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978-0-521-88375-7 - Spanish-Language Narration and Literacy: Culture, Cognition, and Emotion

Edited by Allyssa McCabe, Alison L. Bailey and Gigliana Melzi

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SPANISH-LANGUAGE NARRATION AND LITERACY

This book is divided into three main parts: (1) parent–child coconstruction of narrative, which focuses on aspects of the social interaction that facilitate oral narrative development in Spanish-speaking children; (2) development of independent narration by Spanish-speaking children; and (3) narrative links between Latino children’s oral narration and their early literacy and other school achievements. Chapters address narration to and by Latino children aged 6 months to 11 years old and in low, middle, and upper socioeconomic groups. Nationalities of speakers include Costa Rican, Dominican, Ecuadorian, Mexican, Peruvian, Puerto Rican, Venezuelan, and Spanish–English bilingual children who are citizens or residents of the United States. Narratives studied include those in conversations, personal and fictional stories, and those prompted by wordless picture books or videos. Thus, the current project makes central diversity in nationality, socioeconomic background, and genre of narrative.

ALLYSSA McCABE, Ph.D., is Professor of Psychology at the University of Massachusetts, Lowell. She founded and coedited the journal *Narrative Inquiry* and has researched how narrative develops with age, the way parents can encourage narration, and cultural differences in narration, as well as interrelationships among the development of narrative, vocabulary, and phonological awareness. She is the recipient (with L. S. Bliss and A. Covington) of the Editor’s Award from *Contemporary Issues in Communication Science and Disorders*, presented at the 1999 Annual Convention of the American Speech–Language–Hearing Association in San Francisco, California, for the article, “Assessing the Narratives of African American Children.” Her current work concerns a theoretical approach to early literacy called the Comprehensive Language Approach, which looks at ways that the various strands of oral and written language affect each other in the acquisition of full literacy. With Lynn Bliss, she most recently published *Patterns of Narrative Discourse: A Multicultural Lifespan Approach*.

ALISON L. BAILEY, Ed.D., is Associate Professor and a former Division Head of the Psychological Studies in Education Program in the Department of Education, University of California, Los Angeles, in addition to being a faculty associate researcher for the National Center for Research on Evaluation, Standards, & Student Testing (CRESST). Dr. Bailey, a graduate of Harvard University, focuses her research primarily on language and sociocommunicative development in both first- and second-language learners, as well as early literacy development and assessment. Her work has been supported by the National Science Foundation among others. She serves on the advisory boards of the California Department of Education, the consortia of numerous other states, and commercial publishers developing language and literacy assessments for English learners. Dr. Bailey is coauthor of the new Pre-Kindergarten–Kindergarten *IPT Assessment of English Language Development*, editor of and contributing author to *The Language Demands of School: Putting Academic English to the Test*, and coauthor with Margaret Heritage of *Formative Assessment for Literacy K-6: Building Reading and Academic Language Skills Across the Curriculum*. She was the 2005–2006 Fellow of the Sudikoff Family Institute at UCLA, which expands public awareness of critical issues related to education and information studies.

GIGLIANA MELZI, Ph.D., is Associate Professor and Director of Undergraduate Studies in the Department of Applied Psychology at New York University’s Steinhardt School of Culture, Education, and Human Development. Dr. Melzi obtained her doctoral degree from Boston University. She has published articles and chapters focusing on the early literacy and language development of Spanish-speaking Latino children living in the United States and in their countries of origin. In one line of research, she has investigated through qualitative methodologies the daily literacy activities of immigrant parents and their impact on children’s school performance. She also conducted studies on various discourse and linguistic features of Spanish-speaking mother–child dyads from nonimmigrant and immigrant Latin American families across various socioeconomic groups. Currently, Dr. Melzi is funded by the National Institutes of Health and the Administration for Children and Families (ACF) in the U.S. Department of Health and Human Services for her work on educational involvement of Latino Head Start families.

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Spanish-Language Narration and Literacy

CULTURE, COGNITION, AND EMOTION

Edited by

Allyssa McCabe

University of Massachusetts, Lowell

Alison L. Bailey

University of California, Los Angeles

Gigliana Melzi

New York University, New York



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ALISON L. BAILEY is Associate Professor and a former Division Head of the Psychological Studies in Education Program in the Department of Education, University of California, Los Angeles, in addition to being a faculty associate researcher for the National Center for Research on Evaluation, Standards, & Student Testing (CRESST). Dr. Bailey, a graduate of Harvard University, focuses her research primarily on language and sociocommunicative development in both first- and second-language learners, as well as early literacy development and assessment. She directed the Academic English Language Proficiency Project at CRESST, which has conducted research to provide an empirical basis for the operationalization of the academic language construct for assessment, curriculum, and teacher professional development. Dr. Bailey's research on narrative development has focused on parental support of young children's narration and ties between narrative development and later literacy outcomes for both first- and second-language learners. Dr. Bailey serves on the advisory boards of the California Department of Education and numerous other states and commercial publishers developing language and literacy assessments for English learners. Dr. Bailey is coauthor of the new Pre-Kindergarten–Kindergarten *IPT Assessment of English Language Development*, from Ballard and Tighe Publishers, editor of and contributing author to *The Language Demands of School: Putting Academic English to the Test*, from Yale University Press, and coauthor with Margaret Heritage of *Formative Assessment for Literacy K-6: Building Reading and Academic Language Skills Across the Curriculum*, from Corwin/Sage Press.

SARAH W. BECK is Assistant Professor of English Education in the Department of Teaching and Learning in New York University's Steinhardt School of Culture, Education, and Human Development. She obtained her doctorate in human development and psychology with a focus on language and literacy development from Harvard Graduate School of Education in 2002, where she also worked with students in the Teacher Education Programs. Her research interests include the development, instruction, and assessment of literacy skills among

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adolescents; urban education; and discourse analysis development. Her research on the teaching and learning of subject-specific literacy has been supported by the Spencer Foundation, which is also supporting her current investigation into the nature of academic writing in U.S. high schools. Dr. Beck has published articles and chapters on these topics in *Research in the Teaching of English*, *Educational Researcher*, and the *Yearbook of the National Reading Conference*.

MARGARET CASPE is Survey Researcher at Mathematica Policy Research, Inc., where she works on both early childhood and international projects. Her research interests focus on cultural variations in children's narrative development and how relationships among families and early childhood programs promote early narrative competence. As a 2005–2007 Head Start Graduate Research Scholar, Dr. Caspe investigated how family literacy and narrative practices within low-income immigrant Latino communities are related to children's later language and literacy. In 2007, she received her Ph.D. in developmental psychology from New York University's Steinhardt School of Culture, Education, and Human Development.

TONIA N. CRISTOFARO is Research Consultant for University Settlement, where she provides training and educational consultation to the Early Childhood Center. Among her responsibilities, she is working on a reading and writing research project examining children's literacy development and school readiness over time. Dr. Cristofaro completed her doctorate in developmental psychology at New York University's Steinhardt School of Culture, Education, and Human Development in 2007. Her research has focused on understanding the ways in which parent–child and teacher–child engagements and discourse shape and support children's language and autobiographical narratives, with a particular emphasis on the experiences of children from ethnically diverse, low-income families. As a recipient of a Head Start Graduate Student Research Grant, funded by the ACF from 2002 to 2004, Dr. Cristofaro was involved in research and community outreach activities with three Head Start programs on the Lower East Side of New York City. This project enabled her to examine teachers' encouragement of pre-kindergarteners' language and narrative competencies.

C. NICHOLAS CUNEO is a Phi Beta Kappa graduate of Duke University, where he majored in biology and biological anthropology and anatomy. While at Duke, Mr. Cuneo published an essay on Ralph Ellison's *Invisible Man* and completed a distinction thesis on lemur comparative immunology. A Fulbright Scholarship recipient and Rhodes Scholarship finalist, Mr. Cuneo studied abroad in Costa Rica and South Africa, where he worked on issues ranging from indigenous education and biodiversity conservation to linguistic evolution and rural health. He is currently working with a medical relief organization in rural Haiti and plans to become a physician focusing on global health and development issues.

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MARY DINGLE is Associate Professor in the Department of Educational Leadership and Special Education at Sonoma State University (SSU), where she teaches core courses in the educational specialist credential programs. Prior to arriving at SSU, Dr. Dingle taught in the public school system for 14 years in both general education and special education classrooms. Currently, her research interests include studying the outcomes of early intervention programs on the early literacy skills of English language learners, professional development in the use of assessment data to inform instruction, and classroom observations to identify effective instructional strategies for English language learners and students with learning disabilities.

CAMILA FERNÁNDEZ is Assistant Professor in the Department of Psychology at Universidad de los Andes in Bogotá, Colombia. She obtained her doctoral degree in developmental psychology in 2007 from New York University's Steinhardt School of Culture, Education, and Human Development. Dr. Fernández's research focuses on the intersection of social cognition and language development, specifically on the evaluative aspects of children's narrative discourse in relation to their social development during the early school years. Currently, Dr. Fernández directs a research group in early childhood development at the Universidad de los Andes and serves as a consultant for large-scale funded projects in education and early childhood development housed in the university's research center for economic development (Centro de Estudios para el Desarrollo Económico [CEDE]).

COLLEEN GALLAGHER is a specialist in the field of language education. She earned her master's degree in applied linguistics at Georgetown University, where she is also a doctoral candidate. Colleen's research interests include biliteracy and bilingual education, language socialization, child narrative development and language assessment. She is a lecturer in the Department of Curriculum and Instruction at the University of Maryland, College Park and coordinates the Teaching English to Speakers of Other Languages master's program within the Department's Second Language Education and Culture Program. Previously, she worked as a research assistant at the Center for Applied Linguistics in Washington, DC and as a teacher in Spanish, English as second language and dual language classrooms in Virginia and Arizona.

ALISON WISHARD GUERRA is Assistant Professor in the Education Studies Program at the University of California, San Diego. She received her Ph.D. in Education from UCLA with an emphasis in Psychological Studies in Education. Dr. Wishard Guerra's research focuses on social and language development in early childhood, with particular focus on developmental competencies among Latino children from low-income families. She studies within group variations related to immigration and acculturation experiences and their associations to children's longitudinal developmental outcomes. Specifically in her narrative

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work she has sought to describe the normative development of narrative competencies among Mexican-heritage children. Dr. Wishard Guerra was a member of the expanded research consortia that helped to develop the California Preschool Learning Foundations on English-Language Development.

KENDALL A. KING has taught in the areas of bilingualism, second language acquisition, and language policy at New York University, Stockholm University, and Georgetown University, where she was Associate Professor until 2008. She is currently an Associate Professor in the Second Languages and Cultures Program at the University of Minnesota in Minneapolis. She has published widely on Quichua (the variety of Quechua spoken in Ecuador) and Spanish bilingualism and bilingual education policy in Andean countries in journals such as *Annual Review of Applied Linguistics*, the *International Journal of the Sociology of Language*, and the *International Journal of Bilingualism and Bilingual Education*, as well as a 2001 book, *Language Revitalization Processes and Prospects: Quichua in the Ecuadorian Andes*.

ALLYSSA McCABE is Professor of Psychology at the University of Massachusetts, Lowell. She founded and coedited the journal *Narrative Inquiry* and has researched how narrative develops with age, the way parents can encourage narration, and cultural differences in narration, as well as interrelationships among the developments of narrative, vocabulary, and phonological awareness. Her most recent work concerns a theoretical approach to early literacy called the Comprehensive Language Approach, which looks at ways that the various strands of oral and written language (e.g., vocabulary, phonological awareness, and print knowledge) affect each other in the acquisition of full literacy. A key concern is with assessment of preschool-aged children, especially preventing misdiagnosis of cultural differences in oral narration as deficits. Allyn & Bacon Publishers recently published Dr. McCabe's *Patterns of Narrative Discourse: A Multicultural Lifespan Approach*, coauthored by Lynn Bliss.

GIGLIANA MELZI is Associate Professor of Applied Psychology and Director of Undergraduate Studies in Applied Psychology at New York University's Steinhardt School of Culture, Education, and Human Development. Dr. Melzi was born and raised in Lima, Perú. She came to the United States in 1985 to pursue her undergraduate degree at Clark University, where she majored in Spanish literature and psychology. She continued her studies in developmental psychology, focusing on language development, at Boston University, where she obtained her Ph.D. Dr. Melzi's research has examined the language development and literacy experiences of Spanish-speaking children within and outside the United States. In her narrative work specifically, she has focused on various aspects of mother-child narrative discourse across Latin American communities, including, most recently, middle-class Brazilian mothers from Porto Alegre. Currently, Dr. Melzi is funded by the National Institutes of Health and the Administration for Children and Families (ACF) in the U.S. Department of Health and Human

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Services for her work on the educational involvement of Latino Head Start families. Dr. Melzi also acts as a consultant for various educational projects, including the PBS program *Between the Lions*.

ANI C. MOUGHAMIAN received her Ph.D. in educational psychology from the University of California, Los Angeles in 2005. She was an Educational Research Analyst at the Los Angeles Unified School District for two years, where she focused on the implementation and evaluation of various district language and literacy programs. Dr. Moughamian is currently an Assistant Research Professor at the University of Houston, where she works in the Texas Institute for Research, Evaluation, and Statistics (TIMES). She is working under a Center on Instruction grant, providing research support and technical assistance to regional centers across the United States. In addition, she is pursuing her research interests in narrative, language, and literacy development in English language learners and Armenian American student outcomes.

MARTHA SHIRO is Professor at the Universidad Central de Venezuela and obtained her doctoral degree at Harvard Graduate School of Education. She is the director of the Instituto de Filología Andrés Bello, a research center within the Facultad de Humanidades y Educación, which specializes in language studies, particularly Venezuelan Spanish. Her research interests, reflected in her publications, lie in the areas of first- and second-language development, discourse analysis, and grammar. Dr. Shiro is the author or co-editor of three books recently published by Universidad Central de Venezuela: *Haciendo lingüística*, *La modalidad epistémica en narraciones infantiles*, and *Analizando discurso*. Currently, she is also the editor of the journal *Boletín de Lingüística*. Dr. Shiro's research in narrative development focuses on children's abilities to produce different narrative genres and on the ways sociocultural differences affect their discourse. Dr. Shiro lectures in several graduate programs. Her courses include Psycholinguistics, Discourse and Cognition, Narrative Discourse, Evaluative Language in Discourse, and Functional Grammar.

ALISON SPARKS is Project Manager for the Preschool Language Project, a longitudinal intervention study funded by the National Institute of Child Health and Human Development (NICHD), at Clark University. She is also a Five College Associate at Amherst College. Her research focuses on developing language and literacy in culturally and linguistically diverse populations. She is a speech language pathologist with extensive clinical experience with Spanish-speaking children in urban settings and is currently a doctoral candidate in developmental psychology at Clark University.

PABLO A. STANSBERY is Early Childhood Development Senior Advisor for International Programs at Save the Children. He received his doctorate in human development and psychology from Harvard University and completed his post-doctoral training at the Child Development Unit at Boston Children's Hospital (Harvard Medical School). Dr. Stansbery also consults with early childhood

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development programs throughout the United States and directs a longitudinal research project in Costa Rica. The purpose of the Costa Rican Child Development Project is to identify early interactions and home environmental conditions that may be linked to school success. The cohort has been followed from birth to the present (10 years). His research is both qualitative and quantitative in exploring the impact of culture on child-rearing practices and how those tacit day-to-day interactive strategies influence developmental trajectories of children beginning at the earliest ages.

CATHERINE S. TAMIS-LEMONDA is Professor of Applied Psychology at New York University's Steinhardt School of Culture, Education, and Human Development. Her research focuses on children's cognitive, language, and social development in the first four years of life, with attention to parental influences on early learning and school readiness. Dr. Tamis-LeMonda has conducted research with families from different ethnic groups in the United States as well as internationally. She is currently Director of NYU's Center for Research on Culture, Development, and Education, where she is examining cultural views and practices relative to children's learning outcomes in Mexican, Dominican, African American, and Chinese families living in New York City. Her research has been funded by the NICHD, ACYF, NSF, and the Ford Foundation. She has published numerous articles and chapters and coedited four books on topics of children's development and parenting.

PAOLA UCCELLI is Assistant Professor in Language and Literacy at the Harvard Graduate School of Education. Her research focuses on socio-cultural and individual differences in language and literacy development in Spanish and English. She studied linguistics at the Pontificia Universidad Católica in Perú, her country of origin, and then pursued graduate studies in human development and psychology at the Harvard Graduate School of Education. Two main lines of research characterize her work. First, she investigates early language development with a particular focus on understanding how children learn to translate experience into narrative. Second, she carries out research on reading comprehension instruction and assessment with a special interest in the challenges faced, as well as the strengths displayed, by language minority children. In both lines of research she explores how different language skills (lexical, grammatical, and discourse) interact with each other to either promote or hinder the meaning-making processes of expression and comprehension, within and across languages. Currently, she is also investigating the challenges involved in academic language development and instruction. She has written articles and chapters on these topics for the *Cambridge Handbook of Literacy*, the *Handbook of Educational Linguistics*, *Child Psychology: A Handbook of Contemporary Issues*, and in several journals. Her postdoctoral work was supported by the Institute of Education Sciences (IES).

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PREFACE

The initial idea for this book was simple: Alison suggested an edited volume that would recognize the impact Allyssa McCabe has had on two generations of researchers focusing on the study of narrative development. From the start, it seemed critical that Allyssa should be part of the editorial process – who better to make the book a strong contribution to the field? The extension of much of the pioneering work of Allyssa and her colleagues in the 1980s to populations of preschool and school-age children who do not have English as a first language made the choice of Spanish-language narration a natural one. Many of Allyssa's former students were concentrating on both the formal and informal contexts of narrative development in children from diverse backgrounds outside the U.S. mainstream – indeed, some outside the United States entirely. Contacting them and others who have been influenced by Allyssa's work to contribute chapters to the proposed volume set the book in motion.

AUDIENCE: FOR WHOM IS THIS BOOK WRITTEN?

We see a number of audiences for this book: students of language development in speech-language pathology, linguistics, and psychology, as well as those involved in literacy acquisition in preschool and elementary education. The book could readily serve as the main text of a graduate-level seminar devoted to the study of narrative development in Spanish-speaking children, as well as function as an auxiliary text in a course on narrative development or language development more broadly written.

Preschool and elementary schoolteachers and the staff who support them (i.e., principals and school psychologists) in the United States and elsewhere should find the descriptions of narrative diversity presented in the chapters critical to their own understanding of the stories told to them by the Spanish-speaking children they educate. The text can play a key role in the preparation

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Preface

of preservice teachers who will be working with Spanish-speaking children who hail from all over the Americas, as well as be a catalyst for comparison and discussion during the continued professional development of more experienced teachers.

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ACKNOWLEDGMENTS

First, we thank all the chapter writers for their excellent contributions to the volume. Their dedication to the project has meant that we have kept everyone we initially invited and we have managed to stay on publication schedule. On everyone's behalf, we also want to say a special "gracias" and "thank you" to the children, parents, and teachers all across the Americas whose narrative skills and experiences are at the very heart of this book.

Storytelling through its various media – oral, written, and visual – has a long-standing tradition across the Spanish-speaking Americas. In this book, we honor the unique ways in which oral stories are woven and shared by and with children. In choosing the cover for our book, we also wanted to honor the cultural heritage of visual storytelling; therefore, we chose to present an *arpillera*, a contemporary form of textile art created by Latin American women. The arpilleras, sometimes called *cuadros parlantes* (talking portraits) are three-dimensional sewn cloths that portray scenes of everyday life, much like personal narratives of everyday experience. The arpilleras began as a form of underground communication and political protest in the Chile of Pinochet, most notably as a way in which mothers protested *without words* the disappearance of their sons and daughters. Since then, this form of art has traveled north to give voice to the hands of other Latin American women. The arpillera on the cover is the work of Doña Julia Rosa Huaranga Vilchez from Lima, Peru, who was gracious enough to weave for us this tale of children playing in the streets of an Andean city. We thank her for her talent and generosity. We would also like to thank Carlos Fernández Loayza for helping us photograph Doña Julia Rosa's work.

At Cambridge University Press, we wish to thank Eric Schwartz, April Potenciano, and Ken Karpinski, who handled the creation of this volume so skillfully and painlessly from start to finish.

Finally, we gratefully thank our families and all of our friends for their continued support. Alison thanks Frank, Nick, and Will Ziolkowski for their love

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Acknowledgments

and abiding interest in absolutely everything. Gigliana gives heartfelt gracias to Jaime for his unconditional support and dedicates her work in this book to the memory of her sister, Cecilia, *con mucho amor, estés donde estés*. Allyssa thanks Charlie, Nick, and Jessamyn for many reasons.