writing?
Cruz: I don't ask for help but she tells us if we need to fix something.
Researcher: Do you think you are an author? Why?
Cruz: Yes, I write books. It is fun to write about books.
Researcher: What kinds of topics do you like to write about?
Cruz: Cartoon characters and superheroes
Researcher: What kind of books have you written?
Cruz: About minions
Researcher: When do you write? In school? At home? Other places?
Cruz: At school.
Researcher: How do you feel when you are writing?
Cruz: I feel good. You told me not to be in a hurry.
Researcher: What do you do if you come to a word you do not know how to spell?
Cruz: I just do my best or think of another word.
Researcher: How do you think the authors of books go about learning how to write?
Cruz: They practice writing.
Researcher: Why might an author write in more than one language?
Cruz: Cuz they can.
Researcher: What do you think about writing in English and Spanish?
Cruz: It is okay. I sometimes write in Spanish.
Researcher: How do you feel now that we have been practicing writing for a while?
Cruz: I am better.
Researcher: What have you learned from our writing time together?
Cruz: To write more words on my page.

Researcher: When we first spoke, you couldn't really describe how you felt about writing, what may have changed in your feelings about writing since we began?
Cruz: I feel better.
Researcher: How do you think the writing practice we have done over the last several weeks may help you in class?
Cruz: I don't know.
Researcher: What do you like or dislike about wordless picture books?
Cruz: Adding words is kinda fun I think.
Researcher: Why did you decide to put the minions in a factory in your book?
Cruz: I watch the movie and that is where they are. I like that movie.
Researcher: What made you decide to write /fuerte/ on this page versus the English word?
Cruz: I thought it would be fun.
What made you abandon this book and move on to another book?
Cruz: I was done with that one so I wrote another one.

Interview Transcript with Cruz: End of Study

Interview Date: February 15, 2023
Interview Time: 8:45am
Interviewer: Kathleen Watkins
Interviewee: Cruz

Interview Questions
Researcher: Hey, Cruz. Do you mind if I ask you some questions real quick?
Cruz: Ok.
Researcher: Great, would you like me to ask the questions in English or Spanish
Cruz: Mmmm, Spanish.
   ● **La Cultura de Escribiendo**
Researcher: Muy bien. Pregunta una: ¿Cuándo te dan la oportunidad de escribir?
Cruz: En clase con Ms. Oliver.
Researcher: Ok. Muy bien. ¿Cómo te ayuda la maestra cuando estás escribiendo?
Cruz: Piensas sobre la palabra entonces escribe la palabra.
   ● **Percepciones de los estudiantes sobre sí mismos como escritores (B-Entrevista inicial; M-Entrevista intermedia; E-Entrevista final)**
 Researcher: Ok. ¿Crees que eres un autor?
Cruz: Si
Researcher: ¿Por qué crees que eres un autor?
Cruz: Yo escribo libros.
Researcher: ¿Cuándo escribes? En el colegio? La casa? Otros lugares?
Cruz: En la escuela
Researcher: ¿Qué sientes cuando estás escribiendo?
Cruz: Ah, bien, Es fácil.
Researcher: ¿Cómo crees que los autores de libros aprenden a escribir?
Cruz: Practica con los libros.
Researcher: ¿Por qué un autor podría escribir en más de un idioma?

Cruz: Porque el autor quiere incluir los dos.

Researcher: ¿Qué opinión tienes acerca de escribir en inglés y español?

Cruz: Esta bien.

Researcher: ¿Cómo te sientes ahora que hemos estado practicando la escritura por un tiempo?

Cruz: Bien. Me gusta escribir.

Researcher: ¿Qué has aprendido de nuestro tiempo de escritura juntos?

Cruz: Escribir libros.

Researcher: Cuando hablamos por primera vez, dijiste no sé acerca de escribir, ¿qué puede haber cambiado en tus sentimientos acerca de escribir desde que comenzamos?

Cruz: Bien. Me gusta escribir.

Researcher: ¿Cómo crees que la práctica de escritura que hemos hecho durante las últimas semanas puede ayudarte en clase?

Cruz: Con escribir. Estamos practicando.

Interview Transcript with Wiliam: Beginning of Study

Date of Interview: November 8, 2022
Time of interview: 10:15am
Interviewer: Kathleen Watkins
Interviewee: Wiliam

Interview Questions

Researcher: Wiliam, thank you for speaking with me. Do you want to answer questions in English o Espanol today?

Wiliam: Espanol

Researcher: Ok. Muy bien. Vamos a empezar. Háblame de tu familia. ¿Quién está en tu familia?

Wiliam: Tengo mamá, papá, hermano, abuelo…mmmm, abuela.

Researcher: ¿Qué idioma hablas con tu familia en casa?

Wiliam: Espanol

Researcher: ¿Qué idioma hablas con tu familia cuando no estás en casa o en la escuela... en la comunidad?

Wiliam: Espanol.

Researcher: ¿Qué te hace decidir si debes hablar inglés o español cuando estás con tu familia?

Wiliam: Sólo español. Mi mamá y hermano hablan español.

Researcher: Háblame de tu escuela. ¿Te gusta ir a esta escuela?

Wiliam: Si

Researcher: ¿Qué te gusta de la escuela?

Wiliam: Aprender.

Researcher: ¿Qué es lo que no te gusta de la escuela? Lectura? Ciencias? Math? Escribiendo?

Wiliam: Lectura y escribiendo

Researcher: ¿Siente que los adultos en el edificio se preocupan por usted?

Wiliam: Si.

Researcher: Háblame de tu clase de segundo grado. ¿Qué piensas de tu maestra?

Wiliam: Ms. Bes esta bien.
Researcher: ¿Qué piensas de los otros estudiantes de tu clase?
Wiliam: Bien.
Researcher: ¿Cuál es tu materia favorita para aprender y estudiar?
Wiliam: Math. Me gusta math.
Researcher: ¿Qué es lo que menos disfrutas aprender/hacer?
Wiliam: Nada.
Researcher: ¿Cuando estás en la escuela, hablas principalmente en inglés, español o los mezclas?
Wiliam: Una mezcla.
Researcher: ¿Lees principalmente en inglés, español o los mezclas?
Wiliam: Ingles.
Researcher: ¿Escribes principalmente en inglés, español o los mezclas?
Wiliam: Ingles
Researcher: Vamos a hablar sobre la cultura en el aula. ¿Cuándo te dan la oportunidad de escribir?
Wiliam: ¿Con el papel?
Researcher: ¿Cómo te ayuda tu profesora cuando estás escribiendo?
Wiliam: Mis amigos ayudenme.
Researcher: Ok. ¿Crees que eres un autor? Y ¿Por qué?
Wiliam: Un autor?
Researcher: Una persona que escribe libros.
Wiliam. Oo. No.
Researcher: ¿Cuándo escribes? ¿En el colegio? ¿En casa? ¿Otros lugares?
Wiliam: En el colegio.
Researcher: ¿Cómo te sientes cuando estás escribiendo?
Wiliam: No puedo. Necesito ayuda.
Researcher: ¿Qué haces si te encuentras con una palabra que no sabes cómo se escribe?
Wiliam: No se.
Researcher: ¿Cómo crees que los autores de libros aprenden a escribir?
Wiliam: Mmmmm, practica?
Researcher: ¿Por qué un autor puede escribir en más de un idioma?
Wiliam: No se.
Researcher: ¿Qué piensas acerca de escribir en inglés y español?
Wiliam: Porque la persona quiere escribir en los dos.

Interview Transcript with Wiliam: Middle of Study

Date of Interview: December 15, 2022
Time of interview: 10am
 Interviewer: Kathleen Watkins
 Interviewee: Wiliam

Interview Questions

Researcher: Hi, William. Thanks for meeting me. I promise we will get you back before lunch. I have a few questions for you. Would you like to speak in English or Spanish today?

William: Spanish

Researcher: Muy bien. ¿Cuál es tu materia favorita para aprender y estudiar?

Wiliam: Math

Researcher: ¿Qué es lo que menos disfrutas aprendiendo/haciendo?

Wiliam: La lectura

Researcher: Hablas principalmente en inglés, español, o mezclas ambos?

Wiliam: una mezcla

Researcher: Lees principalmente en inglés, español, o mezclas ambos?

Wiliam: Ingles.

Escribes principalmente en inglés, español o mezclas ambos?

Wiliam: Ingles.

Researcher: Si hablas/lees/escribes en una mezcla, ¿qué es lo que te hace decidir este idioma?

Wilian: Yo hablo una mezcla con mi amigos y familia. Yo hablo con mis maestras en inglés.

Researcher: ¿Cuándo te dan la oportunidad de escribir?

Wiliam: A veces en la clase y contigo con los libros.

Researcher: ¿Cómo te ayuda la maestra(o) cuando estás escribiendo?

Wiliam: Ella ayuda una poquita.

Researcher: ¿Crees que eres un autor? ¿Por qué?

William: Si, porque yo dibujo pictures.

Researcher: ¿Sobre qué tipo de temas te gusta escribir?

Wiliam: Me gusta escribir sobre un perrito porque yo quiero un perrito.

Researcher: ¿Qué tipo de libros has escrito?

Wiliam: Yo escribo un perrito, Spiderman, and el parque.

Researcher: ¿Cuándo escribes? ¿En el colegio? La casa? Otros lugares?

William: En el colegio.

Researcher: ¿Qué sientes cuando estás escribiendo?

William: Me gusta escribir.

Researcher: ¿Qué harías si te encuentras con una palabra que no sabes cómo se escribe?

Wiliam: Yo pregunto la maestra

Researcher: ¿Cómo crees que los autores de libros aprenden a escribir?

Wiliam: Le piden ayuda.

Researcher: ¿Por qué un autor podría escribir en más de un idioma?

William: Si no saben mucho inglés, escribirían en español.

Researcher: ¿Cómo te sientes ahora que hemos estado practicando la escritura por un tiempo?

Wiliam: Bien

Researcher:¿Qué has aprendido de nuestro tiempo de escritura juntos?

Wiliam: Aprendí que el perro está corriendo, el hombre araña está salvando vidas, está lloviendo en el parque.

Researcher: Cuando hablamos por primera vez, dijiste que te sentías malo acerca de escribir, ¿qué puede haber cambiado en tus sentimientos acerca de escribir desde que comenzamos?

Wiliam: Me siento mejor ahora y más seguro ahora.

Researcher: ¿Cómo crees que la práctica de escritura que hemos hecho durante las últimas semanas puede ayudarte en clase?

Wiliam: Sí, me ha ayudado a aprender a escribir mejor.

Researcher: ¿Qué te gusta o no te gusta de los libros ilustrados sin palabras?

William: Me gusta el castillo. Podemos agregarle palabras.

Researcher: ¿Por qué decidiste que Police Dog is corriendo en tu libro?

Wilian-Yo escribo en los dos!

Researcher: ¿Qué te hizo la casa en esta página?

William: Me gusta escribir sobre perritos y superhéroes. Me encanta el parque.

Researcher: ¿Qué crees que podrías escribir más adelante o después?

William: The Outside. Yo quiero escribir sobre una casa porque yo vivo en una casa.

Researcher: Okay. Gracias. William. Es todo.

Interview Transcript with Wiliam: End of Study

Date of Interview: February 15, 2023
Time of interview: 11am
 Interviewer: Kathleen Watkins
 Interviewee: Wiliam

Interview Questions
Researcher: Hey, Wiliam. Can we talk for a minute? I have some questions for you.
Wilian nods. Great! First, do you want me to read the questions in English or Espanol?
Wiliam: Espanol
Researcher: Muy bien. ¿Cuándo te dan la oportunidad de escribir?
William: Con Ms. Bess. Necesitamos mucha práctica.
Researcher: ¿Cómo te ayuda la maestra(o) cuando estás escribiendo?
Wiliam: Ummmm, ella ayuda con las letras.
- **Percepciones de los estudiantes sobre sí mismos como escritores (B-Entrevista inicial; M-Entrevista intermedia; E-Entrevista final)**

Researcher: ¿Crees que eres un autor? Y ¿Por qué?
William: Si, tengo libros. Estoy escribiendo.
Researcher: Qué bueno. ¿Sobre qué tipo de temas te gusta escribir?
Wiliam: Mmmm, Me gusta. Me gusta escribir en la escuela, mi familia.
Researcher: ¿Qué sientes cuando estás escribiendo?
Wiliam: Si pero es dificil.
Researcher: Oh, si. ¿Qué harías si te encuentras con una palabra que no sabes cómo se escribe?
Wiliam: sound it out
Researcher: Ah, Si. Muy bien. ¿Cómo crees que los autores de libros aprenden a escribir?
William: Practica. Practica.

Researcher: Si, todos los días. Práctica. Práctica. Muy bien. ¿Por qué un autor podría escribir en más de un idioma?

William: No se

Researcher: ¿Qué opinión tienes acerca de escribir en inglés y español?

Wiliam: Esta bien.

Researcher: ¿Cómo te sientes ahora que hemos estado practicando la escritura por un tiempo?

Wiliam: Me gustan libros.

Researcher: ¿Qué has aprendido de nuestro tiempo de escritura juntos?

Wiliam: Escribir palabras y dibujos

- **Preguntas específicas sobre muestra del trabajo**

Researcher: ¿Por qué decidiste escribir sobre outside en tu libro?

William: Mmm, me gusta el parque.

Interview Transcript with Norman: Beginning of Study

Date of Interview: November 8, 2022
Time of interview: 10:30am
 Interviewer: Kathleen Watkins
 Interviewee: Norman

Interview Questions

Researcher: Norman, thank you for speaking with me. Do you want to answer questions in English o Espanol today?

Norman: Espanol

Researcher: Ok. Muy bien. Vamos a empezar. Háblame de tu familia. ¿Quién está en tu familia?

Norman: Tengo una mamá, papá, hermano, Anderson, y un hermano pero él es un bebe.

Researcher: Me encanta Anderson. ¿Está bien? Él está con Ms. Gillie en Magic City Acceptance Academy?

Norman: Si.

Researcher: Muy bien. ¿Qué idioma hablas con tu familia en casa?

Norman: Espanol

Researcher: ¿Qué idioma hablas con tu familia cuando no estás en casa o en la escuela... en la comunidad?

Norman: Espanol.

Researcher: ¿Qué te hace decidir si debes hablar inglés o español cuando estás con tu familia?

Norman: Yo hablo español. Yo hablo un poquito de inglés. Es muy difícil.

Researcher: Háblame de tu escuela. ¿Te gusta ir a esta escuela?

Norman: Si

Researcher: ¿Qué te gusta de la escuela?

Norman: PE. Lunch. Ciencias.

Researcher: ¿Qué es lo que no te gusta de la escuela? Lectura? Ciencias? Math? Escribiendo?

Norman: Escribiendo. No puedo.

Researcher: ¿Siente que los adultos en el edificio se preocupan por usted?
Norman: Si.
Researcher: Háblame de tu clase de segundo grado. ¿Qué piensas de tu maestra?
Norman: Me gusta. Ella ayudarme.
Researcher: ¿Qué piensas de los otros estudiantes de tu clase?
Norman: Good (thumbs up)
Researcher: ¿Cuál es tu materia favorita para aprender y estudiar?
Norman: Matemáticas.
Researcher: ¿Qué es lo que menos disfrutas aprender/hacer?
Norman: La lectura es muy difícil.
Researcher: ¿Cuando estás en la escuela, hablas principalmente en inglés, español o los mezclas?
Norman: Una mezcla pero más español.
Researcher: ¿Lees principalmente en inglés, español o los mezclas?
Norman: Ingles.
Researcher: ¿Escribes principalmente en inglés, español o los mezclas?
Norman: Ingles
Researcher: Vamos a hablar sobre la cultura en el aula. ¿Cuándo te dan la oportunidad de escribir?
Norman: No se.
Researcher: ¿Cómo te ayuda tu profesora cuando estás escribiendo?
Norman: Ella puede ayudar con las letras.
Researcher: Ok. ¿Crees que eres un autor? Y ¿Por qué?
Norman: No se. Que es un autor.
Researcher: Una persona que escribe libros.
Norman. OOO. NO (Giggles) No puedo!
Researcher: ¿Cuándo escribes? ¿En el colegio? ¿En casa? ¿Otros lugares?
Norman: En el colegio.
Researcher: ¿Cómo te sientes cuando estás escribiendo?
Norman: Es muy difícil.
Researcher: ¿Qué haces si te encuentras con una palabra que no sabes cómo se escribe?
Norman: No se.
Researcher: ¿Cómo crees que los autores de libros aprenden a escribir?
Norman: No se. Escribe el libro.
Researcher: ¿Por qué un autor puede escribir en más de un idioma?
Norman: No se.
Researcher: ¿Qué piensas acerca de escribir en inglés y español?
Norman: Porque él puede.

Interview Transcript with Norman: Middle of Study

Date of Interview: December 15, 2022
Time of interview: 1:20pm
 Interviewer: Kathleen Watkins
 Interviewee: Norman

Interview Questions
Researcher: Good Afternoon, Norman. How are you?
Norman: Good.
Researcher: Excelente. I have a few questions for you. Would you like me to ask the questions in English or Espanol?
Dario: Espanol.
Researcher: Muy bien. ¿Cuál es tu materia favorita para aprender y estudiar?
Norman: Math
Researcher: ¿Qué es lo que menos disfrutas aprendiendo/haciendo?
Norman: Leer libros. Es muy difícil.
Researcher: Hablas principalmente en inglés, español, o mezclas ambos?
Norman: Espanol
Researcher: Lees principalmente en inglés, español, o mezclas ambos?
Norman: Ingles.
Researcher: Escribes principalmente en inglés, español o mezclas ambos?
Norman: Espanol.
Researcher: Si hablas/lees/escribes en español con escribiendo ¿qué es lo que te hace decidir este idioma?
Norman: Estoy aprendiendo inglés. El español es más fácil.
Researcher: ¿Cuándo te dan la oportunidad de escribir?
Norman: En las actividades en la mesa con Mrs. Oliver.
Researcher: ¿Cómo te ayuda la maestra(o) cuando estás escribiendo?
Norman: Me siento con mi maestra en su mesa.
Researcher: ¿Crees que eres un autor? ¿Por qué?
Norman: Si, yo escribo libros.
Researcher: ¿Sobre qué tipo de temas te gusta escribir?
Norman: Batman and minions.
Researcher: ¿Cuándo escribes? ¿En el colegio? La casa? Otros lugares?
Norman: En el colegio contigo.
Researcher: ¿Qué sientes cuando estás escribiendo?
Norman: Es muy difícil.
Researcher: ¿Qué harías si te encuentras con una palabra que no sabes cómo se escribe?
Norman: Mi maestra me ayuda.
Researcher: ¿Cómo crees que los autores de libros aprenden a escribir?
Norman: Con una maestra
Researcher: ¿Por qué un autor podría escribir en más de un idioma?
Norman: Porque…no sé.
Researcher: ¿Qué opinión tienes acerca de escribir en inglés y español?
Norman: Bien.
Researcher: ¿Cómo te sientes ahora que hemos estado practicando la escritura por un tiempo?
Norman: Ok. Yo pienso que si.
Researcher: ¿Qué has aprendido de nuestro tiempo de escritura juntos?
Norman: A escribir y dibujar.

Researcher: Cuando hablamos por primera vez, dijiste que te sentías nervioso acerca de escribir, ¿qué puede haber cambiado en tus sentimientos acerca de escribir desde que comenzamos?

Norman: Está bien. Me gustan los libros.

Researcher: ¿Cómo crees que la práctica de escritura que hemos hecho durante las últimas semanas puede ayudarte en clase?

Norman: ¡Yo sé las letras!

Researcher: ¿Qué te gusta o no te gusta de los libros ilustrados sin palabras?

Norman: Me gustan los libros.

Researcher: ¿Por qué decidiste escribir sobre Batman en tu libro?

Norman: Me gusta Batman y los otros superhéroes.

Researcher: ¿Qué te hizo escribir que el minion está feliz en esta página?

Norman: Está feliz con su trabajo. *(Happily giggles)*

Researcher: ¿Qué crees que podrías escribir más adelante o después?

Norman: Dinosaurios.

Researcher: Ok, Norman. Es todo. Gracias.

Interview Transcript with Dario: Beginning of Study

Date of Interview: November 8, 2022
Time of interview: 10:45am
 Interviewer: Kathleen Watkins
 Interviewee: Dario

Interview Questions

Researcher: Dario, thank you for speaking with me. Do you want to answer questions in English o Espanol today?

Dario: Espanol

Researcher: Ok. Muy bien. Vamos a empezar. Háblame de tu familia. ¿Quién está en tu familia?

Dario: Mi papá, mamá, y hermano.

Researcher: ¿Qué idioma hablas con tu familia en casa?

Dario: Espanol

Researcher: ¿Qué idioma hablas con tu familia cuando no estás en casa o en la escuela... en la comunidad?

Dario: Espanol.

Researcher: ¿Qué te hace decidir si debes hablar inglés o español cuando estás con tu familia?

Dario: Yo hablo español.

Researcher: Háblame de tu escuela. ¿Te gusta ir a esta escuela?

Dario: A veces.

Researcher: ¿Qué te gusta de la escuela?

Dario. Ummmm. Si.

Researcher: ¿Qué es lo que no te gusta de la escuela? Lectura? Ciencias? Math? Escribiendo?

Dario: No se.

Researcher: ¿Siente que los adultos en el edificio se preocupan por usted?
Dario: *No response. Shrugs shoulders.*
Researcher: Háblame de tu clase de segundo grado. ¿Qué piensas de tu maestra?
Dario: Me gusta.
Researcher: ¿Qué piensas de los otros estudiantes de tu clase?
Dario: Bien
Researcher: ¿Cuál es tu materia favorita para aprender y estudiar?
Dario: No se.
Researcher: ¿Qué es lo que menos disfrutas aprender/hacer?
Dario: No se.
Researcher: ¿Cuando estás en la escuela, hablas principalmente en inglés, español o los mezclas?
Dario: Español
Researcher: ¿Lees principalmente en inglés, español o los mezclas?
Dario: Ingles
Researcher: ¿Escribes principalmente en inglés, español o los mezclas?
Dario: No se.
Researcher: Vamos a hablar sobre la cultura en el aula. ¿Cuándo te dan la oportunidad de escribir?
Dario: No.
Researcher: ¿Cómo te ayuda tu profesora cuando estás escribiendo?
Dario: No se.
Researcher: Ok. ¿Crees que eres un autor? Y ¿Por qué?
Dario: *No verbal response. Shrugs shoulders.*
Researcher: ¿Cuándo escribes? ¿En el colegio? ¿En casa? ¿Otros lugares?
Dario: En el colegio.
Researcher: ¿Cómo te sientes cuando estás escribiendo?
Dario: *No verbal response.*
Researcher: ¿Qué haces si te encuentras con una palabra que no sabes cómo se escribe?
Dario: No se.
Researcher: ¿Cómo crees que los autores de libros aprenden a escribir?
Dario: No se
Researcher: ¿Por qué un autor puede escribir en más de un idioma?
Dario: No se.
Researcher: ¿Qué piensas acerca de escribir en inglés y español?
Dario: Ne se.
Researcher: Gracias, Dario, por su participación.

Interview Transcript with Dario: Middle of Study

Date of Interview: December 15, 2022
Time of interview: 12:30pm
 Interviewer: Kathleen Watkins
 Interviewee: Dario

Interview Questions

Researcher: Good Afternoon, Dario. I have a few questions for you. Would you like to ask you the questions in Spanish or English today?

Dario: Spanish

Researcher: Muy bien. ¿Cuál es tu materia favorita para aprender y estudiar?

Dario: Math

Researcher: ¿Qué es lo que menos disfrutas aprendiendo/haciendo?

Dario: Lectura

Researcher: Hablas principalmente en inglés, español, o mezclas ambos?

Dario: Ah, una mezcla.

Researcher: Lees principalmente en inglés, español, o mezclas ambos?

Dario: Una mezcla

Researcher: Escribes principalmente en inglés, español o mezclas ambos?

Dario: Espanol.

Researcher: Si hablas/lees/escribes en una mezcla y español con escribiendo ¿que es lo que te hace decidir este idioma?

Dario: No se.

Researcher: ¿Cuándo te dan la oportunidad de escribir?

Dario: En arte.

Researcher: Oh. Ok. Muy bien. ¿Cómo te ayuda la maestra(o) cuando estás escribiendo?

Dario: Sound it out.

Researcher: ¿Crees que eres un autor? ¿Por qué?

Dario: Yo pienso que si, yo escribo libros?

Researcher: ¿Sobre qué tipo de temas te gusta escribir?

Dario: Black Panther!

Researcher: ¿Qué tipo de libros has escrito?

Dario: Black Panther, un perrito.

Researcher: ¿Cuándo escribes? En el colegio? La casa? Otros lugares?

Dario: En la clase con Ms. Wall

Researcher: ¿Qué sientes cuando estás escribiendo?

Dario: Me gusta escribir.

Researcher: ¿Qué harías si te encuentras con una palabra que no sabes cómo se escribe?

Dario: Pedir ayuda.

Researcher: ¿Cómo crees que los autores de libros aprenden a escribir?

Dario: Ellos aprendieron a leer.

Researcher: ¿Por qué un autor podría escribir en más de un idioma?

Dario: Porque quieren escribir un libro.

Researcher: ¿Qué opinión tienes acerca de escribir en inglés y español?

Dario: Esta bien.

Researcher: ¿Cómo te sientes ahora que hemos estado practicando la escritura por un tiempo?

Dario: Mejor.

Researcher: ¿Qué has aprendido de nuestro tiempo de escritura juntos?

Dario: A escribir.

Researcher: Cuando hablamos por primera vez, dijiste que te sentías malo acerca de escribir, ¿qué puede haber cambiado en tus sentimientos acerca de escribir desde que comenzamos?

Dario: Bien.

Researcher: ¿Cómo crees que la práctica de escritura que hemos hecho durante las últimas semanas puede ayudarte en clase?

Dario: No se.

Researcher: ¿Qué te gusta o no te gusta de los libros ilustrados sin palabras?

Dario: Bien.

Researcher: ¿Por qué decidiste escribir sobre una casa en tu libro?

Dario: Yo sé sobre mi casa.

Researcher: ¿Qué te hizo escribir las palabras de Wiliam en esta página?

Dario: No sabía qué hacer.

Researcher: ¿Qué crees que podrías escribir más adelante o después?

Dario: La escuela. Es divertida.

Researcher: ¿Qué hizo que dejaras de leer este libro y pasar a otro libro? Referring to Black Panther book.

Dario: Quería escribir sobre mi casa.

Researcher: Ok, Dario. Es todo. Gracias. Puedes regresar al salón de Ms. Wall.

Interview Transcript with Dario: End of Study

Interview Date: February 16, 2023
Interview Time: 8am
Interviewer: Kathleen Watkins
Interviewee: Dario

Interview Questions

Researcher: Hi, William. Can I ask you a few questions?

Dario: Si

Researcher: Great, quieres hablar en inglés o español?

Dario: Espanol

- **La Cultura de Escribiendo**

Researcher: Muy bien. Vamos a empezar¿Cuándo te dan la oportunidad de escribir?

Dario: Escribo contigo. Escribimos libros.

Researcher: Muy bien. ¿Cómo te ayuda la maestra cuando estás escribiendo?

Dario: Piensa sobre la palabra entonces, escribir la palabra y los sonidos.

- **Percepciones de los estudiantes sobre sí mismos como escritores (B-Entrevista inicial; M-Entrevista intermedia; E-Entrevista final)**

Researcher: Ok. ¿Crees que eres un autor?

Dario: Si

Researcher: ¿Por qué crees que eres un autor?

Dario: Yo escribo mucho. Y escribimos libros.

Researcher: ¿Cuándo escribes? En el colegio? La casa? Otros lugares?

Dario: En el colegio.

Researcher: ¿Qué sientes cuando estás escribiendo?

Dario: Bien. Mejor.

Researcher: ¿Cómo crees que los autores de libros aprenden a escribir?

Dario: Mmmm, un….una clase.

Researcher: ¿Cómo te sientes ahora que hemos estado practicando la escritura por un tiempo?

Dario: Bien. Me gustan los libros.

Researcher: ¿Qué has aprendido de nuestro tiempo de escritura juntos?

Dario: palabras, characters, feelings, las letras.

Researcher: Cuando hablamos por primera vez, dijiste no sé acerca de escribir, ¿qué puede haber cambiado en tus sentimientos acerca de escribir desde que comenzamos?

Dario: Me gusta escribir

Researcher: ¿Cómo crees que la práctica de escritura que hemos hecho durante las últimas semanas puede ayudarte en clase?

Dario: Con las palabras. Es más facil.

Interview Transcript with Karmen: Beginning of Study

Date of Interview: November 8, 2022
Time of interview: 12pm
 Interviewer: Kathleen Watkins
 Interviewee: Karmen

Interview Questions

Researcher: Hi, Karmen. Thank you for coming to my office today! Do you want to answer questions in English o Espanol today?

Karmen: Espanol

Researcher: Ok. Háblame de tu familia. ¿Quién está en tu familia?

Karmen: Mi mama. Mi papá. Mis tres hermanos. Mis abuelos. Ooo, tengo una tia y tíos.

Researcher: Wow! Hay muchas personas en tu familia. ¿Qué idioma hablas con tu familia en casa?

Karmen: Espanol

Researcher: ¿Qué idioma hablas con tu familia cuando no estás en casa o en la escuela... en la comunidad?

Karmen: Espanol.

Researcher: ¿Qué te hace decidir si debes hablar inglés o español cuando estás con tu familia?

Karmen: A veces inglés. A veces español. No sé por qué.

Researcher: Háblame de tu escuela. ¿Te gusta ir a esta escuela?

Karmen: Si!

Researcher: ¿Qué te gusta de la escuela?

Karmen: Toda la materia me gusta.

Researcher: ¿Qué es lo que no te gusta de la escuela? Lectura? Ciencias? Math? Escribiendo?

Karmen: Nada.

Researcher: ¿Siente que los adultos en el edificio se preocupan por usted?

Karmen: Si.

Researcher: Háblame de tu clase de segundo grado. ¿Qué piensas de tu maestra?

Karmen: Me encanta Ms. Bess.

Researcher: ¿Qué piensas de los otros estudiantes de tu clase?

Karmen: I like them!

Researcher: ¿Cuál es tu materia favorita para aprender y estudiar?

Karmen: Math

Researcher: ¿Qué es lo que menos disfrutas aprender/hacer?

Karmen: Nada.

Researcher: ¿Cuando estás en la escuela, hablas principalmente en inglés, español o los mezclas?

Karmen: Los dos.

Researcher: ¿Lees principalmente en inglés, español o los mezclas?

Karmen: Ingles.

Researcher: ¿Escribes principalmente en inglés, español o los mezclas?

Karmen: Ingles

Researcher: Vamos a hablar sobre la cultura en el aula. ¿Cuándo te dan la oportunidad de escribir?

Karmen: Mmmmm, durante la lectura.

Researcher: ¿Cómo te ayuda tu profesora cuando estás escribiendo?

Karmen: Yo preguantarla.

Researcher: Ok. ¿Crees que eres un autor? Y ¿Por qué?

Karmen: Que es un autor.

Researcher: Una persona que escribe libros.

Karmen. No. No.

Researcher: ¿Cuándo escribes? ¿En el colegio? ¿En casa? ¿Otros lugares?

Karmen: Colegio.

Researcher: ¿Cómo te sientes cuando estás escribiendo?

Karmen: Bien.

Researcher: ¿Qué haces si te encuentras con una palabra que no sabes cómo se escribe?

Karmen: Mis amigas pueden ayudarme.

Researcher: ¿Cómo crees que los autores de libros aprenden a escribir?

Karmen: ¿En el colegio?

Researcher: ¿Por qué un autor puede escribir en más de un idioma?

Karmen: Los autores saben más idiomas.

Researcher: ¿Qué piensas acerca de escribir en inglés y español?

Karmen: No se.

Interview Transcript with Karmen: Middle of Study

Date of Interview: December 15, 2022
Time of interview: 11:30am
 Interviewer: Kathleen Watkins
 Interviewee: Karmen

Interview Questions

Researcher: Thank you for speaking with me today. I have a few questions for you okay now that we are six weeks into our learning. Would you like to speak in English or Spanish today?

Karmen: Mmmmm, English today.

Researcher: What is your favorite subject to learn about and study?

Karmen: Math because I am good at math.

Researcher: What do you least enjoy learning about/doing?

Karmen: Learning to read is hard.

Researcher: Do you mostly speak in English, Spanish, or do you mix them together?

Karmen: Both

Researcher: Do you mostly read in English, Spanish, or do you mix them together?

Karmen: English.

Researcher: Do you mostly write in English, Spanish, or do you mix them together?

Karmen: English

Researcher: If you mostly speak/read/write in English and a little Spanish, what makes you decide to use this language?

Karmen: It is just what I want to do.

Researcher: When are you given the opportunity to write?

Karmen: I don't know.

Researcher: How does your teacher help you when you are writing?

Karmen: She helps me spell.

Researcher: Do you think you are an author? Why?

Karmen: Yes, cuz I write books!

Researcher: What kinds of topics do you like to write about?

Karmen: I like to write about my life and my friends.

Researcher: What kind of books have you written?

Karmen: About girls like me. And the school.

Researcher: When do you write? In school? At home? Other places?

Karmen: At school and home with my brothers sometimes.

Researcher: How do you feel when you are writing?

Karmen: I like it. I like to think when I am writing.

Researcher: What do you do if you come to a word you do not know how to spell?

Karmen: I think about the parts and write it.

Researcher: How do you think the authors of books go about learning how to write?

Karmen: He breaks the words apart to put the words back together.

Researcher: Why might an author write in more than one language?

Karmen: Cuz they know how to read in both.

Researcher: What do you think about writing in English and Spanish?

Karmen: It is good and interesting.

Researcher: How do you feel now that we have been practicing writing for a while?

Karmen: I like it.

Researcher: What have you learned from our writing time together?

Karmen: I am learning to read.

Researcher: When we first spoke, you said you felt okay about writing, what may have changed in your feelings about writing since we began?

Karmen: I feel a little good.

Researcher: How do you think the writing practice we have done over the last several weeks may help you in class?

Karmen: It has helped in class. I write the parts of words and put them together.

Researcher: What do you like or dislike about wordless picture books?

Karmen: I like them because you add your own words.
Researcher: Why did you decide to write about Jonnie in your book?
Karmen: I wrote about Jonnie because it was like me or my best friend. My other name is Jocelyn. That is why I named her Jonnie. I wrote about the school and office because it had a lot of stuff to write about. I like to write about things you know a lot about.
Researcher: What made you write about the park so much?
Karmen: I write about the park a lot because I like to go to the park.
Researcher: What do you think you might write next?
Karmen: The Bad Seed because I like The Bad Seed. I haven't read it but I want to read it.
Researcher: Oh, we will have to get you a copy! One last question. What made you quit writing about the school and then write about the office.
Karmen: I wanted to write about something else. When we moved into the office, I wanted to write about that.
Researcher: Thank you, Karmen!

Interview Transcript with Karmen: End of Study

Date of Interview: February 15, 2023
Time of interview: 10am
Interviewer: Kathleen Watkins
Interviewee: Karmen

Interview Questions
  ● **La Cultura de Escribiendo**
Researcher: Hi, Karmen. I have some questions. Would you like for me to ask these questions in English or Espanol?
Karmen: Ahh, Espanol.
Researcher: Muy bien. ¿Cuándo te dan la oportunidad de escribir?
Karmen: En el salón de Ms. Bess y contigo.
Researcher: ¿Cómo te ayuda la maestra(o) cuando estás escribiendo?
Karmen: Piensas sobre las letras en las palabras. Y use… no sé. Con las lineas?
Researcher: Oh, sentence stems.
Karmen: Si
Researcher: Si, muy bien. No se la palabra por sentence stems en Español.
  ● **Percepciones de los estudiantes sobre sí mismos como escritores (B-Entrevista inicial; M-Entrevista intermedia; E-Entrevista final)**
Researcher: ¿Crees que eres un autor?
Karmen: Si
Researcher: ¿Por qué?
Karmen: Yo escribo libros contigo.
Researcher: ¿Sobre qué tipo de temas te gusta escribir?
Karmen: Mi vida, familia…familia, y amigos.
Researcher: ¿Qué sientes cuando estás escribiendo?
Karmen: Bien. Me encantan los dibujos.

Researcher: ¿Qué harías si te encuentras con una palabra que no sabes cómo se escribe?
Karmen: Escucha los sonidos.
Researcher: ¿Cómo crees que los autores de libros aprenden a escribir?
Karmen: Practica
Researcher: Nosotras practicamos mucho, si?
Karmen: Si
Researcher: ¿Cómo te sientes ahora que hemos estado practicando la escritura por un tiempo?
Karmen: Bien. A veces escribir es muy difícil.
Researcher: ¿Qué has aprendido de nuestro tiempo de escritura juntos?
Karmen: Letras, dibujos, mmmmm.
Researcher: Que mas?
Karmen: ¿ palabras nuevas?
Researcher:¿Cómo crees que la práctica de escritura que hemos hecho durante las últimas semanas puede ayudarte en clase?
Karmen: Escribimos en la computadora.
Researcher: ¿Qué te gusta o no te gusta de los libros ilustrados sin palabras?
Karmen: Los dibujos y los niños.

- **Preguntas específicas sobre muestra del trabajo**

Researcher: Mira aquí en tu libro sobre Walmart ¿Por qué decidiste las cosas de Walmart en tu libro?
Karmen: Porque me gusta la ropa, maquillaje, los juegos.
Researcher: Y tu libro sobre tu familia: ¿Qué te hizo quien está contigo en esta página?
Karmen: Mis hermanos.
Researcher: Y donde están?
Karmen: En el mar.
Researcher: Porque escribiste sobre un viaje con tu familia?
Karmen: Me encanta la playa.
Researcher: Ok. Es todo, Karmen. Gracias.

Interview Transcript with Alberto: Beginning of Study

Date of Interview: November 8, 2022
Time of interview: 1pm
 Interviewer: Kathleen Watkins
 Interviewee: Alberto

Interview Questions
Researcher: Alberto. I am so happy you are here today. Would you like to answer questions in English o Espanol today?
Alberto: Espanol
Researcher: Ok. Muy bien. Háblame de tu familia. ¿Quién está en tu familia?
Alberto: Mi papá, dos hermanas, mi tía.
Researcher: Muy bien. ¿Qué idioma hablas con tu familia en casa?
Alberto: Español con mi papa pero mi hermanas hablan inglés conmigo.

Researcher: ¿Qué idioma hablas con tu familia cuando no estás en casa o en la escuela... en la comunidad?

Alberto: Espanol.

Researcher: ¿Qué te hace decidir si debes hablar inglés o español cuando estás con tu familia?

Alberto: No se. Yo hablo español con mi papá porque él habla español.

Researcher: Háblame de tu escuela. ¿Te gusta ir a esta escuela?

Alberto: Si

Researcher: ¿Qué te gusta de la escuela?

Alberto: Bien. Me gusta esta escuela.

Researcher: ¿Qué es lo que no te gusta de la escuela? Lectura? Ciencias? Math? Escribiendo?

Alberto. Me gustan todas las materias.

Researcher: ¿Siente que los adultos en el edificio se preocupan por usted?

Alberto: Si.

Researcher: Háblame de tu clase de segundo grado. ¿Qué piensas de tu maestra?

Alberto: Me gusta Mr. Jones.

Researcher: ¿Qué piensas de los otros estudiantes de tu clase?

Alberto: Bien.

Researcher: ¿Cuál es tu materia favorita para aprender y estudiar?

Alberto: Matemáticas.

Researcher: ¿Qué es lo que menos disfrutas aprender/hacer?

Alberto: (*pause*) Reading.

Researcher: ¿Cuando estás en la escuela, hablas principalmente en inglés, español o los mezclas?

Alberto: Una mezcla pero más espanol.

Researcher: ¿Lees principalmente en inglés, español o los mezclas?

Alberto: Ingles.

Researcher: ¿Escribes principalmente en inglés, español o los mezclas?

Alberto: Ingles

Researcher: Vamos a hablar sobre la cultura en el aula. ¿Cuándo te dan la oportunidad de escribir?

Alberto: No se.

Researcher: ¿Cómo te ayuda tu profesora cuando estás escribiendo?

Alberto: Cuando estamos leyendo libros.

Researcher: Ok. ¿Crees que eres un autor? Y ¿Por qué?

Alberto: No se.

Researcher: Un autor es una persona que escribe libros.

Alberto: Oo, no. No soy un autor.

Researcher: ¿Cuándo escribes? ¿En el colegio? ¿En casa? ¿Otros lugares?

Alberto: En el colegio.

Researcher: ¿Cómo te sientes cuando estás escribiendo?

Alberto: Es muy difícil.

Researcher: ¿Qué haces si te encuentras con una palabra que no sabes cómo se escribe?

Alberto: sound it out.

Researcher: ¿Cómo crees que los autores de libros aprenden a escribir?

Alberto. No se.
Researcher: ¿Por qué un autor puede escribir en más de un idioma?
Alberto: No se.
Researcher: ¿Qué piensas acerca de escribir en inglés y español?
Alberto: No se.

Interview Transcript with Alberto: Middle of Study

Date of Interview: December 15, 2022
Time of interview: 1:30pm
 Interviewer: Kathleen Watkins
 Interviewee: Alberto

Interview Questions
Researcher: Good Afternoon, Alberto. I have a few questions for you. Would you like to ask you the questions in Spanish or English today?
Dario: Spanish
Researcher: Muy bien. ¿Cuál es tu materia favorita para aprender y estudiar?
Alberto: Matematica. Los números son fáciles.
Researcher: ¿Qué es lo que menos disfrutas aprendiendo/haciendo?
Alberto: Reading.
Researcher: Hablas principalmente en inglés, español, o mezclas ambos?
Alberto: Espanol.
Researcher: Lees principalmente en inglés, español, o mezclas ambos?
Alberto: Ingles.
Researcher: Escribes principalmente en inglés, español o mezclas ambos?
Alberto: Ingles.
Researcher: Si hablas/lees/escribes en una mezcla con escribiendo ¿qué es lo que te hace decidir este idioma?
Alberto: Inglés es difícil. A veces, no sé las palabras. Mi familia habla español.
Researcher: ¿Cuándo te dan la oportunidad de escribir?
Alberto: En el salón con Mr. Jones y con nuestros libros contigo.
Researcher: Muy bien. ¿Cómo te ayuda la maestra(o) cuando estás escribiendo?
Alberto: Escucha los sonidos y escribe las palabras
Researcher: ¿Crees que eres un autor? ¿Por qué?
Alberto: Si. Yo escribo muchas palabras y libros.
Researcher: ¿Sobre qué tipo de temas te gusta escribir?
Alberto: tortugas, conejitos
Researcher: ¿Qué tipo de libros has escrito?
Alberto: tortugas, conejitos.
Researcher: ¿Cuándo escribes? En el colegio? La casa? Otros lugares?
Alberto: Contigo.
Researcher: ¿Qué sientes cuando estás escribiendo?
Alberto: tortugas, conejitos,
Researcher: ¿Qué harías si te encuentras con una palabra que no sabes cómo se escribe?
Alberto: Habla con la maestra.

Researcher: ¿Cómo crees que los autores de libros aprenden a escribir?
Alberto: Mucha práctica
Researcher: ¿Por qué un autor podría escribir en más de un idioma?
Alberto: ¿Por qué? ¿El autor sabe los dos idiomas?
Researcher: ¿Qué opinión tienes acerca de escribir en inglés y español?
Alberto: Está bien pero inglés es muy difícil.
Researcher: ¿Cómo te sientes ahora que hemos estado practicando la escritura por un tiempo?
Alberto: Bien.
Researcher: ¿Qué has aprendido de nuestro tiempo de escritura juntos?
Alberto: Dibujar, escribir, los sonidos de las letras.
Researcher: Cuando hablamos por primera vez, dijiste que te sentías okay acerca de escribir, ¿qué puede haber cambiado en tus sentimientos acerca de escribir desde que comenzamos?
Alberto: Mmmmm, bien. Es difícil. Me gusta dibujar.

Researcher: ¿Cómo crees que la práctica de escritura que hemos hecho durante las últimas semanas puede ayudarte en clase?
Alberto: Escribe libros. Palabras.
Researcher: ¿Qué te gusta o no te gusta de los libros ilustrados sin palabras?
Alberto: Cuando ponemos palabras
Researcher: ¿Por qué decidiste escribir sobre una tortuga en tu libro?
Alberto: Me gustan las tortugas. Vi uno en la playa.
Researcher: ¿Qué te hizo escribir las palabras muchas veces en esta página?
Alberto: Quiero que mis palabras sean buenas.
Researcher: ¿Qué crees que podrías escribir más adelante o después?
Alberto: Mmmmm, about school.
Researcher: Ok, Alberto. Vamos a hacer una pausa de tres semanas. Cuando regresemos, leeremos y escribiremos un poco más.

Interview Transcript with Alberto: End of Study

Interview Date: February 16, 2023
Interview Time: 8:30am
Interviewer: Kathleen Watkins
Interviewee: Alberto

Interview Questions
Researcher: Buenos Dias, Alberto. I have some questions. Can I ask you?
Alberto: Si.
Researcher: Great, would you like me to ask the questions in English or Spanish
Alberto: Eh, los dos.
  ● **La Cultura de Escribiendo**
Researcher: Muy bien. ¿Cuándo te dan la oportunidad de escribir?
Alberto: Con los libros y en mi clase con Mr. Jones. Estamos practicando mucho.

Researcher: Ah. Hay un test en dos meses. El ACAP. Que bueno. Muy bien. ¿Cómo te ayuda la maestra cuando estás escribiendo?

Alberto: Escribir los sonidos.

- **Percepciones de los estudiantes sobre sí mismos como escritores (B-Entrevista inicial; M-Entrevista intermedia; E-Entrevista final)**

Researcher: Ok. ¿Crees que eres un autor?

Alberto: Si

Researcher: ¿Por qué crees que eres un autor?

Alberto: Los libros.

Researcher: ¿Cuándo escribes? En el colegio? La casa? Otros lugares?

Alberto: Colegio.

Researcher: ¿Qué sientes cuando estás escribiendo?

Wiliam: Muy bien. Es muy divertido.

Researcher: ¿Cómo te sientes ahora que hemos estado practicando la escritura por un tiempo?

Wiliam: Muy bien.

Researcher: ¿Qué has aprendido de nuestro tiempo de escritura juntos?

Wiliam: Las letras. Palabras. Libros. Characters. Escribiendo sobre mi familia.

Researcher: Cuando hablamos por primera vez, dijiste ok acerca de escribir, ¿qué puede haber cambiado en tus sentimientos acerca de escribir desde que comenzamos?

Wiliam: Bien. Me gustan las lecciones.

Researcher: ¿Cómo crees que la práctica de escritura que hemos hecho durante las últimas semanas puede ayudarte en clase?

Wiliam: Con escribiendo las letras y palabras. Y los dibujos.

Research: Muy bien, Wiliam, Dígame sobre su libro sobre la película con tu familia. Escribiste sobre tu familia y no escribas en español pero tu familia habla español. ¿Por qué escribiste en inglés?

Wiliam: Los otros niños estaban hablando y escribiendo en inglés.

Researcher: A que interesante, gracias. Es todo. Gracias, Wiliam.

APPENDIX D

GATEKEEPER CONSENT FORMS

Gatekeeper Consent

Title of Research
IN THEIR OWN WORDS: A CASE STUDY UTILIZING WORDLESS PICTURE BOOKS AS
MENTOR TEXT IN WRITING WORKSHOP WITH YOUNG MULTILINGUAL WRITERS

UAB IRB Protocol #
IRB-300009722

Principal Investigator
Kathleen Hope Watkins

Co-Principal Investigator
Dr. Kelly Hill

Sponsor
UAB School of Education, Department of Curriculum & Instruction

Study Information

Purpose of Research
The purpose of this qualitative case study analysis and cross-case analysis was to analyze how
wordless picture books can be utilized as mentor texts in writing workshop with multilingual 2nd
graders. This inquiry aims to explore how multilingual children interact and learn from the craft
moves of wordless picture book authors.

Explanation of Procedures
Students will be invited to participate in this qualitative research that utilizes multiple case
studies. Students will participate in 45-minute writing workshop lessons 3 times a week utilizing
wordless picture books as mentor texts over the course of three months. Students will create
self-authored books as well as participate in interviews to describe themselves as writers.

Risks and Discomfort
There are no known risks or discomforts associated with the study.

Benefits
In allowing this study to take place, you may not directly benefit from this study, but there is
potential for this research to add to the body of the research on multilingual students and how
educators may support multilingual learners' literacy development.

Confidentiality

Information gathered in this study will remain confidential to the extent allowed by law. However, information that identifies participants by this study may be shared with people or organizations for quality assurance or data analysis, or with those responsible for ensuring compliance with laws and regulations related to research. These include:

- UAB Institutional Review Board (IRB). This board is a group that ensures the welfare and safety of participants of research studies.
- Office of Human Research Protections (OHRP)
- The information from the research may be published for scientific purposes; however, participant identities will be protected. Identities will not be revealed in any report, professional presentation, journal article, or any discussions that result from the study.

Voluntary Participation and Withdrawal

Participation in this study is completely voluntary. There will be no penalty if you decide to not participate in this study. You are free to withdraw from this study at any time. Your choice to leave the study will not impact your relationship with this institution.

Cost of Participation

There will be no cost associated with your participation in this study.

Payment for Participation in Research

You will not be compensated for participation in this study.

Questions

If you have any questions, comments, or concerns about this study, you may contact Kathleen Watkins at 205-281-7691 or khwatkin@uab.edu. If you have any questions, comments, or concerns about your rights as a participant in this study, you may contact the UAB Office of IRB (OIRB) at 205-934-3769 Monday through Friday 8am-5pm CST. You may also call this number if you cannot reach the research staff. You may also email the OIRB at irb@uab.edu.

Legal Rights

You are not waiving any of your legal rights in signing this informed consent document.

Signatures

Your signature below indicates that you have read (or been read) the information provided above and agree to:

- I voluntarily agree to help facilitate this research study.
- I understand that even if I agree to help now, I can withdraw at any time without consequence.

- I have had the purpose and nature of the study explained to me in writing and I have had the opportunity to ask questions about the study.
- I understand that in signing this, I am allowing the study to take place at Glen Iris Elementary.
- I understand that all data collected in this study is confidential and anonymous.
- I understand that I am free to contact any of the people involved in the researcher to seek further clarification and information

Signature of Gatekeepers

Tronci Southall-Mason, Principal, Glen Iris Elementary   8/5/2022
                                                             Date

Kathleen Watkins, Principal Investigator, UAB Doctoral Candidate   8/5/2022
                                                                     Date

Birmingham City School's Data Governance Committee Letter for district approval attached.

BIRMINGHAM
CITY SCHOOLS
BUILDING LEADERS. IMPACTING THE WORLD.

Dr. Kecia Topping Chapman, Executive Director of Assessment, Accountability and Research Chair, Data Governance Committee Email: Kchapman@bhm.k12.al.us	August 5, 2022

MEMORANDUM

TO: Kathleen Watkins

FROM: Dr. Kecia Topping Chapman
              Chair, Data Governance Committee

RE: **Dissertation Study Approval**

Kathleen Watkins, a researcher at the University of Alabama at Birmingham is conducting a dissertation study entitled, **"IN THEIR OWN WORDS: A CASE STUDY UTILIZING WORDLESS PICTURE BOOKS AS MENTOR TEXT IN WRITING WORKSHOP WITH YOUNG MULTILINGUAL WRITERS."** The purpose of this study is to analyze the writing development of multilingual 2nd graders while using wordless picture books as a guide. This study also aims to explore how multilingual children interact and learn from the authors of wordless picture books. The researcher has permission to contact principals and teachers concerning this study.

The Birmingham City Schools System approves this study as a means of gathering information for educational purposes. All information to be gathered will be done in a confidential and appropriate manner. At no time will the researcher's study be used in a way that would represent a potential risk to their subjects. The names of individuals, school system and all other information that would identify Birmingham City Schools will not be revealed in any published or oral form. The research question used in the study will not reflect Birmingham City Schools. Any additional research or study will require further approval of the school system.

Please contact the Birmingham Board of Education Department of Assessment, Accountability and Research at 205.231-5618 if there are any questions or concerns.

Kathleen Watkins 8/5/2022
Researcher's Signature of Agreement   Date

APPENDIX E

INSTITUTIONAL REVIEW BOARD APPROVAL

UAB THE UNIVERSITY OF
ALABAMA AT BIRMINGHAM

Office of the Institutional Review Board for Human Use

APPROVAL LETTER

TO: Watkins, Kathleen H

FROM: University of Alabama at Birmingham Institutional Review Board
            Federalwide Assurance # FWA00005960
            IORG Registration # IRB00000196 (IRB 01)
            IORG Registration # IRB00000726 (IRB 02)
            IORG Registration # IRB00012550 (IRB 03)

DATE: 03-Nov-2022

RE: IRB-300009722
            IRB-300009722-002
            IN THEIR OWN WORDS: A CASE STUDY UTILIZING WORDLESS PICTURE BOOKS AS
            MENTOR TEXT IN WRITING WORKSHOP WITH YOUNG MULTILINGUAL WRITERS

The IRB reviewed and approved the Initial Application submitted on 02-Nov-2022 for the
above referenced project. The review was conducted in accordance with UAB's Assurance of
Compliance approved by the Department of Health and Human Services.

Type of Review:	Expedited
Expedited Categories:	6, 7
Determination:	Approved
Approval Date:	03-Nov-2022
Approval Period:	Expedited Status Update (ESU)
Expiration Date:	02-Nov-2025

Although annual continuing review is not required for this project, the principal investigator is
still responsible for (1) obtaining IRB approval for any modifications before implementing
those changes except when necessary to eliminate apparent immediate hazards to the
subject, and (2) submitting reportable problems to the IRB. Please see the IRB Guidebook for
more information on these topics.

APPENDIX F

STUDENT RECRUITMENT LETTER IN ENGLISH

Multilingual Student Recruitment Letter (English)

Date: _____

To the family of _____,

     My name is Katie Watkins. I am the school's Assistant Principal. I am currently completing my doctoral degree at UAB. I am conducting research with multilingual learners. The purpose of this study is to better understand how native Spanish-speaking multilingual second graders' writing skills develop when using wordless picture books. If you choose to participate, your child will take part in 45-minute writing lessons 3 times per week for 3 months with me, as well as participate in three separate interviews throughout the study.

     Please read the attached informed consent document. If you agree for your child to participate in this study, please sign it and return it to the school office. If you have any questions, please call or email me.

Thank you,

Katie Watkins
Assistant Principal

205-281-7691
khwatkin@uab.edu

APPENDIX G

STUDENT RECRUITMENT LETTER IN SPANISH

Multilingual Student Recruitment Letter (Spanish)

Fecha: _____

A la familia de _____,

Mi nombre es Katie Watkins. Soy el subdirector de la escuela. Estoy terminando mi doctorado en la UAB. Estoy conduciendo una investigación con estudiantes multilingües. Yo quisiera tener su permiso para incluirlo a usted y su hijo/a en este estudio. El propósito de este estudio es comprender mejor cómo se desarrollan las habilidades de escritura de los estudiantes hispanos multilingües de segundo grado cuando usan libros ilustrados sin palabras. Si elige participar, su hijo participará en sesiones de escritura de 45 minutos tres veces cada semana por 3 meses conmigo y participará en tres entrevistas separadas a lo largo del estudio.

Por favor lea el documento de consentimiento informado que está adjunto a esta letra. Si usted acepta que su hijo participe en este estudio, fírmelo y devuélvalo a la oficina de la escuela. Si tiene alguna pregunta, por favor llámeme o envíeme un correo electrónico.

Gracias,

Katie Watkins
Subdirectora

205-281-7691
khwatkin@uab.edu

APPENDIX H

INFORMED CONSENT FORM IN ENGLISH

CONSENT FORM TO BE PART OF A RESEARCH STUDY

Title of Research:	IN THEIR OWN WORDS: A CASE STUDY UTILIZING WORDLESS PICTURE BOOKS AS MENTOR TEXTS IN WRITING WORKSHOP WITH YOUNG MULTILINGUAL WRITERS
UAB IRB Protocol #:	IRB-300009722
Principal Investigator:	Kathleen Watkins and Dr. Kelly Hill, PhD
Sponsor:	UAB School of Education's Department of Curriculum & Instruction

For Children (persons under 18 years of age) participating in this study, the term "You" addresses both the participant ("you") and the parent or legally authorized representative ("your child").

General Information	You are being asked to take part in a research study. This research study is voluntary, meaning you do not have to take part in it. The procedures, risks, and benefits are fully described further in the consent form.
Purpose	The purpose of this research study is to understand how wordless picture books can be utilized as examples of storytelling in writing workshop with multilingual 2nd graders. This study also would like to understand the decisions that multilingual learners make in their writing and how they describe themselves as writers. This will help teachers understand how to best support early childhood multilingual students in the classroom in their writing development.
Duration & Visits	Students will participate 3 times per week in 45-minute lessons. The study will last for three months.
Overview of Procedures	This study will include your child's participation in 45-minute lessons 3 times a week for 3 months. Your child will study wordless picture books and will then be invited to write books of their own. At the beginning, middle, and end of the study, your child will participate in interviews which will last for approximately 30 minutes.
Risks	The most common risks include loss of confidentiality.
Benefits	In allowing this study to take place, you may not directly benefit from this study, but there is potential for this research to add to the body of the research on multilingual students and how educators may support multilingual learners' literacy development.
Alternatives	If you do not want to take part in this study, your alternative is to not participate.

Purpose of the Research Study

We are asking you to take part in a research study. The purpose of this research study is to understand how wordless picture books can be utilized as examples of storytelling in writing workshop with multilingual 2nd graders. This study also would like to understand the decisions that multilingual learners make in their writing

and how they describe themselves as writers. This will help teachers understand how to best support early childhood multilingual students in the classroom in their writing development. Twenty-nine participants are expected to enroll in this study.

Study Participation & Procedures
If you agree to join the study, your child will participate in 3, 45-minute lessons each week for three months. Your child will also be interviewed three times to describe themselves as writers and their own writing. Your child will be observed throughout the lessons and their interviews will be recorded. Data collected from interviews, student writing samples, and observational notes will have all identifiers of private information removed and will not be distributed to others for future research.

Risks and Discomforts
The only risk associated with this study is breach of confidentiality. There may also be risks that are unknown at this time. You will be given more information if other risks are found.

Benefits
You may not benefit directly from your child taking part in this study. There is potential to grow the body of research in supporting multilingual students and help teachers understand how to best support multilingual students in the classroom.

Alternatives
Your alternative is to not participate in this study.

Confidentiality and Authorization to Use and Disclose Information for Research Purposes
Federal regulations give you certain rights related to your personal information. These include the right to know who will be able to get the information and why they may be able to get it. The principal investigator must get your authorization (permission) to use or give our any personal information that might identify you.

What protected information may be used and/or given to others?
All identifying information will be removed before data is shared with others. Those that may have access to data include the principal investigator, the principal investigator's dissertation committee, and those responsible for translations. This information may include information shared with interviews or observations.

Who may use and give out this information?
Your personal information will only be shared by the principal investigator to those involved in supporting the study, including the principal investigator's dissertation committee or contracted translators.

Who might get this information?
This information may be shared with the below-mentioned persons.

Information about you may be given to:
- The Office of Human Research Protections (OHRP)
- The University of Alabama at Birmingham, the UAB IRB and its staff and the UAB School of Education's Department of Curriculum and Instruction faculty and staff.
- Birmingham City School's employees and translators

Why will this information be used and/or given to others?
This information may be shared to facilitate the completion of this study, including the guidance of the principal investigator's dissertation committee and contracted translators.

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What if I decide not to give permission to use and give out my information?
By signing this consent form, you are giving permission to use and give the information listed above for the purpose described above. If you refuse to give permission, you will not be able to be in this research.

May I review or copy the information obtained from me or created about me?
You have the right to review and copy the information obtained in this study. However, if you decide to be in this study and sign this permission form, you will not be allowed to look at or copy your information until after the research is completed.

May I withdraw or revoke (cancel) my permission?
Yes, but this permission will not stop automatically. The use of your personal information will continue until you cancel your permission.

You may withdraw or take away your permission to use and disclose your information at any time. You do this by sending written notice to the principal investigator. If you withdraw your permission, you will not be able to continue being in this study.

When you withdraw your permission, no new information which might identify you will be gathered after that date. Information that has already been gathered may still be used and given to others. This would be done if it were necessary for the research to be reliable.

Voluntary Participation and Withdrawal
Whether or not you take part in this study is your choice. There will be no penalty if you decide not to be in it. If you decide not to be in the study, you will not lose any benefits you are otherwise owed.

You are free to withdraw from this study at any time. Your choice to leave the study will not affect your relationship with this institution. Please contact the principal investigator if you wish to withdraw from the study.

You may be removed from the study without your consent if the sponsor ends the study, if the principal investigator believes it is not in your best interests to continue, or you are not following study rules.

Cost of Participation
There will be no cost to you for taking part in this study.

Payment for Participation
There is no compensation for participation in this study.

New Findings
You will be told by the principal investigator or the study staff if new information becomes available that might affect your choice to stay in the study.

Questions
If you have any questions, concerns, or complaints about the research or a research-related injury including available treatments, please contact the principal investigator. You may contact Kathleen Watkins at 205-281-7691 or klrwatkin@uab.edu

If you have questions about your rights as a research participant, or concerns or complaints about the research, you may contact the UAB Office of the IRB (OIRB) at (205) 934-3789 or toll free at 1-855-860-3789. Regular hours of the OIRB are 8am to 5pm CT, Monday through Friday.

Legal Rights
You are not waiving any of your legal rights by signing this consent form.

Signatures

Your signature below indicates that you have read (or been read) the information provided above and agree to participate in this study. You may receive a copy of this signed consent form.

_____   _____
Signature of Parent or Legal Guardian   Date

_____   _____
Signature of Person Obtaining Consent   Date

_____   _____
Translator   Date

APPENDIX I

INFORMED CONSENT FORM IN SPANISH

FORMULARIO DE CONSENTIMIENTO PARA SER PARTE DE UN ESTUDIO DE INVESTIGACIÓN

Título de la investigación:	EN SUS PROPIAS PALABRAS: UN ESTUDIO DE CASO UTILIZANDO LIBROS ILUSTRADOS SIN PALABRAS COMO TEXTOS MENTORES EN UN TALLER DE ESCRITURA CON JÓVENES ESCRITORES MULTILINGÜES
UAB Protocolo IRB #:	IRB-300009722
Investigador principal:	Kathleen Watkins y Dra. Kelly Hill, PhD
Patrocinador:	Departamento de Currículo e Instrucción de la Facultad de Educación de la Universidad de Alabama da Birmingham

Para los Niños (personas menores de 18 años) que participan en este estudio, el término "Usted" se refiere tanto al participante ("usted") como al padre o representante legalmente autorizado ("su hijo").

Información general	Se le pide que participe en un estudio de investigación. Este estudio de investigación es voluntario, lo que significa que usted no tiene que participar en él. Los procedimientos, riesgos y beneficios se describen detalladamente en el formulario de consentimiento.
Propósito	El propósito de este estudio de investigación es comprender cómo los libros ilustrados sin palabras se pueden utilizar como ejemplos de narración de cuentos en talleres de escritura con estudiantes multilingües de segundo grado. Este estudio también quisiera comprender las decisiones que toman los estudiantes multilingües en su escritura y cómo se describen a sí mismos como escritores. Esto ayudará a los maestros a comprender cómo apoyar mejor a los estudiantes multilingües de la primera infancia en el aula en su desarrollo de la escritura.
Duración y visitas	Los estudiantes participarán 3 veces por semana en lecciones de 45 minutos. El estudio tendrá una duración de tres meses. También se le pedirá a su hijo que participe en tres entrevistas a lo largo del estudio.
Descripción general de los procedimientos	Este estudio incluirá la participación de su hijo en lecciones de 45 minutos 3 veces a la semana durante 3 meses. Su hijo estudiará libros ilustrados sin palabras y luego se le invitará a escribir sus propios libros. Al principio, a la mitad y al final del estudio, su hijo participará en entrevistas que durarán aproximadamente 30 minutos.
Riesgos	Los riesgos más comunes incluyen la pérdida de confidencialidad.
Beneficios	Al permitir que se lleve a cabo este estudio, es posible que no se beneficie directamente de este estudio, pero existe la posibilidad de que esta investigación se agregue al cuerpo de la investigación sobre estudiantes multilingües y cómo los educadores pueden apoyar el desarrollo de la alfabetización de los estudiantes multilingües.
Alternativas	Si no desea participar en este estudio, su alternativa es no participar.

Propósito del estudio de investigación

Le estamos pidiendo que participe en un estudio de investigación. El propósito de este estudio de investigación es comprender cómo los libros ilustrados sin palabras se pueden utilizar como ejemplos de narración de cuentos en talleres de escritura con estudiantes multilingües de segundo grado. Este estudio también quisiera comprender las decisiones que toman los estudiantes multilingües en su escritura y cómo se describen a sí mismos como escritores. Esto ayudará a los maestros a comprender cómo apoyar mejor a los estudiantes multilingües de la primera infancia en el aula en su desarrollo de la escritura. Se espera que veintinueve participantes se inscriban en este estudio.

Procedimientos y participación en el estudio

Si acepta unirse al estudio, su hijo participará en 3 lecciones de 45 minutos cada semana durante tres meses. Su hijo también será entrevistado tres veces para que se describa a sí mismo como escritor y su propia escritura. Se observará a su hijo durante las lecciones y se grabarán sus entrevistas. Los datos recopilados de entrevistas, muestras de escritura de estudiantes y notas de observación tendrán todos los identificadores de información privada eliminados y no se distribuirán a otros para futuras investigaciones.

Riesgos y molestias

El único riesgo asociado con este estudio es la violación de la confidencialidad. También puede haber riesgos que se desconocen en este momento. Se le dará más información si se encuentran otros riesgos.

Beneficios

Es posible que no se beneficie directamente de la participación de su hijo en este estudio. Hay potencial para hacer crecer el cuerpo de investigación para apoyar a los estudiantes multilingües y ayudar a los maestros a comprender cómo apoyar mejor a los estudiantes multilingües en el aula.

Alternativas

Su alternativa es no participar en este estudio.

Confidencialidad y autorización para usar y divulgar información con fines de investigación

Las reglamentaciones federales le otorgan ciertos derechos relacionados con su información personal. Estos incluyen el derecho a saber quién podrá obtener la información y por qué pueden obtenerla. El investigador principal debe obtener su autorización (permiso) para usar o proporcionar cualquier información personal que pueda identificarlo.

¿Qué información protegida se puede usar y/o dar a otros?

Toda la información de identificación se eliminará antes de que los datos se compartan con otros. Aquellos que pueden tener acceso a los datos incluyen al investigador principal, el comité de disertación del investigador principal y los responsables de las traducciones. Esta información puede incluir información compartida con entrevistas u observaciones.

¿Quién puede usar y divulgar esta información?

Su información personal solo será compartida por el investigador principal con aquellos involucrados en el apoyo del estudio, incluido el comité de disertación del investigador principal o los traductores contratados.

¿Quién podría obtener esta información?

Esta información puede ser compartida con las personas mencionadas a continuación.

Se puede proporcionar información sobre usted a:
- La Oficina de Protección de Investigaciones Humanas (OHRP)
- La Universidad de Alabama en Birmingham, el IRB de la UAB y su personal y el cuerpo docente y el personal del Departamento de Currículo e Instrucción de la Escuela de Educación de la UAB.
- Empleados y traductores de la escuela de la ciudad de Birmingham

¿Por qué se usará y/o se dará esta información a otros?
Esta información se puede compartir para facilitar la finalización de este estudio, incluida la orientación del comité de disertación del investigador principal y los traductores contratados.

¿Qué sucede si decido no dar permiso para usar y divulgar mi información?
Al firmar este formulario de consentimiento, está dando permiso para usar y proporcionar la información mencionada anteriormente para el propósito descrito anteriormente. Si se niega a dar su permiso, no podrá participar en esta investigación.

¿Puedo revisar o copiar la información obtenida de mí o creada sobre mí?
Tiene derecho a revisar y copiar la información obtenida en este estudio. Sin embargo, si decide participar en este estudio y firma este formulario de autorización, no se le permitirá ver ni copiar su información hasta que finalice la investigación.

¿Puedo retirar o revocar (cancelar) mi permiso?
Sí, pero este permiso no se detendrá automáticamente. El uso de su información personal continuará hasta que cancele su permiso.

Puede retirar o retirar su permiso para usar y divulgar su información en cualquier momento. Para ello, envíe un aviso por escrito al investigador principal. Si retira su permiso, no podrá continuar participando en este estudio.

Cuando retire su permiso, no se recopilará ninguna información nueva que pueda identificarlo después de esa fecha. La información que ya se ha recopilado aún se puede usar y dar a otros. Esto se haría si fuera necesario para que la investigación sea confiable.

Participación y Retiro Voluntarios
Ya sea que participe o no en este estudio es su elección. No habrá penalización si decides no estar en ella. Si decide no participar en el estudio, no perderá ningún beneficio que le corresponda.

Usted es libre de retirarse de este estudio en cualquier momento. Su decisión de abandonar el estudio no afectará su relación con esta institución. Póngase en contacto con el investigador principal si desea retirarse del estudio.

Puede ser retirado del estudio sin su consentimiento si el patrocinador finaliza el estudio, si el investigador principal cree que no le conviene continuar o si no está siguiendo las reglas del estudio.

Costo de participación
No habrá ningún costo para usted por participar en este estudio.

Pago por participación
No hay compensación por la participación en este estudio.

Nuevos hallazgos

El investigador principal o el personal del estudio le informarán si hay nueva información disponible que pueda afectar su decisión de permanecer en el estudio.

Preguntas

Si tiene alguna pregunta, inquietud o queja sobre la investigación o una lesión relacionada con la investigación, incluidos los tratamientos disponibles, comuníquese con el investigador principal. Puede comunicarse con Kathleen Watkins al 205-281-7691 o khwatkin@uab.edu

Si tiene preguntas sobre sus derechos como participante de la investigación, o inquietudes o quejas sobre la investigación, puede comunicarse con la Oficina del IRB de la UAB (OIRB) al (205) 934-3789 o sin cargo al 1-855-860-3789. El horario regular de la OIRB es de 8 am a 5 pm CT, de lunes a viernes.

Derechos legales

No renuncia a ninguno de sus derechos legales al firmar este formulario de consentimiento.

Firmas

Su firma a continuación indica que ha leído (o le han leído) la información proporcionada anteriormente y acepta participar en este estudio. Puede recibir una copia de este formulario de consentimiento firmado.

Firma del padre o tutor legal   Fecha

Firma de la persona que obtiene el consentimiento   Fecha

Traductor   Fecha

APPENDIX J

ASSENT FORM IN ENGLISH

ASSENT FORM

TITLE OF RESEARCH:	IN THEIR OWN WORDS: A CASE STUDY UTILIZING WORDLESS PICTURE BOOKS AS MENTOR TEXTS IN WRITING WORKSHOP WITH YOUNG MULTILINGUAL WRITERS
IRB PROTOCOL:	IRB-300009722
INVESTIGATOR:	Kathleen Watkins and Dr. Kelly Hill, PhD
SPONSOR:	UAB School of Education, Department of Curriculum & Instruction

The investigators named above are doing a research study.

These are some things we want you to know about research studies:

We are asking you to be in a research study. Research is a way to test new ideas. Research helps us learn new things.

Whether or not to be in this research is your choice. You can say Yes or No. Whatever you decide is OK. We will still take good care of you.

Why am I being asked to be in this research study?

You are being asked to be in the study because you have received ESL services and are learning how to read and write.

What is the study about?

The researchers want to find out if wordless picture books are a good way to teach children how to read and write. You will be reading and writing about wordless picture books. You will also get to write your own books and talk about yourself as a writer.

What will happen during this study?

If you agree to be in this study, you will

- Have 3, 45-minute lessons with the researcher each week for 3-months
- Get to read wordless picture books and write your own stories
- Get to be asked questions about the wordless picture books and yourself as a writer

Will the study hurt?

There is nothing about the research that will hurt you.

What else should I know about the study?

If you feel afraid or do not feel like writing during the lesson, that is okay. You will not be forced to participate.

What are the good things that might happen?

People may have good things happen to them because they are in a research study. These are called "benefits." You may become a better reader and writer because of this study. We will also figure out some ways that can help teachers help students like yourself in other classes.

What if I don't want to be in this study?

You do not have to be in the study if you do not want to. The teachers will still take care of you and teach you. Nothing bad will happen if you decide you do not want to participate.

Who should I ask if I have any questions?

If you have any questions about this study, you or your parents can call Katie Watkins at (205) 281-7691 or email her at khwatkin@uab.edu

Do I have to be in the study?

No, you do not have to be in the study. Even if you say yes now, you can change your mind later. It is up to you. No one will be mad at you if you don't want to do this.

Signatures

Before deciding if you want to be in the study, ask any questions you have. You can also ask questions during the time you are in the study.

If you sign your name below, it means that you agree to take part in this research study.

Your Name (Printed)   Age

Your Signature   Date

Signature of Person Obtaining Consent   Date

Signature of Witness / Translator   Date

APPENDIX K

ASSENT FORM IN SPANISH

FORMULARIO DE CONSENTIMIENTO

TÍTULO DE LA INVESTIGACIÓN: EN SUS PROPIAS PALABRAS: UN ESTUDIO DE CASO UTILIZANDO LIBROS IMÁGENES SIN PALABRAS COMO TEXTOS MENTORES EN UN TALLER DE ESCRITURA CON JÓVENES ESCRITORES MULTILINGÜES

PROTOCOLO DE LA IRB: 300009722-

INVESTIGADOR: Kathleen Watkins y Dra. Kelly Hill, PhD

PATROCINADOR: Facultad de Educación de la UAB, Departamento de Currículo e Instrucción

Los investigadores mencionados anteriormente están realizando un estudio de investigación.
Estas son algunas cosas que queremos que sepa acerca de los estudios de investigación:
Le pedimos que participe en un estudio de investigación. La investigación es una manera de probar nuevas ideas. La investigación nos ayuda a aprender cosas nuevas.

Si participar o no en esta investigación es su elección. Puede decir Sí o No. Lo que decida está bien. Todavía te cuidaremos bien.

¿Por qué se me pide que participe en este estudio de investigación?
Se le pide que participe en el estudio porque ha recibido servicios de ESL y está aprendiendo a leer y escribir.

¿Sobre que es el estudio?
Los investigadores quieren averiguar si los libros ilustrados sin palabras son una buena manera de enseñar a los niños a leer y escribir. Estarás leyendo y escribiendo sobre libros ilustrados sin palabras. También podrás escribir tus propios libros y hablar de ti mismo como escritor.

¿Qué sucederá durante este estudio?
Si acepta participar en este estudio, tendrá

- Tenga 3 lecciones de 45 minutos con el investigador cada semana durante 3 meses
- Lea libros ilustrados sin palabras y escriba sus propias historias
- Le hagan preguntas sobre los libros ilustrados sin palabras y sobre usted mismo como escritor

¿Te dolerá el estudio?
No hay nada acerca de la investigación que lo perjudique.

¿Qué más debo saber sobre el estudio?

Si tiene miedo o no tiene ganas de escribir durante la lección, está bien. No se le obligará a participar.

¿Cuáles son las cosas buenas que pueden pasar?

A las personas les pueden pasar cosas buenas porque están en un estudio de investigación. Estos se denominan "beneficios". Puede convertirse en un mejor lector y escritor gracias a este estudio. También descubriremos algunas formas que pueden ayudar a los maestros a ayudar a estudiantes como usted en otras clases.

¿Qué sucede si no quiero participar en este estudio?

No tiene que estar en el estudio si no quiere. Los profesores seguirán cuidándote y enseñándote. No pasará nada malo si decides que no quieres participar.

¿A quién debo preguntar si tengo alguna pregunta?

Si tiene alguna pregunta sobre este estudio, usted o sus padres pueden llamar a Katie Watkins al (205) 281-7691 o enviarle un correo electrónico a khwatkin@uab.edu

¿Tengo que estar en el estudio?

No, usted no tiene que estar en el estudio. Incluso si dices que sí ahora, puedes cambiar de opinión más tarde. Es tu decisión. Nadie se enfadará contigo si no quieres hacer esto.

Firmas

Antes de decidir si desea participar en el estudio, haga todas las preguntas que tenga. También puede hacer preguntas durante el tiempo que esté en el estudio.

Si firma su nombre a continuación, significa que acepta participar en este estudio de investigación.

Su nombre (letra de imprenta)   Edad

Su firma   Fecha

Firma de la persona que obtiene el consentimiento   Fecha

Firma del Testigo / Traductor   Fecha

APPENDIX L

STUDENT OBSERVATION PROTOCOL

STUDENT OBSERVATION PROTOCOL

Each student in this case study will be observed during the independent writing block of the writing workshop. Tallies and notations will be made to indicate a student's use of targeted teaching points (character development, story structure, author craft moves, etc.). Indications of student linguistic use in English and Spanish will also be notated on this protocol.

STUDENT OBSERVATION PROTOCOL

Date:_____

Classroom: Student Behaviors

Classroom Engagement Behaviors (Peer-to-Peer conversation, Teacher-to-Peer conversations, Engagement with Wordless Picture Books)
Use of Translanguaging Across All Four Language Domains (Codes: R-reading; S-speaking; L-listening; W-writing)

Writing Behaviors that Connect to the Wordless Picture Books

Reading Behaviors that Connect to the Wordless Picture Book

Utilization of copying text from sources outside of wordless picture book

APPENDIX M

INTERVIEW PROTOCOL IN ENGLISH

MULTILINGUAL STUDENT INTERVIEW PROTOCOL IN ENGLISH

This is an informally structured interview with each participant prior to instruction, at this mid-point, and at the end. The researcher and student will also have access to the student's writing samples during the mid-point and concluding interviews. The researcher will employ some of these questions and any necessary follow-up questions to gain understanding of each participant's perceptions of themselves as authors. Interviews will be recorded and transcribed. The interview will be conducted in both English and Spanish. The researcher will ask the question in both languages ensuring to alternate the order in which the question is read. This is to ensure that one language does not dominate the first hearing of the question. The student is free to speak in any language of their choice to express their responses. A translator will be present for all interviews. Potential questions may include:

- **Tell me about your family.**
    - Who is in your family?
    - What language do you speak with your family at home?
    - What language do you speak with your family when you are not at home or at school…in the community?
    - What makes you decide if you should speak English or Spanish when you are with your family?

- **Tell me about your school.**
    - Do you enjoy going to this school?
    - What do you like about the school?
    - What do you dislike about the school?

- ○ Do you feel that the adults in the building care for you?

- **Tell me about your 2nd grade class.**

  - ○ What do you think of your teacher?

  - ○ What do you think of the other students in your class?

  - ○ What is your favorite subject to learn about and study?

  - ○ What do you least enjoy learning about/doing?

- **Tell me about your languages.**

  - ○ Do you mostly speak in English, Spanish, or do you mix them together?

  - ○ Do you mostly read in English, Spanish, or do you mix them together?

  - ○ Do you mostly write in English, Spanish, or do you mix them together?

  - ○ If you mostly speak/read/write in _____, what makes you decide to use this language?

- **Writing Culture in the Classroom**

  - ○ When are you given the opportunity to write?

  - ○ How does your teacher help you when you are writing?

- **Student Descriptions of Themselves as Writers (B-Beginning Interview; M-Middle Interview; E-End Interview)**

  - ○ Do you think you are an author? Why?

  - ○ What kinds of topics do you like to write about? M/E

  - ○ What kind of books have you written? M/E

  - ○ When do you write? In school? At home? Other places? B/M/E

  - ○ How do you feel when you are writing? B/M/E

- ○ What do you do if you come to a word you do not know how to spell? B/M/E

- ○ How do you think the authors of books go about learning how to write? B/M/E

- ○ Why might an author write in more than one language? B/M/E

- ○ What do you think about writing in English and Spanish? B/M/E

- ○ How do you feel now that we have been practicing writing for a while? M

- ○ What have you learned from our writing time together? M/E

- ○ When we first spoke, you said you felt _____ about writing, what may have changed in your feelings about writing since we began? M/E

- ○ How do you think the writing practice we have done over the last several weeks may help you in class? M/E

- ○ What do you like or dislike about wordless picture books? M/E

- **Work Sample Specific Questions**

  - ○ Why did you decide to _____ in your book?

  - ○ What made you _____ on this page?

  - ○ What made you abandon this book and move on to another book?

APPENDIX N

INTERVIEW PROTOCOL IN SPANISH

INTERVIEW QUESTIONS (SPANISH)

- **Háblame de tu familia.**

  - ¿Quien esta en tu familia?

  - ¿Qué idioma hablas con tu familia en casa?

  - ¿Qué idioma hablas con tu familia cuando no estás en casa o en la escuela... en la comunidad?

  - ¿Qué te hace decidir si debes hablar inglés o español cuando estás con tu familia?

- **Háblame de tu escuela.**

  - ¿Te gusta ir a esta escuela?

  - ¿Qué te gusta de la escuela?

  - ¿Qué es lo que no te gusta de la escuela?

  - ¿Siente que los adultos en el edificio se preocupan por usted?

- **Háblame de tu clase de segundo grado.**

  - ¿Qué piensas de tu maestro?

  - ¿Qué piensas de los otros estudiantes de tu clase?

  - ¿Cuál es tu materia favorita para aprender y estudiar?

  - ¿Qué es lo que menos disfrutas aprender/hacer?

  - ¿Hablas principalmente en inglés, español o los mezclas?

  - ¿Lees principalmente en inglés, español o los mezclas?

  - ¿Escribes principalmente en inglés, español o los mezclas?

  - Si hablas/lees/escribes mayoritariamente en _____, ¿qué te hace decidir usar este idioma?

- **Escribir cultura en el aula**
  - ¿Cuándo te dan la oportunidad de escribir?
  - ¿Cómo te ayuda tu profesor cuando estás escribiendo?
- **Descripciones de los estudiantes sobre sí mismos como escritores (B-Entrevista inicial; M-Entrevista intermedia; E-Entrevista final)**
  - ¿Crees que eres un autor? ¿Por qué?
  - ¿Sobre qué tipo de temas te gusta escribir? YO
  - ¿Qué tipo de libros has escrito? YO
  - ¿Cuándo escribes? ¿En el colegio? ¿En casa? ¿Otros lugares? B/M/E
  - ¿Cómo te sientes cuando estás escribiendo? B/M/E
  - ¿Qué haces si te encuentras con una palabra que no sabes cómo se escribe? B/M/E
  - ¿Cómo crees que los autores de libros aprenden a escribir? B/M/E
  - ¿Por qué un autor puede escribir en más de un idioma? B/M/E
  - ¿Qué piensas acerca de escribir en inglés y español? B/M/E
  - ¿Cómo te sientes ahora que hemos estado practicando la escritura por un tiempo?
  - ¿Qué has aprendido de nuestro tiempo de escritura juntos? Mi
  - Cuando hablamos por primera vez, dijiste que te sentías _____ acerca de escribir, ¿qué puede haber cambiado en tus sentimientos acerca de escribir desde que comenzamos? YO
  - ¿Cómo crees que la práctica de escritura que hemos hecho durante las últimas semanas puede ayudarte en clase? YO

- ○ ¿Qué te gusta o no te gusta de los libros ilustrados sin palabras? YO

- **Preguntas específicas**

  - ○ ¿Por qué decidiste _____ en tu libro?

  - ○ ¿Qué te hizo _____ en esta página?

  - ○ ¿Qué crees que podrías escribir a continuación?

  - ○ ¿Qué te hizo abandonar este libro y pasar a otro libro?

APPENDIX O

WORK SAMPLE ANALYSIS PROTOCOL

WORK SAMPLE ANALYSIS PROTOCOL

STUDENT _____

DATE _____

Descriptor of Expected Performance	Evidence in Work Sample
Level 2 Descriptors	
● Some student-generated text is evident and text that is adapted from a model or source is partly comprehensible. Some text is also still copied.	
● Idea expression is beginning to emerge with an attempt to organize an idea.	
● Repetitive sentences and patterns with the use of phrases and formulaic structures are used in social and instructional situations.	
● Emerging usage of content words and basic expressions.	
● General vocabulary is utilized repeatedly to express different ideas. Ex. bad, good, sad.	
Level 1 Descriptors	
● Written text that is copied or adapted from a model by a peer or teacher. Sources are regularly utilized, such as picture dictionaries, anchor charts, books, etc.	
● The comprehensibility of the written text may be difficult to	

interpret if it is text created by the student without the support of resources.	
● Full sentences are rare. Single words, chunks, or common phrases are typical for this stage.	
● Social and everyday language is expected.	

APPENDIX P

DATA CODING TABLES

DATA CODING TABLES

Marta-Data Coding		
Themes	Sub Themes	Quotes/Reflections
Personal Descriptions	Lack of Exposure to Writing	**Beginning Interview** *Evidence A* Researcher: Ok, Marta, just a few more questions ok. Do you think you are an author? Marta: No. I don't know. I know an author writes the book. It's on the front cover. *Evidence B* Researcher: Thank you for your answers. Let's talk a little about the chances you get to be a writer in class. When are you given the opportunity to write? Marta: Ummm, what Researcher: Do you get a chance to write in class? Marta: We write when we read sometimes like answering questions. Researcher: How does your teacher help you when you write? Marta: Sound it out?
	Becoming an Author	**Middle Interview** *Evidence A* Researcher: Do you think you are an author? Why? Marta: Yes, because I write books about the Bad Seed and other stuff. *Evidence B* Researcher: How do you feel now that we have been practicing writing for a while? Marta: I feel marvelous! Researcher: What have you learned from our writing time together? Marta: I have learned characters, settings, actions, and feelings. Researcher: When we first spoke, you said you felt okay about writing, what may have changed in your feelings about writing since we began?

		Maria-I really like writing.
		Evidence C Researcher: What do you think you write next? Marta: I don't know but I want to write more on each page like I did with Wally and the Bad Seed. **End Interview** *Evidence D* Researcher: Now that you have written a lot of books, do you think you are an author? Why? Marta: Yes, I like writing and I think I am better.
Writing Development	Freedom to Just Illustrate	Maria was observed from the very beginning of the study being able to write independently with the use of the sentence stem provided. She also illustrated her stories with legible details and ample color.
	From Sentence Stems to Writing Independence	Sentence stems utilized until ninth week of study. Finally branched off after the invitation was given to add more detail of the items found in the office. *"There is a table. it is wite and brone."* *Amir, the Bad Seed* (Basic sentence structure following sentences stems) Amir, the Bad Seed, is in the park. Amir is playing. Amir is happy. *Bad Seed Goes to the Zoo* (Advancing from basic sentence structure to more complex wording, adding additional character) Timmy the Bad Seed is at the zoo. Timmy is looking at the animals. Timmy is marvelous. Wally is Happy.
Writing Behaviors	Writing Stamina	On task from day one. Marta never required

| | | redirection and worked until told to stop. This is an observation from all lessons.

Length of writing increased and variety of writing increased overtime.

Researcher: What do you think you write next?
Marta: I don't know but I want to write more on each page like I did with Wally and the Bad Seed |
|---|---|---|
| | Student Interests in Topics | Diverse interest in topics: Bad Seed, rabbits, the office, the pond, family trips to the mall. |
| Writing Community | Peer Influences | Marta: Independent reader and writer. Not influenced by others. Debate with Karmen regarding whether 'bunny' and 'rabbit' were the same thing. |
| | Lesson Rigor | Customization of Lessons for Marta (and Anaese): Different challenges each day were required.
For example, how can you describe the items in the office in further detail. Another example: labeling in English and Spanish. |
| | Differing of Opinion | Debate with Karmen regarding whether 'bunny' and 'rabbit' were the same thing. |
| Flexibility with Language | Invitation Required | Marta's challenge to write in English and Spanish to label objects on the page: labeling using invented spelling for eggs, river, trees, flowers, flores, huevos, rio, arboles.
Invitation for this required. No other instances of translanguaging were present in reading or writing. |
| | Flexibility in Language | Did not show interest in using Spanish language to write. Would occasionally speak in Spanish to others if they asked her for help. Would require an invitation to attempt to write in Spanish. See description above. |
| **Anaese-Data Coding** | | |
| Themes | Sub Themes | Quotes/Reflections |

Personal Descriptions	Lack of Exposure to Writing	**Beginning Interview** *Evidence A* Researcher: Okie dokie. Let's talk a little about something else. Do you think you are an author? Anaese: No. They write things like books. I don't write books. *Evidence B* Researcher: Thank you for your answers. Let's talk a little about the chances you get to be a writer in class. When are you given the opportunity to write? Anaese: I don't know really. Researcher: How does your teacher help you when you write? Anaese: Mmmmm, not really I don't know.
	Becoming an Author	**Middle Interview** *Evidence C* Researcher: Do you think you are an author? Why? Anaese: Yes, I am an author cuz I write books. *Evidence D* Researcher: When we first spoke, you said you felt good about writing, what may have changed in your feelings about writing since we began? Anaese: I am excited now. **End Interview.** *Evidence E* Researcher: I know. I'm sad too. Question for you…How does your teacher help you when you are writing? Marta: I don't need her help that much. I write good now. *Evidence F* Researcher: That's so good. Do you think you are an author? Why? Marta: Yes, I write a lot of books!

		Personal Experiences of the hotel and her love for Harry Potter were chosen topics for Anaese. When asked, "Why did Pete Oswald write this book about a son and father going on a hike?" Anaese stated, "because he went on a hike with his dad." Researcher: Why would the author decide to have a character carry magical chalk? Anaese: "It's so much fun. I want a green chalk." Researcher: How do you feel when you are writing? Anaese: I love it. I wish we were writing today.
Writing Development	Freedom to Just Illustrate	Anaese utilized the sentence stems with ease as she wrote about Pretty, the unicorn. Her drawings were detailed and she choose to write each lesson.
	Words, Phrases, and Sentences	Basic sentence stems confused Anaese. She always had quite a bit to say and write. When presented with the basic sentence stem, "I went to _____. And _____ has _____." Anaese wrote: "I want to go to the Mexico because I like to see my brother. I want to go to sing a Mexico sound. I ate churros before. I ate churros and is good. I want to go on the plane.
Writing Behaviors	Peer Influences	No evidence of peer influences in Anaese's writing. Rabbits and sharks, Anaese was off writing about unicorns.
	Writing Stamina	The researcher did not observe any stamina issues with Anaese's time in the study.
	Student Interests in Topics	Pretty, the unicorn. Harry Potter, the hotel, Mexico, and Wednesday Addams.
Writing Community	Mini-Lesson Rigor	Naturally increased her discussions and writing samples due to her interest in her writing topics. See 'words, phrases, and

		sentences'.
	Differing of Opinion	Thrived in *Journey.* Differing opinions were accepted. Anaese felt the bird was happy. Norman felt the bird might be sad because the bird liked having food, water, and a home. Conversation: Researcher: How do you think the bird is feeling right now? Anaese: He is so happy. Researcher: Why do you think that? Anaese: Cuz he gets to be free and do what he want to do. Researcher: Ahh, interesting perspective. Does anyone else agree with Anaese or think the bird might be feeling something else? Norman: Él está triste. Researcher: Ok. Porque tu piensas que el pájaro está triste. Norman: Porque. Con los hombres, el pájaro tiene comida…agua…casa. Researcher: Oo…ok. Que Interesante. Thoughts on Norman's thoughts, Anaese. Anaese: No. We different. Researcher: Is it okay to think differently and not have the same thinking? All participants: Yeah or *Head nods.* Researcher: Does anyone else have something to add about the bird? ¿Qué piensas sobre el pájaro?
Flexibility with Language	Invitation Required	Anaese would occasionally say letters when the whole group was labeling in the mentor texts but it was never noted in her writing.
	Flexibility in Language	Excerpt from Beginning Interview: Researcher: What language do you speak with your family when you are not at your house? Anaese: My mom says I only talk in English. I have to learn English. Excerpt from Middle Interview: Researcher: If you mostly speak/read/write in English, what makes you decide to use this language?

Themes	Sub Themes	Quotes/Reflections
		Anaese: My dad and mom tell me I have to do it in English. If I talk in Spanish, my mom is gonna be mad.
Norman-Data Coding		
Themes	Sub Themes	Quotes/Reflections
Personal Descriptions	Lack of Exposure to Writing	**Beginning Interview** *Evidence A* Researcher: Ok. ¿Crees que eres un autor? Y ¿Por qué? Norman: No se. Que es un autor. Researcher: Una persona que escribe libros. Norman. OOO. NO *(Giggles)* No puedo! *Evidence B* Researcher: Vamos a hablar sobre la cultura en el aula. ¿Cuándo te dan la oportunidad de escribir? Norman: No se.
	Becoming an Author	**Middle Interview** *Evidence C* Researcher: ¿Crees que eres un autor? ¿Por qué? Norman: Si, yo escribo libros. **End Interview** *Evidence D*
Writing Development	Freedom to Just Illustrate	Norman attempted to write utilizing the sentence stems but it was a challenge to write the words that went on the lines. He was invited by the researcher to just illustrate his stories and then utilize them sentence stem options during the publishing parties and share times.
	Words, Phrases, and Sentences	Norman began to utilize his friends to begin to write words. Marta helped with *Jurassic Park.*
Writing Behaviors	Peer Influences	Voice-to-text with Marta. *Jurassic Park. Megalodon, dinosaurs.*

	Writing Stamina	Struggled to complete his first piece with sentence stems. Observations: Norman did not know all his letters at the start of the study. Was invited to illustrate. Then, moved to help by peers and technology (Marta y Google). Alphabet chart, word wall, and peer influences helped build his stamina and confidence when writing. Asked for an alphabet chart at home. Chart and a game were provided for home practice.
	Student Interests in Topics	Personal likes and dislikes. Variety of Superheroes, family experiences, movies he has seen
Writing Community	Mini-Lesson Rigor	Struggle with letter recognition. Norman's first illustrated book: Carlos, the minion, saving people.
	Differing of Opinion	Differing opinions were accepted. Anaese felt the bird was happy. Norman felt the bird might be sad because the bird liked having food, water, and a home. Conversation: Researcher: How do you think the bird is feeling right now? Anaese: He is so happy. Researcher: Why do you think that? Anaese: Cuz he gets to be free and do what he want to do. Researcher: Ahh, interesting perspective. Does anyone else agree with Anaese or think the bird might be feeling something else? Norman: Él está triste. Researcher: Ok. Porque tu piensas que el pájaro está triste. Norman: Porque. Con los hombres, el pájaro tiene comida…agua…casa. Researcher: Oo…ok. Que Interesante. Thoughts on Norman's thoughts, Anaese. Anaese: No. We different. Researcher: Is it okay to think differently and not have the same thinking? All participants: Yeah or *Head nods*.

		Researcher: Does anyone else have something to add about the bird? ¿Qué piensas sobre el pájaro?
Flexibility with Language		Feliz. Conversations with peers. Norman was open to all language from the very beginning. Feliz, emocionado. No invitation was required for Norman to speak and write in Spanish.
Karmen-Data Coding		
Themes	Sub Themes	Quotes/Reflections
Personal Descriptions	Lack of Exposure to Writing	**Beginning Interview** *Evidence A* Researcher: Ok. ¿Crees que eres un autor? Y ¿Por qué? Karmen: Que es un autor. Researcher: Una persona que escribe libros. Karmen. No. No. *Evidence B* Researcher: Vamos a hablar sobre la cultura en el aula. ¿Cuándo te dan la oportunidad de escribir? Karmen: Mmmmm, durante la lectura? Observations: Karmen required continual redirections and was occasionally moved to focus on her work in the beginning.
	Becoming an Author	**Middle Interview** *Evidence C* Researcher: Do you think you are an author? Why? Karmen: Yes, cuz I write books! *Evidence D* Researcher: How do you feel when you are writing? Karmen: I like it. I like to think when I am writing.

		End Interview *Evidence E* Researcher: ¿Qué sientes cuando estás escribiendo? Karmen: Bien. Me encantan los dibujos. *Evidence F* Researcher: ¿Cómo te sientes ahora que hemos estado practicando la escritura por un tiempo? Karmen: Bien. A veces escribir es muy difícil. Researcher: ¿Qué has aprendido de nuestro tiempo de escritura juntos? Karmen: Letras, dibujos, mmmmm. Researcher: Que mas? Karmen: ¿ palabras nuevas?
Writing Development	Freedom to Just Illustrate	Karmen utilized the sentence stems for her first book, Jonnie, the Girl. Karmen loved color for her illustrations. The researcher recommended Karmen draw and color her illustrations prior to writing to see if this would help her engage with the overall process. This was a successful step for Karmen.
	Words, Phrases, and Sentences	Karmen stuck to the sentence stems provided by the researcher for the course of the study. She did not venture outside of these bounds.
Writing Behaviors	Peer Influences	Publishing Parties: Social sharing motivated Karmen to stay focused and complete her work. With more engagement, Karmen's off-topic conversations became less and less.
	Writing Stamina	Her writing stamina and interest in her books grew immediately after she participated in her first publishing party. See above.
	Student Interests in Topics	**Exit Interview** Researcher: Mira aquí en tu libro sobre Walmart ¿Por qué decidiste las cosas de Walmart en tu libro? Karmen: Porque me gusta la ropa, maquillaje, los juegos.

		Researcher: Porque escribiste sobre un viaje con tu familia? Karmen: Me encanta la playa. **Researcher Observations** Difficulty coming up with topics at first. Was helped along with the "Possible Topics" anchor chart.
Writing Community	Mini-Lesson Rigor	Karmen increased her verbal discourse after a purpose was established for her writing (publishing and sharing her work).
	Differing of Opinion	No instances of differing opinions were notated to be made by Karmen.
Flexibility with Language		Karmen did not require an invitation to speak or writing in Spanish. While there was limited Spanish writing, it was notated that she would ask questions to the researcher and other participants in Spanish.
		Example: Jonnie is feliz. Spoke a mixture of English and Spanish when speaking in whole group and almost always in Spanish with other participants.
Wiliam-Data Coding		
Themes	Sub Themes	Quotes/Reflections
Personal Descriptions	Lack of Exposure to Writing	**Beginning Interview** *Evidence A* Researcher: Ok. ¿Crees que eres un autor? Y ¿Por qué? Wiliam: Un autor? Researcher: Una persona que escribe libros. Wiliam. Oo. No. *Evidence B* Researcher: Vamos a hablar sobre la cultura en el aula. ¿Cuándo te dan la oportunidad de escribir? Wiliam: ¿Con el papel? Researcher: ¿Cómo te ayuda tu profesora cuando estás escribiendo?

		Wiliam: Mis amigos ayudenme.
	Becoming an Author	**Middle Interview** *Evidence C* Researcher: ¿Crees que eres un autor? ¿Por qué? William: Si, porque yo dibujo pictures. *Evidence D* Researcher: ¿Qué sientes cuando estás escribiendo? William: Me gusta escribir. Researcher: Cuando hablamos por primera vez, dijiste que te sentías malo acerca de escribir, ¿qué puede haber cambiado en tus sentimientos acerca de escribir desde que comenzamos? Wiliam: Me siento mejor ahora y más seguro ahora. Researcher: ¿Cómo crees que la práctica de escritura que hemos hecho durante las últimas semanas puede ayudarte en clase? Wiliam: Sí, me ha ayudado a aprender a escribir mejor. **End Interview.** *Evidence E* Researcher: ¿Qué opinión tienes acerca de escribir en inglés y español? Wiliam: Esta bien. Researcher: ¿Cómo te sientes ahora que hemos estado practicando la escritura por un tiempo? Wiliam: Me gustan libros. Connection to personal experiences. Researcher: Why did Pete Oswald write this book about a song and father going on a hike?"

		William: "maybe he live in a city. I like hiking."
Writing Development	Freedom to Just Illustrate	Wiliam would illustrate his work at first and would seek help for writing words. First two books with words, he utilized peer support (Cruz) to help with spelling.
	Words, Phrases, and Sentences	Attempts to utilize sentence stems by the week 3. Struggled with word and illustration placement. Embraced invented spelling by middle of study. Single words. Use of sentence stems improved.
Writing Behaviors	Writing Stamina	Quizzing each other on math facts stopped after the second week. Required continual reminders of staying on task. Constant check-ins with teacher stopped after week two. Researcher observed most of the issue being stretching words to hear sounds.
	Student Interests in Topics	**Exit Interview** Researcher: ¿Por qué decidiste escribir sobre outside en tu libro? William: Mmm, me gusta el parque
Writing Community	Peer Influences	Social child who enjoys talking while he writes. Allowed Dario to copy his story about the police dog. Regularly utilized other participants' papers to write. Ex: Anaese's castle.
Flexibility with Language		Two instances of Spanish use: corriendo and afuera. All other written expression was in English. Verbal conversation was a mixture of English and Spanish with the researcher. Majority of conversations with peers was in Spanish.

Dario-Data Coding		
Themes	Sub Themes	Quotes/Reflections
Personal Descriptions	Lack of Exposure to Writing	**Beginning Interview** *Evidence A* Researcher: Ok. ¿Crees que eres un autor? Y ¿Por qué? Dario: *No verbal response. Shrugs shoulders.* *Evidence B* Researcher: Vamos a hablar sobre la cultura en el aula. ¿Cuándo te dan la oportunidad de escribir? Dario: No.
	Becoming an Author	**Middle Interview** *Evidence C* Researcher: ¿Crees que eres un autor? ¿Por qué? Dario: ¿Pienso que si, yo escribo libros? *Evidence D* Researcher: ¿Qué sientes cuando estás escribiendo? Dario: Me gusta escribir. **End Interview** *Evidence E*
Writing Development	Freedom to Just Illustrate	Illustrated books.
	Words, Phrases, and Sentences	To begin, recognized five letters and those were the letters in his name. Sentence stems: Verbal usage to promote oral language development and boost confidence.
Writing Behaviors	Peer Influence	**Exit Interview** Researcher: ¿Cómo te sientes ahora que hemos estado practicando la escritura por un tiempo? Dario: Bien. Me gustan los libros.

		Researcher: ¿Qué has aprendido de nuestro tiempo de escritura juntos? Dario: palabras, characters, feelings, las letras. Researcher: Cuando hablamos por primera vez, dijiste no sé acerca de escribir, ¿qué puede haber cambiado en tus sentimientos acerca de escribir desde que comenzamos? Dario: Me gusta escribir
	Writing Stamina	Researcher Reflections: Reluctant writer -Copied Wiliam -Would illustrate to tell stories Researcher: Why are you copying Wiliam's work? Dario shrugged his shoulders and lowered his head. Led researcher to suggest just illustrations. *House*: Huge turning point for Dario! A friend was telling him the letters to each word for some but he wrote several words using inventive spelling: *dog, cat, bed, house*, and *tv.*
	Student Interests in Topics	Began by copying Wiliam's work. Next, would be in the same genre as others, such as Superheroes, but a different character. 'House' was the first divergent topic for Dario.
Writing Community	Lesson Rigor	To begin, recognized five letters and those were the letters in his name. Sentence stems: Verbal usage to promote oral language development and boost confidence.
Flexibility with Language		Spanish-flores. Conversations: Mostly Spanish. All other writing in English.
Alberto-Data Coding		
Themes	Sub Themes	Quotes/Reflections
Personal Descriptions	Lack of Exposure to Writing	**Beginning Interview** *Evidence A*

		Researcher: Ok. ¿Crees que eres un autor? Y ¿Por qué? Alberto: No se. Researcher: Un autor es una persona que escribe libros. Alberto: Oo, no. No soy un autor. ***Evidence B*** Researcher: Vamos a hablar sobre la cultura en el aula. ¿Cuándo te dan la oportunidad de escribir? Alberto: No se.
	Becoming an Author	**Middle Interview.** ***Evidence C*** Researcher: ¿Cuándo te dan la oportunidad de escribir? Alberto: En el salón con Mr. Jones y con nuestros libros contigo. ***Evidence D*** Researcher: ¿Crees que eres un autor? ¿Por qué? Alberto: Si. Yo escribo muchas palabras y libros. ***Evidence E*** Researcher: ¿Cómo te sientes ahora que hemos estado practicando la escritura por un tiempo? Alberto: Bien. Researcher: ¿Qué has aprendido de nuestro tiempo de escritura juntos? Alberto: Dibujar, escribir, los sonidos de las letras. Researcher: Cuando hablamos por primera vez, dijiste que te sentías okay acerca de escribir, ¿qué puede haber cambiado en tus sentimientos acerca de escribir desde que comenzamos? Alberto: Mmmmm, bien. Es difícil. Me gusta dibujar. Personal Connections: Alberto stated Aaron Becker loved make believe books so that is his reasoning for

		Becker's decision to write books. Likes/wants.
Writing Development	Freedom to Just Illustrate	Illustrations first with attempts to write. Letter strings evident.
	Words, Phrases, and Sentences	Letter strings after after first illustrated book.
Increase of Writing Behaviors	Writing Stamina	Erase and rewrite.
	Student Interests in Topics	Independent with writing topics: turtle, rabbits, school, outside.
Flexibility with Language		No instances of Spanish langauge use in writing. Mixture of English and Spanish in conversations.
Cruz-Data Coding		
Themes	Sub Themes	Quotes/Reflections
Personal Descriptions	Lack of Exposure to Writing	**Beginning Interview** *Evidence A* Researcher: Ok. Muy bien. ¿Crees que eres un autor? Y ¿Por qué? Cruz: No. Researcher: Por que? Cruz. No se. *Evidence B* Researcher: ¿Cómo te ayuda tu profesora cuando estás escribiendo? Cruz: No se. From the beginning interview, seven responses of no se. Slouching in the seat. Not making eye contact.
	Becoming an Author	**Middle Interview** *Evidence C* Researcher: Do you think you are an author? Why? Cruz: Yes, I write books. It is fun to write about books.

		Evidence D Researcher: How do you feel when you are writing? Cruz: I feel good. You told me not to be in a hurry. Researcher: What do you do if you come to a word you do not know how to spell? Cruz: I just do my best or think of another word. **End Interview.** Researcher: ¿Cómo te sientes ahora que hemos estado practicando la escritura por un tiempo? Cruz: Bien. Me gusta escribir. Researcher: ¿Qué has aprendido de nuestro tiempo de escritura juntos? Cruz: Escribir libros. Researcher: Cuando hablamos por primera vez, dijiste no sé acerca de escribir, ¿qué puede haber cambiado en tus sentimientos acerca de escribir desde que comenzamos? Cruz: Bien. Me gusta escribir.
Writing Development	Words, Phrases, and Sentences	Quick use of sentence stems right that the end of lessons. Full sentences from start of study. No evidence of veering from sentence stems.
Writing Behaviors	Writing Stamina	Researcher Observations of Initial Behavior: -Frequent check-ins -Messy and rushed work -Sitting and staring
	Student Interests in Topics	Minions, superheroes (Superman, Batman), the lake, school field trips
Writing Community	Peer Influences	Researcher Observations: -Resource to other male participants -Shark illustrations -Served as character in Norman's books
Flexibility with Language		-Spanish conversations -'fuerte'

APPENDIX Q

COMPLETED WORK SAMPLE PROTOCOLS

WORK SAMPLE ANALYSIS PROTOCOL

STUDENT _Alberto_

DATE _12|14|22_   "The Turtle"

Descriptor of Expected Performance	Evidence in Work Sample
Level 2 Descriptors	
• Some student-generated text is evident and text that is adapted from a model or source is partly comprehensible. Some text is also still copied.	Sentence stems utilized throughout
• Idea expression is beginning to emerge with an attempt to organize an idea.	
• Repetitive sentences and patterns with the use of phrases and formulaic structures are used in social and instructional situations.	
• Emerging usage of content words and basic expressions.	✓
• General vocabulary is utilized repeatedly to express different ideas. Ex. bad, good, sad.	
Level 1 Descriptors	
• Written text that is copied or adapted from a model by a peer or teacher. Sources are regularly utilized, such as picture dictionaries, anchor charts, books, etc.	anchor chart
• The comprehensibility of the written text may be difficult to interpret if it is text created by the student without the support of resources.	✓ osn, soviking happy (Ocean) (swimming)
• Full sentences are rare. Single words, chunks, or common phrases are typical for this stage.	Sentence stems utilized
• Social and everyday language is expected.	

tf|t| → turtle

WORK SAMPLE ANALYSIS PROTOCOL

STUDENT __Alberto__

DATE __12/15/23__   "Rabbit"

Descriptor of Expected Performance	Evidence in Work Sample
Level 2 Descriptors	
• Some student-generated text is evident and text that is adapted from a model or source is partly comprehensible. Some text is also still copied.	
• Idea expression is beginning to emerge with an attempt to organize an idea.	
• Repetitive sentences and patterns with the use of phrases and formulaic structures are used in social and instructional situations.	
• Emerging usage of content words and basic expressions.	
• General vocabulary is utilized repeatedly to express different ideas. Ex. bad, good, sad.	
Level 1 Descriptors	+excited
• Written text that is copied or adapted from a model by a peer or teacher. Sources are regularly utilized, such as picture dictionaries, anchor charts, books, etc.	copied rabbit from anchor chart - used sentence stems
• The comprehensibility of the written text may be difficult to interpret if it is text created by the student without the support of resources.	The rabbit is Wtsid (outside)
• Full sentences are rare. Single words, chunks, or common phrases are typical for this stage.	The rabbit is roninn. (running)
• Social and everyday language is expected.	The rabbit is excited

WORK SAMPLE ANALYSIS PROTOCOL

STUDENT **Alberto**

DATE **1/11/23**

"The Skool" (School)

Descriptor of Expected Performance	Evidence in Work Sample
Level 2 Descriptors	
• Some student-generated text is evident and text that is adapted from a model or source is partly comprehensible. Some text is also still copied.	
• Idea expression is beginning to emerge with an attempt to organize an idea.	
• Repetitive sentences and patterns with the use of phrases and formulaic structures are used in social and instructional situations.	
• Emerging usage of content words and basic expressions.	
• General vocabulary is utilized repeatedly to express different ideas. Ex. bad, good, sad.	
Level 1 Descriptors	
• Written text that is copied or adapted from a model by a peer or teacher. Sources are regularly utilized, such as picture dictionaries, anchor charts, books, etc.	All invented spelling, no copying!
• The comprehensibility of the written text may be difficult to interpret if it is text created by the student without the support of resources.	
• Full sentences are rare. Single words, chunks, or common phrases are typical for this stage.	dors (doors), (scribbles), stairs, ofis (office).
• Social and everyday language is expected.	flors (floors)

WORK SAMPLE ANALYSIS PROTOCOL

STUDENT _Alberto_

DATE _1/18/23_

(Park)

" The Prk "

Descriptor of Expected Performance	Evidence in Work Sample
Level 2 Descriptors	
• Some student-generated text is evident and text that is adapted from a model or source is partly comprehensible. Some text is also still copied.	
• Idea expression is beginning to emerge with an attempt to organize an idea.	
• Repetitive sentences and patterns with the use of phrases and formulaic structures are used in social and instructional situations.	
• Emerging usage of content words and basic expressions.	Prk, backetball, sokr (park) (soccer)
• General vocabulary is utilized repeatedly to express different ideas. Ex. bad, good, sad.	monke Pok (monkey bars), slide, swing.
Level 1 Descriptors	
• Written text that is copied or adapted from a model by a peer or teacher. Sources are regularly utilized, such as picture dictionaries, anchor charts, books, etc.	All invented spelling! +
• The comprehensibility of the written text may be difficult to interpret if it is text created by the student without the support of resources.	
• Full sentences are rare. Single words, chunks, or common phrases are typical for this stage.	
• Social and everyday language is expected.	

best writing yet!

WORK SAMPLE ANALYSIS PROTOCOL

STUDENT _Alberto_

DATE _1/22/23_   "Vacation"

Descriptor of Expected Performance	Evidence in Work Sample
Level 2 Descriptors	
• Some student-generated text is evident and text that is adapted from a model or source is partly comprehensible. Some text is also still copied.	
• Idea expression is beginning to emerge with an attempt to organize an idea.	
• Repetitive sentences and patterns with the use of phrases and formulaic structures are used in social and instructional situations.	
• Emerging usage of content words and basic expressions.	bech, sand, sun, mom, (beach)
• General vocabulary is utilized repeatedly to express different ideas. Ex. bad, good, sad.	sisters playing, swming (swimming)
Level 1 Descriptors	
• Written text that is copied or adapted from a model by a peer or teacher. Sources are regularly utilized, such as picture dictionaries, anchor charts, books, etc.	all (but 2) copied from sentence stems or word wall of personal narrative
• The comprehensibility of the written text may be difficult to interpret if it is text created by the student without the support of resources.	2 attempts at invented spelling.
• Full sentences are rare. Single words, chunks, or common phrases are typical for this stage.	
• Social and everyday language is expected.	

WORK SAMPLE ANALYSIS PROTOCOL

STUDENT __Anaese__

DATE __11/15/23__   "Pretty the Unukn" (Unicorn)

Descriptor of Expected Performance	Evidence in Work Sample
Level 2 Descriptors	
• Some student-generated text is evident and text that is adapted from a model or source is partly comprehensible. Some text is also still copied.	Sentence stem usage.
• Idea expression is beginning to emerge with an attempt to organize an idea.	
• Repetitive sentences and patterns with the use of phrases and formulaic structures are used in social and instructional situations.	
• Emerging usage of content words and basic expressions.	sky, flying,
• General vocabulary is utilized repeatedly to express different ideas. Ex. bad, good, sad.	happy.
Level 1 Descriptors	
• Written text that is copied or adapted from a model by a peer or teacher. Sources are regularly utilized, such as picture dictionaries, anchor charts, books, etc.	Anchor chart of feelings +
• The comprehensibility of the written text may be difficult to interpret if it is text created by the student without the support of resources.	Easy to interpret sentences + drawing
• Full sentences are rare. Single words, chunks, or common phrases are typical for this stage.	
• Social and everyday language is expected.	

WORK SAMPLE ANALYSIS PROTOCOL

STUDENT _Anaese_

DATE _12/13/22_

"Mexico"

Descriptor of Expected Performance	Evidence in Work Sample
Level 2 Descriptors	
• Some student-generated text is evident and text that is adapted from a model or source is partly comprehensible. Some text is also still copied.	All self-generated Writing.
• Idea expression is beginning to emerge with an attempt to organize an idea.	unique writing.
• Repetitive sentences and patterns with the use of phrases and formulaic structures are used in social and instructional situations.	Complete sentences, Complex sentences.
• Emerging usage of content words and basic expressions.	plane,
• General vocabulary is utilized repeatedly to express different ideas. Ex. bad, good, sad.	good,
Level 1 Descriptors	
• Written text that is copied or adapted from a model by a peer or teacher. Sources are regularly utilized, such as picture dictionaries, anchor charts, books, etc.	+
• The comprehensibility of the written text may be difficult to interpret if it is text created by the student without the support of resources.	
• Full sentences are rare. Single words, chunks, or common phrases are typical for this stage.	
• Social and everyday language is expected.	

WORK SAMPLE ANALYSIS PROTOCOL

STUDENT _Anaese_

DATE _1/10/23_   "The Hotel"

Descriptor of Expected Performance	Evidence in Work Sample
Level 2 Descriptors	
• Some student-generated text is evident and text that is adapted from a model or source is partly comprehensible. Some text is also still copied.	The ckichen and is hotel (kitchen) The badroom) in the hotel (bathroom
• Idea expression is beginning to emerge with an attempt to organize an idea.	
• Repetitive sentences and patterns with the use of phrases and formulaic structures are used in social and instructional situations.	Single words grew to independently crafted sentences.
• Emerging usage of content words and basic expressions.	breadfast, pool, stars, bedroom, (stairs)
• General vocabulary is utilized repeatedly to express different ideas. Ex. bad, good, sad.	
Level 1 Descriptors	
• Written text that is copied or adapted from a model by a peer or teacher. Sources are regularly utilized, such as picture dictionaries, anchor charts, books, etc.	All invented spelling. +
• The comprehensibility of the written text may be difficult to interpret if it is text created by the student without the support of resources.	
• Full sentences are rare. Single words, chunks, or common phrases are typical for this stage.	
• Social and everyday language is expected.	

WORK SAMPLE ANALYSIS PROTOCOL

STUDENT __Anaese__

DATE __1/13/23__   "Harry Potter"

Descriptor of Expected Performance	Evidence in Work Sample
Level 2 Descriptors	
• Some student-generated text is evident and text that is adapted from a model or source is partly comprehensible. Some text is also still copied.	All comprehensible.
• Idea expression is beginning to emerge with an attempt to organize an idea.	Harry Potter.
• Repetitive sentences and patterns with the use of phrases and formulaic structures are used in social and instructional situations.	Repetitive use of
• Emerging usage of content words and basic expressions.	playing tricks.
• General vocabulary is utilized repeatedly to express different ideas. Ex. bad, good, sad.	excited, happy.
Level 1 Descriptors	
• Written text that is copied or adapted from a model by a peer or teacher. Sources are regularly utilized, such as picture dictionaries, anchor charts, books, etc.	+
• The comprehensibility of the written text may be difficult to interpret if it is text created by the student without the support of resources.	
• Full sentences are rare. Single words, chunks, or common phrases are typical for this stage.	
• Social and everyday language is expected.	

WORK SAMPLE ANALYSIS PROTOCOL

STUDENT Anaese

DATE 1/18/23   "I like Harry Potter"

Descriptor of Expected Performance	Evidence in Work Sample
Level 2 Descriptors	
• Some student-generated text is evident and text that is adapted from a model or source is partly comprehensible. Some text is also still copied.	All self-generated text.
• Idea expression is beginning to emerge with an attempt to organize an idea.	Reasons why she likes Harry Potter.
• Repetitive sentences and patterns with the use of phrases and formulaic structures are used in social and instructional situations.	Repeated Harry Potter 7 times.
• Emerging usage of content words and basic expressions.	home, glasses, book
• General vocabulary is utilized repeatedly to express different ideas. Ex. bad, good, sad.	like, happy.
Level 1 Descriptors	
• Written text that is copied or adapted from a model by a peer or teacher. Sources are regularly utilized, such as picture dictionaries, anchor charts, books, etc.	+
• The comprehensibility of the written text may be difficult to interpret if it is text created by the student without the support of resources.	
• Full sentences are rare. Single words, chunks, or common phrases are typical for this stage.	
• Social and everyday language is expected.	

WORK SAMPLE ANALYSIS PROTOCOL

STUDENT _Cruz_

DATE _11/13/22_   "Justin, the Spiderman"

Descriptor of Expected Performance	Evidence in Work Sample
Level 2 Descriptors	
• Some student-generated text is evident and text that is adapted from a model or source is partly comprehensible. Some text is also still copied.	Mix to sentence stems and invented spelling
• Idea expression is beginning to emerge with an attempt to organize an idea.	
• Repetitive sentences and patterns with the use of phrases and formulaic structures are used in social and instructional situations.	
• Emerging usage of content words and basic expressions.	Cite, saving people, strong, fuerte (city)
• General vocabulary is utilized repeatedly to express different ideas. Ex. bad, good, sad.	
Level 1 Descriptors	
• Written text that is copied or adapted from a model by a peer or teacher. Sources are regularly utilized, such as picture dictionaries, anchor charts, books, etc.	+
• The comprehensibility of the written text may be difficult to interpret if it is text created by the student without the support of resources.	
• Full sentences are rare. Single words, chunks, or common phrases are typical for this stage.	
• Social and everyday language is expected.	

Spanish -> fuerte.

WORK SAMPLE ANALYSIS PROTOCOL

STUDENT _Cruz_

DATE _12/14/22_

"Justing, the Minon"
(Justin) (Minion)

Descriptor of Expected Performance	Evidence in Work Sample
Level 2 Descriptors	
• Some student-generated text is evident and text that is adapted from a model or source is partly comprehensible. Some text is also still copied.	
• Idea expression is beginning to emerge with an attempt to organize an idea.	continual topic throughout
• Repetitive sentences and patterns with the use of phrases and formulaic structures are used in social and instructional situations.	
• Emerging usage of content words and basic expressions.	working.
• General vocabulary is utilized repeatedly to express different ideas. Ex. bad, good, sad.	excited.
Level 1 Descriptors	
• Written text that is copied or adapted from a model by a peer or teacher. Sources are regularly utilized, such as picture dictionaries, anchor charts, books, etc.	Copied action + feelings from charts.
• The comprehensibility of the written text may be difficult to interpret if it is text created by the student without the support of resources.	Difficult to unorganized page layout.
• Full sentences are rare. Single words, chunks, or common phrases are typical for this stage.	Full sentence with support of sentence
• Social and everyday language is expected.	stems.

Setting- Factory.

WORK SAMPLE ANALYSIS PROTOCOL

STUDENT **Cruz**

DATE **1/13/23**   **"Minecraft"**

Descriptor of Expected Performance	Evidence in Work Sample
Level 2 Descriptors	
• Some student-generated text is evident and text that is adapted from a model or source is partly comprehensible. Some text is also still copied.	
• Idea expression is beginning to emerge with an attempt to organize an idea.	
• Repetitive sentences and patterns with the use of phrases and formulaic structures are used in social and instructional situations.	
• Emerging usage of content words and basic expressions.	Minecraft, Steven, village,
• General vocabulary is utilized repeatedly to express different ideas. Ex. bad, good, sad.	Cave, the end.
Level 1 Descriptors	
• Written text that is copied or adapted from a model by a peer or teacher. Sources are regularly utilized, such as picture dictionaries, anchor charts, books, etc.	Writing was neat + page formatting was better.
• The comprehensibility of the written text may be difficult to interpret if it is text created by the student without the support of resources.	6 of 6 comprehensible.
• Full sentences are rare. Single words, chunks, or common phrases are typical for this stage.	Individual labels
• Social and everyday language is expected.	

WORK SAMPLE ANALYSIS PROTOCOL

STUDENT _Cruz_

DATE _1/19/23_   "The Lake"

Descriptor of Expected Performance	Evidence in Work Sample
Level 2 Descriptors	
• Some student-generated text is evident and text that is adapted from a model or source is partly comprehensible. Some text is also still copied.	Self-generated text.
• Idea expression is beginning to emerge with an attempt to organize an idea.	
• Repetitive sentences and patterns with the use of phrases and formulaic structures are used in social and instructional situations.	
• Emerging usage of content words and basic expressions.	lake, cshels, pepel, lifguard, (seashells) (people) warter
• General vocabulary is utilized repeatedly to express different ideas. Ex. bad, good, sad.	(water)
Level 1 Descriptors	
• Written text that is copied or adapted from a model by a peer or teacher. Sources are regularly utilized, such as picture dictionaries, anchor charts, books, etc.	No copying evident
• The comprehensibility of the written text may be difficult to interpret if it is text created by the student without the support of resources.	Independent spelling
• Full sentences are rare. Single words, chunks, or common phrases are typical for this stage.	single words
• Social and everyday language is expected.	

WORK SAMPLE ANALYSIS PROTOCOL

STUDENT __Cruz__

DATE __1/20/23__   " My Family"

Descriptor of Expected Performance	Evidence in Work Sample
Level 2 Descriptors	
• Some student-generated text is evident and text that is adapted from a model or source is partly comprehensible. Some text is also still copied.	
• Idea expression is beginning to emerge with an attempt to organize an idea.	
• Repetitive sentences and patterns with the use of phrases and formulaic structures are used in social and instructional situations.	
• Emerging usage of content words and basic expressions.	mom, tia
• General vocabulary is utilized repeatedly to express different ideas. Ex. bad, good, sad.	
Level 1 Descriptors	
• Written text that is copied or adapted from a model by a peer or teacher. Sources are regularly utilized, such as picture dictionaries, anchor charts, books, etc.	All invented + conventional spelling +
• The comprehensibility of the written text may be difficult to interpret if it is text created by the student without the support of resources.	scribbled words but able to comprehend.
• Full sentences are rare. Single words, chunks, or common phrases are typical for this stage.	labels with illustrations
• Social and everyday language is expected.	

WORK SAMPLE ANALYSIS PROTOCOL

STUDENT _Dano_

DATE _12/5/22_   " The Dog "

Descriptor of Expected Performance	Evidence in Work Sample
Level 2 Descriptors	
• Some student-generated text is evident and text that is adapted from a model or source is partly comprehensible. Some text is also still copied.	
• Idea expression is beginning to emerge with an attempt to organize an idea.	
• Repetitive sentences and patterns with the use of phrases and formulaic structures are used in social and instructional situations.	
• Emerging usage of content words and basic expressions.	
• General vocabulary is utilized repeatedly to express different ideas. Ex. bad, good, sad.	
Level 1 Descriptors	
• Written text that is copied or adapted from a model by a peer or teacher. Sources are regularly utilized, such as picture dictionaries, anchor charts, books, etc.	
• The comprehensibility of the written text may be difficult to interpret if it is text created by the student without the support of resources.	
• Full sentences are rare. Single words, chunks, or common phrases are typical for this stage.	Illustrations only. Sun, buildings, grass, dog, balls.
• Social and everyday language is expected.	

WORK SAMPLE ANALYSIS PROTOCOL

STUDENT _Dario_

DATE _12/13/22_   "Black Panther"

Descriptor of Expected Performance	Evidence in Work Sample
Level 2 Descriptors	
• Some student-generated text is evident and text that is adapted from a model or source is partly comprehensible. Some text is also still copied.	
• Idea expression is beginning to emerge with an attempt to organize an idea.	Copied Anaese's "playing tricks"
• Repetitive sentences and patterns with the use of phrases and formulaic structures are used in social and instructional situations.	
• Emerging usage of content words and basic expressions.	Black Panther, Cit (city)
• General vocabulary is utilized repeatedly to express different ideas. Ex. bad, good, sad.	happy.
Level 1 Descriptors	
• Written text that is copied or adapted from a model by a peer or teacher. Sources are regularly utilized, such as picture dictionaries, anchor charts, books, etc.	Didn't copy William. same genre (superheroes)
• The comprehensibility of the written text may be difficult to interpret if it is text created by the student without the support of resources.	Difficult to comprehend due to page formatting
• Full sentences are rare. Single words, chunks, or common phrases are typical for this stage.	
• Social and everyday language is expected.	

WORK SAMPLE ANALYSIS PROTOCOL

STUDENT _____Dario_____

DATE _____12/14/23_____   "Police, the Dog"

Descriptor of Expected Performance	Evidence in Work Sample
Level 2 Descriptors	
• Some student-generated text is evident and text that is adapted from a model or source is partly comprehensible. Some text is also still copied.	
• Idea expression is beginning to emerge with an attempt to organize an idea.	
• Repetitive sentences and patterns with the use of phrases and formulaic structures are used in social and instructional situations.	
• Emerging usage of content words and basic expressions.	
• General vocabulary is utilized repeatedly to express different ideas. Ex. bad, good, sad.	
Level 1 Descriptors	
• Written text that is copied or adapted from a model by a peer or teacher. Sources are regularly utilized, such as picture dictionaries, anchor charts, books, etc.	copied from William
• The comprehensibility of the written text may be difficult to interpret if it is text created by the student without the support of resources.	Comprehensibility is low — no order to page formation
• Full sentences are rare. Single words, chunks, or common phrases are typical for this stage.	attempted to copy the sentence stem.
• Social and everyday language is expected.	

WORK SAMPLE ANALYSIS PROTOCOL

STUDENT __Dario__

DATE __1/15/23__   "House"

Descriptor of Expected Performance	Evidence in Work Sample
Level 2 Descriptors	
• Some student-generated text is evident and text that is adapted from a model or source is partly comprehensible. Some text is also still copied.	
• Idea expression is beginning to emerge with an attempt to organize an idea.	
• Repetitive sentences and patterns with the use of phrases and formulaic structures are used in social and instructional situations.	
• Emerging usage of content words and basic expressions.	
• General vocabulary is utilized repeatedly to express different ideas. Ex. bad, good, sad.	
Level 1 Descriptors	
• Written text that is copied or adapted from a model by a peer or teacher. Sources are regularly utilized, such as picture dictionaries, anchor charts, books, etc.	
• The comprehensibility of the written text may be difficult to interpret if it is text created by the student without the support of resources.	Can comprehend words + illustrations.
• Full sentences are rare. Single words, chunks, or common phrases are typical for this stage.	plant, TV, Window, couch, bed, table, books, flores
• Social and everyday language is expected.	Presentation - This is the _____

Spanish-Flores

WORK SAMPLE ANALYSIS PROTOCOL

STUDENT **Dario**

DATE **1/18/23**

"Outside"

Descriptor of Expected Performance	Evidence in Work Sample
Level 2 Descriptors	
• Some student-generated text is evident and text that is adapted from a model or source is partly comprehensible. Some text is also still copied.	
• Idea expression is beginning to emerge with an attempt to organize an idea.	
• Repetitive sentences and patterns with the use of phrases and formulaic structures are used in social and instructional situations.	
• Emerging usage of content words and basic expressions.	
• General vocabulary is utilized repeatedly to express different ideas. Ex. bad, good, sad.	
Level 1 Descriptors	
• Written text that is copied or adapted from a model by a peer or teacher. Sources are regularly utilized, such as picture dictionaries, anchor charts, books, etc.	Looked back at his "House" book to spell. Anchor chart
• The comprehensibility of the written text may be difficult to interpret if it is text created by the student without the support of resources.	Similar to "House" comprehensible
• Full sentences are rare. Single words, chunks, or common phrases are typical for this stage.	plants, building, people, Sun, pool
• Social and everyday language is expected.	

Spanish - (lluvia)
uvia

WORK SAMPLE ANALYSIS PROTOCOL

STUDENT __Karmen__

DATE __12/14/22__   "Jonnie, the Girl"

Descriptor of Expected Performance	Evidence in Work Sample
Level 2 Descriptors	
• Some student-generated text is evident and text that is adapted from a model or source is partly comprehensible. Some text is also still copied.	
• Idea expression is beginning to emerge with an attempt to organize an idea.	
• Repetitive sentences and patterns with the use of phrases and formulaic structures are used in social and instructional situations.	
• Emerging usage of content words and basic expressions.	
• General vocabulary is utilized repeatedly to express different ideas. Ex. bad, good, sad.	
Level 1 Descriptors	
• Written text that is copied or adapted from a model by a peer or teacher. Sources are regularly utilized, such as picture dictionaries, anchor charts, books, etc.	Text copied from a model. Anchor charts Sentence stems
• The comprehensibility of the written text may be difficult to interpret if it is text created by the student without the support of resources.	Easy to comprehend.
• Full sentences are rare. Single words, chunks, or common phrases are typical for this stage.	Full sentences, repetitive with sentence stems
• Social and everyday language is expected.	Colorful illustrations

Spanish → Feliz.

WORK SAMPLE ANALYSIS PROTOCOL

STUDENT **Karmen**

DATE **12/15/22**   **"WalMart"**

Descriptor of Expected Performance	Evidence in Work Sample
Level 2 Descriptors	
• Some student-generated text is evident and text that is adapted from a model or source is partly comprehensible. Some text is also still copied.	Independent writing of labels.
• Idea expression is beginning to emerge with an attempt to organize an idea.	
• Repetitive sentences and patterns with the use of phrases and formulaic structures are used in social and instructional situations.	
• Emerging usage of content words and basic expressions.	lip gloss, the make-up, toys, candy
• General vocabulary is utilized repeatedly to express different ideas. Ex. bad, good, sad.	
Level 1 Descriptors	
• Written text that is copied or adapted from a model by a peer or teacher. Sources are regularly utilized, such as picture dictionaries, anchor charts, books, etc.	none noticed.
• The comprehensibility of the written text may be difficult to interpret if it is text created by the student without the support of resources.	The kos → clothes
• Full sentences are rare. Single words, chunks, or common phrases are typical for this stage.	no full sentences - labels/phrases
• Social and everyday language is expected.	

WORK SAMPLE ANALYSIS PROTOCOL

STUDENT _Karmen_

DATE _11/12/23_   "Jonnie, the Girl" #2

Descriptor of Expected Performance	Evidence in Work Sample
Level 2 Descriptors	
• Some student-generated text is evident and text that is adapted from a model or source is partly comprehensible. Some text is also still copied.	
• Idea expression is beginning to emerge with an attempt to organize an idea.	
• Repetitive sentences and patterns with the use of phrases and formulaic structures are used in social and instructional situations.	Repetitive phrases with sentence stems.
• Emerging usage of content words and basic expressions.	tricks, castle.
• General vocabulary is utilized repeatedly to express different ideas. Ex. bad, good, sad.	
Level 1 Descriptors	
• Written text that is copied or adapted from a model by a peer or teacher. Sources are regularly utilized, such as picture dictionaries, anchor charts, books, etc.	copied from Anaese. Jine is _playing tricks_
• The comprehensibility of the written text may be difficult to interpret if it is text created by the student without the support of resources.	Jine, the SpiderGirl, is in the ckasol
• Full sentences are rare. Single words, chunks, or common phrases are typical for this stage.	(castle)
• Social and everyday language is expected.	

WORK SAMPLE ANALYSIS PROTOCOL

STUDENT __Karmen__

DATE __1/13/23__   "The School"

Descriptor of Expected Performance	Evidence in Work Sample
Level 2 Descriptors	
• Some student-generated text is evident and text that is adapted from a model or source is partly comprehensible. Some text is also still copied.	
• Idea expression is beginning to emerge with an attempt to organize an idea.	
• Repetitive sentences and patterns with the use of phrases and formulaic structures are used in social and instructional situations.	
• Emerging usage of content words and basic expressions.	clas, Ploc, luch, PE, Art (?) (lunch) backpack, stairs
• General vocabulary is utilized repeatedly to express different ideas. Ex. bad, good, sad.	
Level 1 Descriptors	
• Written text that is copied or adapted from a model by a peer or teacher. Sources are regularly utilized, such as picture dictionaries, anchor charts, books, etc.	All invented spelling. + O
• The comprehensibility of the written text may be difficult to interpret if it is text created by the student without the support of resources.	6 of 7 words are comprehensible
• Full sentences are rare. Single words, chunks, or common phrases are typical for this stage.	labeling - lots of words
• Social and everyday language is expected.	

highly detailed pictures.

WORK SAMPLE ANALYSIS PROTOCOL

STUDENT **Karmen**

DATE **1/15/23**   **"The Clas"**

Descriptor of Expected Performance	Evidence in Work Sample
Level 2 Descriptors	
• Some student-generated text is evident and text that is adapted from a model or source is partly comprehensible. Some text is also still copied.	Labeling
• Idea expression is beginning to emerge with an attempt to organize an idea.	Common theme—The Class
• Repetitive sentences and patterns with the use of phrases and formulaic structures are used in social and instructional situations.	Board, paper, marker
• Emerging usage of content words and basic expressions.	
• General vocabulary is utilized repeatedly to express different ideas. Ex. bad, good, sad.	
Level 1 Descriptors	
• Written text that is copied or adapted from a model by a peer or teacher. Sources are regularly utilized, such as picture dictionaries, anchor charts, books, etc.	sentence stem copied The ____ is in the ____.
• The comprehensibility of the written text may be difficult to interpret if it is text created by the student without the support of resources.	
• Full sentences are rare. Single words, chunks, or common phrases are typical for this stage.	
• Social and everyday language is expected.	

WORK SAMPLE ANALYSIS PROTOCOL

STUDENT **Marta**

DATE **12|14|22**   "**The Bad Seed**"

Descriptor of Expected Performance	Evidence in Work Sample
Level 2 Descriptors	
• Some student-generated text is evident and text that is adapted from a model or source is partly comprehensible. Some text is also still copied.	All comprehensible.
• Idea expression is beginning to emerge with an attempt to organize an idea.	
• Repetitive sentences and patterns with the use of phrases and formulaic structures are used in social and instructional situations.	✓ sentence stems utilized.
• Emerging usage of content words and basic expressions.	Bad Seed, playing, park.
• General vocabulary is utilized repeatedly to express different ideas. Ex. bad, good, sad.	playing, happy
Level 1 Descriptors	
• Written text that is copied or adapted from a model by a peer or teacher. Sources are regularly utilized, such as picture dictionaries, anchor charts, books, etc.	
• The comprehensibility of the written text may be difficult to interpret if it is text created by the student without the support of resources.	
• Full sentences are rare. Single words, chunks, or common phrases are typical for this stage.	
• Social and everyday language is expected.	

WORK SAMPLE ANALYSIS PROTOCOL

STUDENT ___Marta___

DATE ___12|15|22___   "The Ofis'

Descriptor of Expected Performance	Evidence in Work Sample
Level 2 Descriptors	
• Some student-generated text is evident and text that is adapted from a model or source is partly comprehensible. Some text is also still copied.	Used expansion sentence stem.
• Idea expression is beginning to emerge with an attempt to organize an idea.	Same theme - The pond.
• Repetitive sentences and patterns with the use of phrases and formulaic structures are used in social and instructional situations.	Repetitive ___ is in the ___ .
• Emerging usage of content words and basic expressions.	Fish, frog, bird, sand.
• General vocabulary is utilized repeatedly to express different ideas. Ex. bad, good, sad.	Strong illustrations.
Level 1 Descriptors	
• Written text that is copied or adapted from a model by a peer or teacher. Sources are regularly utilized, such as picture dictionaries, anchor charts, books, etc.	
• The comprehensibility of the written text may be difficult to interpret if it is text created by the student without the support of resources.	cewed? → seeweed
• Full sentences are rare. Single words, chunks, or common phrases are typical for this stage.	
• Social and everyday language is expected.	

WORK SAMPLE ANALYSIS PROTOCOL

STUDENT __Marta__

DATE __1/13/23__   "Bad Seed Goes to the Zoo"

Descriptor of Expected Performance	Evidence in Work Sample
Level 2 Descriptors	
• Some student-generated text is evident and text that is adapted from a model or source is partly comprehensible. Some text is also still copied.	Utilized sentence stems. Added "Wally is Happy."
• Idea expression is beginning to emerge with an attempt to organize an idea.	Consistent topic- Bad Seed sequel
• Repetitive sentences and patterns with the use of phrases and formulaic structures are used in social and instructional situations.	Timmy is marvules. Wally is happy
• Emerging usage of content words and basic expressions.	marvules.
• General vocabulary is utilized repeatedly to express different ideas. Ex. bad, good, sad.	happy.
Level 1 Descriptors	
• Written text that is copied or adapted from a model by a peer or teacher. Sources are regularly utilized, such as picture dictionaries, anchor charts, books, etc.	
• The comprehensibility of the written text may be difficult to interpret if it is text created by the student without the support of resources.	
• Full sentences are rare. Single words, chunks, or common phrases are typical for this stage.	
• Social and everyday language is expected.	

* Timmy changes expression in illustrations sad to happy

WORK SAMPLE ANALYSIS PROTOCOL

STUDENT __Marta__

DATE __1/12/23__   "At the Mall"

Descriptor of Expected Performance	Evidence in Work Sample
Level 2 Descriptors	
• Some student-generated text is evident and text that is adapted from a model or source is partly comprehensible. Some text is also still copied.	Expanded from sentence Stems. Unique sentences "There are toys in the mall."
• Idea expression is beginning to emerge with an attempt to organize an idea.	Organized idea - trip to the mall
• Repetitive sentences and patterns with the use of phrases and formulaic structures are used in social and instructional situations.	"at the mall."
• Emerging usage of content words and basic expressions.	
• General vocabulary is utilized repeatedly to express different ideas. Ex. bad, good, sad.	N/A
Level 1 Descriptors	
• Written text that is copied or adapted from a model by a peer or teacher. Sources are regularly utilized, such as picture dictionaries, anchor charts, books, etc.	
• The comprehensibility of the written text may be difficult to interpret if it is text created by the student without the support of resources.	all language comprehensible
• Full sentences are rare. Single words, chunks, or common phrases are typical for this stage.	
• Social and everyday language is expected.	

WORK SAMPLE ANALYSIS PROTOCOL

STUDENT _Marta_

DATE _1/18/23_ "I Love My Rabbit"

Descriptor of Expected Performance	Evidence in Work Sample
Level 2 Descriptors	
• Some student-generated text is evident and text that is adapted from a model or source is partly comprehensible. Some text is also still copied.	All independent Writing
• Idea expression is beginning to emerge with an attempt to organize an idea.	
• Repetitive sentences and patterns with the use of phrases and formulaic structures are used in social and instructional situations.	unique writing
• Emerging usage of content words and basic expressions.	rabbit/park
• General vocabulary is utilized repeatedly to express different ideas. Ex. bad, good, sad.	'sad'
Level 1 Descriptors	
• Written text that is copied or adapted from a model by a peer or teacher. Sources are regularly utilized, such as picture dictionaries, anchor charts, books, etc.	
• The comprehensibility of the written text may be difficult to interpret if it is text created by the student without the support of resources.	High comprehensible
• Full sentences are rare. Single words, chunks, or common phrases are typical for this stage.	
• Social and everyday language is expected.	

WORK SAMPLE ANALYSIS PROTOCOL

STUDENT __Norman__

DATE __12/5/23__   "Nelson, the Batman"

Descriptor of Expected Performance	Evidence in Work Sample
Level 2 Descriptors	
• Some student-generated text is evident and text that is adapted from a model or source is partly comprehensible. Some text is also still copied.	
• Idea expression is beginning to emerge with an attempt to organize an idea.	
• Repetitive sentences and patterns with the use of phrases and formulaic structures are used in social and instructional situations.	
• Emerging usage of content words and basic expressions.	
• General vocabulary is utilized repeatedly to express different ideas. Ex. bad, good, sad.	excited — from feeling anchor chart.
Level 1 Descriptors	
• Written text that is copied or adapted from a model by a peer or teacher. Sources are regularly utilized, such as picture dictionaries, anchor charts, books, etc.	sentence stem—copied from Cruz + reference pg. the clipart is in
• The comprehensibility of the written text may be difficult to interpret if it is text created by the student without the support of resources.	is in the zite (city)
• Full sentences are rare. Single words, chunks, or common phrases are typical for this stage.	repentive → sentence stems
• Social and everyday language is expected.	

Spanish - feliz

WORK SAMPLE ANALYSIS PROTOCOL

STUDENT Norman

DATE 1/13/23

"Carlos"

Descriptor of Expected Performance	Evidence in Work Sample
Level 2 Descriptors	
• Some student-generated text is evident and text that is adapted from a model or source is partly comprehensible. Some text is also still copied.	
• Idea expression is beginning to emerge with an attempt to organize an idea.	
• Repetitive sentences and patterns with the use of phrases and formulaic structures are used in social and instructional situations.	
• Emerging usage of content words and basic expressions.	
• General vocabulary is utilized repeatedly to express different ideas. Ex. bad, good, sad.	
Level 1 Descriptors	
• Written text that is copied or adapted from a model by a peer or teacher. Sources are regularly utilized, such as picture dictionaries, anchor charts, books, etc.	copied "saving people" + excited from anchor charts
• The comprehensibility of the written text may be difficult to interpret if it is text created by the student without the support of resources.	Difficult to comprehend. No order to page formatting.
• Full sentences are rare. Single words, chunks, or common phrases are typical for this stage.	Sentence stems.
• Social and everyday language is expected.	

Attempts at invented spelling
sito (city)

WORK SAMPLE ANALYSIS PROTOCOL

STUDENT _Norman_

DATE _1/18/23_   " Jurassic Park "

Descriptor of Expected Performance	Evidence in Work Sample
Level 2 Descriptors	
• Some student-generated text is evident and text that is adapted from a model or source is partly comprehensible. Some text is also still copied.	
• Idea expression is beginning to emerge with an attempt to organize an idea.	
• Repetitive sentences and patterns with the use of phrases and formulaic structures are used in social and instructional situations.	
• Emerging usage of content words and basic expressions.	Megolodon, dinosaurs
• General vocabulary is utilized repeatedly to express different ideas. Ex. bad, good, sad.	
Level 1 Descriptors	
• Written text that is copied or adapted from a model by a peer or teacher. Sources are regularly utilized, such as picture dictionaries, anchor charts, books, etc.	Assisted by Maria/Google voice-to-text.
• The comprehensibility of the written text may be difficult to interpret if it is text created by the student without the support of resources.	
• Full sentences are rare. Single words, chunks, or common phrases are typical for this stage.	Single words, phrases
• Social and everyday language is expected.	

Pictures show movie scenes, Ex. cars + megolodon.

WORK SAMPLE ANALYSIS PROTOCOL

STUDENT __Norman__

DATE __1/22/23__

Vacaciones

" Vacacons "

Descriptor of Expected Performance	Evidence in Work Sample
Level 2 Descriptors	
• Some student-generated text is evident and text that is adapted from a model or source is partly comprehensible. Some text is also still copied.	
• Idea expression is beginning to emerge with an attempt to organize an idea.	
• Repetitive sentences and patterns with the use of phrases and formulaic structures are used in social and instructional situations.	
• Emerging usage of content words and basic expressions.	beach (copied)
• General vocabulary is utilized repeatedly to express different ideas. Ex. bad, good, sad.	good, happy, playing
Level 1 Descriptors	
• Written text that is copied or adapted from a model by a peer or teacher. Sources are regularly utilized, such as picture dictionaries, anchor charts, books, etc.	attempted sentence stem - copied from anchor chart.
• The comprehensibility of the written text may be difficult to interpret if it is text created by the student without the support of resources.	page format improving with dedicated space
• Full sentences are rare. Single words, chunks, or common phrases are typical for this stage.	for illustration + writing.
• Social and everyday language is expected.	

WORK SAMPLE ANALYSIS PROTOCOL

STUDENT William

DATE 12/4/22

(Police)
"Plit, the Dog"

Descriptor of Expected Performance	Evidence in Work Sample
Level 2 Descriptors	
• Some student-generated text is evident and text that is adapted from a model or source is partly comprehensible. Some text is also still copied.	
• Idea expression is beginning to emerge with an attempt to organize an idea.	
• Repetitive sentences and patterns with the use of phrases and formulaic structures are used in social and instructional situations.	
• Emerging usage of content words and basic expressions.	
• General vocabulary is utilized repeatedly to express different ideas. Ex. bad, good, sad.	happy
Level 1 Descriptors	
• Written text that is copied or adapted from a model by a peer or teacher. Sources are regularly utilized, such as picture dictionaries, anchor charts, books, etc.	Copied sentence stems, Setting (park), In (comiendo) Invented spelling - crueno
• The comprehensibility of the written text may be difficult to interpret if it is text created by the student without the support of resources.	Difficulty to read when William didn't use supports
• Full sentences are rare. Single words, chunks, or common phrases are typical for this stage.	
• Social and everyday language is expected.	

spanish-comiendo.

WORK SAMPLE ANALYSIS PROTOCOL

STUDENT __Wilian__

DATE __12/15/22__   (saves)
                "SpiderMan Sads People"

Descriptor of Expected Performance	Evidence in Work Sample
Level 2 Descriptors	
• Some student-generated text is evident and text that is adapted from a model or source is partly comprehensible. Some text is also still copied.	
• Idea expression is beginning to emerge with an attempt to organize an idea.	
• Repetitive sentences and patterns with the use of phrases and formulaic structures are used in social and instructional situations.	
• Emerging usage of content words and basic expressions.	
• General vocabulary is utilized repeatedly to express different ideas. Ex. bad, good, sad.	happy.
Level 1 Descriptors	
• Written text that is copied or adapted from a model by a peer or teacher. Sources are regularly utilized, such as picture dictionaries, anchor charts, books, etc.	Copied Spiderman from reference page. Copied Anaese's "CKASOl." + "happy"
• The comprehensibility of the written text may be difficult to interpret if it is text created by the student without the support of resources.	Last 2 pages comprehensible 1st page on partly due
• Full sentences are rare. Single words, chunks, or common phrases are typical for this stage.	to copying from anchor chart
• Social and everyday language is expected.	

Attempts at invented spelling
        Abeneto the spiderman
            (Benito)   CKASOl
                    (castle)

STUDENT **William The Outside**

WORK SAMPLE ANALYSIS PROTOCOL

DATE **1/18/23**

(Outside)
"The Outsib"

Descriptor of Expected Performance	Evidence in Work Sample
Level 2 Descriptors	
• Some student-generated text is evident and text that is adapted from a model or source is partly comprehensible. Some text is also still copied.	
• Idea expression is beginning to emerge with an attempt to organize an idea.	
• Repetitive sentences and patterns with the use of phrases and formulaic structures are used in social and instructional situations.	
• Emerging usage of content words and basic expressions.	
• General vocabulary is utilized repeatedly to express different ideas. Ex. bad, good, sad.	
Level 1 Descriptors	
• Written text that is copied or adapted from a model by a peer or teacher. Sources are regularly utilized, such as picture dictionaries, anchor charts, books, etc.	NO COPYING, + all invented spelling!
• The comprehensibility of the written text may be difficult to interpret if it is text created by the student without the support of resources.	6 out of 8 words are comprehensible.
• Full sentences are rare. Single words, chunks, or common phrases are typical for this stage.	Single phrases
• Social and everyday language is expected.	Flrs, swing, sun, prk, nocebr, pastl, rain, cars (soccer) (?)

WORK SAMPLE ANALYSIS PROTOCOL

STUDENT __William__

DATE __1/22/23__   "Vacation"

Descriptor of Expected Performance	Evidence in Work Sample
Level 2 Descriptors	
• Some student-generated text is evident and text that is adapted from a model or source is partly comprehensible. Some text is also still copied.	
• Idea expression is beginning to emerge with an attempt to organize an idea.	
• Repetitive sentences and patterns with the use of phrases and formulaic structures are used in social and instructional situations.	
• Emerging usage of content words and basic expressions.	excited
• General vocabulary is utilized repeatedly to express different ideas. Ex. bad, good, sad.	mom, dad
Level 1 Descriptors	
• Written text that is copied or adapted from a model by a peer or teacher. Sources are regularly utilized, such as picture dictionaries, anchor charts, books, etc.	attempts at invented spelling + "Ming"
• The comprehensibility of the written text may be difficult to interpret if it is text created by the student without the support of resources.	Improved formatting of page.
• Full sentences are rare. Single words, chunks, or common phrases are typical for this stage.	sentence stems
• Social and everyday language is expected.	

WORK SAMPLE ANALYSIS PROTOCOL

STUDENT __William__

DATE __1/22/23__

"Trip to the Prk (Park)"

Descriptor of Expected Performance	Evidence in Work Sample
Level 2 Descriptors	
• Some student-generated text is evident and text that is adapted from a model or source is partly comprehensible. Some text is also still copied.	
• Idea expression is beginning to emerge with an attempt to organize an idea.	
• Repetitive sentences and patterns with the use of phrases and formulaic structures are used in social and instructional situations.	
• Emerging usage of content words and basic expressions.	Mom, dad
• General vocabulary is utilized repeatedly to express different ideas. Ex. bad, good, sad.	
Level 1 Descriptors	
• Written text that is copied or adapted from a model by a peer or teacher. Sources are regularly utilized, such as picture dictionaries, anchor charts, books, etc.	Utilized sentence stems + anchor chart
• The comprehensibility of the written text may be difficult to interpret if it is text created by the student without the support of resources.	Difficult comprehension due page format.
• Full sentences are rare. Single words, chunks, or common phrases are typical for this stage.	Copied from anchor charts
• Social and everyday language is expected.	

Spanish - afuera