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An Investigation Of The Efficacy Of The Text Talk Strategy On Pre-school Students' Vocabulary Acquisition

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AN INVESTIGATION OF THE EFFICACY OF THE TEXT TALK STRATEGY ON PRE-SCHOOL STUDENTS' VOCABULARY ACQUISITION

by

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ABSTRACT

Using a single subject Multiple Baseline design, this study examined the efficacy of the Text Talk vocabulary acquisition strategy with regard to the use of new vocabulary by pre-kindergarten students in an inclusive classroom within a public charter school. Five pre-school students participated in the study. Students with varying exceptionalities as well as students with typical development were included in the study. Three classroom teachers implemented the Text Talk strategy utilizing eight books and vocabulary scenario models during an interactive story time that included the direct instruction of vocabulary in the study.

During the baseline and intervention phases data collection occurred during story time and during a word chart activity. Data were collected as to whether the participants used the new vocabulary when prompted and demonstrated the meaning of new vocabulary during activities embedded in the direct instruction of vocabulary within the context of story time. A pre and post assessment was utilized during baseline and following the intervention. The data suggest that all participants exhibited an increase in the use of new vocabulary and demonstration of meaning of new words during story time. The increase in scores from the pre assessment to the post assessment may indicate that immersion in activities with new vocabulary and opportunities to represent the new words phonologically may have led to the acquisition of new vocabulary by all student participants. The teachers perceived the implementation to be effective and manageable within the classroom setting.

My dissertation is dedicated to my family:

Tommy, my husband and best friend

Amber, my daughter

Bill, my brother

Aunt June and Uncle George

Ruth, my mother

Bryant, my father

Thank you for your inspiration and your support and guidance

throughout my educational endeavors.

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CHAPTER 1
INTRODUCTION

Background and Significance

During the pre-school years, when children are between the ages of three and five, a critical opportunity exists to provide all students with a strong foundation for long term literacy development (Dickenson, McCabe, & Essex, 2006; Dickenson & Neuman, 2006). Factors in several fields such as theoretical perspectives of child development, social/behavioral growth, neural development in children, as well as components of emergent literacy related to later literacy development converge during the preschool years (Dickenson, McCabe, & Essex, 2006; Dickenson & Neuman, 2006; Pugh, Sandak, Frost, Moore & Mencel, 2006; Vygotsky, 1998)

Vygotsky's (1998), theory of child development emphasizes children in preschool learn content through multiple exposures to environmental stimuli presented in interesting meaningful formats. Children must be provided many opportunities to practice newly acquired skills. The learning takes place in a social and cultural context as cognitive, social/behavioral, and cultural knowledge are interconnected (Vygotsky, 1998).

In preschool, as children develop cognitively and linguistically, the ability to use language as a tool to communicate wants and needs and understand the social/cultural environment, provides a strong foundation for socialization skills and self-regulation of behavior. Appropriate social skills and control of ones behavioral impulses are critical to

achieving success in an academic setting and beyond (Dickenson, McCabe, & Essex, 2006; Dickenson & Neuman, 2006).

Between the ages of three and six, brain development in children may be optimal for reception of early literacy interventions. Areas of the brain that support language-processing merge to support reading, as children grow (Pugh, Sandak, Frost, Moore & Mencel, 2006). During the preschool years, three areas of the brain that support language functions reach their synaptic peak, maximizing brain plasticity. As children learn, synaptic connections are strengthened and active synaptic connections are organized into interconnected sets (Black, 2003; Huttenlocher, 2002). The neocortex supports higher cognitive functioning and has high levels of flexibility during the pre-kindergarten period. The more experiences a child has during this crucial period, the more neural growth occurs in response to those experiences (Quartz & Sejnowski, 1997).

Educators must seize the opportunity to intervene early in order to nourish and enhance the intellectual development of all children, especially children with disabilities and children who are economically disadvantaged (Dickenson, McCabe, & Essex, 2006; Sandal, McLean, & Smith, 2000). Ensuring equitable access to educationfor children from all sectors of society and educating children from different cultural and linguistic backgrounds with varying abilities, provides a socio-cultural foundation for tolerance and acceptance of differences among the population within a universal setting. Participation in a global society requires educated, tolerant, and literate citizens with the ability to communicate effectively (Bredekamp & Copple, 1997; Dickenson, McCabe, & Essex, 2006; Dickenson & Neuman, 2006; Sandal, McLean, & Smith, 2000).

According to the National Association for the Education of Young Children (NAEYC) and The Council for Exceptional Children's Division of Early Childhood (DEC) communication is a necessary skill to acquire as social and academic performance depends largely on one's ability to converse (Bredekamp & Copple, 1997; Sandall et al., 2000). Teaching young children to communicate is an integral part of preschool curriculum. As children interact socially and learn to control their behavior, acquiring language and communication skills provides the tools necessary for socialization and self-behavioral regulation. Intervening early utilizing high quality strategies and essentially immersing children in an environment in which language acquisition, communication and literacy become a way of life and not just a skill to be learned, plays a major role in the optimal language and literacy development of all children (Bredekamp & Copple, 1997; Sandall et al., 2000).

Components at all developmental levels of literacy are interrelated in a complex manner. Cognitive, biological, and social/behavioral development intermingle as children become literate (Dickenson, McCabe, & Essex, 2006; Piaget & Inhelder, 1969, 2000;Vygotsky, 1998). Phonological processing, print awareness and oral language are interconnected components of emergent literacy that impact literacy development in later years (Dickenson, McCabe, &Essex, 2006; Dickenson & Neuman, 2006; Neuman & Dickenson, 2001; Whitehurst & Lonigan, 2001). The National Early Literacy Report (2004) and the National Reading Panel (2002) maintain that oral linguistic skills and vocabulary are related to reading at all levels of literacy development. Interventions that maximize the interconnected nature of literacy development may enhance the acquisition

of essential language and literacy skills in pre-school aged children (Dickenson, McCabe, & Essex, 2006; Dickenson & Neuman, 2006; Neuman & Dickenson, 2001; Whitehurst & Lonigan, 2001).

Vocabulary has been linked to phonological sensitivity, literacy domain connections, reading comprehension, and the achievement gap between socioeconomic sectors of society (Fowler, 1991; Gibbs, 2004; Hart & Risley, 2003; Metsala & Wally, 1998; McKeown, Beck, Omanson, & Perfetti, 1983; Moats, 2001; Stahl, 2003, Stahl & Yaden, 2004; Whitehurst & Lonigan, 2001). Vocabulary growth, during the preschool period, may increase a child's phonological sensitivity, by forcing the progression from global to segmented representation of words. Vocabulary and phonological processing skills are in separate domains, according to Whitehurst and Lonigan (2001). The Outside-In domain supports the understanding of the meaning of print. Vocabulary, conceptual knowledge and story schemas are part of this domain. Phonological sensitivity is part of the Inside-Out domain, which supports a child's ability to translate print into sounds and sounds into print.

During the pre-reading phase, the relationship between the Outside-In domain and the Inside-Out domain is strong and becomes significantly weaker in kindergarten and insignificant in first and second grades (Whitehurst & Lonigan, 2001).Leaders in the field of reading research have consistently found a direct link between vocabulary and reading comprehension (Fowler, 1991; Gibbs, 2004; Hart & Risley, 2003; Metsala & Wally, 1998; McKeown, Beck, Omanson, & Perfetti, 1983; Moats, 2001; Stahl, 2003, Stahl & Yaden, 2004). Ninety percent correlations, between standard measures of vocabulary and

reading comprehension, are found irregardless of the measures used or the populations tested (McKeown, Beck, Omanson, & Perfetti, 1983; Stahl, 2003). Differences among socioeconomic groups regarding academic achievement is linked to a language gap, or word poverty (Moats, 2001). Hart and Risley (2003), found that three year-olds from higher socioeconomic status had vocabularies as much as five times larger than children in families from a lower socioeconomic status. The word knowledge gap begins long before children enter kindergarten (Hart & Risley, 2003, Hart & Risley, 1995).

According to the National Reading Panel (2000), when children with larger vocabularies begin to read and encounter the printed words, they can more readily map sounds to letters and read words fluently, enabling more focus on comprehension of the text. If the printed words are not in the child's limited oral vocabulary, the child will have difficulty reading the words and focus less on comprehension. Stahl (2003) maintains when children acquire larger vocabularies, the way they think about the world becomes more sophisticated. The ability to comprehend increases as language sophistication, is enhanced in children (Stahl, 2003). Hart and Risley (2003) contend that preschoolers enter school with significant differences in vocabulary. Children from impoverished backgrounds and children with developmental delays enter kindergarten with significantly smaller vocabularies than children with typical development from middleclass backgrounds. The gap continues to widen, affecting reading comprehension in later years. Teachers can improve vocabulary acquisition in a positive manner (Hart & Risley, 2003).

The National Reading Panel (2000) concludes that most word learning occurs through incidental learning experiences with oral language and exposure to a wide array of reading materials. Although this type of learning is called incidental, parents, teachers, and family members make conscious choices to provide opportunities for children‘s exposure to a rich language environment, including using language in ways that encourage children to ask and answer questions and hear and read words that expand their vocabularies. The National Reading Panel (2000) states that in order to be effective, direct instruction of vocabulary should entail (a) utilizing a contextual base, (b) repetitive and multiple exposure to new words, (c) utilizing multiple contexts for direct instruction of new words, (d) actively engaging children in the learning process, (e) utilizing more than one type of instruction. Several methods have proven effective in increasing vocabulary in young children such as (a) reading aloud, (b) reading aloud and discussing content and vocabulary, (c) providing a contextual and de-contextual meaning for new vocabulary, (d) teacher facilitation of conversations during socio-dramatic play, (e) and teacher modeling of rare words (Biemiller, 2006; Dickenson & Neuman, 2006, Speaker, Taylor, & Kamen, 2000; Morrow & Schickedanz, 2006; Snow, Burns, & Griffin, 1998).

Beck and McKeown (2001), combined the most important aspects of the aforementioned effective vocabulary enhancing methods, after observing kindergarten classrooms during read alouds, in order to adapt the Text Talk strategy for reading orally with young children, rather than using the strategy with intermediate students who read from a text. Teachers ask open ended questions and facilitate discussion regarding the story, by encouraging the appropriate use of background knowledge and providing follow

up questions to scaffold knowledge. Requiring children to reflect analytically on the story rather than simply retrieving information allows a de-contextualized approach to increasing language usage. Texts are chosen that exhibit an event structure and pictures are shown after concepts on specific pages have been discussed. During the read aloud ideas are discussed, vocabulary is introduced, and children are able to use language interactively with the teacher and peers. After the story has been read and discussed, the direct instruction of vocabulary occurs. Prior to reading the story, teachers chose two tiered words, which are new words, the child does not currently use in his or her vocabulary. The two-tiered words chosen by the teacher should be easily explained using tier one words which are words included in the child's current vocabulary repertoire.

Scenarios are provided to explain the meaning of new vocabulary that refer to the story, utilize the new vocabulary in different contexts, provide children with opportunities to repeat and use the new words interactively, as well as, ascertain through activities, if the children have grasped the meaning of the new words. Follow up activities and teacher modeling of new words are used throughout the day to reinforce the new vocabulary and promote the acquisition of the new words into the children's receptive and expressive vocabulary base (Beck & McKeown, 2001).

Statement of Purpose

The purpose of this study is to evaluate the efficacy of the Text Talk strategy as it is utilized in read-aloud stories in the pre-kindergarten setting with young children with and without exceptionalities. After the implementation of the Text talk strategy in the

pre-kindergarten classroom, the use of new vocabulary words during story time, engagement in activities demonstrating an understanding of the meaning of the vocabulary words during story time, and use of new vocabulary words when prompted during a follow up activity by pre-kindergarten students was examined. The knowledge of new vocabulary was assessed using a curriculum based pre and post assessment. This study will contribute to the field of early childhood special education by utilizing the window of opportunity provided by the convergence of theoretical childhood development factors, neurological findings, and evidence from the field of emergent literacy to study the outcomes of direct vocabulary instruction in an inclusive preschool environment (Dickenson, McCabe, & Essex, 2006; Piaget & Inhelder, 1969, 2000; Vygotsky, 1998). Vocabulary development is linked to reading comprehension competency through the years (McKeown, Beck, Omanson, & Perfetti, 1983; Gibbs, 2004; Stahl, 2003). Direct instruction of vocabulary may be one of the most underused and misunderstood instructional activities throughout elementary, middle and high school years (Marziano, Pickering, & Pollock, 2001). Intervening early during an optimal time of biological, intellectual, and emotional growth in children may lessen the language gap (Dickenson, McCabe, & Essex, 2006; Moats, 2001). Enabling teachers to utilize an effective strategy to build vocabulary for children from various cultural backgrounds with varying abilities, may lead to enhanced literacy outcomes for all children (Dickenson, McCabe, & Essex, 2006; Dickenson & Neuman, 2006; Neuman & Dickenson, 2001; Whitehurst & Lonigan, 2001).

Questions of the Study

The specific questions asked by the researcher in this study:

1. Does the utilization of the Text Talk strategy increase vocabulary acquisition, by pre-kindergarten students with typical development, in an inclusive classroom?
2. Does the utilization of the Text Talk strategy increase vocabulary acquisition by pre-kindergarten students with developmental delays, in an inclusive classroom?

Definitions

Early Intervention--Providing special education services to young children in order to minimize the effects of the disability on the subsequent development of the child (Sandall et al., 2000).

Developmentally Appropriate Practice--Developmentally appropriate practices result from the process of professionals making decisions about the well-being and education of children based on three important kinds of information or knowledge: (a) what is known about child development and learning, (b) what is known about strengths, interests, and needs of each individual child in the group, and (c) knowledge of social and cultural contexts in which children live (Bredekamp & Copple, 1997).

Developmental Delay--(a) 2 SD or 25% delay in one area of adaptive or self-help development, cognitive development, communication development, social or emotional development, physical development including fine, or gross, or perceptual motor

development, (b) 1.5 SD or 20% delay in two areas, or (c) based on informed clinical opinion that a developmental delay exists and the eligibility staffing committee recommends that exceptional student education services are needed, or (d) the eligibility staffing committee, in accordance with paragraph 6A-6.o331(2)(b), F.A.C. has made a determination concerning the effects of the environment, cultural differences, or economic disadvantage, applies to children ages 3 through 5 (Florida Statutes State Board Excerpts for Special Programs, FLDOE: Bureau of Special Education, Rule # 6A-6.0327, p 239, revised, 2007).

Inclusive Classroom--A classroom in which children with and without disabilities are educated together (Sandall et al., 2000).

The Text Talk Vocabulary Strategy is the intervention used in the study.

Assumptions

The following assumptions were made:

1. Teacher education in the use of the strategy was adequate.
2. The educator understood and implemented the strategy with fidelity.
3. The strategy was utilized each day in the context of story time.
4. The maintenance and generalization procedures were utilized during the word chart activity and according to teacher documented modeling plan.
5. The teachers and researcher agreed upon the implementation procedures.
6. The books chosen in the intervention were utilized consistently in order to obtain true baseline and intervention data.

Limitations

Limitations are inevitable within the realm of educational research. Time constraints will be a limitation of the study. An intervention period of eight weeks was utilized to determine gains in vocabulary. Ideally, an intervention implemented for the entire school year would allow a more detailed analysis of vocabulary growth. Maintenance activities throughout the day were not monitored and were beyond the control of the researcher. Teacher modeling and use of new vocabulary was not assessed. Limited observations of the implementation of the strategy occurred as the researcher was not observing in the classroom daily. Fidelity of implementation observations will occur. Two observers took data simultaneously and the results were analyzed. Videotaping for fidelity checks did not occur. Despite these limitations, the study was conducted ethically and judiciously.

CHAPTER 2
REVIEW OF THE LITERATURE

Vygotsky's Theory of Knowledge Acquisition in Young Children

Vygotsky (1998) theorizes that mental development in children results from a complex interconnection of the processes of natural and cultural development. The foundation of higher mental functions is the major development in early childhood pre-school years. Learning occurs through the utilization of the lower mental functions (natural development) based on external factors such as whether the stimuli attracted the attention of the child or whether the stimuli were repeated as many times as needed. Higher mental functions (cultural development), is enhanced through socialization as well as through learning to use specific cultural tools. Higher or cultural mental functions require the child to engage in purposeful behaviors. During the early childhood years, the foundation for higher mental learning is established and evolves through the initial stages, continuing to grow into the primary school years. Higher cultural specific mental functions originate as inter-individual, or shared behaviors and individualize only in the final stages of development (Vygotsky, 1998).

Children progress through four stages of development, according to Vygotsky (1998). During the first phase, natural behaviors are dominant. Learning takes place through the establishment of associative or conditional reflexive connections between stimuli and reactions. In pre-school the attention and interest of young children is controlled completely by the environment. Children tend to learn content when it is presented to them, through multiple repetitions as well as in attention grabbing formats.

Stage two emerges in the later pre-school years and is dominated by shared behaviors in which adults scaffold children's knowledge acquisition. Children in the third phase begin to use symbols or tools independently, yet still require prompts such as an alphabet chart, to remember letter sounds. During the fourth stage, the internalization of cultural tools or symbols occurs and children begin to use inner schema, building background knowledge individually without external stimuli (Vygotsky, 1998).

Vygotsky (1998) maintains that children learn differently as they progress through the four stages and grow. The culture in which children reside and the opportunities provided for socialization as well as behavioral and cognitive development impact learning (Vygotsky, 1998). Techniques and strategies used in pre-school to enhance developmental gains in young children must be structured to incorporate the theoretical aspects of social/behavioral growth and knowledge acquisition especially for young children developing atypically with delays in adaptive, cognitive, communicative, social/emotional, or physical development (Sandall, et al., 2000). Engagement in early literacy activities cannot be disassociated with children's progression through the four stages of interrelated cognitive, social, and behavioral development (Vygotsky, 1998; Bodrova & Leong, 2006).

Theories of Neural Development in Young Children

Efforts are underway to understand the connection between brain development and literacy. Effective literacy interventions may be associated with both an improved performance in reading and a change in patterns of neural activity in the brain (Pugh,

Sandak, Frost, Moore & Mencl, 2006). Areas of the brain connected with higher functions such as reasoning, planning, remembering, and reading comprehension may have a great amount of flexibility (Huttenlocher, 2002).

According to Huttenlocher (2002), the angular gyrus (area of the brain implicated in reading process) located aside the Wernicke's area (area of the brain involved with language comprehension), may support language processing during the pre-school years and then merge to support reading as the child develops. Black (2003) maintains that plasticity of the brain is considerable and areas once used to regulate language shift to support reading as a child's language skills become routine in nature.

Huttenlocher (2002) theorizes that an over abundance of possible synaptic connections are produced in the brain. As the child develops, certain connections strengthen and are preserved and others are eliminated. Active synaptic connections consume glucose and oxygen as they organize into interconnected sets of synapses (Huttenlocher, 2002). Between the late stage of infancy and approximately the age of ten, windows of opportunity, exist for maximizing synaptic development in response to environmental stimuli. During the pre-school years, an early point of maximum brain flexibility, three areas that support language functions, Wernick's area, Broca's area, and Heschl's area, reach their synaptic peak (Hutenlocher, 2002).

Quartz and Sejnowski (1997) contend that the neocortex, which supports higher cognitive functioning and self-regulation, is quite flexible early in life and as the child gains experiences, neural growth and organization occurs in response. Connections between frontal lobes and the senses are established (Quartz & Sejnowski, 1997).

Emergent neural research suggests that the pre-school years may be an opportune time to provide language, literacy and social experiences for children. Biological brain development is affected by the activities to which the child is exposed. Synaptic connections may become strengthened and organized as children develop cognitively, socially, and emotionally (Black, 2003; Dickenson, McCabe, & Essex, 2006; Huttenlocker, 2002; Quartz & Sejnowski, 1997).

Emergent Literacy

Whitehurst and Lonigan (2001) maintain that oral language, phonological processing and print awareness play a central role in reading and literacy development. Dickenson and Neuman (2006) contend that cognitive as well as biological development; in conjunction with social and behavioral growth interact as children become literate. Evidence is emerging that long-term stability in children's literacy related skills from pre-school through high school exists. The need for research regarding the extent to which early emergent literacy interventions can affect change that endures is of the utmost importance (Dickenson & Neuman, 2006; Neuman & Dickenson, 2001; Whitehurst & Lonigan, 2001).

Adams (2003) maintains that a program for emergent readers must contain elements of phonemic awareness, alphabetic information, and phonics. Students need to know the letters of the alphabet understand their linguistic importance (phonemic awareness) and learn the conventions governing their use (phonics) (Adams, 2003). Goswani (2003) reiterates the importance of the link that exists between a child's oral

language development and subsequent literacy development. Phonological development is recognized as playing a causal role in literacy acquisition (Goswani, 2003). According to Goswani (2003), vocabulary acquisition produces developmental pressure for children to make implicit comparisons between words that sound similar in the mental lexicon. The comparisons provide a base for the emergence of phonological awareness. Informal environmental experiences, early linguistic routines, as well as direct instruction within phonological categories promotes acquisition of mental lexicon around the syllable and rhyme (Goswani, 2003). The interconnected nature of the components of emergent literacy warrant further investigation.

According to Whitehurst and Lonigan (2001), children utilize two different interrelated domains of information simultaneously as literate behaviors emerge and stabilize. The Outside –In domain consists of sources of information that support an understanding of the meaning of print; such as vocabulary, conceptual knowledge, and story schemas. The Inside-Out domain consists of sources within the printed word that support children's ability to translate print into sounds and sounds into print. Both domains are essential to the development of literacy. Three components of emergent literacy connected to language acquisition; phonological processing, print awareness, and oral language have a strong link to conventional literacy (Whitehust & Lonigan, 2001).

Wagner and Torgeson (1987) postulate that three aspects of phonological processing significantly influence literacy development; phonological sensitivity, phonological memory, and phonological naming (Wagner & Torgeson, 1987). Phonological sensitivity refers to the ability to detect and manipulate the sound structure

of oral language. Phonological sensitivity can develop without any exposure to print letters. The development of phonological sensitivity progresses from sensitivity to large, concrete units of sound (words and syllables) to syllabic units (initial consonants or consonant clusters) and rimes (vowel and final consonants or consonant clusters) and finally to the small and abstract units of sound (phonemes). Phonological sensitivity promotes the development of decoding skills because the graphemes in written language correspond to speech sounds at the phoneme level (Wagner & Torgeson, 1987).

According to Wagner and Torgeson (1987), phonological memory refers to the short-term memory available for sound based information, measured by immediate recall of verbally presented material. Effectively functioning phonological memory allows children to maintain accurate representation of phonemes associated with the letters of a word while decoding, thus enabling cognitive resources to be allotted to the comprehension process (Wagner & Torgeson, 1987).

Wagner and Torgeson (1987) refer to phonological naming as the efficacy of retrieval of phonological information from permanent memory, measured by asking a child to name an object or series of objects. The time necessary to complete the task in serial naming or begin the task in isolated naming activities is recorded. Effective phonological naming may influence the ease in which a child can retrieve phonological information associated with letters, word segments, and words and utilize the information during decoding (Wagner & Torgeson, 1987).

According to Wagner and Torgeson (1987), children who will utilize alphabetic writing systems must eventually decode text that involves the translation of graphemes

(print) into phonemes (sound units). This task requires basic letter knowledge skills. Letter knowledge and emergent writing are principles of print that play a strong role in the development of literacy in young children (Wagner & Torgeson, 1987).

Higher levels of letter knowledge are related with a child's ability to detect and manipulate phonemes; however, letter knowledge levels are not related to the ability to detect rimes and syllables by young children (Wagner & Torgeson, 1987). Letter knowledge may play a role in the development of a child's emergent Inside-Out skills when combining letter knowledge with phonological sensitivity development in an intervention (Wagner & Torgeson, 1987; Whitehurst & Lonigan, 2001).

According to Read (1971) and Richgels (2003), invented spelling and phonemic awareness are interrelated. The act of invented spelling requires that children listen carefully and think about sounds in a purposeful manner. Essentially the invented spelling activity is a process of phonics. Invented spelling develops phonemic awareness and promotes the understanding of the alphabetic principle (Read, 1971; Richgels, 2003).

Whitehurst and Lonigan (2001) contend that behaviors such as pretending to write and learning to write one's name are examples of emergent writing. Children, when pretending to write, are indicating an understanding that print has meaning with out yet knowing how to actually write. According to Whitehurst and Lonigan (2001), children develop as writers by beginning the process of using pictures and scribbles as markings. Later the use of letter like forms, in conjunction with scatterings of actual letters and numbers begins to emerge in the pre-writing stage. In the later pre-school years, children may utilize letters to stand for different syllables in words and progress from this stage to

use letters to represent different phonemes or individual sounds in words (Whitehurst & Lonigan, 2001).

Oral language, the final component of emergent literacy that affects literacy in the later years, was declared by the National Early Literacy Report (2004), and the National Reading Panel (2000), to be positively and casually related to reading at all levels of literacy development. A majority of reading problems may be prevented by increasing children's oral language skills and vocabulary is critically important in oral reading instruction. According to Whitehurst and Lonigan (2001), the connection between oral language and reading is conditional on the child's stage of development in language and literacy as well as casually complex (Whitehurst & Lonigan, 2001).

During the pre-reading stage, beginning in pre-school, children with larger vocabularies may have more developed phonological sensitivity (Fowler, 1991; Metsala & Wally, 1998; Wagner, Torgeson, Rashotte, Hecht, Barker, & Burgess, 1997). Vocabulary growth may have a causal relationship in a child's progression from global to segmented representation of words. As word learning increases children tend to remember segmented representations of the words rather than the word as a whole (Fowler, 1991; Metsala & Wally, 1998; Wagner et al., 1997). Children with smaller vocabularies are limited in the domain of phonological sensitivity because the sheer size of their vocabularies has not forced them to move from the global to the segmented representation of words. Vocabulary development creates the cognitive continuum necessary for the developmental enhancement of phonological sensitivity (Fowler, 1991; Gray, 2006; Metsala & Wally, 1998; Wagner et al., 1997). Phonological sensitivity skills

are in the domain of Inside –Out and vocabulary development is contained in the domain of Outside-In. The relationship between Inside-Out and Outside-In skills is strong in preschool (Wagner & Torgeson, 1987; Whitehurst and Lonigan, 2001).

The Pre-School Teacher's Role in Language Acquisition and Emergent Literacy

Teacher Preparation

According to NAEYC (1997), in order to meet the language and literacy needs of a diverse student population with varying abilities, teachers must be prepared to teach appropriately utilizing various instructional strategies. Pre-service and professional development programs must impart knowledge regarding evidenced-based practices in language and literacy development (Bredekamp & Copple, 1997). Dickenson, McCabe and Essex (2006) contend that a considerable amount of financial resources as well as scholarly effort has been expended on professional development initiatives in emergent literacy, however, few initiatives have been researched. Results of comparison group tudies indicate that teachers, when instructed to implement new strategies and change the way they converse and interact with children, can improve classroom practices that may lead to improved outcomes in the areas of vocabulary and phonological sensitivity (Dickenson, McCabe, & Essex, 2006). The importance of preparing teachers to create language and literacy experiences during preschool may not be understated. Mere exposure to language and literacy materials is not sufficient for the development of literacy in young children. The interaction between adult and child during the language

and literacy events is crucial to emerging literacy development in preschool students (Bredekamp & Copple, 1997; Farran, Aydogan, Kang, & Lipsey, 2006).

According to Dickenson, McCabe, and Essex (2006), a positive association between child outcomes and teachers' educational levels may reflect differences in use of language and pedagogical knowledge. As teachers complete college courses they are exposed to new vocabulary associated with world knowledge as well as new pedagogical methods (Dickenson, McCabe, & Essex, 2006). Results from Dunst and Bruder's (2007) study regarding practitioner confidence in teacher emergent literacy, revealed that practitioners judged themselves as less competent and confident than expected. Speech therapists, Early Childhood Educators (ECE), and Early Childhood Special educators (ECSE) were more confident and competent than occupational or physical therapists. Dunst and Bruder (2007) concluded that more opportunities for practitioners to acquire knowledge and skills are needed. Evidenced-based practices must be made available to practitioners in user-friendly formats (Dunst & Bruder, 2007).

Use of Evidenced-Based Strategies in the Classroom

Studies spanning over two decades have documented the existence of the gap between researchers at the university level and teacher practitioners in the pre-k-12 school system (Boardman, Arguelles, Vaughn, Hughes, & Klinger, 2005; Brownell, Ross, Colon, & McCallum, 2005; Fuchs & Fuchs, 1998; Klinger, Ahwee, Filonieta, & Menendez, 2003). Researchers found that special education teachers placed more importance on strategies that are feasible for use within their specific classroom and can

be adapted for use by individual students (Brownell et al., 2005). Educators felt, in some cases, that the researcher's interventions were disconnected from daily classroom needs. Lack of district and administrative support was also viewed as a deterrent to implement and sustain the research based practices (Boardman, Arguelles, Vaughn, Hughes, & Klinger, 2005 Brownell et al., 2005; Fuchs & Fuchs, 1998; Klinger, Ahwee, Filonieta, & Menendez, 2003).

Kaufman (1996) maintains that researchers' strategies are not implemented due to a strained relationship between the producers of the research-based strategies and those who would utilize the interventions. Teachers tend to view research as being inadequate and unreliable. Based on Kaufman's (1996) assessment, researchers insist that teachers utilize unsubstantiated "fads" in practice. Researchers claim that teachers implement strategies incorrectly and in some cases research-based practices are ignored altogether. Educators in the field expressed the sentiment that research results, in the form of professional development, are not disseminated and supported proficiently. Ultimately, Kaufman (1996) states, teacher education programs are failing to prepare pre-service teachers to utilize research-based practices upon entering the classroom.

In order to expedite collaboration among the researchers and the teachers, Kaufman (1996) maintains that researchers must produce interventions that are reliable, accessible, practical, sustainable, and socially valid. Kaufman (1996) states that in order for teachers to implement strategies with a high amount of fidelity; systematic and supportive professional development programs must accompany intervention procedures.

Kaufman (1996) addresses the need for educational policy makers to become familiar with effective research practices and results.

Results from a study conducted by Fuchs and Fuchs (1998) revealed that teachers feel that researchers are arrogant, work independently of practitioners, are disinterested in collaborating with the schools, and produce unrealistic interventions that are not validated within the context of a viable classroom. Findings suggest that teachers perceive a lack involvement in the research process and often feel demeaned at being viewed as passive and dependent (Fuchs & Fuchs, 1998).

Alleviating the chasm between research and practice, according to Fuchs and Fuchs (1998), entails researchers viewing teachers as collaborative partners in the effort to identify areas of student needs and concerns and related interventions , providing relevant on-site professional development opportunities, and encouraging teachers to produce valid and relevant action research within their classrooms.

Abbott, Walton, Tapia and Greenwood (1999) created a “blueprint” based on the information obtained during research in the school system. Findings reveal that: (a) research-based interventions do not reach the classroom in a timely manner, (b) traditional models of professional development are not leading to implementation in the classroom, (c) the time and effort needed to produce meaningful change has been severely underestimated, and (d) teachers feel their input is not valued in the research process.

The “blueprint” according to Abbott (1999) was designed to produce collaborative partnerships uniting school systems and universities under a common

mission: improving student outcomes. Professional development programs must be instituted over a period of one to two years and provide initial preparation and classroom consultation. Researchers are required to involve teachers in the research process of establishing the research questions, study design, and data collection procedures. Relevant research conducted in the classroom environment may produce quality interventions that will be implemented and sustained by educators, ultimately leading to improved outcomes for all students (Abbott, Walton, Tapia, & Greenwood 1999).

Role of Preschool Classroom Teachers

Acquiring language and improving communication skills are essential components of emergent literacy (Bredekamp & Copple, 1997; Dickenson & Neuman, 2006; Dickenson, McCabe, & Essex, 2006; Sandal, McLean, & Smith, 2000). Between six and eleven months, typically developing children vocalize spontaneously, progress to differentiating between phonemes, and eventually create one word sentences by the end of the first year. Usually by age two children who are typically developing will begin to speak in two word sentences and then gradually acquire various grammatical structure depending upon the native language of the child (Piaget & Inhelder, 1969, 2000; Vygotsky, 1998). According the United States Department of Educations' Twenty-fourth Annual Report to Congress (2002) on the Implementation of Individuals with Disabilities Education Improvement Act, 55.2% of all preschoolers served in Exceptional Education 2000-2001 had a speech or language impairment.

Sandall, Mclean and Smith (2000) contend that children with exceptionalities may have limited language skills. Language development is related to physical maturation, ccognitive development, and socialization (Dickenson, McCabe, &Essex, 2006; Sandall, McLean, & Smith, 2000). According to Sandall (2000), about half of the students diagnosed with a developmental delay in language acquisition will eventually catch up to their peers; however, the other half will continue to experience language problems. Usually the older a child is before an intervention is begun, the smaller the chance that he or she will acquire effective language skills (Sandal, McLean, & Smith, 2000). In order to successfully intervene during pre-school; educators must meet the language and literacy needs of young children with varying abilities from all sectors of society. Effective strategies and teaching methods are needed in order to provide equitable access to education for all students (Dickenson, McCabe, &Essex, 2006; Sandal, McLean, & Smith, 2000).

The identification of developmentally delayed language problems and implementation of effective interventions is the responsibility of the classroom teacher, the speech-language pathologist, and the parents (Goswani, 2003; Hallahan & Kauffman, 2003; Sandall, McLean &Smith, 2000). According to Sandall (2000), understanding the nature of the delay and intervening as early as possible will give the child an optimal chance of acquiring effective and appropriate language skills. Factors to consider when choosing an intervention include (a) what the child talks about, (b) how the child talks, (c) how the child functions in his or her linguistic community and, (d) how the child communicates his or her wants and needs, and for socialization (Goswani, 2003;

Hallahan & Kauffman, 2003, Sandall, McLean & Smith, 2000). Teachers must be able to assess the student's current level of language usage and use culturally sensitive, motivating literature and interventions to increase language skills based on individual need (Stahl & Yaden, 2004).

In an early intervention environment, the principal role of the classroom teacher is to facilitate opportunities for students to engage in social language. Teaching language as a way to solve problems by making oneself understood and correctly interpreting what other people say is necessary if a child is to succeed academically and socially. Educators need to provide a safe environment and model appropriate language skills (Sandall & Schwartz, 2005).

According to Lieber (2000), creating opportunities for children to use language to accomplish goals in which the child is interested, encouraging children to ask questions, and following the child's lead are some effective strategies to utilize when creating a nurturing language rich environment. Talking in a respectful manner to students, giving students enough time to respond, and accepting the child and the child's language show students that their ideas and opinions are important (Lieber, Hanson, Beckman, Odom, Sandall, & Schwartz, 2000). For some students, direct instruction of language related skills might be necessary.

The importance of language and literacy support during the pre-school years, between the ages of three and six, cannot be underestimated. The changes occurring during a child's development in a quality pre-school environment may have effects that endure through the middle school years (Dickenson & Tabors, 2001; Snow & Dickenson

1991; Senechal, Quellette, & Rodney, 2006). Results from a longitudinal study that examined; library use, reading habits, quality of linguistic interaction, and vocabulary use, in the home as well as quality of teacher talk, curriculum quality, classroom environment, and teacher use of rare vocabulary in the classroom revealed that 49% of the variance in kindergarten literacy scores was accounted for by the aforementioned variables (Dickenson & Tabors, 2001). Growth trajectory analyses was conducted utilizing receptive vocabulary, literacy, and academic language scores, and the results indicated that a child's language and literacy experiences in pre-school may affect reading ability in fourth grade. Data collected at the end of seventh grade contained evidence that literacy ability in kindergarten may play a role in reading comprehension (Senechal, Quellette, & Rodney, 2006; Snow & Dickenson 1991).

Language development between the ages of three and six plays a role in the organization of linguistic content and the cognitive as well as social/behavioral systems that underlie literacy development (Dickenson, McCabe, & Essex, 2006). Interactive book reading, game activities utilizing phonological awareness principles, increased use of rare vocabulary during meaningful linguistic interactions between teachers and students during the pre-school years are strategies that promote literacy development (Dickenson, McCabe, &Essex, 2006; McKeown & Beck, 2006; Speaker et al., 2000; Wasik, Bond & Hindeman, 2006).

In order to take full advantage of the opportunities provided by the biological, cognitive, and social/behavioral developmental potential of children from ages three to six, educators must utilize strategies that promote language and literacy growth

(Dickenson, McCabe, &Essex, 2006; McKeown & Beck, 2006; Wasik, Bond & Hindeman, 2006).

Vocabulary Acquisition

Vocabulary is an important component of a student's oral and written language base. Although vocabulary encompasses both the oral and print form, vocabulary in pre kindergarten focuses on oral vocabulary acquisition, consisting of words that are recognized when listening and words that are used in speaking. Receptive vocabulary includes words that are recognized when heard or seen. Expressive vocabulary consists of words that are spoken or written. Knowing a word is a matter of degree. Degrees of knowing a word is based on how quickly one understands a word, the precision with which the word is used, and how well the word is used in different modes as well as for different purposes in multiple contexts (Beck, McKeown & Kucan, 2002; Neuman & Dickenson, 2001, Biemiller, 2006). Vocabulary may be a strong predictor of listening and reading comprehension in later literacy (Beck, McKeown, & Kucan, 2002; Neuman & Dickenson, 2001, Biemiller, 2006). The NRP (2000) maintains that success in academics and society depends upon one's ability to speak competently as well as listen and read with comprehension. According to the NRP (2000), young students without large vocabularies struggle to achieve comprehension. A cycle of frustration and failure ensues as students experiences with reading worsen. Students without sufficient word knowledge typically avoid reading. Opportunities to interact with new words are missed and the cycle continues. Pre-school may be the opportune time to develop children's vocabularies

(Senechal, Quellette, & Rodney, 2006; Snow & Burns, 1998). A typically developing child acquires a fifty word vocabulary by the age of 17 months, however, a child with atypical development may take over 38 months to develop a fifty word vocabulary (Goswani, 2003; Hallahan & Kauffman, 2003). Studies utilizing teacher perception of vocabulary acquisition and studies gathering quantitative data among students have been conducted.

Hick, Joseph, Conti-Ramsden, Serratrice, and Faragher (2002), conducted a study in which three children participated for a period of 12 months. The children ranged in age from 30-39 months old at the beginning of the study. The children received therapy services for the studies duration in the areas of receptive and expressive language. The study was designed to track the vocabulary development of nouns and verbs and compare vocabulary development of children with Speech and/or Language Impairments (SLI) with typically developing children. Children with SLI are delayed at the onset, but once vocabulary begins to develop they follow the same course as typically developing children. The children with SLI still demonstrate delays in vocabulary acquisition. The results suggest that the development of expressive and receptive vocabulary in a therapeutic environment may benefit these children. Both clinically and parentally administered interventions were successful in increasing expressive and receptive language in the study.

Law, Garret, and Nye (2004), reviewed thirteen out of thirty-three language acquisition studies spanning 25 years. The studies reviewed were combined to conduct a meta-analysis to determine the efficacy of treatment for children with language delays.

The analysis was undertaken to determine if various interventions students received were effective compared with untreated control groups. Results revealed that speech and language therapy may benefit students with phonological or expressive vocabulary delays. There was no significant difference between trained parents or clinicians implementing therapy in the meta-analysis. The outcome of the study indicated that an intervention period of 8 weeks or longer may produce a good clinical outcome. Intervening early to enhance development of vocabulary, when a child's short term memory span is relatively small, may contribute to later phonological awareness acquisition, which in turn creates a strong foundation for successful literacy development (Omanson, Beck, McKeown, & Perfetti, 1984). Reading books interactively with young children provides a naturalistic and engaging means to expand vocabulary.

Results obtained from studies conducted in early intervention programs such as, Head Start, college campus preschools, and urban early learning centers, with young children from three to six years of age, reveal an increase in vocabulary acquisition in children exposed to quality shared reading experiences (Wasik & Bond, 2001; Wasik, Bond, & Hindman, 2006). Young children learn de-contextualized language and vocabulary through open-ended discussion facilitated by teachers. De-contextualized language skills in young children have been linked to literacy components such as decoding, comprehension, and print production in later years (Wasik & Bond, 2001; Wasik, Bond, & Hindman, 2006).

According to Dickenson, McCabe and Essex (2006) most conversations in pre school environments consist of concrete talk and closed questions, with few chances to

engage in higher order, open-ended questions and discussions with the teacher or peers. Shared book reading experiences are not being conducted, as approximately five minutes a day in pre kindergarten was devoted to reading aloud. Many times teachers were not involving children in the reading process or discussing content or vocabulary (Dickenson, McCabe, & Essex, 2006).

Feitelson, Goldstein, Iraqi, and Share (1991) conducted a study in Arabic, utilizing a control group in which the books were not read to the children and an experimental group in which twelve books were read over a five-month period to kindergartners. Each book reading lasted approximately twenty minutes and the books were read nine times during the course of the intervention. Prior to reading the story, the teacher explained three unfamiliar words. Upon conclusion of the intervention the children were assessed using a listening comprehension test that was not connected to the chosen vocabulary words or reading content in the books selected. Children in the experimental group obtained a score of 6 out of 7 correct. Students in the control group averaged 3.7 out of 7 correct (Feitelson, Goldstein, Iraqi, & Share, 1991).

In 1986 Feitelson, Kita, and Goldstein conducted a study, with children who spoke Hebrew. First graders in the control group were not read to on a daily basis. Students in the experimental group were read to for twenty minutes a day over a six month period. The books were read without explaining vocabulary or discussing content. The researchers used fifteen books in a series called “Kofiko’ (Hebrew version of Curious George). Utilizing the comprehension portion of an IQ test as well as a measure of sentence length of utterance, children were tested upon conclusion of the intervention.

Children in the experimental group used sentences between 5.6 words in length, and averaged 82% on the comprehension assessment. Students in the control group spoke in sentences averaging 4.5 words in length, and scored 63% on the comprehension assessment (Feitelson, Kita, & Goldstein, 1986).

Whitehurst, Arnold, Epstein, Angell, Smith, and Fishel (1994) utilized dialogic reading to intervene with five groups of four year olds for a six-week interval. Books were read and discussed for ten minutes each day. Students showed gains on a standardized vocabulary test of 2.5 words, the equivalent of a 0.5 month increase on the Peabody Picture Vocabulary Test. However, if the gains were sustained over a year, the students would average a six-month gain on the Peabody Picture Vocabulary Test (Whitehurst, Arnold, Epstein, Angell, Smith, & Fishel, 1994).

In 1997, Senechal read stories once to pre-primary students without explanation and children understood 4% more word meanings than they did before the stories were read (Senechal, 1997). Hargrave and Senechal (2000) utilized dialogic reading with two groups, one group was read the story twice without discussion and the experimental group was read the story twice using dialogic reading. The study was conducted for four weeks utilizing ten books and eighteen vocabulary words. Pre tests results of 2.2 words known compared to 4.3 words known on the post test in the experimental group. No results were reported for the control group (Hargrave & Senechal, 2002).

Biemiller (2003) found when reading stories to young students three to four times without word explanation, 10%-15% more word meanings were acquired by the students. When stories were read with word explanations, 14%- 29% gains were made in acquired

word meanings (Biemiller, 2003). Biemiller (2006) conducted a study in a kindergarten setting using one to two sentences to explain vocabulary in trade books. Books were read four times during the intervention. Each time the book was read the words were explained. Teachers modeled use of the new vocabulary in sentences from multiple contexts throughout the week. Students were assessed by ascertaining if the meaning of the word was known in sentences used by the teacher. Twenty-five to thirty vocabulary words were use in the study. Results of the intervention revealed that children learned between 8-12 words per week, averaging a 45% to 50% gain in word meaning (Biemiller, 2006).

Research, utilizing socio-dramatic play centers to seek empirical knowledge regarding language and vocabulary enhancement, was conducted in a pre-kindergarten setting and in the home setting with parents and teachers . (Morrow & Schickedanz, 2006). Results of the interventions revealed that (a) conversation regarding past experiences; (b) modeling of rare vocabulary words; (c) “wh” questions; (d) attentive listening on the part of the interventionist; (e) repeating and enhancing children’s questions and statements; and (f) extending conversions about a child initiated topic, increased use of more sophisticated language and vocabulary acquisition (Morrow & Schickedanz, 2006).

Studies examining remedial vocabulary strategies among older students were conducted by Goerss, Beck, and McKeown (1999) such as a study conducted in which, five fifth and sixth grade students, within a mid-level socioeconomic population, from a parochial school participated. Students reading at least one and one-half-grade levels

below their placement level were tested using a vocabulary assessment to determine that difficulty with vocabulary was the issue rather than poor decoding skills. The purpose of the study was to utilize an intervention that modeled the process of word-meaning acquisition through context to determine if the instruction would increase student's vocabulary acquisition skills through text content. A comparison of pre and post performances on the word-meaning acquisition task revealed that all students scored higher on the post test with regard to three key points that were assessed. Students' ability to use context to select or reject meanings for a new word increased; justifying decisions based on contextual restraints increased; and discriminating contexts that are relevant to word meaning were enhanced. Four of the five students were able to perform the modeled intervention independently. Students began to think aloud, self-correct and generalize.

A study using a strategy that encompasses vocabulary as well as comprehension, Questioning the Author, Sandora, Beck and McKeown (1999), was conducted with intermediate grade students in order to encourage students to participate in building meaning from ideas presented in print. Students in sixth (24) and seventh grade (25) from an inner city parochial school were participants in the study. The classes shared the same teacher, thus the same instructional approach was used in both classes. The sixth and seventh grade classes had comparable scores on the Iowa Test of Basic Skills. The study assessed whether the technique of building meaning during the reading of the literature as in Questioning the Author or engaging in discussion after the material has been read as in Great Books helps the student interpret and comprehend the test more efficiently.

Stories utilized in the study were chosen for the complex plot, richness of characters and potential for confusion caused by subtleties in the text. Four selections were made and the stories were presented in order from the simplest to the most difficult. Examiners read the stories to the students Recalls and responses to open-ended questions were used to measure comprehension and interpretation.

Students who participated in Questioning the Author responded with longer recalls that included complex story elements as compared to recalls by the students who participated in Great Books. The study suggests that when the process of encountering information, interpreting, discussing and reevaluating during the reading of the literature a students' ability to comprehend and interpret may be enhanced (Sandora, Beck, &McKeown, 1999).

Working with a younger population, Beck and McKeown (2001) observed kindergarten and first-grade teachers reading aloud to students and discovered: (a) children frequently responded to questions about the story based on pictures and isolated background knowledge; (b) pictures, incongruent with the text, often confused children moreover, congruent pictures often prohibited children from learning through linguistic content; and (c) two types of teacher interactions occurred during read-alouds: clarifying content or vocabulary by asking "Does anyone know what _____ means?", and posing questions related to story content that would produce one or two word answers.

Based on classroom observations, Beck and McKeown (2001) developed the Text Talk strategy, informed by Questioning the Author, in order to promote children's use of decontextualized language as well as enhance comprehension and further language

development. Questioning the Author is based on the principle of “teaching for understanding”. Text Talk enhances comprehension of the specific trade book being read and contributes to language development in two ways. The types of questions asked and the way in which they are asked encourages greater language production from children when discussing story content. The Text Talk strategy directly teaches the sophisticated, targeted vocabulary words after the story has been read and discussed.

Although vocabulary is emphasized during the assessment of pre-school children, the direct purposeful instruction of vocabulary with in the pre-kindergarten classroom may not be apparent. Pre-school students with language delays may lack diversity in their vocabularies and require an intervention focused on expanding the quality and depth of vocabulary usage (Goldstein, 2004). Text Talk is a strategy used to enhance comprehension through interspersed, open-ended questions that address main ideas, discuss those ideas, and make connections while enhancing vocabulary development as the story unfolds (Beck & Mckeown, 2001). Beck’s Text Talk strategy utilizes developmentally appropriate practices including modeling, coaching, scaffolding, as well as providing opportunities for repetition and phonological associations in a naturalistic social context. The Text Talk strategy is a comprehensive blend of strategies that have proven effective for enhancing vocabulary acquisition in young children such as reading aloud, reading aloud and discussing content and vocabulary, providing a contextual and decontextual meaning for new vocabulary, teacher facilitation of conversations, and teacher modeling of rare words (Biemiller, 2006; Dickenson & Nueman, 2001; Morrow & Schickedanz, 2006; Snow, Burns, & Griffin, 1998).

Implementing the Text Talk strategy is possible during story time in the typical pre-kindergarten schedule and includes introducing a vocabulary word as the first step in the process of teaching vocabulary. Introduction of vocabulary words differ according to the age of the students. When reading a story to young children the teacher introduces the new vocabulary words in the context of the story from which they are encountered, and provides direct instruction of the targeted words after the story has been read and discussed. Choosing trade books and using 2-4 two tiered words (words that child does not use in his or her vocabulary) as new target vocabulary and then utilizing a simple instructional sequence after the story is read may help students focus on the language of the book and internalize the new vocabulary (Beck et al., 2002).

During the implementation of the Text Talk strategy, when a target word is encountered, dictionary definitions of words may use vague language and provide little differentiation between similar words. Some definitions give multiple meanings. Teachers should use student friendly word definitions by characterizing the word and explaining the meaning in everyday language. In order to characterize a word the teacher may use scenarios in which children may utilize prior knowledge.

When utilizing the strategy, teachers may develop instructional contexts that provide strong clues to a word's meaning. Teacher modeling of the process of obtaining word meaning from an instructional context plays a crucial role in the student's acquisition of word meaning. Mere exposure to definitions in an instructional context is not adequate for students to retain word knowledge (Beck et al., 2002).

Providing meanings for words within the context of the story and expanding the word use to different contexts while incorporating the child's background knowledge, is a valuable exercise embedded in the Text Talk strategy. The teacher should provide guidance so the student's responses do not stray too far from the word meaning. Encouraging the students to discuss the definitions amongst themselves and utilizing multiple contexts allows for further opportunities to immerse children in the meaning of the new vocabulary words.

According to Beck and McKeown (2001), when teaching young students new vocabulary several factors must be considered. First and foremost, a major part of teaching lies in the thoughtfulness and improvisational skill a teacher uses to respond in a productive manner to a child's comment. Teaching young children vocabulary using books children are able to read independently will only encompass tier one words (words already familiar to the child). Teachers may use tier two words to describe events or characters within the story in order to enrich vocabulary with beginning reading material. Utilizing trade books read to children will take advantage of young children's ability to understand more sophisticated content in oral language than the written word. Opportunities that are embedded in the Text Talk strategy to maintain and generalize new vocabulary include: (a) creating a word wall; (b) providing times throughout the day for children to encounter and use the words; (c) visually and orally prompting the children to use the words; (d) applying the words to different stories and situations; and (e) teacher applying use of new words (Beck et al., 2002).

Text Talk is an intervention that provides an opportunity for increased use of language by preschoolers during a discussion of trade book content embedded in read-aloud formats. Direct instruction of targeted vocabulary is included after the story is read and discussed, providing an opportunity for new vocabulary acquisition. Meaningful discussion between students, their peers, and the teacher regarding story content may enhance the comprehension skills of the children (Beck et al., 2001).

Utilizing the Text Talk strategy during the pre-school years enables educators to take advantage of the opportunities identified in the areas of neural, cognitive, and social/behavioral domains. Providing a strong foundation for literacy development, through direct instruction of vocabulary in pre-kindergarten, may enhance phonological sensitivity and impact oral and reading comprehension throughout the middle school years (Senechal, Quellette, & Rodney, 2006; Snow & Dickenson, 1991; Snow & Dickenson 2000).

This window of opportunity is far too valuable to ignore. Children with varying abilities from all sectors of society may gain long term benefits from effective vocabulary instruction vocabulary, discussion of story content, and the opportunities to use language during this critical period of learning in their lifetime. Children organize thoughts and external information through language. Language and literacy are tools with which children socialize and learn to regulate their behavior. Full participation in society, the ability to lead productive lives, and enhanced quality of life begins with early intervention (Beck & McKeown, 2006; Dickenson, McCabe, &Essex, 2006; Wasik, Bond & Hindeman, 2006).

Inclusion and Developmental Gains in Pre-School

Litigation outcomes, established in the twentieth century, emphasized the importance of educating children together. Providing students with equitable access to education regardless of ethnicity was addressed in the case of Brown v. Board of Education. The court ruled in favor of integrating students from various cultural backgrounds and serving the population in inclusive educational environments rather than allowing separate educational settings.

Brown v. Board of Education (1954) stated that "separate education can: generate a feeling of inferiority as to [children's] status in the community that may affect their hearts and minds…This sense of inferiority. . . affects the motivation of the child to learn…[and] has a tendency to retard. . . educational and mental Development" (p.49).

Legislation regarding the inclusion of students with exceptionalities is rooted in the passage of the Education for all Handicapped Children Act in 1975 and was reaffirmed in 2004 with the reauthorization of the Individuals with Disabilities Education Improvement Act (IDEIA). Public law requires schools to provide a free and appropriate education for children with disabilities between the ages of three and five in the least restrictive environment.

The goal of inclusion is to provide all children with equitable access to educational opportunities. Although legal, moral and ethical arguments support the philosophy of inclusion, there is considerable debate in the literature and in practice over the efficacy of an inclusive environment regarding developmental gains in young children. There are extensive differences across preschool programs in terms of structure

curriculum and delivery models (Odom, 2000; Rafferty, Pistelli, & Boettcher, 2003; Sandall & Schartz, 2005). The following four inclusion delivery models used in pre-kindergarten to provide the least restrictive environment, are described by Sandall and Schwartz (2005): (a) Team Teaching; An early childhood education teacher (ECE) and an early childhood special education teacher (ECSE) plan and implement instruction together in a classroom that includes children with and without disabilities; (b) Consultation: The ECE teacher provides most of the instruction with consultation from the ESCE teacher on a regular basis; (c) Reverse Mainstreaming; The ESCE teacher provides instruction in a classroom that includes children with and without disabilities; (d) Integrated Activities; The ECE and the ECSE teachers have separate classrooms, however the children from both rooms participate in activities together on a regular basis.

When all children are educated together students from diverse backgrounds, children both with and without disabilities make academic and social gains (Holahan & Costenbader, 2000; Nelson & Rogers, 2003). Jenkins, Speltz, and Odom (1985), conducted the first major study examining the effects on integrating children with and without disabilities in pre-kindergarten. The findings of the study indicated that there was no significant difference in pre and post test scores on measures of cognitive, pre-academic, fine motor or language development between children in integrated and segregated settings. Children did score higher in social interaction in integrated settings during a planned intervention with a peer with typical development. In 1989, Jenkins, Speltz and Odom discovered that placement type had no significant impact on

developmental outcomes, however, a facilitated intervention planned to promote social interaction had a significant effect on language development.

Results of a study conducted by Hundert, Mahoney, Mundy, and Vernon (1998), examining children with severe disabilities in inclusive and self-contained environments, revealed that students in an inclusive setting made greater gains than did their peers in a segregated environment. Children with severe disabilities made significant gains in the domains of self-help, social/emotional, and communication in the integrated setting.

Some evidence exists indicating that the degree of a disability may moderate placement type on developmental gains. Children with greater cognitive and language ability at pretest appeared to benefit more from an inclusive setting than children with lower pretest scores. Gains were comparable in overall cognitive development, however, higher functioning students made higher gains in the realm of language development (Cole, Mills, Dale, & Jenkins, 1991; Mills, Cole, & Jenkins, 1998)

Holahan and Costenbader (2002) investigated developmental outcomes for young children, including academic-general knowledge, social/emotional, and independent functioning, in inclusive and self-contained settings. The sample consisted of fifteen pairs of children who were matched according to (a) chronological age; (b) gender; (c) initial level of functioning; (d) related services received; and (e) attendance schedules. Utilizing the Brigance Diagnostic Inventory of Early Development-Revised, a pre and post-test was given to the participants to measure progress. Results of the study revealed that students functioning with lower level of social/emotional abilities performed equally well in both settings. Performance of students functioning with higher level of

social/emotional abilities was better in the inclusive setting than in the specialized setting. Rafferty, Pistelli, and Boettcher (2003) studied the impact inclusion has on language development and social competence among pre-school students. A total of 96 preschool students with disabilities were evaluated utilizing pre and post tests of developmental skills, living skills, and IQ in inclusive and segregated settings. Pretest ability was the strongest indicator of success and the degree of the disability did not moderate placement type. Effect sizes indicated that posttest scores were comparable for children without severe disabilities in both inclusive and segregated settings, however, children with severe disabilities performed better in inclusive settings than their peers in segregated classrooms did. As schools move towards integrating children with disabilities there is a need for high quality pre-school programs with adequate resources and teaching strategies when educating children with varying abilities (Rafferty, Pistelli, & Boettcher, 2003).

According to Janko and Schwartz (1997), after conducting classroom observations and open-ended interviews with parents, teachers, and administrators, led to the conclusion that integrating instruction into normalized classroom routines and activities enabled children with disabilities to participate fully in an inclusive setting. Teachers must receive adequate training in the use of specific strategies in order to educate a diverse student population with varying ability levels (Janko & Schwartz, 1997).

The Division of Early Childhood (DEC) advocates for the inclusion of children with disabilities to participate fully and actively in natural settings within the community

(Sandall et al., 2000). Natural settings include preschools, recreational facilities, places of worship, and other settings children with typical development and their families enjoy (Sandall et al., 2000).

The National Association for the Education of Young Children (NAEYC) states that all children should have the opportunity to enroll in quality preschool programs that promote academic and social development (Bredekamp & Copple, 1997). Strong programs with socialization, pre-academics, independent functioning, motor skills, pre-literacy and language as a core focus embed opportunities for core skill acquisition throughout the day (Bredekamp & Copple). Developmentally appropriate programs for preschoolers utilize curriculum such as High/Scope that emphasizes many child led activities, facilitated and extended by the classroom teacher, in circle time, story time, center time, and large and small group. Daily routines are created that provide structure and security for the children Center activities centers, chosen by the child, may include: (a) dramatic play, (b) blocks and trucks, (c) reading/language arts, (d) puzzles/manipulatives, (e) art, (f) music, and (g) water/sand play (Hohmann & Weikart, 1995).

Odom (2000) and Sandall (2000) maintain that challenges, associated with educating young students with disabilities in an inclusive setting, may be overcome by utilizing a quality early childhood curriculum in conjunction with child-focused instructional strategies, embedded learning opportunities, and curriculum modifications and adaptations (Odom, Sandall). Direct instruction, a technique involving careful planning, repetition, scaffolding, active engagement, opportunities for practice, and

strategies to encourage higher order thinking has been empirically validated and found to be effective when teaching students with varying abilities (Adams & Englemann, 1996; Bereiter & Englemann, 1966). Individualized instructional techniques and specialized activities have been used in inclusive classrooms producing positive developmental and behavioral outcomes (Cole, Mills, Dale, & Jenkins, 1991; Janko & Schwartz, 1997; Mills, Cole, & Jenkins, 1998). However, it is necessary to refine techniques and strategies to use in order to educate all children in inclusive preschool classrooms (Odom Sandall et al., 2000).

CHAPTER 3
METHODOLOGY

Introduction

The purpose of this study was to evaluate the efficacy of the Text Talk strategy as it was utilized in the pre-kindergarten setting with young children with and without exceptionalities. Upon obtaining permission to conduct the study from The University of Central Florida's Institutional Review Board (Appendix A) participants were recruited from a not for profit charter school system in an urban area of the southeastern United States. A letter of approval from The CEO of the not for profit charter school (Appendix B), a teacher consent form (Appendix C), and a parental consent form (Appendix D) are included in the appendixes.

Specifically this study investigated the acquisition of new vocabulary by pre-school students served in an inclusive classroom. The Text Talk vocabulary intervention was utilized during story time. The prompted repetition of new vocabulary words and demonstration of meaning of the targeted words by the participants during the activities embedded in the Text Talk strategy was measured throughout the intervention period. Data were collected following examination of the word chart and word chart activity.

Research Questions

The specific questions asked by the researcher in this study:

1. Does the utilization of the Text Talk strategy increase vocabulary acquisition, by pre-kindergarten students with typical development, in an inclusive classroom?
2. Does the utilization of the Text Talk strategy increase vocabulary acquisition by pre-kindergarten students with developmental delays, in an inclusive classroom?

Research Design

The experimental design used to determine the efficacy of the Text Talk Vocabulary Strategy for pre-school students in an inclusive classroom was the multiple baseline design. Single- subject research methodology was chosen in order to focus on the individual student and provide a practical method for examining the effects of an intervention or strategy as it was applied in an educational setting. Unique components of single-subject design include the ability to conduct experimental research with a small sample size and consider the individual characteristics of participants (Kazdin, 1982). Kazdin maintains that the most fundamental requirement of single-subject experimentation is the dependence on repeated observations of performance over time.

Single subject research provides a higher level of experimental rigor than the traditional case study because single subject research documents control much like a randomized control group designs (Horner, Carr, Halle, McGee, Odom, & Wolery,

2005). By documenting cause or the existence of a functional relationship between the dependent and independent variables, single subject research may be used to establish evidenced-based practices (Horner et al., 2005).

Design Review

Kazdin (1982), states that the effects of the intervention, utilizing a multiple baseline design, are demonstrated by introducing the intervention across baselines. If change occurs in each baseline when the intervention was implemented, the effects can then be attributed to the intervention rather than extraneous events. Once introduced, the intervention does not need to be withdrawn. Within the design, there is no requirement to return to baseline performance levels. Thus, multiple baseline design does not contain the practical, clinical, or ethical concerns raised by temporarily withdrawing the intervention as necessitated by the ABAB design (Kazdin).

According to Kazdin (1982), utilization of a multiple baseline design requires examining performances across different baselines. Inferences are based on the examination of performances across participants, groups of participants, or baselines at different times. The baseline phase is used to determine present levels of behavior or performance as well as predict future performance if no intervention was applied (Kazdin). According to Horner et al. (2005), predicable patterns during baseline are established by documenting multiple data points (usually five or more) without a substantive trend or a trend in the direction opposite of the trend predicted by the intervention (Horner et al.). The effects of an intervention in a multiple baseline design

are demonstrated by showing that performance levels of each participant changes only when the intervention stage is initiated (Kazdin).

The possibility exists that extraneous factors such as an event at home or school may have occurred at the onset of the intervention. In order to counter this threat, the intervention is implemented with different participants. According to Horner et al. (2005), experimental control is demonstrated by documenting three demonstrations of experimental effects across different participants (within subject replication) (Horner et. al). The pattern of results should indicate that during the intervention's implementation, performance levels change. Repeated demonstrations that performance levels change in response to the intervention will lessen the possibility of extraneous factors influencing the outcome. Each time the intervention is implemented; the level of performance during the intervention and the projected level of the previous baseline are tested. Repeatedly demonstrating that changes in performance levels occur when the intervention is applied, provides a convincing demonstration that the intervention was responsible for the change (Kazdin, 1982).

Threats to Internal Validity

Kazdin, (1982) maintains that historical events, which include environmental changes in the domestic or educational setting, may influence the implementation of an intervention or strategy. Participants' maturation process may influence the data pattern. Changes in the realm of instrumentation such as the observer viewing the participant differently over time may affect the results of an intervention (Kazdin). Horner et al.

(2005) maintains that single subject research employs within and between subject comparisons to control for major threats to internal validity (Horner et al.).

Threats to External Validity

Threats to external validity include the ability to generalize the intervention results to individuals with characteristics that differ from the participants as well as to different setting and times. Generality across behavior change agents refers to the extent the intervention can be implemented by others (Kazdin, 1982). Horner et al. (2005), states that single subject research utilizes systematic replications to increase external validity (Horner et al.).

Description of Participants

Setting

All participants attended pre-kindergarten in a large metropolitan school district in the southeastern United States. The classrooms were located in not for profit charter schools and are therefore part of the public school system. Participants were in inclusive pre-kindergarten classes. The not for profit charter schools serve children inclusively using the model of reverse mainstreaming. The classrooms consist of approximately fifteen students, two paraprofessionals and a teacher. The three teachers, who volunteered to participate in the study upon conclusion of the Text Talk professional development session, were state certified in special education.

The teacher participant in classroom A had ten years teaching experience. Her class was comprised of sixteen students. Four typically developing students were included. Prior to teaching at the not for profit charter school, she taught pre-kindergarten in two counties within a large metropolitan area of the southeastern United States. Teacher participant A had a Bachelors degree in Social Science and obtained a Masters degree in Special Education to become certified in the field. She was certified in K-12 Varying Exceptionalities, PK-3, and B-4 in the state of Florida. Inclusion was a factor for teacher participant A in choosing to teach at the not for profit charter school. Responding to a question regarding preparation to teach emergent literacy, teacher participant A indicated that she gained knowledge from her experiences in the classroom and learned much from her paraprofessional during her first year teaching. She stated that her Masters program in Special Education did not adequately prepare her to teach emergent literacy because it was lacking in "hands on activities" in emergent literacy.

The teacher participant in classroom B had thirteen years experience teaching in non-profit educational settings. Her class of sixteen students included four typically developing children. Teacher participant B had a Bachelors degree in Rehabilitative Science and took the subject area tests to become certified in K-12 Varying Exceptionalities, PK-3, and B-4 in the state of Florida. Inclusion was not a factor when choosing to work at the charter school as teacher participant B preferred to work only with children with disabilities. Teacher participant B learned to teach emergent literacy through trial and error in the classroom. She still felt nervous about teaching emergent literacy.

Teacher participant C had been teaching for fourteen years. Her classroom consisted of fifteen students with four typically developing students included. Teacher participant C had a Bachelors degree in Business and taught out of field for two years before taking the subject area tests to become certified in K-12 Varying Exceptionalities, PK-3, and B-4 in the state of Florida. She was pursuing a Masters degree in Exceptional Education. Inclusion was not a factor when choosing to teach at the not for profit charter school. Teacher participant C felt prepared to teach emergent literacy due to experience in the classroom and professional development programs.

Selection

A purposeful sample was utilized from the "four year old" not for profit charter school classrooms. There were five classrooms serving four year olds. Student from three classrooms, A, B, and C participated in the study. The researcher intended to recruit two participants from each classroom, one with a disability and one with typical development. However, during the pre-test none of the typically developing students in classroom A qualified for the study, as they knew 50% or more of the vocabulary words. Participants with disabilities were being served through special education services and were evaluated by the Public School system process prior to qualifying for services in the program. In order to qualify for the study, participants must have been between the ages of four and six and scored less than 50 % on the vocabulary pre-assessment. Participants with disabilities must have been classified as developmentally delayed or placed in a specific disability category and may have had a mild to moderate delay in the language domain. Children with disabilities must have had the ability to utilize three word utterances as

determined by the classroom teacher. Six students were selected to participate in the study, two typically developing children and four children with disabilities. During the course of the study one typically developing child in classroom B withdrew from school three weeks into the intervention. Upon conclusion of the intervention phase, five students remained in the study, including one child with typical development.

Student participant 1 was a six-year-old African American male diagnosed with Prader Willi Syndrome. He had delays in the adaptive, communication, cognitive, social, and physical developmental domains. According to the Peabody Picture Vocabulary Test-Revised (PPVT-R), participant 1's score fell 1.5 standard deviations from the mean. He received services from a speech pathologist three times a week for thirty minutes each session. His speech and language goals included increasing expressive language, using descriptive language, increasing articulation skills, following directions, and making requests. Participant 1 had instructional needs in the areas of curriculum and learning, social-emotional, independent functioning, and communication.

Participant 2 was an Hispanic male. He was four years old and was being served under the category of Developmentally Delayed. On the Weschler Preschool and Primary Scale of Intelligence his scores fall1.5 standard deviation from the mean in the categories of communication and cognition. His PPVT-R score was 70 indicating a moderate language delay. Participant 2 received speech and language services twice a week for thirty minutes each session. His speech and language goals included responding to "wh" questions, increasing volume, increasing articulation skills, increasing expressive

language, and making requests. Participant 2 had instructional needs in the areas of curriculum and learning, social-emotional, independent functioning, and communication.

Participant 3 was a five-year-old Caucasian female diagnosed with Spina Bifida and had a delay in the domain of physical development. She was served under the Orthopedically Impaired label. She had instructional needs in the area of curriculum and learning to increase kindergarten readiness skills including emergent literacy skills and in the area of independent functioning.

Participant 4 was a five-year-old Caucasian male diagnosed with Cerebral Palsy. He was being served under the category of Other Health Impaired and had a delay in the domain of physical development. Participant 2 had instructional needs in the areas of curriculum and learning, social-emotional, independent functioning, and communication.

Participant 5 was a four-year-old typically developing Caucasian female.

Research Team

The facilitator and lead researcher was a doctoral student at the University of Central Florida in the Department of Child, Family, and Community Sciences. The researcher majored in Special Education and previously conducted a mixed methods study and a single subject study involving the Text Talk vocabulary strategy. The researcher had experience teaching, assessing and collecting data with students in grades pre-k-5 with varying exceptionalities. The researcher collected frequency count data and fidelity of implementation information. A graduate student in Special Education was familiarized with the frequency count data collection and fidelity of intervention

procedures prior to the implementation of the intervention in order to obtain inter-observer agreement during 10% of the observations during the intervention phase.

Review of Pilot Studies

The researcher conducted two pilot studies prior to the current study. During the first pilot study, teachers from three preschool venues, public and private, received an hour long professional development session in the use of the Text talk strategy. The teachers chose the number of books and number of new vocabulary words utilized in each classroom. The teachers implemented the strategy for eight weeks in the classroom, completed a survey regarding implementation, and recorded data on the entire class of students. The survey and student data sheets were mailed to the researcher. Two of the fifty teacher participants consented to phone interviews. An ANOVA was used to analyze the student data from multiple classrooms and the results revealed statistical significance ($F=5.81$, $p=.001$). Results from the surveys and interviews were analyzed using qualitative methods and utilized to improve the professional development and implementation of the strategy.

The second pilot study was implemented in a single classroom with eight students with varying exceptionalities. A single subject AB design was utilized. The teacher received two hours of professional development regarding the Text Talk strategy and collected data on the eight students during an eleven-week implementation period. The researcher observed 10% of the intervention period and collected data. The teacher and the researcher reached inter-observer agreement. All participants showed growth in the

chosen vocabulary during story time and during follow-up activities when prompted. Seven out of eight participants showed growth in the spontaneous use of chosen vocabulary during follow-up activities. The teacher chose one book and three vocabulary words.

Results obtained from the pilot studies led to the following changes:

1. Researcher collected data and graduate student assisted in order to reach inter-observer agreement.
2. The vocabulary scenario was used verbatim in the implementation.
3. Eight books were used per Beck (2000).
4. Vocabulary words were chosen per Beck.
5. Multiple baseline design was used so intervention would not be withdrawn.
6. Professional development was six hours.
7. Researcher designated the use of the word chart activity.
8. Fidelity of implementation was observed and recorded.
9. Pre and post assessment of participant vocabulary knowledge was utilized.

Overall, the results from the aforementioned pilot studies indicated that the Text Talk strategy may increase vocabulary acquisition by preschoolers.

Procedures

Professional Development

After approval was obtained from the University of Central Florida's Institutional Review Board and the CEO of the not for profit charter schools the researcher conducted the six-hour professional development session. All preschool and kindergarten teachers attended the professional development. Materials disseminated at the professional development session included; the vocabulary model scenarios (Appendix G), read aloud handout (Appendix H), questioning model (Appendix I), and a video of the strategy being utilized in a kindergarten classroom. The researcher provided breakfast and played an introductory game to welcome the participants to the session. During the professional development session, the researcher described the importance of vocabulary in the realm of emergent literacy and later literacy development. The sixteen participants who attended the session were given an overview of the Text Talk vocabulary strategy: (a) select stories that exhibit an event structure, and some complexities of events to provide content from which children to build meaning; (b) select two or three two-tiered words (words that can be explained by using tier one words and are not in the child's daily vocabulary); (c) ask questions about the events in the story, who, what, why, where, and how events unfold and the characters involved in the action; (d) scaffold students' thinking by using their responses to form questions that encourage elaboration and development of initial ideas (repeat the passage of text or rephrase the child's question or comment to spur more conversations between peers or between children and the teacher);

(e) read a page and discuss content and then show the picture; (f) invitations for background knowledge are issued judiciously to support meaning building rather than encouraging students to elaborate on tangential experiences; and (g) implement the vocabulary instruction scenario after the book is read and discussed.

The researcher modeled the interactive reading process and the direct instruction of vocabulary. Reading a trade book interactively using open-ended questions such as "Why do you think the children shouted, "Come quick?" rather than just asking the listeners to retrieve words from the text using constrained questions such as "As they started scrubbing, what came off?" the researcher demonstrated the effectiveness of interactive reading. The researcher modeled the direct instruction of vocabulary by explaining the meaning of the first targeted word in the story, asking participants to repeat the word several times, providing an example of the word used in a different context, finally asking the participants questions to spur conversation about the word with the researcher and each other. The direct instruction of the targeted words ended with an activity asking participants to indicate verbally and physically if they understand the meaning of the three new vocabulary words such as "Let's think about all three words soil, determined, and sprinkled. If I do not give up trying to learn to read, am I soil or determined? Raise your hand if you think the answer is soil. Put your finger on your nose if you think the answer is determined".

After each modeling session, the participants practiced interactive reading and vocabulary instruction with each other using the trade books chosen for the study. The researcher reviewed the instructional sequence as follows:

1. Read the story, discuss content, and introduce targeted words.
2. Contextualize the word within the story.
3. Have children say the word.
4. Provide a student friendly definition of the word.
5. Present examples of the word used in contexts different from the story.
6. Engage children in activities that get them to interact with the words.
7. Have children say the words.

A question and answer period followed each practice session. Participants viewed a video, created by Dr. Holly Lane from the University of Florida, showing the direct instruction of vocabulary by a kindergarten teacher in her classroom. Participants practiced the direct instruction of vocabulary after viewing the video. The researcher concluded the professional development session with a question and answer period and asked the participants to evaluate the professional development session by completing a satisfaction survey. The results of the survey indicated that fifteen out of sixteen participants thought the professional development session and materials were relevant, organized, clearly presented and helpful. Most participants indicated that they would use the knowledge gained from the session in their classrooms. All participants were pre-kindergarten and kindergarten teachers from the not for profit charter schools in the southeast with teaching experience ranging from 2-15 years. Each participant received trade books for their classroom. The researcher discussed implementation procedures, clarifying in detail the importance of fidelity of implementation, use of a separate story time, and described the observation procedures and expectations with the teacher

participants following the session. The researcher explained that no further coaching would be provided regarding implementation of the intervention upon conclusion of the professional development session as it would alter the intervention phase in the single-subject design.

Implementation

Eight trade books and twenty-four vocabulary words (Appendix G) were chosen for the study based on the suggestions in *Bringing Words to Life* (Beck et al., 2002). The trade books were provided for the teachers. The researcher created a word chart for all teacher participants to use in the word chart maintenance activity. After the direct instruction of vocabulary, the teachers reviewed the target words by saying the words and utilizing the printed form of the word. The chart consisted of all target vocabulary words and the student names. Each time a child used the targeted vocabulary words during the week the book was read, the classroom teacher placed a sticker on the chart next to the appropriate word under the child's name. The word maintenance chart served as a visual reminder of the targeted vocabulary as well as a concrete reward for the child's use of the new vocabulary.

Prior to baseline observations, the participants were assessed on their receptive knowledge of the twenty-four targeted vocabulary words, utilizing the curriculum based final word review in each of the vocabulary model scenarios. (Appendix K). The participants were observed during story time five times during baseline, prior to the intervention phase, in order to determine repetition and demonstrated meaning of the

vocabulary words. The classroom teachers read their choices of trade books used in the intervention without directly instructing new vocabulary words. During the intervention phase, a period of eight weeks, the classroom teachers implemented the Text Talk strategy by reading the story concentrating on the language the first and then showing the pictures discriminately when the book was read. When the new vocabulary words were encountered, the teacher introduced the meanings to the participants. The teachers engaged the participants in a discussion about the meaning of the story and used open-ended questions to facilitate a discussion among and with the participants regarding story content using the read aloud handout (Appendix H) and the questioning model (Appendix F) to guide the process. After the story was read and discussed, the teacher used the vocabulary model scenario (Appendix G) to guide the direct instruction of the targeted vocabulary words. Teachers utilized the vocabulary model scenario verbatim during the eight-week intervention phase. Each book was read once each day during the designated week. All books were read in the designated order. Participants were observed repeating the words when prompted during the direct instruction of vocabulary. The participants were asked to repeat the words in a choral response several times through out the direct instruction of targeted words. Participant's demonstration of understanding the meaning of the words, through participation in the activities embedded in the direct instruction of vocabulary scenarios, was observed as well. An excerpt from the direct instruction scenario, used to ascertain if the participants understood the meaning of targeted words, follows:

Teacher: In the story, the little boy is determined to plant the carrot seed and he believes it will grow even though his family tells him it will not grow. The little boy is determined that the seed will grow into a carrot. Determined means strong minded, firm. The little boy's mind is strong because he knows the carrot will grow and his family does not change his mind even when they keep telling him the seed will not grow into a carrot.

Teacher: I will say some things and you tell me if I am determined (strong minded, firm belief). If they are things I am determined to do raise your hands…if they are not, touch your noise with your hand.

1. I know that my class will finish their color sheet even though the visitor says they will never finish.
2. I give up on doing my puzzle because Kim says I can't do it
3. I am going to ride my bike for 2 feet without falling no matter how long it takes.
4. It is hard to write my name so I will quit trying to write my name.
5. I have a lot of work to do but my family is counting on me so I will finish.
6. Tommy what are you determined to do?
7. Amber tell Payton what you are determined to do today.

Students: Reply to the teacher and each other.

Teacher: What word are we learning? Let's say the word together.

Students: Respond and repeat the word several times.

The researcher observed use of the targeted vocabulary by examining the word chart. Intervention observations occurred two to three times per week across the five

participants. At least three times during the school day, the teachers modeled the vocabulary words, providing participants with opportunities to observe and participate in using the new words in varying contexts. Each teacher was required to complete a Teacher Modeling of New Vocabulary Plan (Appendix M).

The use of the Text talk strategy was the independent variable. The purpose of the implementation of the strategy was to affect the participants' behavior regarding the repetition of the new vocabulary when either prompted or used spontaneously during the week as evidenced by the word chart. The acquisition, prompted repetition of the new words and understanding of the meaning of targeted words was the dependent variable.

Data were collected on the frequency of the prompted repetition of the new vocabulary words during the direct instruction of vocabulary, in order to demonstrate the importance of providing opportunities for repetition and phonological associations occurring in a natural setting to the acquisition of new vocabulary (Beck et al., 2000). The researcher collected data regarding the participant's demonstration of the understanding of targeted vocabulary to express the critical aspect of the use of background knowledge and multiple contexts during the acquisition of vocabulary (Beck et al.). Extended responses to questions posed by the teacher during the direct instruction of vocabulary were observed and recorded to demonstrate enhanced language, communication, and comprehension skills acquired during the intervention phase (Beck et al.).

Fidelity of Treatment

The primary researcher modeled the Text Talk strategy during the professional development session. The primary researcher observed the implementation of the strategy and the accuracy was compared with the vocabulary scenario model (Appendix E). A fidelity of implementation checklist was utilized (Appendix L) which also noted if the teacher read the trade book interactively prior to the direct instruction of vocabulary and if the teacher conducted the word chart activity. The primary researcher observed implementation of the vocabulary acquisition strategy during each day of the intervention in one of the three participating classrooms. The researcher evaluated the word chart activity as it appeared on the fidelity of implementation checklist. During days 3, 5, 6, 7, 11, 13, 15, 18, 20, 23, 25, 28, 30, 33, 36, 38 and 39 of the intervention phase, the researcher observed the read aloud direct instruction of targeted words and the word chart activity in classroom A. The researcher visited classroom B to observe the intervention on days 6, 11, 18, 28, 33, 36, 38 and 39. Teacher B and Participant 3 were absent frequently during the study. Teacher C welcomed the researcher into the classroom on days 2, 4, 8, 9, 14, 17, 19, 22, 24, 27, 29, 31, 32, 34, 37 and 40 of the intervention phase. Teacher participants B, and C obtained a 57% rate of fidelity during the implementation of the Text Talk strategy intervention because they did not conduct the word chart activity. Teacher participant A implemented the read-aloud, the direct instruction of vocabulary and the word chart activity with 97% fidelity throughout the intervention phase.

Inter-Observer Agreement

Inter-observer agreement was calculated on the dependent variable and the fidelity of implementation for 10 percent of the observations. Agreement occurred when both observers, members of the research team, independently recorded the same frequency count regarding use of the new vocabulary words, by the participants, during the choral response interludes in the direct instruction of targeted words. The observers compared versions of the fidelity checklist with the vocabulary scenario model to obtain agreement regarding fidelity of implementation of the Text Talk vocabulary acquisition strategy and maintenance activity. Members of the research team reached a 99.7% point-by-point inter-observer agreement regarding the dependent variable and the fidelity of implementation of the read aloud, the direct instruction of vocabulary, and the word chart activity for teacher participants A, B, and C.

Data Analysis

Frequency of new vocabulary repetition, as measured by the number of correct prompted choral responses, by participants during story time and the number of the correct demonstrations of meaning of targeted words through activities embedded in the vocabulary acquisition strategy was observed two to three times per week across the five participants. The data regarding prompted repetition of words through choral response and demonstrated meaning of the targeted words through physical and verbal responses in the Text Talk strategy of direct instruction of vocabulary were represented graphically in the results section. Data from the word chart was analyzed using descriptive statistics.

Frequency counts were recorded for prompted repetition of the new vocabulary words by participants during story time and the correct spontaneous use of new vocabulary as recorded on the word chart. Demonstration of participant understanding of the new words, during direct instruction of vocabulary activities, was recorded in the form of a frequency count as well. Samples of participant's responses to questions posed by the teacher during the activities in which the participant's were engaged with the vocabulary words were recorded. Results were reported individually for all participants.

Social Validity

Prior to baseline, the researcher and members of the school faculty and staff discussed the social validity as a whole. Results from the researcher's previous study utilizing the Text Talk vocabulary acquisition strategy was included in the discussion. The importance of the benefits and social validity of the intervention was determined as it applies to the participants' quality of life. Upon conclusion of the intervention the primary researcher discussed implementation of the strategy with teacher participants in order to gain information regarding the daily use of the strategy from the classroom perspective.

Providing a strong foundation for literacy development, through direct instruction of vocabulary in pre-kindergarten for all children, may enhance phonological sensitivity and impact oral and reading comprehension throughout the middle school years (Senechal, Quellette, & Rodney, 2000).

CHAPTER 4
RESULTS

Introduction

The purpose of this study was to evaluate the efficacy of the Text Talk vocabulary acquisition strategy as it was utilized in an inclusive pre-kindergarten setting. Three preschool teacher participants, A, B, and C, from the not for profit charter school system attended a professional development regarding the implementation procedures. The researcher modeled the Text Talk read aloud implementation sequence that follows: (a) read the trade book aloud interactively using open-ended questions to engage the children in the story content and introduce the new targeted vocabulary; (b) use follow up questions to scaffold the children's responses and encourage conversation among the students and with the teacher; (c) show the pictures after the children have heard and responded to the text; and (d) elicit background knowledge from the students to build de-contextualized meaning. Following a teacher participant practice session of the read aloud procedure the researcher then demonstrated the Text Talk direct instruction of vocabulary procedures: (a) following the read aloud, contextualize the word within the story context; (b) have students repeat the word; (c) provide a student friendly definition of the word; (d) present examples of the word in different contexts; (e) engage children in activities with the word; and (f) have children say the word. The teacher participants practiced the read aloud procedures, direct instruction of vocabulary procedures, word chart activity procedures and viewed a video demonstrating the Text Talk strategy being implemented in a kindergarten classroom. The researcher discussed maintenance and

generalization activities for each of the eight trade books utilized in the study, reiterated the use of the word chart, and answered any questions the teacher participants asked upon conclusion of the professional development session.

Table 1
Teacher Participant Demographics

Participant	Teaching Experience	Undergraduate Degree	Certification
1	10 years	Psychology	K-12 VE, Pk-3, B-8
2	13 years	Rehabilitative Services	K-12 VE, Pk-3, B-8
3	14 years	Business	K-12 VE, Pk-3, B-8

Table 1 represents the teacher participants' degree level, years of teaching experience, and certification. Teacher participant A earned a Masters degree to obtain certification in the field of Special Education. Teacher participant A stated that educational background was less effective in preparing her to teach emergent literacy than classroom experiences with her paraprofessional. According to teacher participant A, she still feels she has more to learn about teaching emergent literacy in order to meet the diverse needs of her students. Teacher participants B and C passed the subject area tests required by the state to obtain certification in field. Teacher participant B stated that she felt somewhat nervous teaching emergent literacy. Classroom experience and professional development programs provided teacher participant C with enough background to feel confident teaching emergent literacy.

Five students participated in the study. Participants ranged from four to six years of age and all attended pre-kindergarten classes in the not for profit charter schools. Participant 1, from classroom A was an African American male with delays in the areas

of cognition and speech and language. The second participant, also from classroom A, was an Hispanic male with cognitive and speech and language delays. Participant 3 was a Caucasian female with a delay in the physical domain, from classroom B. The fourth participant was a Caucasian male with a physical delay from classroom C. Participant 5, from classroom C was a typically developing Caucasian female.

Prior to implementation of Text Talk, the researcher assessed the student participant's receptive knowledge of the targeted vocabulary, using a curriculum based assessment comprised of the vocabulary scenario model's final reviews, and observed during five periods of story time during baseline. During the baseline phase, the teachers read their choice of the eight trade books without discussing story content or vocabulary words. Baseline data were collected on the student participants' repetition of the targeted vocabulary, if the student said the word during story time. Data were collected on participant demonstration of the meaning of targeted words, if the participant indicated physically or verbally that they understood the meaning of targeted vocabulary words in story time, during the baseline phase. Baseline behavior was established after a stable rate of performance without slopes was determined for the five participants (Kazdin, 1982). The intervention phase began after five observation sessions of recording a stable rate of baseline behavior for each participant. The intervention period of forty days followed baseline. The primary researcher collected data on the participants' prompted repetition of new vocabulary during the choral responses in story time as well as the participants' demonstration of the meaning of targeted vocabulary during the activities embedded in the Text Talk direct instruction of vocabulary. Examples of participants' responses to

questions or statements posed by the teacher during the vocabulary instruction were recorded. For example if the teacher said, “In the story, the little boy plants a carrot seed in the ground. The ground is made of dirt. Another name for dirt is soil. People usually plant vegetables and flowers in the soil because it is rich dirt and helps plants grow. Tell me about a time when you planted fruits, vegetables, or flowers in the soil.” The participants’ responses to the statement were recorded to demonstrate extended responses when students were asked open-ended questions. Post assessments, identical to the pre-assessments, were given during the week after the conclusion of the intervention phase.

In summary, following the implementation of the Text Talk strategy in pre-kindergarten classrooms utilizing a reverse inclusion model, the use of new vocabulary words during story time and a demonstration of the meaning of targeted vocabulary words were examined. A single- subject multiple baseline design across participants (Kazdin, 1982), was used to determine the efficacy of the Text Talk strategy with regard to vocabulary acquisition by preschool students with varying abilities.

The questions examined by the researcher in this study are: Question One: Does the Text Talk strategy increase vocabulary acquisition, in pre-kindergarten students with typical development, in an inclusive classroom? Question Two: Does the Text Talk strategy increase vocabulary acquisition, in pre-kindergarten students with developmental delays, in an inclusive classroom?

The data were visually recorded and analyzed during baseline and intervention phases. “Repetition of the Word” indicates the frequency with which the participant chorally repeated the word in story time when prompted during the direct instruction of

the targeted vocabulary. “Meaning of Word” indicates the frequency with which the participant demonstrated an understanding of the meaning of a targeted word, either verbally or physically when prompted, during an activity embedded in the direct instruction of new words. The graphs represent the total number of times, on any the given observation day, that the participant repeated the targeted words or verbally and/or physically demonstrated an understanding of the new words for the particular trade book read during each of the eight weeks. Examples of participants’ extended responses to questions during the direct instruction of vocabulary were recorded. Data from the word chart represented the frequency with which the participant spontaneously used the targeted words during the week the trade book was read. Descriptive statistics were also utilized to analyze the data obtained during the course of the study. Results for each participant are presented.

Participant 1

Figure 1 represents participant 1’s repetition of new vocabulary and demonstration of the meaning of new vocabulary during baseline and intervention phases. During baseline, participant 1’s repetition of new vocabulary and demonstration of the meaning of new vocabulary was stabilized at zero for each of the five days of baseline. An immediate increase in new vocabulary repetition and meaning demonstration occurred during the third day of the intervention and increased through day six of the intervention phase. Repetition, when prompted, of new vocabulary and demonstration of meaning of the targeted words declined on day seven of the intervention. However, an

upward trend occurred in both areas measured through day fifteen of the intervention phase.

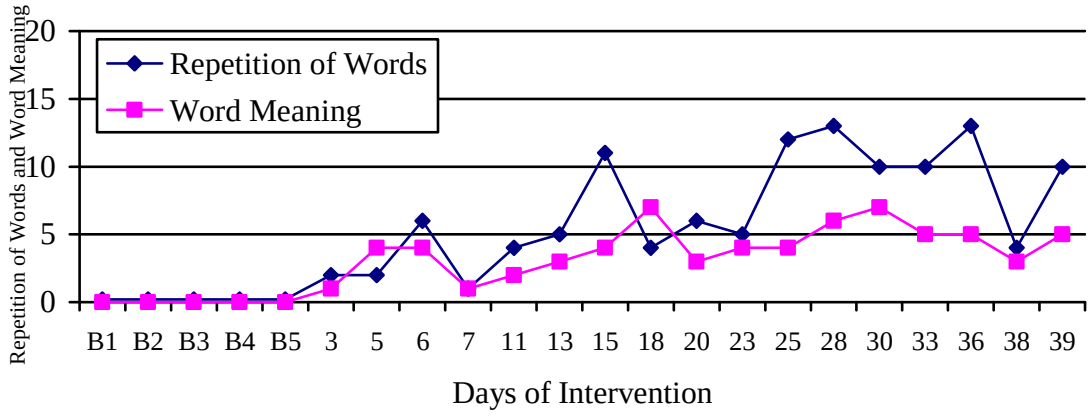

Figure 1. Participant 1 prompted repetition and demonstrated meaning of words

Participant 1's demonstration of meaning of new vocabulary increased on day 18 and occurred more frequently than use of the new vocabulary on that day, although prompted repetition did increase as well. An upward trend occurred from day twenty-three through day thirty-six of the intervention regarding participant 1's repetition and demonstration of meaning of the targeted vocabulary. A decrease in participant 1's repetition of new words as well as the demonstration of meaning of targeted vocabulary embedded in the Text Talk activities occurred on day thirty-eight of the intervention. On day thirty-nine, the development of an upward trend appeared regarding participant 1's repetition and demonstration of meaning of the targeted vocabulary.

Participant 1 repeated the new vocabulary words a minimum of zero times during the baseline phase and a maximum of thirteen times during days twenty-eight and thirty-six of the intervention phase with a mean of 7.0 and a range of 13 for overall prompted

repetition of new vocabulary. Demonstrating an understanding of the meaning of targeted vocabulary words a minimum of zero times during baseline and a maximum of seven times on days eighteen and thirty during the intervention phase, participant 1 achieved a mean of 3.8 and a range of 7 for overall meaning demonstration.

During the word chart activity, in the intervention phase, participant 1 used the new vocabulary words spontaneously a total of forty-two times with a mean spontaneous usage of 2.6 and a range of 6. Minimum usage during the word chart activity was one word and maximum usage was seven words per day. Scoring three correct out of twenty-four or 13% on the curriculum based pre-assessment, participant 1 demonstrated a 58% increase in receptive vocabulary acquisition by obtaining seventeen correct answers out of twenty-four or 71% on the post-assessment. Samples of participant 1's extended answers to questions posed by teacher participant A during the direct instruction of vocabulary follow:

> (Participant 1) brave at school be fearless.
> I get orange juice to refresh.
> Snarl mean grumpy.
> If growl you grumpy.
> (Participant 1) imagine to eat at centers. (Participant 1) pretend.
> (Ms. A) not happy, (Ms. A) grumpy cause (Participant 1) not listening.
> Go to school adventure. Go to Disney adventure.
> (Participant 1) measure oatmeal in the morning.
> He (little boy) was determined it would come up (carrot seed).

Participant 2

Figure 2 represents participant 2's repetition, when prompted, of new vocabulary and demonstration of the meaning of new vocabulary during baseline and intervention phases. During baseline, participant 2's repetition of new vocabulary and demonstration

of the meaning of new vocabulary was stabilized at zero for each of the five days of baseline. An immediate increase in the repetition and demonstration of meaning of the new vocabulary occurred on day three of the intervention phase. A slight decrease in new vocabulary repetition occurred on day five of the intervention as demonstration of meaning of the new words increased through day six. Participant 2's prompted repetition of new words increased on day six and declined on day seven, as did the prompted demonstration of meaning of new vocabulary. Both areas of measurement stabilized through day thirteen of the intervention phase when an upward trend occurred on day fifteen. Repetition of new vocabulary varied between ten and seventeen words per day from day fifteen through day thirty-nine of the intervention phase.

Participant 2's demonstration of the meaning of new words stabilized from day fifteen through day thirty-six ranging between eight to ten words per day. An upward trend occurred on day thirty-eight and continued through day thirty-nine regarding participant 2's demonstrated meaning of new vocabulary.

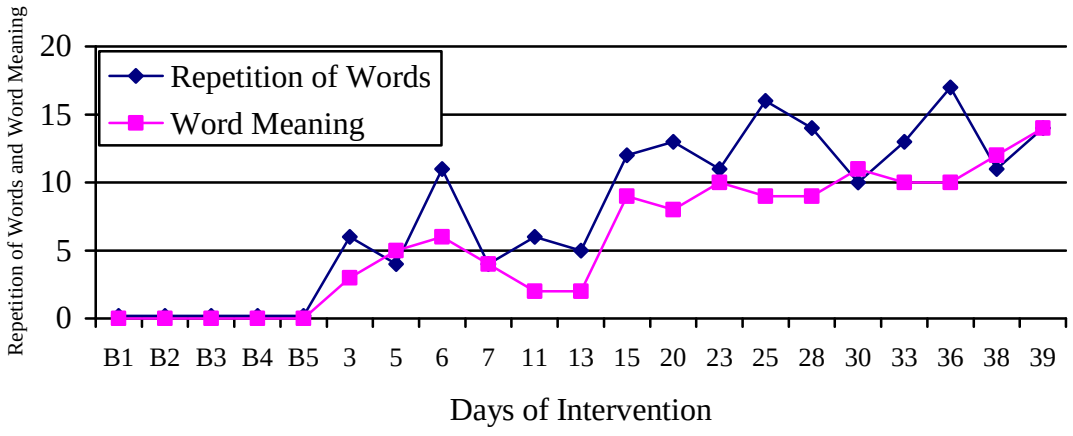

Figure 2. Participant 2 prompted repetition and demonstrated meaning of words

Participant 2 repeated the new vocabulary words a minimum of zero times during the baseline phase and a maximum of seventeen times during day thirty-six of the intervention phase with a mean of 9.9 and a range of 17 for overall repetition of new vocabulary. Demonstrating an understanding of the meaning of targeted vocabulary words a minimum of zero times during baseline and a maximum of fourteen times on day thirty-nine during the intervention phase, participant 2 achieved a mean of 7.3 and a range of 14 for overall prompted meaning demonstration.

During the word chart activity, in the intervention phase, participant 2 used the new vocabulary words a total of forty-seven times spontaneously with a mean usage of 2.9. Minimum usage during the word chart activity was one word and maximum usage was eight words per day. Scoring three correct out of twenty-four or 13% on the pre-assessment, participant 2 demonstrated an 87% increase in receptive vocabulary acquisition by obtaining twenty-four correct answers out of twenty-four or 100% on the curriculum based post-assessment.

Samples of participant 2's extended answers to questions posed by teacher participant A during the direct instruction of vocabulary follow:

> I brave and fearless to be Orca (name of classroom A).
> Sheila Rae try to convince she brave.
> Get a drink to feel refresh.
> I imagine I spider man at playground.
> Annie imagines pet animals get corn cakes.
> Go home is adventure.
> I search science center for dinosaurs.
> I could measure the wall to see how big.
> Measure something mean to figure out how big, long something is.
> Ruler is to measure something.

Participant 3

Figure 3 represents participant 3's prompted repetition of new vocabulary and demonstration of the meaning of new vocabulary during baseline and intervention phases. Data were collected for eight days during the intervention phase due to Participant 3's and the teacher's absences from classroom B. During baseline, participant 3's repetition of new vocabulary and demonstration of the meaning of new vocabulary was stabilized at zero for each of the five days of baseline. An immediate increase in the repetition and demonstration of meaning of the new vocabulary occurred on day six of the intervention phase.

Participant 3's new vocabulary repetition varied on day eleven through day thirty-nine from seven to eighteen with the peak occurring on day thirty-three of the intervention phase. Demonstrated meaning decreased by one word between days six and eleven with an upward trend following day eleven through day eighteen. Participant 3's demonstration of word meaning varied slightly between nine and eleven words from day eighteen through day thirty-nine.

Participant 3 repeated the new vocabulary words a minimum of zero times during the baseline phase and a maximum of eighteen times during day thirty-three of the intervention phase with a mean of 7.4 and a range of 18 for overall prompted repetition of new vocabulary. Demonstrating an understanding of the meaning of targeted vocabulary words a minimum of zero times during baseline and a maximum of twelve times on days thirty-three and thirty-eight during the intervention phase, participant 3 achieved a mean of 8.1 and a range of 12 for overall meaning demonstration.

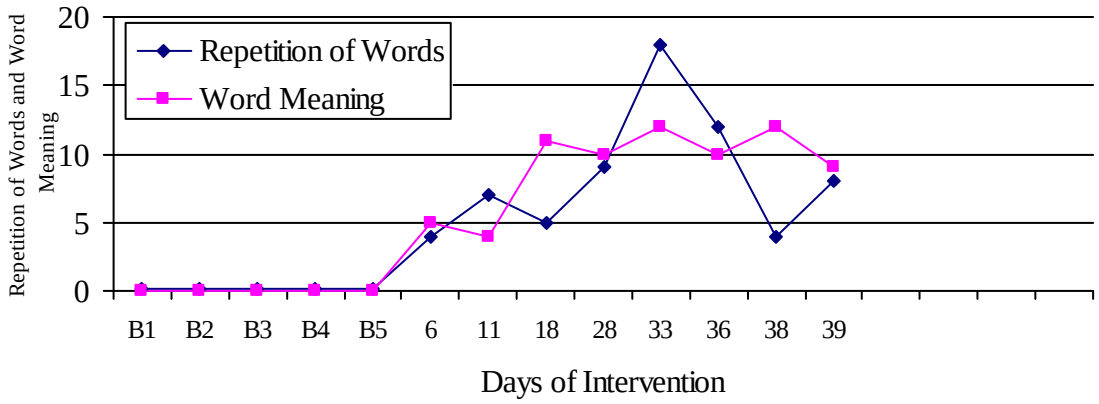

Figure 3. Participant 3 prompted repetition and demonstrated meaning of words

The teacher in classroom B did not conduct the word chart activity during the intervention phase. Scoring eight correct out of twenty-four or 33% on the curriculum based pre-assessment, participant 3 demonstrated an 59% increase in receptive vocabulary acquisition by obtaining twenty-two correct answers out of twenty-four or 92% on the post-assessment.

Samples of participant 3's extended answers to questions posed by teacher participant B during the direct instruction of vocabulary follow:

> I would search for a dolphin at the beach.
> Adventure is to go swimming and I saw a live snail. Go to Disney World.
> Jealous means you want to be like someone…be someone else.
> You should search in your car for keys.
> I have to go to the doctor today and I think he will measure me to see if I am taller.
> Commotion is you have a big fuss.
> I will measure whip cream to make a cake.
> Plant tomato seeds in the soil.
> I growed something in the soil. I growed tomatoes. I growed banana trees.
> Boy is determined that the seed will grow into a carrot.

Participant 4

Figure 4 represents participant 4's prompted repetition of new vocabulary and demonstration of the meaning of new vocabulary during baseline and intervention phases. During baseline, participant 4's repetition of new vocabulary and demonstration of the meaning of new vocabulary was stabilized at zero for each of the five days of baseline. An immediate increase in the repetition and demonstration of meaning of the new vocabulary occurred on day two of the intervention phase. An upward trend continued through day eight of the intervention with a downward trend appearing from day eight through day fourteen regarding both areas of measurement.

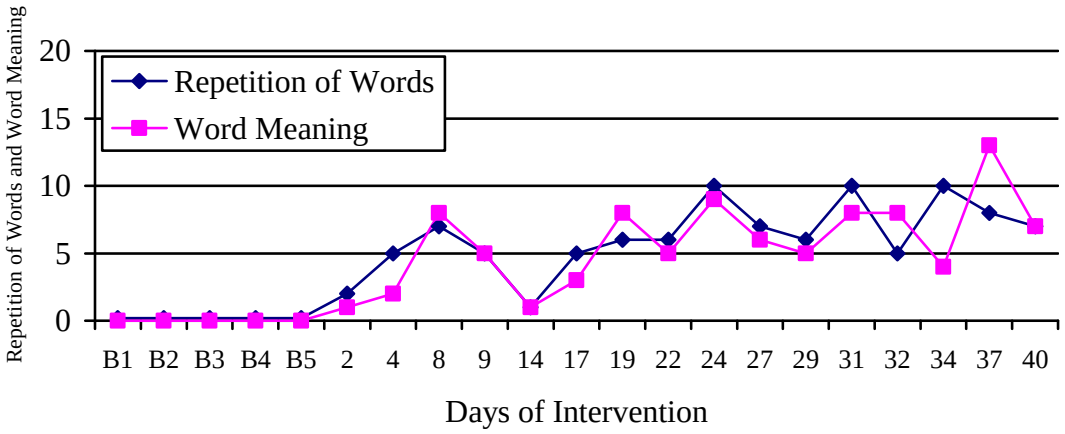

Figure 4. Participant 4 prompted repetition and demonstrated meaning of words

An upward trend occurred on day fourteen; stabilizing on day nineteen in participant 4's prompted repetition of new words and meaning demonstration. From day twenty-two through day thirty-two of the intervention phase participant 4's repetition and demonstration of meaning of new vocabulary followed the same path of variability, ranging from five to ten words in both areas of measurement. Prompted repetition of new

words decreases slightly from day thirty-four through day forty as demonstration of word meaning peaks, surpassing word repetition, on day thirty-seven of the intervention phase.

Participant 4 repeated the new vocabulary words a minimum of zero times during the baseline phase and a maximum of ten times during days twenty-one, thirty-one, and thirty-four of the intervention phase with a mean of 5.9 and a range of 10 for overall repetition of new vocabulary. Demonstrating, when prompted, an understanding of the meaning of targeted vocabulary words a minimum of zero times during baseline and a maximum of thirteen times on day thirty-seven during the intervention phase, participant 4 achieved a mean of 5.5 and a range of 13 for overall meaning demonstration. The teacher in classroom C did not conduct the word chart activity during the intervention phase. Scoring eight correct out of twenty-four or 33% on the curriculum based pre-assessment, participant 4 demonstrated an 63% increase in receptive vocabulary acquisition by obtaining twenty-three correct answers out of twenty-four or 96% on the post-assessment.

Samples of participant 4's extended answers to questions posed by teacher participant C during the direct instruction of vocabulary follow:

> At Universal we saw something and it wasn't real it was imagine.
> When I don't sleep I get grumpy.
> We measure things to see how much they are, see how long they are.
> I know what we can measure…my nose and hair.
> I get measured at Disney to go on Thunder Mountain.
> When I went in my house and Daddy went in and set off the alarm it was a commotion.
> If you quit trying to write your name, you are not determined.
> I will be determined to finish my butterfly.
> Soil has nutrients to make plants grow.

Participant 5

Figure 5 represents participant 5's repetition when prompted of new vocabulary and demonstration of the meaning of new vocabulary during baseline and intervention phases. During baseline, participant 5's repetition of new vocabulary and demonstration of the meaning of new vocabulary was stabilized at zero for each of the five observation sessions. An immediate increase in the repetition and demonstration of meaning of the new vocabulary occurred on day two of the intervention phase.

Stabilization occurred after day two through day eight in both areas of measurement with a downward trend occurring after day eight through day fourteen of the intervention in repetition and demonstrated meaning of words. A pattern of variability emerged on day seventeen of the intervention with prompted repetition of new vocabulary by participant 5 ranging from three to eleven through the fortieth day of the intervention phase.

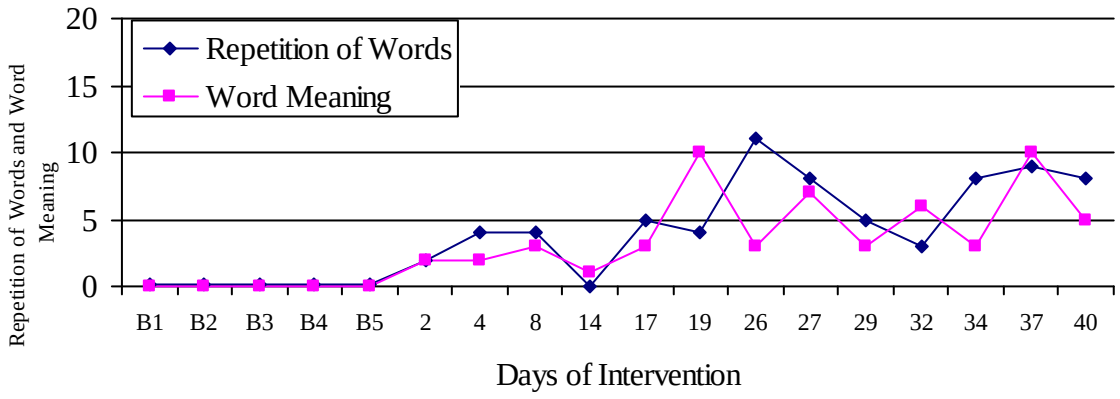

Figure 5. Participant 5 prompted repetition and demonstrated meaning of words

Participant 5's demonstrated meaning of new vocabulary followed a path of variability beginning on day seventeen through day forty of the intervention with meaning of word levels ranging from three to ten. Demonstration of the meaning of the new vocabulary words surpassed usage of the words on days nineteen, thirty-two, and thirty-seven of the intervention.

Participant 5 repeated the new vocabulary words a minimum of zero times during the baseline phase and a maximum of eleven times on day twenty-six of the intervention phase with a mean of 5.1 and a range of 11 for overall repetition of new vocabulary. Demonstrating an understanding of the meaning of targeted vocabulary words a minimum of zero times during baseline and a maximum of ten times on days nineteen and thirty-seven during the intervention phase, participant 5 achieved a mean of 4.1 and a range of 10 for overall meaning demonstration. The teacher in classroom C did not conduct the word chart activity during the intervention phase. Scoring four correct out of twenty-four or 17% on the pre-assessment, participant 5 demonstrated an 75% increase in receptive vocabulary acquisition by obtaining twenty-two correct answers out of twenty-four or 92% on the curriculum based post-assessment.

Samples of participant 5's extended answers to questions posed by teacher participant C during the direct instruction of vocabulary follow:

> I went on adventure to Disney to see princesses.
> One mouse is a wind up toy. One mouse is real.
> Maybe he want to be like him…envy him.
> You have to measure flour and water to make a cake.
> I sad cause I missed out on the Smoothie King adventure.
> You plant seeds in the soil.

Summary of Findings

The researcher found that the Text Talk vocabulary acquisition strategy appears to increase vocabulary acquisition in young children with typical development as well as in young children with developmental delays. All participants increased their mean prompted repetition and demonstration of meaning of the targeted vocabulary during the forty-day intervention phase. The importance of participant achievement in the use of words during choral repetitions and demonstration of meaning cannot be understated as the need for phonological representation and multiple contexts are crucial in the acquisition of new vocabulary (Beck et al., 2000). The opportunities for practice, phonological representations, scaffolding of background knowledge, use of the words in multiple contexts, and immersion in activities demonstrating an understanding of target word meaning embedded within the Text Talk strategy may have enabled the participants to increase their scores on the curriculum based post assessment. Every participant made learning gains defined by the pre and post assessment in their receptive knowledge of the targeted vocabulary words. The gains, displayed in Table 2, ranged from a 58% to an 87% increase between the pre-assessment and the post assessment.

Table 2
Participant Pre and Post Assessment Scores

Participant	Pre-Assessment Score	Post Assessment Score	Increase
1	13%	71%	58%
2	13%	100%	87%
3	33%	92%	59%
4	33%	96%	63%
5	17%	92%	75%

Table 2 indicates that Participant 1, who has a delay in the area of speech and language as well as the most significant cognitive challenges represented in the sample population, made a 58% increase in his receptive knowledge of the targeted vocabulary. Participant 2, who also has a delay in the cognitive and communication domains, earned a score of 100% on the post assessment achieving an 87% gain in receptive knowledge of new vocabulary words. Participants 3 and 4 have delays in the physical domain and each made 59% and 63% learning gains respectively from the pre-assessment period to the post assessment period. Participant 5, a child with typical development made a gain of 75% in receptive vocabulary knowledge, scoring a 92% on the post assessment.

Teacher participant A implemented the Text talk strategy with 97% fidelity throughout the intervention phase. Teacher participants B and C implemented the strategy with 57% fidelity during the intervention. Fidelity of implementation was based on the accuracy with which the teacher participants conducted the read aloud, directly instructed vocabulary using the script, and utilization of the word chart activity. Quality of implementation varied. Inter-observer agreement was concurred upon regarding the read aloud procedure, direct instruction of vocabulary, and use of the word chart activity utilizing a point by point method 99.7% level during 10% of the intervention period.

Classroom observations, recorded on the data collection sheet and the fidelity of implementation checklist in the “comments” section, of the teacher participant’s implementation of the Text Talk strategy enabled the researcher to view the evolution of the process. The researcher observed that teacher participant A memorized most of the direct instruction of vocabulary script and became more proficient implementing the

strategy as time passed. Teacher participants B and C continued to read the script throughout the implementation period. Although all teacher participants read the story interactively and followed the direct instruction of vocabulary script, teacher A was most enthusiastic in the delivery. Every teacher participant asked predictive questions during the read aloud. All teacher participants increased their use of open-ended questions during the read aloud and engaged their students in the story as well as the direct instruction of vocabulary. During the direct instruction of vocabulary, the teachers encouraged conversation between the students and themselves as well as between students. All teachers had difficulty facilitating and extending conversations between students. Teacher participants stated that they would continue to use interactive read-alouds and choose new vocabulary words for direct instruction during the discussion of the research projects' social validity.

The utilization of the Text Talk vocabulary strategy in three inclusive classrooms appears to have increased the expressive and receptive vocabulary repertoire of the five participants regardless of the developmental level of the subject.

CHAPTER 5
CONCLUSIONS

Major Findings

The researcher found that all five participants engaged in choral repetitions (repetition of the new words in story time) and demonstrated an understanding of the meaning of targeted words through verbal and physical responses during story time throughout the intervention phase. The data show variability in the use and demonstrated meaning of the targeted words from day to day within the intervention phase.

According to Kazdin (1982), repeated demonstration that behaviors change when an intervention is applied the more likely the intervention is the cause for the change (Kazdin, 1982). Learning gains were made as demonstrated by the increase in scores from the curriculum based pre test to the post test as participants interacted with the new vocabulary, learned meanings in multiple contexts and created mental lexicons by phonologically representing the new words. Participants 1 and 2, both with cognitive and speech and language delays, made learning gains of 58% and 87% respectively from the pre-test to the post assessment. Participants 3 and 4 both with delays in the physical domain, increased their scores by 59% and 63% respectively on the post-test. Participant 5, a typically developing child, made a 75% learning gain as demonstrated by the curriculum based post assessment score. Results of the data analysis suggest that the Text Talk strategy does increase vocabulary acquisition in pre-school children with disabilities and in pre-school children with typical development within an inclusive classroom utilizing the reverse inclusion model.

Possible Explanations for Data Variability

Although, each of the five participants used the new vocabulary words and demonstrated the meaning of the targeted words during story time, the frequencies varied during the intervention. The participants engaged in activities with the new vocabulary such as learning the meanings in multiple contexts, utilizing phonological representations for the words through choral repetitions thus creating mental lexicons, as well as using background knowledge. All of the aforementioned activities play a pivotal role in the acquisition of new vocabulary (Beck et al., 2000). All participants showed an increase in their vocabulary acquisition, however, activities within classrooms and daily classroom occurrences may have affected the frequency with which the participants used and demonstrated meaning of the targeted words.

Teacher Maintenance/Generalization Activities

Each teacher participant devised a plan to model the new vocabulary words three times a day throughout the intervention phase. Modeling of targeted words occurred during playground/outside time, center time, lunchtime, and small group. Teacher participants used the targeted words with the students as well as paraprofessionals and other adults such as therapists during the planned modeling period. Teacher A utilized the word chart activity mandated by the researcher with success. Student participants' spontaneous use of the targeted words was recorded by placing a sticker under the participants' name and next to the word used. Serving as a visual reminder of the targeted

words, the word chart was also used as a reward for the participants. Teacher participants used a variety of activities to engage the students with the new vocabulary.

Teacher participant A modeled previous vocabulary words during the read-alouds. During center time teacher participant A provided props such as soil, carrot seeds, rulers, items to measure in the science center. Props such as gardening tools, stuffed animals, toy food, and tongue depressors were added to the imaginative play center for the students to engage in activities with the targeted words. Teacher participant A encouraged students to imitate characters in the trade books during transitions in order to engage students with the word “imitate”. Students had to convince teacher participant A to give them a candy or a stamp after music to encourage students to interact with the word “convince”.

Teacher participant B allowed children to “act out” the stories at the imaginative play center. Supplies such as rulers, soil and carrot seeds were provided at the science center to engage students in activities that encouraged use of new vocabulary. During periods of transition from various activities, teacher participant B modeled the use of targeted words.

Pointing to the print versions of the words during the read-aloud was a technique used by teacher participant C to engage students with the new vocabulary words. Teacher participant C motivated her students to write the targeted words in small group and sent “the words of the week” home on daily notes to parents encouraging use of the new vocabulary at home. Modeling the new vocabulary words during two field trips and planting carrot seeds during small group were two ways in which teacher participant C engaged students with the targeted words. Teacher participant C requested that the

parents measure items at home with the students. The measurement homework was discussed during circle time the following day. Teacher participant C modeled targeted vocabulary and encouraged the students to imitate characters in the trade books during transitions.

Each teacher participant implemented the read-aloud and the direct instruction of vocabulary. Teacher participant A also utilized the word chart activity with fidelity. However, each teacher participant used different activities in order to engage students with the new vocabulary.

The level of education and the commitment to research-based practices of the teacher participants may have been a factor in the level of implementation of the intervention. Teacher preparation during pre-service and professional development must provide knowledge regarding researched based practices and provide support in the implementation of these research-based practices (Bredekamp & Copple, 1997).

Teacher participant A held a Masters degree in Varying Exceptionalities yet felt she had more to learn regarding the instruction of emergent literacy in preschool. With a Bachelors degree in Rehabilitative Science Teacher participant B felt nervous instructing in the area of emergent literacy. Teacher participant C felt confident teaching emergent literacy skills although her Bachelors degree was in Business. According to Dickenson, McCabe, and Essex (2006), when instructed properly, teachers will implement new strategies that change the way they interact and converse with students. This practice may lead to improved student outcomes in the areas of phonological sensitivity and vocabulary (Dickenson, McCabe, & Essex, 2006). Relevant research conducted in the

classroom environment may produce quality interventions that will be implemented and sustained by educators that ultimately lead to improved outcomes for all students (Abbott, Walton, Tapia, & Greenwood 1999). The teacher's personality and style of teaching may have played a role in choice of activities, delivery of intervention materials, as well as attitude towards the method of instruction.

Impact of Daily Classroom Occurrences

During the course of a typical school day, many events can occur that alter the daily schedule in the classroom and influence the state of mind of students as well as teachers. Extraneous factors such as environmental events in the domestic or academic setting may affect the intervention. The following represent situations or events that took place during the intervention phase which may have affected the impact of the intervention: (a) fire drills, tornado drills impacting story time; (b) holiday parties (excitement, change in routine); (c) holiday week-ends (long week-ends), (d) adding more instruction during circle time; (e) word chart activity utilized by one of the three teacher participants; (f) story time interruptions (parents, school personnel, potential employees); (g) emotional state of student (upset over items taken away, separation from parent, shut down due to prior confrontation) on a particular intervention day; (h) emotional state of teacher participants (pre-occupied, not feeling well, symptoms of pregnancy, rushed) on a particular intervention day; (i) cell phone calls during story time; (j) teacher participant preparation and material organization differed; (k) student participant tardiness; (l) short staff; (m) absenteeism.

Any of the aforementioned occurrences could have affected student participant performance on a given day during the intervention phase. For example student participants 4 and 5 from teacher participant C's classroom experienced a marked decrease in the repetition and demonstration of meaning of new vocabulary words on day fourteen of the intervention period. According to the researcher's recorded observations, the classroom schedule was changed and story time was conducted quickly in the afternoon as the children participated in a special event during the morning. Student participants 4 and 5 appeared tired and responded minimally during the direct instruction of vocabulary that occurred directly before naptime. On day seven of the intervention participant 1 missed half of story time because the paraprofessional was assisting him in the restroom. He repeated the vocabulary words and demonstrated that he understood the meaning of the targeted words once during story time. However, the implementation of the Text Talk strategy during the forty-day intervention period provided adequate activities in which the participants interacted with the targeted vocabulary to increase the acquisition of new words by pre-school students with and without disabilities in an inclusive setting.

Implications for Practice

The researcher found that the Text Talk strategy appears to be effective, when utilized in an inclusive educational setting, in increasing vocabulary acquisition by pre-school students with typical development and pre-school students with developmental delays. Strategies containing the components of direct instruction, scaffolding, and

repetition, that are frequently used to teach children with disabilities do not necessarily hinder typically developing students. When all children are educated together students from diverse backgrounds, children both with and without disabilities make academic and social gains (Holahan & Costenbader, 2000; Nelson & Rogers, 2003; Odom, 2000; Sandall et al., 2000).

As teachers struggle to improve student outcomes for all children in the least restrictive environment, students are entering pre-school and kindergarten without the necessary skill base to succeed. Many children with disabilities and children from impoverished backgrounds may already have extremely limited vocabularies (Hart & Risley, 2003). Early intervention is critical as the older a child is before an intervention is begun, the smaller the chance that he or she will acquire effective language skills (Sandal, McLean, & Smith, 2000). Results obtained through this study indicate that pre-school students with delays in the language/speech, cognitive, social/behavioral and physical domains showed learning gains in the acquisition of new vocabulary when the Text Talk strategy was used to educate students with varying abilities. In order to successfully intervene during pre-school, educators must meet the language and literacy needs of young children with varying abilities from all facets of society. Effective strategies and teaching methods are needed in order to provide equitable access to education for all students (Dickenson, McCabe, &Essex, 2006; Sandal, McLean, & Smith, 2000).

Reading a story interactively discussing the content and introducing new vocabulary enhances vocabulary acquisition in young children (Dickenson, McCabe, &Essex, 2006; Beck & McKeown, 2006; Wasik, Bond & Hindeman, 2006). When

reading stories to young students 3-4 times without word explanation, 10%-15% more word meanings were acquired by the students. When stories were read with word explanations, 14%- 29% gains were made in acquired word meanings (Biemiller, 2003). The student participants in the aforementioned study were pre-primary and primary students. The study was conducted in a general education classroom and there was no mention of any students with disabilities participating in the study. Biemiller (2006) conducted a study in a kindergarten using one to two sentences to explain targeted vocabulary in trade books. Books were read four times during the intervention. Teachers explained the targeted words and modeled use of the new vocabulary in sentences from multiple contexts throughout the week. Twenty-five to thirty vocabulary words were use in the study. Results of the intervention revealed that children averaged a 45% to 50% gain in word meaning (Biemiller, 2006). Students in a general education classroom participated in Biemiller's (2006) study and none of the participant received special education services.

Learning gains ranging from 58% to 87% were made by the student participants on the curriculum based post assessment after participating in the activities embedded in the Text Talk strategy. Children with varying abilities including children with speech/language, cognitive, and physical delays demonstrated an 8% to 37% higher growth rate in vocabulary acquisition than participants from the study conducted by Biemiller (2006) utilizing a population of typically developing students.

Educators have a limited amount of time each day to meet the individual needs of their students. Teacher participants A, B, and C implemented the strategy with varying

levels of fidelity, however, student participants from each classroom demonstrated a 58% to 87% growth in vocabulary acquisition. Each teacher utilized the Direct Instruction of Vocabulary Model Scenario verbatim during the intervention period. The use of the vocabulary model that provided opportunities for students to interact with the new vocabulary and create phonological representations of targeted words repeatedly may have compensated for the varying levels of fidelity obtained by the teachers. A strategy such as Text Talk which combines an interactive read-aloud with the direct instruction of vocabulary can be used within the normal context of story time to enhance vocabulary acquisition. This may lead to stronger oral and reading comprehension skills throughout middle and high school (Snow & Dickenson, 1991; Senechal, Quellette, & Rodney).

Observing student immersion in new vocabulary throughout the intervention and viewing student growth as demonstrated by the scores on the pre and post assessments, each teacher participant maintained that they would use the direct instruction of vocabulary as part of their story time in the classroom. The researcher and teacher participants concurred; for pre-school students combining a portion of the direct instruction of vocabulary with the read- aloud would be appropriate. Teacher participants expressed interest in choosing stimulating trade books and two-tiered words for direct instruction of new vocabulary. Educators will use evidenced-based strategies if they have determined that the strategy improves outcomes for their particular students (Fuchs & Fuchs, 1998).

Recommendations for Future Research

Increased new vocabulary acquisition by pre-school students with varying abilities in an inclusive environment was demonstrated through the utilization of the Text Talk strategy. It is necessary to replicate this study with pre-school students with a wider array abilities in order to generalize the results to a larger population of students. Combining a portion of the direct instruction of vocabulary activities within the read-aloud may be beneficial in the pre-kindergarten classroom. Utilizing the Text Talk strategy in small group read-alouds outside the realm of circle time may provide new insight into meeting the individual needs of students with varying abilities in an inclusive classroom. One typically developing student participated in this study as all of the typically developing students in classroom A knew more than 50% of the targeted words and the typically developing student participant from classroom B withdrew from school three weeks into the intervention period. Forming small groups of students, reading trade books that include target words compatible to that specific groups proximal zone of development may be a viable option for meeting individual needs and warrants further research. Conducting a quantitative, longitudinal study following an adequate professional development session with provisions for classroom coaching, would allow the instruction of an increased amount of new words and provide information regarding the long-term effects of vocabulary acquisition in pre-school students.

Limitations

Conducting research in an educational environment, although crucial to increasing student outcomes, presents many challenges. Study designs have innate controls for internal and external threats, although no design can exert complete control over all threats. Working in the school system with teachers and students necessitates a commitment of personnel and time. Researchers control for as many variables as possible, however, control over all activities within the classroom throughout the school day is not possible.

The single subject multiple baseline design is structured for use with small sample sizes and allows for examination of participants with unique characteristics in a scientifically controlled manner within an educational setting. However, in order to generalize the results replications are necessary to counter threats to external validity.

According to Law, Garrett, and Nye (2004), in order to produce a favorable outcome a language intervention should be at least eight weeks in duration. Although this study utilized an eight-week intervention period, perhaps a longer intervention period would have allowed more interactive reading in the classroom followed by the direct instruction of an increased amount of targeted vocabulary. During the baseline and intervention phases, the principal investigator conducted all the classroom observations. Only during inter-observer agreement periods did the researcher observe the intervention with another member of the research team. Time and personnel constraints played a role regarding the length of the study.

The lead researcher observed the read-aloud and the direct instruction of vocabulary in various classrooms throughout the intervention phase. Some modeling of the targeted vocabulary was also observed. Maintenance and generalization activities were not directly observed on a routine basis by the principal investigator. Although the researcher provided suggestions for these activities, they were not under the direct control of the principal investigator.

Conclusion

The results obtained by the researcher regarding the acquisition of new vocabulary by pre-school students with varying abilities in an inclusive classroom warrant future research. Five participants including two participants with language/speech and cognitive delays, two participants with delays in the physical domain and one participant with typical development demonstrated learning gains in new vocabulary acquisition in an inclusive environment.

An opportunity exists to provide all students with a strong foundation for long term literacy development during pre-kindergarten (Dickenson, McCabe, & Essex, 2006; Dickenson & Neuman, 2006). A ninety percent correlation, between standard measures of vocabulary and reading comprehension, are found irregardless of the measures used or the populations tested (McKeown, Beck, Omanson, & Perfetti, 1983; Stahl, 2003).). Direct instruction of vocabulary may be one of the most underused and misunderstood instructional activities throughout elementary, middle and high school years (Marziano, Pickering, & Pollock, 2001). Intervening in pre-school during an optimal time of

biological, intellectual, and emotional growth in children may lessen the language gap (Dickenson, McCabe, & Essex, 2006; Moats, 2001). Empowering teachers to utilize an effective strategy to build vocabulary for children from various cultural backgrounds with varying abilities may lead to enhanced literacy outcomes for all children (Dickenson, McCabe, & Essex, 2006; Neuman & Dickenson, 2001, 2006; Whitehurst & Lonigan, 2001).

APPENDIX A:
INSTITUTIONAL REVIEW BOARD

EXPEDITED CONTINUING REVIEW APPROVAL

NOTICE

From : **UCF Institutional Review Board**
FWA00000351, Exp. 5/07/10, IRB00001138
To : **Heather L Batchelder**
Date : **July 27, 2007**
IRB Number: **SBE-06-03714**
Study Title: **The Efficacy of the Text Talk Strategy on Pre-School Student's Vocabulary Acquisition**
Dear Researcher,
This letter serves to notify you that the continuing review application for the above study was reviewed and approved
by the IRB Chair on **7/27/2007** through the expedited review process according to 45 CFR 46 (and/or 21 CFR 50/56 if
FDA-regulated).
Continuation of this study has been approved for a one-year period. The expiration date is 7/26/2008.
This study was determined to be no more than minimal risk and the category for which this study qualified for expedited review is:
7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.
Use of the approved, stamped consent document(s) is required. The new form supersedes all previous versions, which are now invalid for further use. Only approved investigators (or other approved key study personnel) may solicit consent for research participation. Subjects or their representatives must receive a copy of the consent form(s).
All data must be retained in a locked file cabinet for a minimum of three years (six if HIPAA applies) past the completion of this research. Any links to the identification of participants should be maintained on a password protected computer if electronic information is used. Additional requirements may be imposed by your funding agency, your department, or other entities. Access to data is limited to authorized individuals listed as key study personnel.
To continue this research beyond the expiration date, a Continuing Review Form must be submitted 2 – 4 weeks prior to the expiration date. Use the Unanticipated Problem Report Form or the Serious Adverse Event Form (within 5 working days of event or knowledge of event) to report problems or events to the IRB. Do not make changes to the study (i.e., protocol methodology, consent form, personnel, site, etc.) before obtaining IRB approval. Changes can be submitted for IRB review using the Addendum/Modification Request Form. An Addendum/Modification Request
Form **cannot** be used to extend the approval period of a study. All forms may be completed and submitted online at https://iris.research.ucf.edu .
On behalf of Tracy Dietz, Ph.D., UCF IRB Chair, this letter is signed by:
Signature applied by Joanne Muratori on 07/27/2007 03:12:43 PM EDT
University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901, 407-882-2012 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

APPENDIX B:
CEO CHARTER SCHOOLS CONSENT FORM

Heather Batchelder
University of Central Florida
Exceptional Education

January, 2007

Dear Ms. Ilene Wilkins,

I would like be present at an upcoming meeting on a vocabulary acquisition strategy called Text Talk (Beck et al, 2002). I would like to ask the teachers attending the presentation if they would voluntarily participate in a research project regarding the implementation of the strategy in their classrooms. Training in the use of the strategy will be provided in the presentation. I have included the lesson plan that is the model used for the initial training in this letter.

Volunteers will be asked to implement the strategy in their classroom. I will be visiting the classrooms to take data. A graduate student will visit the classroom to take data as well. Additionally volunteers will be asked about their experiences with the implementation of the Text Talk strategy (Beck et al., 2002).

I will conduct the training. I will also examine and analyze the data in the strictest confidence. Anonymity is guaranteed and no names will be connected to the data in any way. The results may enhance best practice teaching strategies in language acquisition and ultimately improve learning outcomes in students with and without disabilities.

Thank you for your time and consideration.

Sincerely,

Heather Batchelder

Signature_____

APPENDIX C:
EDUCATOR CONSENT FORM

Informed Consent

January, 2008

Dear Educator:
I am a doctoral student at the University of Central Florida. I am conducting a study to determine the efficacy of a vocabulary acquisition strategy in the pre-k setting. I am asking you to participate in this project because you have been identified as a highly successful educator. You will receive training in the Text Talk Vocabulary Acquisition Strategy (Beck et al., 2002). You will implement the strategy in your classroom and the researcher and a doctoral student will visit the classroom and take data on student use of new vocabulary. Your identity will be kept confidential and will not be revealed in the final manuscript. You must be 18 years of age or older to participate.

There are no anticipated risks or compensation to you as a participant in this project. You are free to withdraw your consent to participate and may discontinue your participation in the interview at any time without consequence.

If you have any questions about this research project, please contact me at (407) 823-2598. My faculty supervisor, Dr. Lisa Dieker, may be contacted at (407) 823-2598 or by email at ldieker@mail.ucf.edu. Research at the University of Central Florida involving human participants is carried out under the oversight of the Institutional Review Board (IRB). Questions or concerns about research participants' rights may be directed to the Institutional Review Board Office, IRB Coordinator, University of Central Florida, Office of Research & Commercialization, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246. The telephone number is (407) 823-2901.

Please sign and return this copy of this form. A second copy is provided for your records. By signing this letter, you give me permission to report your responses anonymously.

Sincerely,
Heather Batchelder

___ I have read the procedure described above for the Vocabulary Acquisition Project.
_ _I voluntarily agree to participate in the project.

Participant Date

Principal Investigator Date

APPENDIX D:
PARENTAL CONSENT FORM

Parental Informed Consent

January, 2008
Dear Parent/Guardian:
Your child has been selected through a lottery system within the classroom to participate in a study that is being conducted for vocabulary acquisition research in conjunction with the University of Central Florida, College of Education. Your child's identifying information has not been shared in any way with the researcher at this time. Your child was chosen because he/she meets the criteria for this study and you, as parent, are being offered the opportunity to have your child participate.

The research project involves your child's teacher utilizing a vocabulary acquisition strategy during story time. The researcher wants to document and write about your child's acquisition of new vocabulary. It is important to find out what helped to make the vocabulary acquisition process easier for your child. In addition, we want to determine any barriers that made acquiring new vocabulary difficult. The results of this study may someday help educators develop better ways for students to increase their vocabularies.

With your consent, your child will participate in learning new vocabulary words during story time. Your child's teacher will be trained by a doctoral student at the University of Central Florida in the use of the vocabulary strategy with in the Pre- K classroom. The researcher and a graduate student will take data on vocabulary acquisition.

Your child's name, the names of his/her teacher, and the name of your child's school will be kept confidential and will not be used in any report, analysis, or publication. All identifying information will be replaced with alternate names or codes.

You may contact me at 407-823-2598 or email at hbatchel@mail.ucf.edu or my professor, Dr. Dieker at 407-823-2598 or by email at ldieker@mail.ucf.edu, for any questions you have regarding the research procedures. Research at the University of Central Florida involving human participants is carried out under the oversight of the Institutional Review Board (IRB). Questions or concerns about research participants' rights may be directed to the UCF IRB office, University of Central Florida, Office of Research & Commercialization, University Towers, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246, or by campus mail 32816-0150. The hours of operation are 8:00 am until 5:00 pm, Monday through Friday except on University of Central Florida official holidays. The telephone number is (407) 823-2901.

Sincerely,

Heather Batchelder and Dr. Dieker

____ I have read the procedure described on the previous page.
____ I have received a copy of this form to keep for my records.

I voluntarily give my consent for my child, _____, to participate in Heather Batchelder's study entitled, "The Efficacy of the Text Talk Strategy on Pre-School Student's Vocabulary Acquisition"

_____/_____

APPENDIX E:
DATA COLLECTION FORM

Data Collection Sheet: Text Talk Vocabulary Acquisition Strategy Implementation

Student	Date	Use of words when Prompted (Repeats words chorally)	Demonstrates Knowledge of the Meaning of Words (Verbal/Physical)	Use of Words during Maintenance Chart Activity

Comments:

APPENDIX F:
QUESTIONING MODEL

Examples of Constrained and Open Questions and Student Responses

(Beck & McKeown, 2006)
Harry the Dirty Dog (Zion, 1984)

Constrained:
Teacher: As they started scrubbing, what came off?
Student: dirt

Teacher: Harry liked everything except_____.
Student: a bath

Teacher: Is Harry glad to be home?
Student: yes

Teacher: How did the family feel when they couldn't find Harry?
Student: sad

Open:
Teacher: How does Harry what Harry did fit in with what we already know about him?
Student: He doesn't want to get clean, he just wants to stay dirty.

Teacher: When the family looked out and said "There's a strange dog in the backyard," why did they call Harry a strange dog?
Student: Because he got all dirty, his family didn't know who he was.

Teacher: What's Harry up to now?
Student: He decided to dig a hole and get the brush so he could wash and they would Recognize him.

Teacher: They called Harry "this little doggie." What does that tell us?
Student: That means that they don't know that it's their doggie. They don't know it's Name, so they just call him little doggie.

Teacher: Why do you think the children shouted, "Come quick"?
Student: Because the kids knowed that that's the dog they had.

Beck, I. & McKeown, S. (2006). Encouraging young children's language interactions

APPENDIX G:
VOCABULARY MODEL SCENARIOS

Direct Instruction of Targeted Vocabulary Model Scenario

Strategies from *Bringing Words to Life* by Isabel Beck, Margaret McKeown, and Linda Kucan: Chapter 4 Developing Vocabulary in the Earliest Grades
Target book: *The Carrot Seed* by Ruth Krauss
Teacher: Chooses two tier vocabulary words from and related to the story book
(new word can be explained in known words and applies to what child talks or writes about)
Vocabulary words: sprinkled, soil, determined
Teacher: Read the story and stop to discuss content and targeted vocabulary words when they are encountered. Show the pictures after the applicable portion of the text is discussed. The following model scenario is to be used with the targeted vocabulary words after the story has been read and discussed in order to directly teach the new vocabulary. When discussing story content and new vocabulary; encourage students to talk with you and other students by repeating and rephrasing student responses. Try to elicit longer responses from students that reflect on content and word meaning.

Teacher: In the story, the little boy plants a carrot seed in the ground. The ground is made of dirt. Another name for dirt is soil. People usually plant vegetables and flowers in the soil because it is rich dirt and helps plants grow. Has anyone ever planted any vegetables or flowers? Let's say the word together.

Students: Reply and repeat the word several times.

Teacher: Thanks fro sharing your thoughts about planting vegetables and flowers. I planted flowers and vegetables and sometimes they grow and sometimes they do not grow. I planted a pineapple once and it grew into a small pineapple and then the raccoons ate it!

Teacher: Show me how you would look if you were planting a carrot seed, Jonathan.
Show Amber how you would look when you are planting a carrot seed
Tell me how you would feel when you are waiting for your carrot seed to grow.
(Supplement with visuals of "feelings")

Students: Reply to the teacher and each other.

Teacher: Let's say the word together.

Students: Repeat the word several times.

Teacher: In the story, the little boy is determined to plant the carrot seed and he believes it will grow even though his family tells him it will not grow. The little boy is determined that the seed will grow into a carrot. Determined means strong minded, firm. The little

boy's mind is strong because he knows the carrot will grow and his family does not change his mind even when they keep telling him the seed will not grow into a carrot.

Teacher: I will say some things and you tell me if I am determined (strong minded, firm belief). If they are things I am determined to do raise your hands…if they are not, touch your noise with your hand.

I know that my class will finish their color sheet even though the visitor says they will never finish
I give up on doing my puzzle because Kim says I can't do it
I am going to ride my bike for 2 feet without falling no matter how long it takes
It is hard to write my name so I will quit trying to write my name
I have a lot of work to do but my family is counting on me so I will finish
Tommy, what do think you are determined to learn to do?

Students: Reply to the teacher and each other.

Teacher: What word are we learning? Let's say the word together.

Students: Respond and repeat the word several times.

Teacher: In the story, it said that the little boy sprinkled the ground (soil) with water. Sprinkled means the little boy dotted the ground with water. He put a little bit of water all around the ground where he planted the carrot seed. Have you ever sprinkled anything on the ground or on food? (Redirect or extend the children's answers appropriately)

Teacher: I am going to say some things and if it is sprinkling (dotting a little bit over an area)) say "sprinkling" and give me a thumbs-up.

A fire fighter uses a large amount of water to put out a fire
Putting a bit of oreo cookie dots on ice cream
Pouring glitter on an art picture
Dotting a bit of glue on a picture so you can glue a piece of yarn on it
A tiny bit of very small rain drops are falling from the sky

Students: Respond orally and physically.

Teacher: Payton, think of something you would sprinkle and tell Brittany.

Student: Responds

Teacher: Let's say the word together.

Teacher: Let's think about all three words soil, determined, sprinkled.

If I do not give up trying to learn to read, am I soil or determined?
Raise your hand if you think the answer is soil. Put your

finger on your nose if you think the answer is determined.
If I am putting a strawberry plant into the dirt, am I putting the plant in the soil or sprinkled?
Put both hands on your head if you think the answer is soil. Put your head down if you think the answer is sprinkled.
If I am making a get well card and use a bit of glitter and dot in over the front of the card, am I sprinkling or determined?
Stick out your tongue if you think the answer is determined. Touch your foot if you think the answer is sprinkling.

Students: Respond appropriately according to their immediate understanding of the new words.

Teacher: Let's say the new words again.

Students: Repeat the words several times.

Instructional sequence:
Read Aloud:
Read the story and discuss content as well as targeted words.

Direct teaching of targeted words after the story has been read and discussed:

1. Contextualize the word within the story.
2. Have children say the word.
3. Provide a student friendly definition of the word.
4. Present examples of the word used in contexts different from the story.
5. Engage children in activities that get them to interact with the words
6. Have children say the words.

Maintaining the words:

1. Create a word chart with the new vocabulary and the children's names to track use of new words.
2. Provide opportunities through out the day for children to use the words.
3. Prompt children to use the words in discussion. For example" Jadis, why do you think A. J. envies Spiderman?"
4. Apply learned words to new stories.
5. Use the words yourself.
6. During transitions let children identify the written words.

Direct Instruction of Targeted Vocabulary Model Scenario
Strategies from *Bringing Words to Life* by Isabel Beck, Margaret McKeown, and Linda Kucan: Chapter 4 Developing Vocabulary in the Earliest Grades
Target book: *Annie and the Wild Animals* by Jan Brett
Teacher: Chooses two tier vocabulary words from the story book
(new word can be explained in known words and applies to what child talks or writes about)
Vocabulary words: imagine, snarl, grumpy

Teacher: Read the story and stop to discuss content and targeted vocabulary words when they are encountered. Show the pictures after the applicable portion of the text is discussed. The following model scenario is to be used with the targeted vocabulary words after the story has been read and discussed in order to directly teach the new vocabulary. When discussing story content and new vocabulary; encourage students to talk with you and other students by repeating and rephrasing student responses. Try to elicit longer responses from students that reflect on content and word meaning.

Teacher: In the story, it said that after putting out the corn cakes at the edge of the woods, Annie imagined that a small, furry animal would come and she would tame him for a pet. Let's say the word together. Imagine means "see in your mind, thought of, pretended". Annie thought if she put the corn cakes at the edge of the woods that an animal she could keep as a pet would come to eat the cake and she would be able to keep the animal in the house. What kinds of animals came to eat the cakes? What kind of animal did Annie imagine would come and eat the cakes?

Students: Reply and repeat the word several times.

Teacher: When we play at center time we imagine that we are making dinner and we are eating the best spaghetti in the world. Sometimes when I am going to a new place I imagine what the place will look like. On the playground we imagine that we can fly or that we are super man. It is fun to pretend or imagine many different things.

Teacher: Tell me about something that you imagined
Show Amber how you would look if you were seeing something in your mind, thinking about, or imagining that you were driving a fast car.
Tell me how you would feel when you imagine you are driving a fast car.
(Supplement with visuals of "feelings")

Students: Reply to the teacher and each other.

Teacher: Let's say the word together.

Students: Repeat the word several times.

Teacher: In the story, a snarling wildcat came to eat a corn cake. Later Annie heard the snarls and growls of the wild animals. Snarl means growl or roar. What do you think Annie was thinking about or imaging when she heard the snarls, growls or roars of the wild animals?

Students: Reply

Teacher: I will say some things and you tell me if they are things that snarl (growl or roar). If they snarl raise your hands…if they do not snarl, touch your noise with your hand.

a tiny mouse
a big lion
a hamster
a tiger
a snake
Tommy, what do think about a snake snarling or roaring?

Students: Reply to the teacher and each other.

Teacher: What word are we learning? Let's say the word together.

Students: Respond and repeat the word several times.

Teacher: In the story, it said that Annie saw a big growling bear and thought "He's too grumpy for a pet." Grumpy means "grouchy, cranky, or complaining". Sometime when I get tired or do not feel well, I am grumpy or cranky. Why do you think the big bear was grumpy, or cranky and complaining in the story?

Teacher: I am going to say some things and if it is something that would make you grumpy (cranky, complaining) say "grumpy" and give me a thumbs-up.

Having a birthday party
Missing playtime to take a nap
Getting very sick
Getting a present you really like
Being in time out during centers

Students: Respond orally and physically.

Teacher: Payton, think of something that would make you grumpy and ask Helen what makes her grumpy or cranky. Can you tell if others (friend, mom, dad) become grumpy? How do they look and act if they are grumpy?

Student: Responds and asks the sane question to classmate.

Teacher: Let's say the word together.

Teacher: Let's think about all three words: imagine, snarls, grumpy.
If I am get sick and miss the field trip to the beach, am I going to be grumpy or imagine? Raise your hand if you think the answer is grumpy. Put your finger on your nose if you think the answer is imagine.
If I am looking for the bears at the zoo and hear a loud growl is it a snarl or an imagine?
Put both hands on your head if you think the answer is snarl. Put your head down if you think the answer is imagine.
If I am thinking about what it would be like to be Dora the Explorer " am I imagining or snarling?
Stick out your tongue if you think the answer is imagining. Touch your foot if you think the answer is snarling.

Students: Respond appropriately according to their immediate understanding of the new words.

Teacher: Let's say the new words again.

Students: Repeat the words several times.

Instructional sequence:
Read Aloud:
Read the story and discuss content as well as targeted words.

Direct teaching of targeted words after the story has been read and discussed:

1. Contextualize the word within the story.
2. Have children say the word.
3. Provide a student friendly definition of the word.
4. Present examples of the word used in contexts different from the story.
5. Engage children in activities that get them to interact with the words
6. Have children say the words.

Maintaining the words:

1. Create a word chart with the new vocabulary and the children's names to track use of new words.
2. Provide opportunities through out the day for children to use the words.
3. Prompt children to use the words in discussion. For example" Jadis, why do you think A. J. envies Spiderman?"
4. Apply learned words to new stories.
5. Use the words yourself.
6. During transitions let children identify the written words.

Direct Instruction of Targeted Vocabulary Model Scenario
Strategies from *Bringing Words to Life* by Isabel Beck, Margaret McKeown, and Linda Kucan: Chapter 4 Developing Vocabulary in the Earliest Grades
Target book: *Caps For Sale* by Esphyr Slobodkina
Teacher: Chooses two tier vocabulary words from the story book
(new word can be explained in known words and applies to what child talks or writes about)
Vocabulary words: ordinary, refreshed, imitate

Teacher: Read the story and stop to discuss content and targeted vocabulary words when they are encountered. Show the pictures after the applicable portion of the text is discussed. The following model scenario is to be used with the targeted vocabulary words after the story has been read and discussed in order to directly teach the new vocabulary. When discussing story content and new vocabulary; encourage students to talk with you and other students by repeating and rephrasing student responses. Try to elicit longer responses from students that reflect on content and word meaning.

Teacher: In the story, it said that there was a peddler who sold caps, but he was not like an ordinary peddler, he carried all his caps on top of his head. Ordinary means "normal, regular, common". The story says an ordinary peddler would carry his caps on his back, like you carry a back pack to school. The peddler in the story is not ordinary because he carries his caps on his head. Carrying more than one cap on your head is not ordinary, regular or normal. Let's say the word together. Tell me about some ordinary things we do everyday, things that are normal for our class to do every day.

Students: Reply and repeat the word several times.

Teacher: I am going to tell you some things and I want you to tell me if they are ordinary or normal things you do at home or school. Say "Ordinary" if you do these things normally. Put your hands up if the things I say are not ordinary.
Eat breakfast
Swim with the dolphins at Sea World
Brush your teeth
Go to bed at night
Celebrate your birthday

Students: Respond

Teacher: Let's say the word together.

Students: Repeat the word several times.

Teacher: In the story it said that the peddler sat down under a tree in the country, checked his caps to make sure they were all there and fell asleep for a very long time. When he

woke up he was refreshed and rested. Refreshed means “re-energized, recharged, ready to be active again”. When I wake up in the morning I feel refreshed and ready to come to school. Sometimes, when it is hot outside, I go swimming and I feel refreshed by the cool water.

Teacher: I will say some things and if they are refreshing (re-energizing) raise your hands…if they are not, touch your noise with your hand.

Running for a long time
Resting on the couch
Drinking a big glass of juice after recess
Helping mom carry the groceries
Taking a bath

Tommy, what do think is refreshing? Ask Helen if she thinks (Tommy’s answer) is refreshing.

Students: Reply to the teacher and each other.

Teacher: What word are we learning? Let’s say the word together.

Students: Respond and repeat the word several times.

Teacher: In the story, when the peddler saw the monkeys wearing his caps, he looked at them and they looked back. When the peddler spoke to them and shook his finger, the monkeys made sounds and shook their fingers, too. When the peddler shook his hands and told the monkeys to give his caps back, the monkeys shook their hands and made sounds, too. When the peddler stamped his feet and spoke to the monkeys, they stamped their feet and made sounds, too. When the peddler threw his hat on the ground and began to walk away, the monkeys threw their hats off, too. The monkeys imitated everything that the peddler did to them. Imitate means “copy, try to be like”. When I see a good dancer, I try dance just like they do. I try to imitate the dance. If Amber makes a cool dinosaur out of play doh and I copy her dinosaur, try to make one just like it, I am making an imitation of Amber’s dinosaur. If Joey does a silly walk and I imitate him, I am walking silly, too.

Teacher: I am going to do some things and I want you to imitate or copy me. When we play simon sez, or follow the leader we are imitating.

Say imitate
Do a jumping jack
Do Head shoulders Knees and toes movement
Run in place
Make a silly face

Students: Respond orally and physically.

Teacher: Give each child a chance to be the leader and have the others imitate the leader.

Student: Respond.

Teacher: Let's say the word together.

Teacher: Let's think about all three words: ordinary, refreshed, imitate.
If I am going to school, am I going to an ordinary place or a imitate place?
Raise your hand if you think the answer is ordinary. Put your finger on your nose if you think the answer is imitate.
If I feel ready to play centers after a good lunch am I refreshed for or am I ordinary?
Put both hands on your head if you think the answer is refreshed. Put your head down if you think the answer is ordinary.
If I want to be like "The Wiggles", and sing and dance, do you imitate or refresh them?
Stick out your tongue if you think the answer is imitate. Touch your foot if you think the answer is refresh.

Students: Respond appropriately according to their immediate understanding of the new words.

Teacher: Let's say the new words again.

Students: Repeat the words several times.

Instructional sequence:
Read Aloud:
Read the story and discuss content as well as targeted words.

Direct teaching of targeted words after the story has been read and discussed:

1. Contextualize the word within the story.
2. Have children say the word.
3. Provide a student friendly definition of the word.
4. Present examples of the word used in contexts different from the story.
5. Engage children in activities that get them to interact with the words
6. Have children say the words.

Maintaining the words:

1. Create a word chart with the new vocabulary and the children's names to track use of new words.
2. Provide opportunities through out the day for children to use the words.
3. Prompt children to use the words in discussion. For example" Jadis, why do you think A. J. envies Spiderman?"

4. Apply learned words to new stories.
5. Use the words yourself.
6. During transitions let children identify the written words.

Direct Instruction of Targeted Vocabulary Model Scenario
Strategies from *Bringing Words to Life* by Isabel Beck, Margaret McKeown, and Linda Kucan: Chapter 4 Developing Vocabulary in the Earliest Grades
Target book: *DoctorDeSoto* by William Steig
Teacher: Chooses two tier vocabulary words from the story book
(new word can be explained in known words and applies to what child talks or writes about)
Vocabulary words: timid, morsel, protect

Teacher: Read the story and stop to discuss content and targeted vocabulary words when they are encountered. Show the pictures after the applicable portion of the text is discussed. The following model scenario is to be used with the targeted vocabulary words after the story has been read and discussed in order to directly teach the new vocabulary. When discussing story content and new vocabulary; encourage students to talk with you and other students by repeating and rephrasing student responses. Try to elicit longer responses from students that reflect on content and word meaning.

Teacher: In the story, it said that Dr. Desoto wouldn't treat animals that were dangerous to mice. They wouldn't admit even the most timid- looking cat. Timid means "shy or nervous" Why do you think Dr. Desoto wouldn't treat a timid, shy or nervous looking cat? Let's say the word together.

Students: Reply and repeat the word several times.

Teacher: Some people are timid or nervous when they meet new people or try something new. Some people are timid when they go to the doctor or ride a bike for the first time.

Teacher: Tell me about a time you were timid, shy or nervous
Show Amber how you would look when you are timid, shy or nervous.
Tell me how you would feel when you are timid, shy or nervous.
(Supplement with visuals of "feelings")

Students: Reply to the teacher and each other.

Teacher: Let's say the word together.

Students: Repeat the word several times.

Teacher: In the story, the fox realized that he had a tasty little morsel in his mouth when Dr. DeSoto was fixing his tooth. Morsel means “a crumb, a piece”. Dr. DeSoto was a tasty little morsel to the fox because foxes eat mice. Even though Dr. DeSoto was helping the fox, the fox wanted to eat him.

Teacher: I will say some things and you tell me if they are morsels (crumbs, pieces). If they are morsels raise your hands…if they are not, touch your noise with your hand.

a whole pie
a bread crumb
your folder
a bit of play doh
a big piece of cake
Tommy, what do think about a big piece of cake being a morsel?

Students: Reply to the teacher and each other.

Teacher: What word are we learning? Let’s say the word together.

Students: Respond and repeat the word several times.

Teacher: In the story, it said that The DeSotos needed to protect themselves so they came up with a plan. Protect means “keep safe, care for”. The DeSotos had to keep themselves safe or protect themselves from the fox because they did not want to be eaten. I protect my cat from being sick by taking him to the vet. When you get in the car and put your seat belt on or get in your car seat, you are protected in case there is an accident.

Teacher: I am going to say some things and if it is something or someone that protects you (keeps you safe) say “protect” and give me a thumbs-up.

A policeman
A stranger (bad guy)
A fireman
Wearing your bike helmet
Playing with matches

Students: Respond orally and physically.

Teacher: Payton, think of something you want to protect and ask Alex what he protects.

Student: Responds and asks the sane question to classmate.

Teacher: Let’s say the word together.

Teacher: Let’s think about all three words: timid, morsel, protect

If I am eating a small piece of cracker am I eating a morsel or timid?

Raise your hand if you think the answer is morsel. Put your finger on your nose if you think the answer is timid.
If I am nervous or shy about going to school on the first day, am I timid or protect? Put both hands on your head if you think the answer is protect. Put your head down if you think the answer is timid.
If I put my seat belt on am I protecting myself or morseling myself?
Stick out your tongue if you think the answer is protecting. Touch your foot if You think the answer is morseling.

Students: Respond appropriately according to their immediate understanding of the new words.

Teacher: Let's say the new words again.

Students: Repeat the words several times.

Instructional sequence:
Read Aloud:
Read the story and discuss content as well as targeted words.

Direct teaching of targeted words after the story has been read and discussed:

1. Contextualize the word within the story.
2. Have children say the word.
3. Provide a student friendly definition of the word.
4. Present examples of the word used in contexts different from the story.
5. Engage children in activities that get them to interact with the words
6. Have children say the words.

Maintaining the words:

1. Create a word chart with the new vocabulary and the children's names to track use of new words.
2. Provide opportunities through out the day for children to use the words.
3. Prompt children to use the words in discussion. For example" Jadis, why do you think A. J. envies Spiderman?"
4. Apply learned words to new stories.
5. Use the words yourself.
6. During transitions let children identify the written words.

Direct Instruction of Targeted Vocabulary Model Scenario
Strategies from *Bringing Words to Life* by Isabel Beck, Margaret McKeown, and Linda Kucan: Chapter 4 Developing Vocabulary in the Earliest Grades
Target book: *The Biggest Nose* by Kathy Caple
Teacher: Chooses two tier vocabulary words from the story book
(new word can be explained in known words and applies to what child talks or writes about)
Vocabulary words: continue, measure, commotion

Teacher: Read the story and stop to discuss content and targeted vocabulary words when they are encountered. Show the pictures after the applicable portion of the text is discussed. The following model scenario is to be used with the targeted vocabulary words after the story has been read and discussed in order to directly teach the new vocabulary. When discussing story content and new vocabulary; encourage students to talk with you and other students by repeating and rephrasing student responses. Try to elicit longer responses from students that reflect on content and word meaning.

Teacher: In the story, Betty the hippo said that Eleanor the elephant had the biggest nose in school. Eleanor said no, my sister Hilda is in the next grade so her nose must be bigger. Betty said have you measured it? Measure means to assess, calculate or determine how big, long, or what size something is. Let's say the word together.

Students: Reply and repeat the word several times.

Teacher: Sometimes, when you go to the doctor she will measure how tall you are to see if you have grown since your last visit. If you buy a new TV for your house, you may have to measure the TV and the space it will fill so you make sure the TV will fit in the space. When your mom makes a cake or brownies, she has to measure the amount of sugar and flour that she puts into the cake or else it might not taste very good!

Teacher: Tell me about a time you were measured or measured something.
Show Amber how you would look when you are being measured and when you are measuring something.
(Supplement by showing objects you use when measuring)

Students: Reply to the teacher and each other.

Teacher: Let's say the word together.

Students: Repeat the word several times.

Teacher: In the story, when Eleanor tied her nose in a knot, Hilda, her sister ran downstairs to tell the mom. Eleanor's mom screamed "my baby" when she heard the news. Eleanor's Dad said "What is all the commotion?" Commotion means fuss or

disturbance. Eleanor's Dad heard the scream and wondered what all the fuss was about. He wondered what was disturbing the peace and quiet in the house.

Teacher: I will say some things and you tell me if they are commotions (fuss, disturbance). If they are commotions raise your hands…if they are not, touch your noise with your hand.

Alex is screaming the cafeteria because a spider is crawling on his leg
An ambulance is blaring it's siren to go pick up a person who is hurt badly
You yell to your friend to toss you the football
A tiger escapes from the zoo and ends up on our playground at recess
We are lying on our mats during naptime
Tommy, what do think about naptime being a commotion?

Students: Reply to the teacher and each other.

Teacher: What word are we learning? Let's say the word together.

Students: Respond and repeat the word several times.

Teacher: In the story, it said that Eleanor was counting softly to herself so she would not sneeze during reading time in class. She counted 1-2-3-4-5. 6-7-8-9- continued Eleanor. Continue means to carry on, go on, keep going. Eleanor kept counting from 1-9 until she sneezed before she got to 10. If I continue to do something, I keep doing it until I finish. If I am singing I'm a Little Teapot I will continue singing until I finish the song. If I am reading a book about the biggest nose I will read the whole book. I will continue reading until I am finished. What if I started working on a puzzle and it was time for lunch. I would go to lunch and then finish the puzzle later. I would not be able to continue working on the puzzle if it were lunch time.
Teacher: I am going to say some things and if it is something that is continued (carried on) say "continue" and give me a thumbs-up.

Singing my whole ABC song
Reading one page of the book and quitting
Starting a game at centers and then stopping the game to go to art
Watching an entire show of Blue's Clues
Running around the whole field with coach

Students: Respond orally and physically.

Teacher: Payton, think of something you would want to continue doing until you finished?

Student: Responds and asks the sane question to classmate.

Teacher: Let's say the word together.

Teacher: Let's think about all three words: measure, commotion, continue.
If I complete my puzzle at centers instead of changing to housekeeping did I Continue to work on my puzzle or commotion to work on my puzzle?

Raise your hand if you think the answer is continue. Put your finger on your nose if you think the answer is commotion
If I am looking for my shoes and I find a snake and start screaming is that a commotion or measure?
Put both hands on your head if you think the answer is commotion. Put your Head down if you think the answer is continue.
If I want to make cookies, do I measure the flour them or commotion the flour?
Stick out your tongue if you think the answer is measure. Touch your foot if you think the answer is commotion.

Students: Respond appropriately according to their immediate understanding of the new words.

Teacher: Let's say the new words again.

Students: Repeat the words several times.

Instructional sequence:
Read Aloud:
Read the story and discuss content as well as targeted words.

Direct teaching of targeted words after the story has been read and discussed:

1. Contextualize the word within the story.
2. Have children say the word.
3. Provide a student friendly definition of the word.
4. Present examples of the word used in contexts different from the story.
5. Engage children in activities that get them to interact with the words
6. Have children say the words.

Maintaining the words:

1. Create a word chart with the new vocabulary and the children's names to track use of new words.
2. Provide opportunities through out the day for children to use the words.
3. Prompt children to use the words in discussion. For example" Jadis, why do you think A. J. envies Spiderman?"
4. Apply learned words to new stories.
5. Use the words yourself.
6. During transitions let children identify the written words.

Direct Instruction of Targeted Vocabulary Model Scenario
Strategies from *Bringing Words to Life* by Isabel Beck, Margaret McKeown, and Linda Kucan: Chapter 4 Developing Vocabulary in the Earliest Grades
Target book; *Alexander and the Wind –Up Mouse* by Leo Lionni

Teacher: Chooses two tier vocabulary words from the story book
(new word can be explained in known words and applies to what child talks or writes about)
Vocabulary words: adventure, search, envy

Teacher: Read the story and stop to discuss content and targeted vocabulary words when they are encountered. Show the pictures after the applicable portion of the text is discussed. The following model scenario is to be used with the targeted vocabulary words after the story has been read and discussed in order to directly teach the new vocabulary. When discussing story content and new vocabulary; encourage students to talk with you and other students by repeating and rephrasing student responses. Try to elicit longer responses from students that reflect on content and word meaning.

Teacher: In the story, it said that Alexander talked to Willy about his adventures with brooms, flying saucers, and mouse traps. Adventure means "exciting activity." Let's say the word together.

Students: Repeat the word several times.

Teacher: People can go on adventures, too. For example, if you went to a new park or playground and played with your friends, that is an adventure. Going to Disney world, spending the night at a friends house, staying up past your bedtime to play with your cousins are all adventures you could have. When we go for nature walks at school and collect things; that is an adventure.

Teacher: Tell me about an adventure you had.
Show Amber how you would look when you are going on an adventure.
Tell me how you would feel when you are going on an adventure.
Payton, tell Alex how you would feel on an adventure.
(Supplement with visuals of "feelings")

Students: Reply to the teacher and each other.

Teacher: Let's say the word together.

Students: Repeat the word several times.

Teacher: In the story, Alexander searched the garden for a pebble for days and days. Search means “to look for” Alexander looked in the garden to find the purple pebble. Alexander tried very hard to find the pebble. Let’s say the word together. If I needed to find my car keys, I would search in my purse, backpack, or kitchen counter.

Teacher: I will say some things and you tell me where you would search for them.

a toy animal during center time
the pants you want to wear to school
your folder
a big leaf
a sea shell
Tommy, what do think about Karen searching for a shell in the bath tub?

Students: Reply to the teacher and each other.

Teacher: What word are we learning? Let’s say the word together.

Students: Respond and repeat the word several times.

Teacher: In the story, it said that when Alexander was alone in his dark hideout, he thought of Willy with envy. Envy means “jealousy.” Alexander said that he wanted to be a wind-up mouse like Willy and be cuddled and loved. The family liked the toy mouse, but did not like having a real mouse in the house.
You envy or are jealous of people you want to be like or the things that other people have. Let’s say the word together. I love to watch people dance, like a ballerina, but I am not a very good dancer. I envy people who can dance well.

Teacher: I am going to say some things and if it is something you would envy (be jealous of or want) say “envy” and give me a thumbs-up.

being super kid
getting a chance to visit Santa
getting very sick
being on the A.M. News at school
being in time out during centers

Students: Respond orally and physically.

Teacher: Payton, think of something you would envy or want if Brittany had it?

Student: Responds and asks the sane question to classmate.

Teacher: Let’s say the word together.

Teacher: Let's think about all three words: adventure, search, and envy.
If I am going on an exciting field trip to the beach, am I going on an adventure or an envy? Raise your hand if you think the answer is adventure. Put your finger on your nose if you think the answer is envy.
If I am looking for my socks am I searching for them or am I adventuring them? Put both hands on your head if you think the answer is searching. Put your head Down if you think the answer is adventuring.
If I want to be like "The Wiggles", do I envy them or search them?
Stick out your tongue if you think the answer is envy. Touch your foot if you Think the answer is search.

Students: Respond appropriately according to their immediate understanding of the new words.

Teacher: Let's say the new words again.

Students: Repeat the words several times.

Instructional sequence:
Read Aloud:
Read the story and discuss content as well as targeted words.

Direct teaching of targeted words after the story has been read and discussed:
1. Contextualize the word within the story.
2. Have children say the word.
3. Provide a student friendly definition of the word.
4. Present examples of the word used in contexts different from the story.
5. Engage children in activities that get them to interact with the words
6. Have children say the words.

Maintaining the words:
1. Create a word chart with the new vocabulary and the children's names to track use of new words.
2. Provide opportunities through out the day for children to use the words.
3. Prompt children to use the words in discussion. For example" Jadis, why do you think A. J. envies Spiderman?"
4. Apply learned words to new stories.
5. Use the words yourself.
6. During transitions let children identify the written words.

Direct Instruction of Targeted Vocabulary Model Scenario
Strategies from *Bringing Words to Life* by Isabel Beck, Margaret McKeown, and Linda Kucan: Chapter 4 Developing Vocabulary in the Earliest Grades

Target book: *Shelia Rae, The Brave* by Kevin Henkes
Teacher: Chooses two tier vocabulary words from the story book
(new word can be explained in known words and applies to what child talks or writes about)
Vocabulary words: fearless, convince, dashed

Teacher: Read the story and stop to discuss content and targeted vocabulary words when they are encountered. Show the pictures after the applicable portion of the text is discussed. The following model scenario is to be used with the targeted vocabulary words after the story has been read and discussed in order to directly teach the new vocabulary. When discussing story content and new vocabulary; encourage students to talk with you and other students by repeating and rephrasing student responses. Try to elicit longer responses from students that reflect on content and word meaning.

Teacher: In the story, it said that Shelia sang I am brave. I am fearless. Fearless means "not being afraid" or "facing your fear and doing something you are afraid of anyway" or "being brave". Let's say the word together.

Students: Repeat the word several times.

Teacher: Some people are afraid of going to the school nurse. If your friend, Jamie was scared of going to the school nurse and you told your teacher that you would go to the nurse with Jamie to show him that you are not scared. You could show Jamie that the nurse is a friend who helps you not someone to be scared of! If you are scared to fly on an airplane and you got on the plane and flew to your grandma's house to see her, you would be fearless because you faced your fear and flew on the plane. Maybe you were scared to go to school on the first day, but you went to school even though you were scared and found out that school was a fun place. You were fearless!

Teacher: Tell me about a time you were fearless.
Show Amber how you would look when you are fearless.
Tell me how you would feel when you are fearless and do something brave.
Payton, tell Alex how you would feel being fearless.
(Supplement with visuals of "feelings")

Students: Reply to the teacher and each other.

Teacher: Let's say the word together.

Students: Repeat the word several times.

Teacher: In the story, Sheila Rae heard frightening noises and she said "I am brave." Sheila Rae tried to convince herself. "I am fearless" Convince means "trying to make your self or others believe something" "talking yourself or others into believing

something". Shelia Rae tried to make herself believe that she was not scared of the noises. Shelia Rae sat down and cried…did she convince herself that she was not scared? Raise your hands high in the air if you think she did convince herself she was not scared. Put your hands behind your back if you think Shelia Rae did not convince herself that she was not scared. If you have a truck that I want to play with, I am going to try to convince you to share the truck with me. I would say "let's roll the truck back and fourth so we can both play".

Teacher: I want you to try and convince one of your friends in class to pass you the bean bag. (Allow students time to talk each other into passing the bean bag.) Tell me why I should give you a sticker, marshmallow, or smartie! If I give you what you want…you just convinced me!

Students: Reply to the teacher and each other.

Teacher: What word are we learning? Let's say the word together.

Students: Respond and repeat the word several times.

Teacher: In the story, it said that Shelia Rae grabbed Louise and dashed up the street. Dashed means "rushed, hurried, moved quickly". If am late for school or lunch or P.E., I am going to dash to school, lunch, or P.E. Have you ever dashed anywhere? Tell me about a time you dashed, hurried, or rushed somewhere.

Students: Respond to teacher.

Teacher: I am going to say some things and you tell me if the person is dashing (rushing) or moving slowly. If the person is dashing, clap your hands quickly. If the person is moving slowly put your hands over your mouth.

Your mom is late for work and she is walking quickly to the car.
You have to go potty very badly and you run to the bathroom.
Your mom asked you to clean your room and you have all day to finish.
Your teacher just gave you your favorite cookie to eat and you eat it slowly.

Students: Respond physically.

Teacher: Payton, think of a place that you dashed, hurried, or rushed to get to and tell Brittany

Student: Responds to classmate.

Teacher: Let's say the word together.

Teacher: Let's think about all three words: fearless, convince, dashed.

If I am going on an exciting field trip to the zoo and I am late, so I hurry into my seat on the bus. Am I dashing or convincing? Raise your hand if you think the answer is dashed. Put your finger on your nose if you think the answer is convincing.
If I am telling mom why I should stay up late to play am I trying to convince her or fearless her
Put both hands on your head if you think the answer is fearless. Put your head down if you think the answer is convince.
If I go to the dentist even if I am scared, am I dashed or fearless?
Stick out your tongue if you think the answer is scared. Touch your foot if you think the answer is fearless.

Students: Respond appropriately according to their understanding of the new words.

Teacher: Let's say the new words again.

Students: Repeat the words several times.

Instructional sequence:
Read Aloud:
Read the story and discuss content as well as targeted words.

Direct teaching of targeted words after the story has been read and discussed:

1. Contextualize the word within the story.
2. Have children say the word.
3. Provide a student friendly definition of the word.
4. Present examples of the word used in contexts different from the story.
5. Engage children in activities that get them to interact with the words
6. Have children say the words.

Maintaining the words:

1. Create a word chart with the new vocabulary and the children's names to track use of new words.
2. Provide opportunities through out the day for children to use the words.
3. Prompt children to use the words in discussion. For example" Jadis, why do you think A. J. envies Spiderman?"
4. Apply learned words to new stories.
5. Use the words yourself.
6. During transitions let children identify the written words.

Direct Instruction of Targeted Vocabulary Model Scenario
Strategies from *Bringing Words to Life* by Isabel Beck, Margaret McKeown, and Linda Kucan: Chapter 4 Developing Vocabulary in the Earliest Grades
Target book: *Harry the Dirty Dog* by Gene Zion
Teacher: Chooses two tier vocabulary words from the story book
(new word can be explained in known words and applies to what child talks or writes about)
Vocabulary words: except, strange, wonder

Teacher: Read the story and stop to discuss content and targeted vocabulary words when they are encountered. Show the pictures after the applicable portion of the text is discussed. The following model scenario is to be used with the targeted vocabulary words after the story has been read and discussed in order to directly teach the new vocabulary. When discussing story content and new vocabulary; encourage students to talk with you and other students by repeating and rephrasing student responses. Try to elicit longer responses from students that reflect on content and word meaning.

Teacher: In the story, it said that Harry was a white dog with black spots who liked everything except getting a bath. Except means "but or not including". Say "bath" if you think Harry liked taking a bath. Say "no bath" if you think Harry did not like taking a bath. Let's say the word together.

Students: Repeat the word several times.

Teacher: If I bring my daughter a dinner plate to the table and she sees chicken, mashed potatoes, and carrots on the plate, she would say "I like everything except the carrots. She likes everything but the carrots.

Teacher: I am going to ask you a question:
If I told you… you can have extra center time, play with your favorite toy, and go to time out…You would like everything except…?

Students: Reply to the teacher.

Teacher: Let's say the word together.

Students: Repeat the word several times.

Teacher: In the story, Harry's family looked in the backyard and said "there is a strange dog in the backyard, by the way has anyone seen Harry?" Harry's family did not know that Harry was in the backyard. Strange means "weird, unusual, abnormal". Harry looked strange or weird to his family because he got very dirty and changed colors.

Teacher: I will say some things and you tell me if they are strange or normal. Put your hands on your head if they are strange, stick out your tongue if they are normal.

Seeing a real lion in our classroom
Seeing a real lion at the zoo
Seeing your mom dressed up like a clown
Seeing an airplane in the sky

Tommy, can you think of something strange, weird or abnormal?

Students: Reply to the teacher and each other.

Teacher: What word are we learning? Let's say the word together.

Students: Respond and repeat the word several times.

Teacher: In the story Harry began to wonder if his family thought he really ran away. Wonder means "think about or question". Harry began to think about if his family thought he really ran away. I sometimes wonder or think about what I am going to get for my birthday. Sometimes you may wonder or think about what you are going to have for dinner or what center you are going to choose at school today.

Teacher: I want you to think of things you wonder about or think about. Tell me what you wonder about Ric? Kim, tell Ric what you wonder or think about.

Students: Respond to teacher and each other.

Teacher: Let's say the word together.

Teacher: Let's think about all three words: except, strange, wonder.

If I am thinking about who is going to the beach with me, am I wondering or an stranging? Raise your hand if you think the answer is wondering. Put your finger on your nose if you think the answer is stranging.
If I am look in the sky and see a flying car, Is that strange or except? Put both hands on your head if you think the answer is strange. Put your head down if you think the answer is except.
If I want every color crayon but red, Do I want every color crayon except red or do I want every color wonder red?
Stick out your tongue if you think the answer is except. Touch your foot if you think the answer is wonder.

Students: Respond appropriately according to their immediate understanding of the new words.

Teacher: Let's say the new words again.

Students: Repeat the words several times.

Instructional sequence:
Read Aloud:

Read the story and discuss content as well as targeted words.

Direct teaching of targeted words after the story has been read and discussed:

1. Contextualize the word within the story.
2. Have children say the word.
3. Provide a student friendly definition of the word.
4. Present examples of the word used in contexts different from the story.
5. Engage children in activities that get them to interact with the words
6. Have children say the words.

Maintaining the words:

1. Create a word chart with the new vocabulary and the children's names to track use of new words.
2. Provide opportunities through out the day for children to use the words.
3. Prompt children to use the words in discussion. For example" Jadis, why do you think A. J. envies Spiderman?"
4. Apply learned words to new stories.
5. Use the words yourself.
6. During transitions let children identify the written words.

APPENDIX H:
READ ALOUD HANDOUT

Read Aloud Procedure: Handout

1. **Selection of Texts:**
Select stories that exhibit an event structure, and some complexities of events, to provide grist for children to build meaning. Select books that are in the proximal zone of development for children. The book should peak the child's interest and be somewhat challenging in content in order to add to the child's knowledge base. The book should not be so advanced that the child becomes frustrated when listening to the story.

2. Initial Questions:
Interspersed open questions require children to describe and explain text ideas, rather than recall and retrieve words from text. Ask questions about the events in the story, who, what, why, where, and how events unfold and the characters involved in the action.

3. Follow-up Questions:
Questions scaffold students' thinking by using their responses to form questions that encourage elaboration and development of initial ideas. Repeat the passage of text or rephrase the child's question or comment to spur more conversations between peers or between children and the teacher.

4. Pictures:
In general, pictures are presented after children have heard and responded to a section of the text. Read a page and discuss content and then show the picture.

5. Background Knowledge:
Invitations for background knowledge are issued judiciously to support meaning building rather than encouraging students to tap into tangential experiences. If child begins to tell the teacher all he knows about a topic, for example, monkeys eat bananas and live in trees, but it is not relevant to the story, redirect the child's comments.

6. Vocabulary:
Some sophisticated words are selected for direct instruction after reading and discussion of the story is completed. Choose 2-3 words per story to use in the vocabulary instruction scenario after the book is read and discussed.

Instructional sequence:

Read Aloud:

Read the story and discuss content as well as targeted words.

Direct teaching of targeted words after the story has been read and discussed:

1. Contextualize the word within the story.
2. Have children say the word.
3. Provide a student friendly definition of the word.
4. Present examples of the word used in contexts different from the story.

5. Engage children in activities that get them to interact with the words
6. Have children say the words.

Maintaining the words:

1. Create a word chart with the new vocabulary and the children's names to track use of new words.
2. Provide opportunities through out the day for children to use the words.
3. Prompt children to use the words in discussion. For example" Jadis, why do you think A. J. envies Spiderman?"
4. Apply learned words to new stories.
5. Use the words yourself.
6. During transitions let children identify the written words.

APPENDIX I:
MAINTENANCE ACTIVITY SUGGESTIONS

Maintenance Activity Suggestions

Book One: Shelia Rae, the Brave (fearless, convince, dashed)

1. Play a game simulating the story on the playground. Facilitate the adventure by pretending to be Sheila and use the words.
2. Ask children to act out the book scenes during small group.
3. Help children create books about themselves being brave and incorporate the words in the text (children can write and draw and the teacher/para will write a sentence at the bottom of each page as child dictates; teacher/para can extend and facilitate child's dictation).

Book Two: Harry the Dirty Dog (except, strange, wonder)

1. Provide props such as a stuffed animal dog, dog dish, and a bone in the housekeeping area. Encourage children to act out the story or pretend to be a family with a dog. Extend the children's conversation during play to include the words.
2. Provide toy dogs and allow children to give the dogs a bath using the water table. Extend the conversation to include the story and the words.
3. Have the children paint a pre-drawn picture of a dog. Mount the picture on construction paper and encourage the children to use the words in a sentence the teacher/para can write on the bottom of the page.

Book Three: Doctor DeSoto (timid, morsel, protect)

1. Set up a "Dental Center" with a chair and popsicle sticks, cotton balls, tooth brushes, and a mirror to encourage children to play dentist. Extend the conversation to include the words.
2. Allow children to use the dental props in the manipulative area with the plastic animals and encourage conversation. Play with the children.
3. Pass the bean bag around during small group allowing each child to talk about their experiences at the dentist. Teacher/para can initiate the conversation and model the "talk".

Book Four: Caps For (Sale ordinary, refreshed, imitate)

1. Provide a wide variety of caps/hats in the dress-up area. Facilitate the conversation.
2. Encourage the children to bring caps to the playground and have them take turns being the peddler and the monkeys. Facilitate the conversation.
3. Decorate baseball caps during small group.

Book Five: Annie and the Wild Animals (imagine, snarl, grumpy)

1. Encourage children to bring in pictures of their pets (if they don't have a pet ask them to pick a picture from magazine cut outs of pets) to use in a collage of classmate's pets. Have the children make the collage during small group and discuss the pets using the new words.
2. Provide stuffed animal props in the housekeeping area so the children can pretend to look for their lost pet and try to entice the pet into coming home by leaving food out for the animal. Children can act out the words as other characters as well. Facilitate the play and conversation.
3. Allow the children to draw pictures of animals with sidewalk chalk on the playground. Assist the children with the drawing and write the names of the animals. Encourage children to draw imaginary animals, animals that are snarling and grumpy animals.

Book Six: Alexander and the Wind Up Mouse (adventure, search, envy)

1. Pretend to lose something and ask the children to help you search for the item. Turn it into a game and let the children take turns losing things and finding them.
2. Have the children make a collage of things they envy. Encourage conversation during the activity.
3. Provide a wind up or toy mouse and bring it to the playground so children can act out the story. Facilitate play and conversation.

Book Seven: The Biggest Nose (continue, measure, commotion)

1. Encourage students to measure at the sand and water table as well as at a measuring station set up at a table. Provide measuring containers for the sand and water table, and at the measuring station, a tape measure and ruler and items to measure. Discuss measuring.
2. Draw sidewalk chalk bodies on the playground and compare and measure. During the activity create a commotion over who is the tallest or whose feet are bigger.
3. In small group, encourage children to make elephants and tie their trunks in knots to act out the story.

Book Eight: A Carrot Seed (soil, nutrients, determined)

1. Plant carrot seeds during small group and care for them during the growth period.
2. Encourage the children to pretend to grow their own vegetables during centers so they can make dinner for friends. Facilitate play and conversation
3. Photo copy the book so children can take a carrot plant home and tell their families about the story, their plant and their new vocabulary words.

APPENDIX J:
AGENDA

Agenda: Professional Development for Text Talk

Welcome

Introduction Game

Importance of Vocabulary in the realm of Emergent and Later Literacy Development

Text Talk Overview

Break

Modeling of interactive reading

Participant Practice Period

Modeling of the Text Talk Strategy

Participant Practice Period

Break

Video Model of Text Talk in Kindergarten Classroom

Participant Practice Period

Question and Answer Session

Thanks for Coming (teachers are given materials)

APPENDIX K:
VOCABULARY ASSESSMENT

Text Talk Vocabulary Acquisition Study Pre/Post Assessment

Participant: _____

Date: _____

Circle the child's response. If child responds in a unique manner, write in response.

1. Let's think about all three words: adventure, search, and envy.
If I am going on an exciting field trip to the beach, am I going on an adventure or an envy? Raise your hand if you think the answer is adventure. Put your finger on your nose if you think the answer is envy.
If I am looking for my socks am I searching for them or am I adventuring them? Put both hands on your head if you think the answer is searching. Put your head Down if you think the answer is adventuring.
If I want to be like "The Wiggles", do I envy them or search them?
Stick out your tongue if you think the answer is envy. Touch your foot if you Think the answer is search.

2. Let's think about all three words: imagine, snarls, grumpy.
If I am get sick and miss the field trip to the beach, am I going to be grumpy or imagine? Raise your hand if you think the answer is grumpy. Put your finger on your nose if you think the answer is imagine.
If I am looking for the bears at the zoo and hear a loud growl is it a snarl or an imagine?
Put both hands on your head if you think the answer is snarl. Put your head down if you think the answer is imagine.
If I am thinking about what it would be like to be Dora the Explorer " am I imagining or snarling?
Stick out your tongue if you think the answer is imagining. Touch your foot if you think the answer is snarling.

3. Let's think about all three words: measure, commotion, continue.
If I complete my puzzle at centers instead of changing to housekeeping did I continue to work on my puzzle or commotion to work on my puzzle?
Raise your hand if you think the answer is continue. Put your finger on your nose if you think the answer is commotion
If I am looking for my shoes and I find a snake and start screaming is that a commotion or measure?
Put both hands on your head if you think the answer is commotion. Put your Head down if you think the answer is continue.
If I want to make cookies, do I measure the flour them or commotion the flour?
Stick out your tongue if you think the answer is measure. Touch your foot if you think the answer is commotion.

4. Let's think about all three words: ordinary, refreshed, imitate.
If I am going to school, am I going to an ordinary place or a imitate place?
Raise your hand if you think the answer is ordinary. Put your finger on your nose if you think the answer is imitate.
If I feel ready to play centers after a good lunch am I refreshed for or am I ordinary?
Put both hands on your head if you think the answer is refreshed. Put your head down if you think the answer is ordinary.
If I want to be like "The Wiggles", and sing and dance, do you imitate or refresh them?
Stick out your tongue if you think the answer is imitate. Touch your foot if you think the answer is refresh.

5. Let's think about all three words: timid, morsel, protect
If I am eating a small piece of cracker am I eating a morsel or timid?
Raise your hand if you think the answer is morsel. Put your finger on your nose if you think the answer is timid.
If I am nervous or shy about going to school on the first day, am I timid or protect? Put both hands on your head if you think the answer is protect. Put your head down if you think the answer is timid.
If I put my seat belt on am I protecting myself or morseling myself?
Stick out your tongue if you think the answer is protecting. Touch your foot if You think the answer is morseling.

6. Let's think about all three words: except, strange, wonder.
If I am thinking about who is going to the beach with me, am I wondering or an stranging? Raise your hand if you think the answer is wondering. Put your finger on your nose if you think the answer is stranging.
If I am look in the sky and see a flying car, Is that strange or except?
Put both hands on your head if you think the answer is strange. Put your head down if you think the answer is except.
If I want every color crayon but red, Do I want every color crayon except red or do I want every color wonder red?
Stick out your tongue if you think the answer is except. Touch your foot if you think the answer is wonder.

7. Let's think about all three words: fearless, convince, dashed.
If I am going on an exciting field trip to the zoo and I am late, so I hurry into my seat on the bus. Am I dashing or convincing? Raise your hand if you think the answer is dashed. Put your finger on your nose if you think the answer is convincing.
If I am telling mom why I should stay up late to play am I trying to convince her or fearless her
Put both hands on your head if you think the answer is fearless. Put your head down if you think the answer is convince.
If I go to the dentist even if I am scared, am I dashed or fearless?
Stick out your tongue if you think the answer is scared. Touch your foot if you think the answer is fearless.

8. Let's think about all three words soil, determined, sprinkled.
If I do not give up trying to learn to read, am I soil or determined?
Raise your hand if you think the answer is soil. Put your finger on your nose if you think the answer is determined.
If I am putting a strawberry plant into the dirt, am I putting the plant in the soil or sprinkled?
Put both hands on your head if you think the answer is soil. Put your head down if you think the answer is sprinkled.
If I am making a get well card and use a bit of glitter and dot in over the front of the card, am I sprinkling or determined?
Stick out your tongue if you think the answer is determined. Touch your foot if you think the answer is sprinkling.

APPENDIX L:
FIDELITY CHECKLIST

Fidelity of Implementation Checklist

1. Did the teacher read and discuss the story prior to vocabulary instruction?
   Yes

   No

2. Did the teacher follow the vocabulary scenario model?
   Yes

   No

3. Did the teacher engage the children in activities with the words?
   Yes

   No

4. Did the teacher ask the children to chorally repeat the words?
   Yes

   No

5. Did the teacher use the printed versions of the words when conducting the word chart maintenance activity?
   Yes

   No

6. Did the teacher prompt the children to use the words during the word chart activity?
   Yes

   No

7. Did the teacher place the sticker next to each child's name on the word chart?
   Yes

   No

Observer Comments:

APPENDIX M:
TEACHER MODELING OF NEW VOCABULARY PLAN

Teacher Modeling of New Vocabulary Plan

Teacher:_____

I plan on modeling the 3 new vocabulary words at least three times per day, per week, for each of the 8 books used in the Text Talk Intervention.

Time One:_____

Time Two:_____

Time Three:_____

Signature:_____

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