FUNDS OF KNOWLEDGE AND EARLY LITERACY: A CASE STUDY

Ami R. Butler, B.S., M.A.

Dissertation Prepared for the Degree of

DOCTOR OF PHILOSOPHY

UNIVERSITY OF NORTH TEXAS

May 2015

APPROVED:

Jeanne Tunks, Major Professor
Carol Hagen, Committee Member
Karthigeyan Subramaniam, Committee Member
Lin Moore, Committee Member
James Laney, Chair of the Department of
   Teacher Education and Administration
Jerry Thomas, Dean of the College of Education
Costas Tsatsoulis, Interim Dean of the Toulouse
   Graduate School
Butler, Ami R. **Funds of Knowledge and Early Literacy: A Case Study.** Doctor of Philosophy (Curriculum and Instruction), May 2015, 154 pp., references, 25 titles.

When teachers are charged with educating students that are racially, culturally, or economically different from them, they may have little information on the culture and type of family involvement of their students. This lack of information contributes to perceptions of working-class families as socially disorganized and intellectually deficient. However, research embodying the theoretical framework funds of knowledge (FoK) attempts to counter deficient models through its assertion that all families possess extensive bodies of knowledge that have developed through social, historical, political, and economic contexts.

The primary purpose of this study was to carefully examine Hispanic parents’ support of young children’s early literacy development in the home. The knowledge gleaned from an initial study of home support, by spending time in the home of a Hispanic family provided an avenue for action research in the classroom. A second purpose was to determine if the introduction of FoK ways of learning, when applied in the classroom, had an effect on early literacy skills. In addition, I maintained a journal that chronicled my experiences and led to an autoethnographic study of myself as a transforming white, female, prekindergarten teacher.

The results indicated that the family possessed extensive FoK developed through historical, cultural, educational, and social experiences. Results further indicate that introduction of these familial FoK improved the oral language skills of prekindergarten students thus enhancing their early literacy development. Autoethnographic results indicate a personal progression toward not only understanding, but becoming an advocate, for the Hispanic population.
Copyright 2015

by

Ami R. Butler
ACKNOWLEDGEMENTS

I am thankful for this opportunity to learn with the wonderful immigrant families that have participated in this research, those who have reared my daughter and those who continue to teach me that people are more important than things and that I am blessed beyond belief. I am also grateful to the committee members, who offered their constant guidance in order to help me refine my learning and channel its application in the appropriate direction.

A special thanks to my committee chair, Jeanne Tunks, whose support, honesty, and constant belief in me inspires me to become a stronger student, learner, and mother. Your kindness and strength propelled me forward when no amount of coffee could do the trick.

I am especially thankful for my family. Thank you to my parents for always loving me, despite my many faults. Thank you to my siblings for believing I succeed long before I finish the feat. And, thank you to my daughter. Your constant smiles and love in every way imaginable made this journey endurable.

Most importantly, thank you to my Lord Jesus. You truly sustain me through every desire you prayerfully place on my heart. Your grace is sufficient.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>iii</td>
</tr>
<tr>
<td>FUNDS OF KNOWLEDGE AND EARLY LITERACY: A CASE STUDY</td>
<td>1</td>
</tr>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Methods</td>
<td>5</td>
</tr>
<tr>
<td>Results</td>
<td>9</td>
</tr>
<tr>
<td>Discussion</td>
<td>13</td>
</tr>
<tr>
<td>References</td>
<td>17</td>
</tr>
<tr>
<td>APPENDIX A EXPANDED INTRODUCTION</td>
<td>21</td>
</tr>
<tr>
<td>APPENDIX B EXPANDED REVIEW OF LITERATURE</td>
<td>33</td>
</tr>
<tr>
<td>APPENDIX C DETAILED METHODOLOGY</td>
<td>49</td>
</tr>
<tr>
<td>APPENDIX D EXPANDED RESULTS</td>
<td>74</td>
</tr>
<tr>
<td>APPENDIX E EXPANDED DISCUSSION</td>
<td>114</td>
</tr>
<tr>
<td>APPENDIX F RECRUITMENT LETTER</td>
<td>137</td>
</tr>
<tr>
<td>APPENDIX G IRB HOME STUDY INFORMED CONSENT</td>
<td>139</td>
</tr>
<tr>
<td>APPENDIX H IRB ACTION RESEARCH INFORMED CONSENT</td>
<td>143</td>
</tr>
<tr>
<td>APPENDIX I INTERVIEW QUESTIONS</td>
<td>146</td>
</tr>
<tr>
<td>APPENDIX J PREKINDERGARTEN DISTRICT ASSESSMENT</td>
<td>150</td>
</tr>
<tr>
<td>APPENDIX K ACTION RESEARCH OBSERVATION CHECKLIST</td>
<td>153</td>
</tr>
</tbody>
</table>
FUNDS OF KNOWLEDGE AND EARLY LITERACY: A CASE STUDY

Introduction

When teachers are charged with educating students that are racially, culturally, or economically different from them, they may have little information on the culture and type of family involvement of their students. This lack of information may lead to perceptions of working-class families as socially disorganized and intellectually deficient. Research embodying the theoretical framework funds of knowledge (FoK) attempts to counter this deficient model through its assertion that all families possess extensive bodies of knowledge that have developed through social, historical, political, and economic contexts.

The purpose of this study was to carefully examine Hispanic parents’ support of young children’s early literacy development in the home. The knowledge gleaned from an initial study of home support, by spending time in the home of a Hispanic family provided an avenue for action research in the classroom.

The results indicated that the family possessed extensive FoK developed through historical, cultural, educational, and social experiences. Daily conversations with multiple adults both within and outside the home provided wide latitude for error and provision for experimentation in oral language delivery. Multiple opportunities for experimentation and error were provided within a zone of comfort. Within the zone of comfort, error was not dealt with in a punitive manner. Additionally, through conversations with the family, I came to understand that early literacy did not have to conform to school-oriented practices in order to have value and meaning in the lives of parents and children. The ways in which the family supported early literacy development not only acknowledged the need for their children to acquire literacy skills
to function in school, but also their desire to instill cultural and linguistic heritage in their children.

According to Amanti (1995), when teachers complete university studies, many assume they have learned as much about their future students as they need, despite the fact that their studies likely exposed them to third-hand knowledge of differences in class, race, and gender that they would encounter among their students. As a young teacher, I believed third-hand knowledge gained in university studies was sufficient. My early teaching was homogenous and lacked understanding of different types of families and parent involvement. I expected students and parents to complete homework packets and attend mandated conferences, illustrative of the type of parent involvement I believed was requisite if students were to succeed.

Throughout my time as an early childhood educator, I have interacted with many families. Oftentimes, I have had the opportunity to teach multiple children from the same family, particularly in the Hispanic community. While interacting with these families, I have observed differing types and varying levels of early literacy involvement. Through this observation, I have come to recognize the importance of gaining firsthand knowledge of my students and their families, particularly those whose race, ethnicity, socio-economic status, and life situations differ from mine. Gaining firsthand knowledge of students and their families may potentially improve my understanding of Hispanic family involvement and provide an avenue to develop relationships with families that are dignified and respectful.

Fostering dignified and respectful relationships with students is purported as a goal by many of my colleagues in the teaching field. While teaching, I have interacted with a wide range of teachers. The consistent result I have observed is that predominantly non-Hispanic school personnel often have only minimal understanding of what Hispanic parents teach their children
in the home and how that teaching occurs. However, child development research suggests that parents serve a primary role in the learning of their children (Cairney & Ashton, 2002; Hood, Conlon & Andrews, 2008; Senechal, 2006). Because research asserts that parents are imperative to the early learning of their children, it makes practical sense that teachers attempt to gain understanding of the type and degree of learning in the home. However, views of underrepresented children’s households as socially disorganized and intellectually deficit persist in some situations. According to Velez-Ibanez and Greenberg (1992), public schools often ignore the strategic and cultural resources, or funds of knowledge, that households contain.

Numerous studies have been conducted through the FoK framework (Auerbach, 2007; Brenden, 2005; Browning-Aiken, 2005; Buck & Sylvester, 2005; Hensley, 2005; Mercado, 2005) and provide an understanding of parental support, particularly as observed in underrepresented populations. The original FoK Project conducted by Luis Moll and Norma Gonzalez (1992) engaged Arizona teachers as social scientists who identified resources, or FoK, from predominantly Mexican, low-income families (Moll, Amanti, Neff & Gonzalez, 1992). The purpose of the project was to ascertain this information with the intent to better serve the U.S.-Mexican school population with dignity and respect.

FoK represent a dignified view of Hispanic households as containing ample cultural and cognitive resources. However, the social context of the education of culturally and linguistically diverse students in the United States today often includes a wide gap between home and school worlds (Messing, 2005). For example, Auerbach (1995) discusses some teachers’ assumptions that language minority children reside in literacy-impoverished environments. According to Gonzalez (2005), the culturological deficit conceptions of how the ‘other’ lives and thinks
FoK persist. FoK offer a method to integrate the home and school worlds by respectfully conceptualizing homes as knowledge sources.

According to Moll, Amanti, Neff and Gonzalez (1992), FoK is a set of familial knowledge and skills essential for household or individual functioning and well-being. FoK encourage teacher-researchers to recognize the multiple knowledges of a household. By focusing on the home as a repository of knowledge, teacher-researchers resist focusing on perceived deficits. A critical assumption of FoK research is that focus on disadvantages, or deficits of under-represented populations, justifies lowered expectations of minority families and inaccurate portrayals of families (Moll, 2005). In contrast, FoK draw on household knowledge, legitimizing student experience. Classroom practice builds on the familiar home knowledge bases that students manipulate to enhance learning in various content areas. Capitalizing on household and community resources, teacher-researchers organize classroom instruction that far exceeds in quality the rote-like instruction Hispanic children commonly encounter in schools (Moll & Greenberg, 1990; Moll, 2005).

FoK is a local and contingent method for positioning knowledge, built on household and community resources. Through ethnographic interviews and participant observation, teachers and researchers collaborated to focus on what people did and say they did in the home. By focusing on daily action and activity, FoK coalesce with qualitative methods to counter what Moll (2005) terms the ‘deficit’ approach in education. Focus on the processes of everyday life in the form of daily action becomes the frame of reference for everyday learning. According to Moll (1992), daily activities are a manifestation of historically accumulated FoK. Teacher-researchers used FoK to uncover historically accumulated familial knowledge and subsequently devise classroom instruction that connects the home and school experience.
Based on the work of teacher ethnographers, some basic findings contributed to initial FoK research. It was noted that home networks were flexible, adaptive, and active. These thick and multi-stranded networks fostered multiple relationships with the same person or with various persons. Children were viewed as multidimensional and enmeshed in multiple spheres of learning (Moll, 2005). Reciprocal practices within the network established obligations based on the assumption of confianza (mutual trust), which is established and reaffirmed with subsequent exchanges and eventually develops into a long-term relationship (Moll, Amanti, Neff and Gonzalez, 1992).

Relationships are important because FoK takes a socio-cultural approach to instruction (Moll & Greenberg, 1990). Along these lines, social practices and the use of cultural artifacts mediate thinking (Vygotsky, 1978). Teacher-researchers studied households as socially or culturally organized settings, whose action mediates the learning children can accomplish. Focus on lived experiences is thus central to the FoK framework (Moll, 1992). Through focus on action within established relationships, teachers retrieved firsthand knowledge instead of second and third-hand knowledge from researchers and school administrators.

Methods

Home visits informed me as an early childhood educator as to how the Rodriguez family supported their children’s early literacy development. The use of FoK served as the analytical tool through which case study data were aligned. FoK research established areas such as family history, family networks, educational history, labor history, knowledge transmission, literary resources, and values and goals as commonly explored categories (Gonzalez et al., 2005). These categories served as the analytical themes into which I initially coded data. Then, I sorted
I studied one Hispanic family who had a child in my prekindergarten classroom. The population of the school is primarily Hispanic. Because I wanted to learn as much as possible about Hispanic families in my school, I chose a family I could easily communicate with that reflected the Hispanic families I serve. This Hispanic family (the Rodriguez family) consisted of one mother (Tania), one father (Cristian), a four-year-old son (Juan), and a nine-month-old daughter (Gabby). The family lived in a two-story brick home in a subdivision. Both parents had full-time jobs but were highly invested and involved in their children’s lives. The parents were Mexican descendants fluent in both English and Spanish. Cristian immigrated to the U.S. at the age of eight but Tania was born in the U.S. While both parents participated in the home visits, only Tania was able to engage in classroom action research. Cristian’s work hours did not permit him to enter the classroom during school hours.

I further chose the Rodriguez family because they had extended family. From my experience teaching Hispanic students, many of the households were nested within extensive kinship networks that actively engaged them in the lives of relatives on both sides of the border. The majority of the students in my school came from low-income, working-class homes. Further, most of the Hispanic students in my school were descendants of Mexican ancestry with extensive kinship networks. I choose the Rodriguez family because it reflected these characteristics and exhibited a willingness to participate in classroom action research as well as a willingness to discuss their history, education, and the activities that commonly take place in the home.

During the course of data collection, I met with participants in the home setting six times for approximately one to two hours in order to engage in participant observation and semi-
structured interviews that focused on the lived experience of the Rodriguez family. Although I did not implement use of an observation protocol, I used interview questions as a guide when observing actions and resources in the home. Themes common in FoK research (family history, family networks, educational history, labor history, knowledge transmission, values and goals, and literacy resources) influenced the semi-structured interview guide used to examine early literacy support in the home. Interview topics, in sequential order, were general background, labor history, child-rearing experience and the experience of being a parent, FoK and early literacy, and home literacy instruction. To fully reveal these aspects, field notes and audio-taped transcripts were used. I obtained permission to use audio equipment to tape each interview. This tool allowed me to organize and maintain large amounts of data and further allowed me to corroborate evidence from field notes with transcripts. Field notes were used to document actions, behaviors, responses, and aspects of the environment. At times, I took field notes during the experience. I always wrote memos after each observation/interview.

To ensure the participant’s lived experience was fully revealed, I member-checked written memos after the third, fourth, and fifth semi-structured interview. During the course of interviews, I also member-checked ideas and comments not clearly understood to ensure I understood what the participant intended to communicate. I wanted to communicate a sense of appreciation and dedication to the perspectives of the participants by ensuring I correctly understood and communicated their perspective.

All interviews were transcribed and uploaded into the NVivo program. Nodes representing the aspects of the FoK theory were created and served as categories into which observation and interview data were ascribed. To analyze these data, I continually referred to the theoretical framework (FoK) to allow the theory to inform and guide interpretation of themes and
concepts yielded. I also used pattern matching advocated by Yin (2009) to determine the degree to which the data I collected corresponded to FoK theory. Pattern matching started with FoK and moved to analyzing data collected, seeking patterns that revealed information about the lived experience of the participant.

Open coding involved the use of broad categories imposed on semi-structured interview questions. These broad categories were elicited from FoK research. According to Mercado (2005), broad categories to be covered in FoK research include family history, family networks, educational history, labor history, knowledge transmission, literary resources, and values and goals. These categories were imposed on semi-structured interview questions with a focus on early literacy to remain attuned to the early literacy focus of the research. The nature of the questions remained open-ended, however, to allow flexibility and to provide a relaxed, conversational nature intended to provide comfort to the participants. NVivo10 was used to maintain, organize, and analyze data. Analysis began with open coding, line by line, with all field notes, transcripts, and memos. During the analyses, the theoretical framework (FoK) guided the study.

Following open coding, focused coding was conducted with the assistance of NVivo 10. Maternal educational history, paternal educational history, and shared educational history were developed as child nodes for educational history. Maternal family history and paternal family history were developed as child nodes for family history. Extended family networks, immediate family networks, and community/organizational family networks were developed as child nodes for family networks. Cultural knowledge transmission, early literacy knowledge transmission, and transmission of values were developed as child nodes for transmission of knowledge. Maternal labor history, paternal labor history, and shared labor history were developed as child
nodes for labor history. Cultural values and goals, educational values and goals, family values and goals, and religious values and goals were developed as child nodes for values and goals. No child nodes were developed for literacy resources.

Results

Within the context of the Rodriguez family, an extensive amount of accumulated social and cultural knowledge was shared both formally and informally with their children. Additionally, components of that knowledge related to early literacy development. As I matched data from home visits to FoK theory, through application of themes common in FoK research (Gonzalez et al., 2005), I found ample knowledge resources relative to early literacy development. Additionally, I found that the Rodriguez family incorporated early literacy into some daily tasks in the home.

According to Moll (1992), FoK are shared in different ways within different families through unique strategies to subsist and progress. Thus, gaining an understanding of how knowledge transmission functioned in the Rodriguez family provided additional insight into how the family supported early literacy development. Moll, Tapia, and Whitmore (1993) suggested that knowledge is socially distributed from adults to children through a variety of activities and settings. In the Rodriguez family, the venues through which they shared early literacy knowledge involved strategic early literacy instruction, experiences that focused on maintaining oral language skills, and informal activities that involved the use of environmental print.

Language is an essential tool through which families communicate social and cultural concepts with one another. Thus, activities that are socially facilitated by language often served as a venue for transmitting early literacy knowledge (Mercado, 2005). Cristian and Tania demonstrated this through shared reading experiences with Juan in which they would engage
Juan in retelling a book. This served to sharpen his acuity in listening skills, retelling a story, and oral language skills. The Rodriguez family consistently demonstrated determination for their children to maintain and improve their ability to use and read in both English and Spanish. Tania expressed throughout multiple interviews that she was in the process of revamping Juan’s personal library. She regularly purchased books and other tools in both English and Spanish for Juan to use.

Another means, commonly dismissed by educators, through which parents transmit early literacy knowledge to their children is through informal or environmental exposure to print. Mercado (2005) suggested that Puerto Rican families participated in literacy through reading the words on television, newspapers, and local signs. These practices served as sources for building FoK. Tania relayed experiences of having Juan identify letters in local signs and on items in the home. Cristian similarly relayed experiences of having Juan read street signs and addresses during bike rides.

Through my exploration of how the Rodriguez family supported early literacy development in the home, I discovered a deep commitment to culture, language, and family. I also discovered a spirit of resourcefulness through their use of formal and informal opportunities to share early literacy skills with their children. Through conversations with the family, I came to understand that early literacy did not have to conform to school-oriented practices in order to have value and meaning in the lives of parents and children. The ways in which the Rodriguez family supported early literacy development not only acknowledged the need for their children to acquire early literacy skills to function in school, but also their desire to instill cultural and linguistic heritage in their children.
During the course of interviews, I discovered a system of networking between and within the Rodriguez family that was reciprocal and often understated in nature. The impact that family networks had on social forces and social needs was evident in the emergence of these domains in nearly all conversations with the Rodriguez family. This suggested that the FoK were extensive and had accumulated over time. Through the process of assimilating a coherent picture of these social forces and social needs, I became aware of intrinsic family ties and how they functioned to create a system in which family members shared responsibilities to accomplish the overall goals of the family.

The Rodriguez family used extended family for childcare. Because Tania and Cristian worked, they needed a nanny for their two children. They used an extended family member for this purpose, one who spoke Spanish and provided quality childcare with similar values and goals. The nanny made frequent visits to Mexico and often brought Juan books and other items to teach him about his cultural heritage. The Rodriguez children were joined by three other children at the nanny’s home. The Rodriguez family often attended extended family functions where they enjoyed fellowship and food. Thus, the Rodriguez children were generally surrounded by many English and Spanish speaking adults and children. This evidence suggested, as Velez-Ibanez and Greenberg (1992) found in their work, that extended family clusters provided Hispanic children with a social platform in which they internalized thick social relationships and learned to have analogously thick social expectations.

These thick social relationships provided a venue through which knowledge was shared. Children benefitted from this through the experience of interacting with and learning from adults and older children whom they trusted. While the experiences of the Rodriguez family supported this notion through their descriptions of the extended family interactions in which the children
were often observers and participators, they also used immediate family networking in ways that served to exemplify some of the social FoK that they possessed. Tania seemed to be the immediate family resource upon whom Cristian relied. Cristian reciprocated this position as the immediate family resource upon whom Tania primarily relied. An example of this was the couple’s decision not to assign tasks but instead to work together to accomplish daily and weekly tasks.

The Rodriguez family often used books, in both English and Spanish, to convey values and goals with their children. Throughout the process of the interviews, Tania asserted that she was revamping Juan’s personal library to provide reading material that was suited to his interest and ability level. The Rodriguez family did not, however, want their children to grow up without gratitude and appreciation for the things they received. Tania asserted her concern that because she and Cristian did not have a lot growing up, they tried to give their children too much. She felt that trips to Mexico were important because they provided Juan with first-hand glimpses into poverty and assisted him in understanding and appreciating his life. Both Cristian and Tania also believed it was important for their children to attend mass each Sunday. Because this was an important value for the family, it was part of their weekly schedule. Through church attendance, Tania asserted that Juan learned children’s songs and that he enjoyed learning Bible stories and completing a coloring sheet each week. The Rodriguez family often discussed Biblical stories with their children during the drive to and from mass. Although the family spoke English, they attended mass in Spanish to appease Tania’s mother, who preferred Spanish. After mass, the Rodriguez family regularly spent the afternoon eating lunch with extended family.

Tania and Cristian conceptualized their roles based a system that highly valued cultural knowledge, higher education, family, and religion. They further asserted goals for their children,
such as graduating from college and becoming respectful and grateful citizens, which were based on their own experiences. This confirmed my assumption that families conceptualized their role based on a system of values and goals often shaped by their backgrounds and experiences.

Discussion

The role of FoK research is transformative in working towards building relationships with families, implementing meaningful curriculum into the classroom, and progressing towards becoming a culturally relevant educator. I recommend that all classroom practitioners should spend time getting to know their students, especially when their students are different from them. Most previously published studies involving the exploration of FoK in homes have occurred in the southwestern part of the United States (Gonzalez, Moll, & Amanti, 2005). However, other states such as Texas are also host to a constantly increasing Hispanic population. With such a large Hispanic population in Texas, it would be remiss not to do this type of research. I further recommend that administrators become involved. The Rodriguez family did not feel welcomed in the school, especially when they approached the front office for assistance. Through this type of research, all school personnel, including administration and secretarial staff, have the potential to develop relationships with families that have the potential to improve the home-school relationship, communication between the two, and the support of one for the other. All school staff could benefit from learning what FoK exist among their students. Cultural knowledge and local resources provide a viable alternative to deficit models of education and are essential resources, particularly when the teacher does not speak the primary language of the students, when textbooks and other formal resources are limited in that language, and when teachers have limited understanding of the culture of the students.
A second recommendation is for teachers to become invested in the community in which they teach. Prior to this study, I had little interaction with the families or community where I teach. I do not live in the community and consistently had little interaction with the community. It was only through my employment of a nanny in the neighborhood that I began to view the community in a new way. For teachers who do not live in the community in which they teach, it is beneficial to use this research to learn about individual families, as well as community FoK. Through this research, I have come to understand that the community has ample human and cultural resources that are readily available to include in the school, classroom, and teaching.

Next, in contrast to the highly individualized and competitive instruction systems often used in schools, I recommend cooperative learning systems for Hispanic students. Because Hispanic students often develop social interaction with multiple individuals that they trust, this is a highly developed skill and expectation for the population. Cooperative learning may be an important learning tool because it may contribute to interethnic relations in the classroom and seems highly compatible with the learning experiences of many Hispanic children.

Additionally, research from teachers who have conducted FoK longitudinally is not extensively addressed in the literature. My personal evolution during this study indicated that the process of such a study has the power to transform teachers teaching students who are different from them. However, the implications of conducting similar research over an extended period of time may provide additional information regarding the effect of including parents in the classroom on teachers, students, parents, and the community. At the conclusion of this research, Tania and two other Hispanic mothers still periodically assisted in the classroom. Their desire to sustain the project beyond the initial time period indicated that such a project does not have a definite end. Further, the learning from this study will be carried over into my next year of
teaching. The way and extent to which this learning is typically carried over is not extensively addressed in the literature.

When I began this study, I had a conceptual awareness that all families have developed FoK on which they rely to subsist and thrive. However, the experience of spending time with the Rodriguez family brought that understanding to a multi-dimensional view of how it was developed and enacted in a home. I found that the Rodriguez family had developed a system of values, goals, and networks based on knowledge acquired through historical, cultural, and social experiences. Through provisions of experimentation and error, provided within a zone of comfort, they supported Juan’s early literacy development, particularly through oral language skills. With the assistance of Tania, we brought this FoK way of learning into the classroom. Through the Action Research project, I learned that Tania positively affected not only the students’ early literacy skills, particularly their rhyming ability, but that she further enhanced student participation, engagement, and investment in learning. Throughout both of these components of the study, I also learned that I perpetuated a cultural divide between myself and the Hispanic families I served. By examining my own cultural tenets, I began to fracture the cultural divide, making space for Hispanic mothers to enter the classroom as teachers, while developing an appreciation for the Hispanic population and the way they support their children’s learning.

According to Starr (2010), autoethnography is a valuable tool in examining the relationships between self and others from the perspective of self. Through this study, my transformation supported this concept as I examined myself in relation to the Hispanic population in my school from my perspective. When autoethnography is added to FoK and action research, the teacher-research is forced to explicitly examine themselves. This part of the
research was important for me to view not only the way I perceived the Hispanic families in the school but how I perceived the broader Hispanic community. This was important because I do not teach the same students each year. Thus, it was important for me to examine not only how I interacted with the Hispanic students at my school, but also the way I viewed the larger Hispanic community.

Autoethnographic examination of dialectical relationships in education, such as the structural relationships between teacher/student, teacher/leader, parent/teacher as well as the relationships between individual/collective, oppression/emancipation, privileged/disadvantaged resulted in the collision of discourse and self-awareness with larger cultural assumptions concerning race, ethnicity, nationality, gender, class, and age (Spry, 2001, p. 711). In this way, autoethnography allowed me to broaden my lens from simply examining my relationship with the Rodriguez family to examining my perspectives of the larger Hispanic community. For this reason, I recommend that teachers employ the use of autoethnography when conducting FoK and action research.

FoK research, done in conjunction with action research and autoethnography is not extensively addressed in the literature. I relied heavily on all three components and each component was important in addressing the research questions. Autoethnography, however, proved to be especially important in my personal transformation. It provided a glimpse of myself throughout the duration of the study and allowed me to reflect on my behaviors, actions, and perceptions and how those changed through participating in FoK and action research. As I viewed myself in a different context, I began to view my students, their families, and myself differently. This revisioning was especially crucial since I did not share the student’s cultural or linguistic background. It was only through the autoethnographic portion of this study that I was
provided a glimpse into my role in operationalizing social and economic divisions throughout the school. More research on studies that implement autoethnography with FoK research and action research may provide insight into how teachers can accurately view their role in perpetuating cultural divides in education.

References


APPENDIX A

EXPANDED INTRODUCTION
According to Amanti (1995), when teachers complete university studies, many assume they have learned as much about their future students as they need, despite the fact that their studies likely exposed them to third-hand knowledge of differences in class, race, and gender that they would encounter among their students. As a young teacher, I believed third-hand knowledge gained in university studies was sufficient. My early teaching was homogenous and lacked understanding of different types of families and parent involvement. I expected students and parents to complete homework packets and attend mandated conferences, illustrative of the type of parent involvement I believed was requisite if students were to succeed.

Throughout my time as an early childhood educator, I have interacted with many families. Oftentimes, I have had the opportunity to teach multiple children from the same family, particularly in the Hispanic community. While interacting with these families, I have observed differing types and varying levels of early literacy involvement. Through this observation, I have come to recognize the importance of gaining firsthand knowledge of my students and their families, particularly those whose race, ethnicity, socio-economic status, and life situations differ from mine. Gaining firsthand knowledge of students and their families may potentially improve my understanding of Hispanic family involvement and provide an avenue to develop relationships with families that are dignified and respectful.

Fostering dignified and respectful relationships with students is purported as a goal by many of my colleagues in the teaching field. While teaching, I have interacted with a wide range of teachers. The consistent result I have observed is that predominantly non-Hispanic school personnel often have only minimal understanding of what Hispanic parents teach their children in the home and how that teaching occurs. However, child development research suggests that parents serve a primary role in the learning of their children (Cairney & Ashton, 2002; Hood,
Conlon & Andrews, 2008; Senechal, 2006). Because research asserts that parents are imperative to the early learning of their children, it makes practical sense that teachers attempt to gain understanding of the type and degree of learning in the home. However, well-accepted and rarely challenged views of under-represented children’s households as socially disorganized and intellectually deficit persist. According to Velez-Ibanez and Greenberg (1992), public schools often ignore the strategic and cultural resources, or funds of knowledge (FoK), that households contain.

According to Moll (2005), viewing the home as a repository of knowledge can potentially counter the deficit perspective that justifies lowered expectations of Hispanic families. Moll goes on to assert that this approach is particularly important in dealing with students whose households are usually viewed as being ‘poor,’ not only economically but in terms of the quality of experiences for the child. Throughout my experience as an early childhood educator, I have judged the quality of home learning based on what I perceived as superior parent involvement, such as involvement in homework and mandated conferences.

Statement of Problem

I had minimal understanding of the type of family involvement and student learning that occurred in a Hispanic home. I knew little of the early literacy learning that occurred in Hispanic homes. Further, during initial literacy testing and daily interactions, I knew second language learners in my prekindergarten classroom showed minimal early literacy skills. I knew little about my understanding of the Hispanic community and the value I placed on their contribution to their children’s literacy development. I also did not know my capacity to engage and support Hispanic parents’ contributions and needs.
Statement of Purpose

The purpose of this research was to carefully examine family members’ support of young children’s early literacy development in a Hispanic home. Knowledge gleaned from a study of home support, by spending time in the home of a Hispanic family, created a second purpose, action research in the classroom, applying the knowledge from home study to classroom practice. A second purpose was to determine if the introduction of FoK ways of learning, when applied in the classroom, had an effect on early literacy skills. Finally, a third purpose was to examine my development as a teacher who valued the contributions of the Hispanic family to their children’s learning.

Research Questions

1) How does a Hispanic family support early literacy development in the home?

2) What are the values and beliefs that explain uses of early literacy in the household?

3) How do social forces and social needs influence early literacy practices in the home?

4) What is the effect of including family members in classroom practices on students’ early literacy development in the school setting?

5) In what way do my perceptions of teaching Hispanic students early literacy, and my perceptions of Hispanic family members change during the process of conducting the study?

Assumptions

Within the context of the family, an extensive amount of accumulated social and cultural knowledge provides a venue through which families informally share knowledge with their children (Ortiz & Ordoniz-Jasis, 2005). There are components of shared social and cultural knowledge that help children acquire skills related to literacy development (Moll & Gonzalez, 1997). Family involvement potentially incorporates literacy into typical familial tasks in the home (Arzubiaga, Rueda, & Monzo, 2002).
Parental self-concept, perspectives, and their resulting practices related to how they share learning with their children directly relates to their past and present educational experiences, educational background, available time, and resources (LeFevre & Shaw, 2012). Families conceptualize their role based on a system of values and goals often shaped by their backgrounds and experiences (Mercado, 2005).

Families likely compartmentalize time for children to participate in some type of academic pursuit; however, this time may lack structure and adult guidance. Families likely informally communicate literacy concepts through daily family tasks (Arzubiaga, Rueda & Monzo, 2002). Daily family tasks are likely based on the needs of the family.

By capitalizing on household and other community resources, teachers can organize classroom instruction that far exceeds in quality the rote-like instruction that many underrepresented children commonly encounter in schools (Moll & Greenberg, 1990). By including parents as teachers in the classroom, children hear their teacher extolling the skills and knowledge their parents possess, and the child’s perception of his/her own parents improves as well as the child’s perception of themselves (Hensley, 2005).

Based on FoK research (Moll, 2005), observations and conversations, I assumed the participating parent, by bringing her FoK in the classroom would positively affect students’ early literacy development.

Through FoK work, teachers go through a process of reflection on their teaching and reconsideration of their own previously unacknowledged assumptions about their students (Messing, 2005).
Funds of knowledge (FoK) refers to the historically accumulated and culturally
developed bodies of knowledge and skills essential for household functioning and well-being
(Greenberg, 1989; Velez-Ibanez, 1996)

Early literacy refers to activities involved in the development of letter-sound relationship,
phonemic awareness, oral language, print concepts, comprehension, enjoyment of reading, and
perception of oneself as a reader.

Theoretical-Rationale

The FoK theory provides a framework to gather firsthand information to potentially
improve early literacy instruction in my classroom, while simultaneously representing Hispanic
families accurately and in a dignified way. FoK research (Brenden, 2005; Browning-Aiken,
2005; Gonzalez, 2005; Moll, 2005) on Hispanic students is well-documented and represents a
dignified way to view students and their families. Messing (2005) suggests the goal of FoK
research is the development of curriculum specific to a teacher’s classroom and community.
Messing further asserts that use of FoK dignifies familial knowledge by providing a space for
families to take on the role of teacher in the classroom.

FoK research with Hispanic families suggests there are some common benefits associated
with its use. An asset-orientation to families, improved curriculum and a more respectful
relationship between parents and the school are well-documented in FoK research (Brenden,
2005; Browning-Aiken, 2005; Gonzalez, 2005; Moll, 2005).

FoK methodology encourages the teacher-researcher to become directly involved in
home-school collaboration because the teacher visits the home as a learner. According to
Brenden (2005), learning to see and listen in new ways assists teachers in crossing barriers that
have been normalized within the institutions of schools and operationalized in social and
economic divisions throughout communities. Learning in new ways often requires teachers to unlearn normalized generalizations. Brenden further asserts that this re-visioning is particularly crucial when the teacher does not share the student’s socio-cultural background, as was and is my situation. FoK allows teacher-researchers to adopt an anthropological gaze to look beyond surface social factors and personal assumptions.

Funds of Knowledge Theory

FoK is a theoretical concept described by Gonzalez, Moll, Tenery, Rivera, Rendon, Gonzales, and Amanti (2005) as “…historically developed and accumulated strategies (skills, abilities, ideas, practices) or bodies of knowledge that are essential to a household’s functioning and well-being” (p. 91). Research by Velez-Ibanez and Greenberg (1992) served to influence this definition by asserting that historical, social, and cultural factors influence familial FoK.

The original FoK Project conducted by Luis Moll and Norma Gonzalez (1992) engaged Arizona teachers as social scientists who identified resources, or FoK, from predominately Mexican, low-income families (Moll, Amanti, Neff & Gonzalez, 1992). The purpose of the project was to ascertain this information with the intent to better serve the U.S.-Mexican school population. A second purpose was to develop innovations in teaching from the knowledge and skills found in local households. According to Moll and Greenberg (1990), by capitalizing on household and community resources, teachers can organize classroom instruction that far exceeds in quality the rote-like instruction that many children commonly encounter in schools.

To accomplish this goal, Luis Moll and Cathi Amanti (2005) refined the FoK research approach, which is based on understanding households qualitatively through a combination of ethnographic observations, open-ended interviews, life histories and case studies. When these research methods are analytically combined, they have the potential to portray the complex
functions of a household accurately and respectfully. The combination of these research methods can potentially reveal the functions of Hispanic households within their socio-historical contexts.

Focus on the lived experience and daily activity of the family within their socio-historical context can potentially counter a deficit orientation to educating under-represented populations. FoK research focuses on the use of routine activities as a framework for understanding how the daily life of a family progresses. According to Gonzalez (2005), the activities in which a family is involved often reflect household FoK acquired through historical, cultural, and social influences. Even within a community of similar heritage, individual households encompass their own social and cultural structures based on their lived experiences, and parents communicate those structures to their children through various contexts (Velez-Ibanez & Greenberg, 1992). Thus, FoK suggests an alternate view of culture as a set of inquiries that embodies a process-focused approach instead of a singularly defined entity (Gonzalez, 2005).

The guiding component of FoK research is that a study of the social, historical, political, and economic (including labor history), of families can reveal knowledge resources in the home. The knowledge resources potentially reveal what and how learning is shared with children. A critical assumption of FoK research is that focus on disadvantages, or deficits of under-represented populations, justifies lowered expectations of minority families and inaccurate portrayals of families (Moll, 2005). Thus, the FoK framework serves to counter the deficit perspective through which some educational literature commonly represents minority families (Moll & Diaz, 1987; Velez-Ibanez, 1996; Gonzalez et al., 2005).

FoK research is based on the premise that student learning is bound within larger contextual, historical, political, and ideological frameworks that affect students’ lives (Gonzalez et al., 2005). Within these broad contexts, historically accumulated and culturally developed
bodies of knowledge and skills essential for functioning and well-being exist. The FoK approach involves studying how household members use their FoK in dealing with changing, and sometimes difficult, social and economic circumstances. Social networks that interconnect families and how these social relationships facilitate the development and exchange of resources are further examined.

Studies embodying FoK often involve teachers serving alongside anthropologists as researchers and spending time in the homes of families in order to understand the historical, cultural, and social knowledge that they possess (Gonzalez, et al., 2005). In this way, the qualitative research design of FoK combines the ethnographic analysis of household dynamics and the examination of classroom practices. Through this combination, FoK can potentially develop novel classroom practices that involve strategic connections between these two entities (Moll, 1990). Partnering with a Hispanic family is imperative to this research design. To view the home as a repository of knowledge, the teacher-researcher must enter the home as a learner. This research model contrasts with traditional transmission models of teacher education where the teacher receives information without being actively involved in the development of knowledge. Instead, FoK encourages teachers to conduct household research and then use insights gleaned to improve classroom practice. According to Messing (2005), the development of curriculum specific to a teacher’s classroom and community context is the main goal of FoK research.

FoK encourages teachers to gain firsthand knowledge from the family, seeking themes that may potentially be useful in the classroom. Then, through action research, the teacher partners with family members to implement curriculum developed specifically for his/her classroom. The second component of FoK, action research, is contingent upon the first, home
visits. According to Amanti (2005), FoK is not about replicating what students have learned in the home, but about using students’ knowledge and prior experience as a scaffold for new learning. When teachers approach the home and classroom as a learner, there is potential to improve classroom instruction, the relationship between the family and the teacher and to correct misperceptions teachers may have of Hispanic families.

Limitations

A 12 week study, the first six weeks in the home of one Hispanic family and the latter six weeks in the classroom, tested the theoretical positions that FoK enhance learning in the home and are effectively transferrable to the school environment. This time period potentially limited the breadth and depth of data acquisition. For this research to be manageable, however, a 12 week time period was requisite. Further, the use of a single case (one Hispanic family) was required for this research to be manageable for one teacher-researcher to do an in-depth investigation. While the use of a single case study eliminates generalizability, the main goal of FoK research is the development of curriculum specific to a teacher’s classroom and community needs (Messing, 2005). Along these lines, the intent of this research was not to generalize to a larger population but to use local findings from one Hispanic family to do action research in the classroom.

Reactivity is also a potential limitation in this research. According to Bryman (2008), reactivity is behavior exhibited by participants that is out of character or normal routine due to the presence of a researcher. Prior to entering the home to conduct observations/interviews, I visited the home on one occasion to establish rapport and ensure informed consent was truly informed. This may have helped the participating family to become more familiar with me; however, the possibility for reactivity to impact observations and interviews may exist.
Lastly, FoK research is often accompanied by a study group where teachers and researchers deliberately discuss the work at hand. As a solo teacher-researcher working on my dissertation, I was not involved in a study group. According to Moll (2005), the study group is also the place where ethical considerations are examined. Study groups were created during the original FoK Project to help teachers gain understanding of research methods, review findings from each visit and discuss classroom practices and implications. However, as a doctoral student, I have studied research methods throughout my schooling and felt competent in conducting the research. Further, I had the assistance of a dissertation committee and the guidance of an advisor to discuss findings, classroom practices and any ethical issues.

Significance of Study

The significance of this research is that it may potentially add to the body of current literature by focusing on how a classroom teacher studies FoK and then includes certain repositories of knowledge into the classroom in tandem with the parent who participated in the initial home visits. By incorporating the action research component of this research, this study also potentially adds to the current body of literature by focusing on the effect of including family members in classroom practices on students’ literacy development in the school setting. A wealth of FoK research has been conducted on Hispanic families, however, the effects of implementation of knowledge gained has not been implemented with the observed family member and the teacher working in concert to include FoK in the classroom. As a classroom teacher, this study is also significant because it may potentially improve the early literacy curriculum used in my classroom. This study is significant because it has the potential to improve my perceptions of teaching Hispanic children, and possibly the relationship between myself and the Hispanic population that attends the school. Finally, the study is significant
because it provides a model for teachers who seek to: understand Hispanic families, apply the understanding to the classroom in an inclusive way, and improve teaching through in depth reflection and analysis of the reflections.

Summary

The main purpose of this research was to carefully examine Hispanic family members’ support of young children’s early literacy development in the home. A second purpose was to determine if the introduction of FoK ways of learning, when applied in the classroom, had an effect on early literacy skills. To represent Hispanic parents’ in a dignified and respectful manner, FoK was used as the theoretical framework. FoK communicates the significance of Hispanic families by viewing their knowledge resources in a positive light. This research is significant because it documents how a teacher brings certain repositories of knowledge into the classroom, improved the early literacy instruction in my classroom through improved oral language development, and illuminates the effect of including family members in classroom practices on students’ early literacy development in the school setting. In addition, the autoethnographic aspect of the study leads to an understanding of how a teacher, who has applied FoK research, learns and potentially changes perceptions and actions toward the Hispanic community in a school. According to Gonzalez (2005), culturological deficit conceptions of how the ‘other’ lives and thinks persist in schools today. Thus, through FoK, there was potential to foster an asset-oriented approach to the Hispanic population in my class. Representing the Hispanic population in a dignified and respectful manner, through an asset-oriented lens, while carefully examining early literacy development in the home were guiding components of this research.
APPENDIX B

EXPANDED REVIEW OF LITERATURE
The purpose of this literature review was to carefully examine current literature relative to parents’ support of young children’s early literacy development in the home. Primary and secondary sources related to the social, historical, political and economic, including labor history, of families were examined to reveal knowledge resources in the home. These knowledge resources, or funds of knowledge (FoK), can potentially glean what and how learning is shared with children and how this learning relates to potential early literacy skills. This literature review focused on studies conducted through the FoK theoretical framework. The framework provides a lens for conceptualizing households as repositories of valuable knowledge. ‘FoK’ refers to the historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being (Greenberg, 1989; Velez-Ibanez, 1988).

Funds of Knowledge

Numerous studies have been conducted through the FoK framework (Auerbach, 2007; Brenden, 2005; Browning-Aiken, 2005; Buck & Sylvester, 2005; Hensley, 2005; Mercado, 2005) and provide an understanding of parental support, particularly as observed in under-represented populations. The original FoK Project conducted by Luis Moll and Norma Gonzalez (1992) engaged Arizona teachers as social scientists who identified resources, or FoK, from predominantly Mexican, low-income families (Moll, Amanti, Neff & Gonzalez, 1992). The purpose of the project was to ascertain this information with the intent to better serve the Hispanic school population with dignity and respect.

Deficit Perspective

FoK represent a dignified view of Hispanic households as containing ample cultural and cognitive resources. However, the social context of the education of culturally and linguistically diverse students in the United States today often includes a wide gap between home and school
worlds (Messing, 2005). For example, Auerbach (1995) discusses some teachers’ assumptions that language minority children reside in literacy-impoverished environments. According to Gonzalez (2005), the culturological deficit conceptions of how the ‘other’ lives and thinks persist. FoK offer a method to integrate the home and school worlds by respectfully conceptualizing homes as knowledge sources.

According to Moll, Amanti, Neff and Gonzalez (1992), FoK is a set of familial knowledge and skills essential for household or individual functioning and well-being. FoK encourage teacher-researchers to recognize the multiple knowledges of a household. By focusing on the home as a repository of knowledge, teacher-researchers resist focusing on perceived deficits. A critical assumption of FoK research is that focus on disadvantages, or deficits of under-represented populations, justifies lowered expectations of minority families and inaccurate portrayals of families (Moll, 2005). In contrast, FoK draw on household knowledge, legitimizing student experience. Classroom practice builds on the familiar home knowledge bases that students manipulate to enhance learning in various content areas. Capitalizing on household and community resources, teacher-researchers organize classroom instruction that far exceeds in quality the rote-like instruction Hispanic children commonly encounter in schools (Moll & Greenberg, 1990; Moll, 2005).

FoK is a local and contingent method for positioning knowledge, built on household and community resources. Through ethnographic interviews and participant observation, teachers and researchers collaborated to focus on what people did and say they did in the home. By focusing on daily action and activity, FoK coalesce with qualitative methods to counter what Moll (2005) terms the ‘deficit’ approach in education. Focus on the processes of everyday life in the form of daily action becomes the frame of reference for everyday learning. According to
Moll (1992), daily activities are a manifestation of historically accumulated FoK. Teacher-researchers used FoK to uncover historically accumulated familial knowledge and subsequently devise classroom instruction that connects the home and school experience.

Teachers, trained in ethnographic methodology, went into homes of Hispanic families to determine pertinent FoK. Focus on daily activity in the home negated the deficit approach and fostered an asset orientation to Hispanic families’ homes (Buck & Sylvester, 2005). Households, conceptualized as multidimensional and vibrant entities, became repositories of knowledge that could potentially improve curriculum development for teachers studying households as learners. To accomplish this goal, teacher-researchers come to understand households (and classrooms) qualitatively through a combination of ethnographic observations, open-ended interviews, case studies, and life histories. Each of these qualitative strategies, when combined analytically, portray the complex functions of households within their socio-cultural context (Moll, et al. 2005).

Basic Findings

Based on the work of teacher ethnographers, some basic findings contributed to initial FoK research. It was noted that home networks were flexible, adaptive, and active. These thick and multi-stranded networks fostered multiple relationships with the same person or with various persons. Children were viewed as multidimensional and enmeshed in multiple spheres of learning (Moll, 2005). Reciprocal practices within the network established obligations based on the assumption of confianza (mutual trust), which is established and reaffirmed with subsequent exchanges and eventually develops into a long-term relationship (Moll, Amanti, Neff and Gonzalez, 1992).
Relationships are important because FoK takes a socio-cultural approach to instruction (Moll, 1990). Along these lines, social practices and the use of cultural artifacts mediate thinking (Vygotsky, 1978). Teacher-researchers studied households as socially or culturally organized settings, whose action mediates the learning children can accomplish. Focus on lived experiences is thus central to the FoK framework (Moll, 1992). Through focus on action within established relationships, teachers retrieved firsthand knowledge instead of second and third-hand knowledge from researchers and school administrators.

_Agents of Change_

In lieu of adopting information from researchers or school administrators, teachers look for common FoK to produce curriculum themes which build on knowledge resources found in multiple homes (Moll, 2005). Through incorporation of multiple FoK from different student homes, Hensley (2005) engaged parents as experts and suggests this process dramatically changed the climate of the teacher-home relationship. Hensley involved parents in meaningful ways in the development of curriculum based on their FoK and expertise. She invested in home visits to reveal expertise in fashion and design. Building on this FoK, Hensley created an elaborate unit on clothing that culminated in a school fashion show. Through this work, Hensley suggests the barrier between the professional and the home caregiver was breached to provide a space for the parent to feel equal, improving the home-school relationship.

The importance of home-school collaboration is well-documented in educational literature (Arzubiaga, Monzo & Rueba, 2002; Bennett, Dugan & Ylimaki, 2012; Lopez, Scriber, Mahitivanichcha, 2002; Pena, 2002). However, prekindergarten teachers have rarely been directly involved in parent involvement programs or community research aside from the position of second or third-hand recipient of information. This position excludes teachers involved in
Head Start or lab schools, where parent involvement is requisite and is experienced firsthand through daily interaction. Through the FoK approach to teaching, school-practitioners were directly involved in parent involvement as agents of change in terms of their relationship to parents, and their personal transformation toward becoming more open and inclusive of Hispanic students and their families.

According to Tenery (2005), teachers are in an ideal position as agents of change because they have the training, knowledge, and access to interact personally and consistently with students and families. As agents of change with confianza, teachers can improve home-school collaboration (Moll, 1990). Through the FoK framework, Tenery (2005) examined Mexican origin families to reveal a vast spectrum of knowledge, skills, and talents common within households and between the larger Mexican community networks of nonmarket exchange. The author suggests that trips to Mexico were not just for recreation but had definite purposes and functions in the exchange of goods. Further, the author notes strategic choices the household makes in procuring its subsistence such as herbal and home remedies. Practices that were previously opaque or obscure took on new meaning as Tenery studied the context the house was embedded in, allowing her to forge a home-school connection that had meaning for both Tenery and her students.

Tenery (2005) further suggests the harder the lives of families, the more coping and survival skills or FoK they develop. In similar studies, coping skills are documented as FoK, (Mercado, 2005). Mercado and Moll (1997) collaborated with over 100 bilingual and non-bilingual teachers in New York City and Long Island to study FoK in homes. Mercado (2005) reexamined these data to locate and describe the language and literacy practices embedded in FoK. The author documents how two families of Puerto Rican decent used literacy to mediate
children’s interactions with the world in both English and Spanish. Tenery (2005) similarly suggests that patterns of interaction observed in Mexican-origin homes are adaptive, or coping, responses. In her work, Tenery surmises that extended families provide financial support, childcare, and other assistance to possibly cope with difficult economic conditions. The author discusses how the revelation of coping skills changed her perspective of parents as deficient to proficient agents of change.

Parents are defined as possible agents of change in some FoK research. Hensley (2005) discusses her experience with Jacob, an African-American father of a kindergarten student. Jacob’s musical prowess as a FoK eventually empowered Jacob to devise a musical based on the story of the *The Little Red Hen*. Jacob’s increased involvement was a catalyst for change and empowered other students and parents. Jacob became the Parent-Teacher Association President and was pivotal in bringing to the forefront the right of students to attend their neighborhood middle school instead of being bused across town to comply with court-ordered desegregation mandates, an issue eventually taken to federal court.

In a similar vein, Gonzalez-Anguilo (1998) formed a mother’s literature circle as a way of creating intertextual experiences between mothers’ lives and the themes of widely read books. These mothers of at-risk children, came to a historical consciousness of their current position in life and eventually viewed themselves as producers as well as consumers of knowledge. By bringing themes to a discursive consciousness, the women made connections to how they came to be where they are now. In this work, parents were agents of change in their own lives (Gonzalez-Anguilo, 1998).

*Educación*

Another prevalent theme in FoK research is the notion of *educación*, a concept that
encompasses academic learning and nonacademic moral training such as learning the difference between right and wrong, respect for adults, and good manners (Reese, Balzano, Gallimore, and Goldenberg, 1991). *Educación* is an emic term that goes beyond formal education to encompass non-formal learning, particularly the difference between right and wrong. Browning-Aiken (2005) conducted a case study on one Mexican-origin family to reveal, among other things, their philosophy of education. They repeatedly found a strong emphasis on moral behavior and respect for others, or *educación*. Zambrana and Zoppi (2002) through research on the academic achievement of Hispanic females, suggest conflict between *educación* and the highly competitive value system in the United States.

**Socialization**

In contrast to the individualized and competitive United States value system, Velez-Ibanez and Greenberg (1992) used case studies of U.S.-Mexican children to study household clusters. According to Velez-Ibanez and Greenberg (1992), research suggests that these clusters provided U.S.-Mexican children with a social platform in which they internalize ‘thick’ social relations and learn to have analogously ‘thick’ social expectations. Because clusters socialize U.S.-Mexican children to expect interaction and collaboration with many individuals, clusters stand in contrast to individualized and competitive values. Clusters are based on an expectation of multiple relations with the same person and *confianza*. These familial household clusters, or extension of families beyond the nuclear household increase rather than decrease with each succeeding generation. These extensive kinship networks actively engage children in the lives of relatives on both sides of the border. Velez-Ibanez and Greenberg (1992) suggest the early thick social context that surrounds Mexican children leads to the emergence of social expectations that are different from those of non-Mexican populations. The authors further suggest use of
cooperative learning systems with U.S.-Mexican populations because social interaction is a highly developed skill and expectation for this population.

Socialization practices influence the young child’s social development (Riojas-Cortez & Flores, 2009). Early childhood socialization research, however, is scant. Further, what is available is attitudinal and not observational, suggesting a gap in the literature. According to Riojas-Cortez and Flores, children develop their sense of being within the world around them as a result of socialization processes. The authors further suggest children acquire scripts to respond to others and events through daily interaction. Studying the socialization of early childhood students of U.S.-Mexican families through the FoK framework may glean information pertaining to potential early literacy skills in the home. A study by Velez (1983) suggests some direction with focus on mother-infant interaction. Her work on mothering styles suggested a possible link between early childhood experience and the formation of social expectations in household settings. Mothers of U.S. and Mexican decent were studied regarding mothering styles. In her findings, there was little difference in the frequency or quality of the actual interaction between mothers and infants. However, Mexican mothers’ social density was much greater than U.S. counterparts and provided significantly more contact with other relatives. According to Velez, the Mexican infant had a social context packed with tactile and sound stimulation, surrounded by a variety of relatives, rarely left alone.

While research supports the importance of child rearing socialization practices, minority children’s socialization skills tend to be measured against the majority culture, often ignoring the values and goals of the family (Riojas-Cortez & Flores, 2009). Hispanic families are likely to discipline young children through a form of advice told through a story (Valdes, 1996). Through storytelling, Hispanic parents naturally use literacy to communicate cultural expectations and
values. Riojas-Cortez and Flores suggest that Hispanic families engage in literacy practices through storytelling and other oral traditions. Child rearing socialization practices, the authors suggest, are important in transmitting important competencies that prepare children for school.

Other important aspects in the transmission of FoK in the U.S.-Mexican home is wide latitude provided for error and provision for experimentation in learning tasks (Velez-Ibanez & Greenberg, 2005). Multiple opportunities for experimentation and error are provided within a zone of comfort. Within the zone of comfort, error is not dealt with in a punitive manner. Hence, what is important is not only that U.S.-Mexican children are exposed to multiple domains in which FoK are used, but that they are also afforded the opportunity to experiment with them in each domain (Velez-Ibanez & Greenberg, 1984; Moll et al., 1988).

Language socialization research examines how socialization processes produce competencies to use language with older and/or more experienced members (Mercado, 2005). Because FoK is a socio-cultural framework (Moll, 1992), focus on socialization and language make intuitive sense. According to Vygotsky (1978), language-mediated activities are important to the transmission of knowledge. Social contexts in which interactions occur become part of the social meaning gained by members of a given community through communication and social roles (Ochs, 1988). The creation of social and cultural conditions for socialization into literacy practices is central to much FoK research (Auerbach, 2007; Browning-Aiken, 2005: Mercado, 2005). Resnick (1990) suggests that literacy education is naturally a process of socialization or induction into a community of practice. In this vein, creating social and cultural conditions for socialization into literacy practices is central to effective instruction with bilingual students (Moll, 1990).
Binational Travels & Fracturing

In some studies, fracturing is discussed in depth in relation to the literacy development of U.S.-Mexican children. Velez-Ibanez and Greenberg (1992) suggest that U.S.-Mexicans are a literate population, particularly in Spanish. Rather than assuming that literacy and comprehension are problematic in these households, Velez-Ibanez and Greenberg (1992) suggest it is the shift from Spanish to English that interrupts, or ‘fractures’ an extended development of Spanish comprehension and literacy. Their research suggests that Spanish comprehension suffers because public schools encourage English, lack of opportunity to practice Spanish and only oral language is transmitted due to public schools encouraging use of English only in technical and academic writing.

Some research suggests interruptions, or fractures, in formal education are linked to FoK. For example, Mercado (2005) describes how the FoK framework was used to study literary practices in Puerto Rican households in New York City. In this work, one mother describes the disruption and fragmentation of routines and relationships that resulted from frequent moves back and forth between the U.S. and Puerto Rico. The author suggests this back and forth movement fractured formal schooling but simultaneously fostered adaptability, or coping skills, including bilingualism.

Reflection

Other studies focus on the reflective process that teachers involved in FoK research often underwent. Gonzalez (2005) suggests that all participants in the original FoK Project underwent a change in perspective through their collaborative work. The process of professional and personal transformation is documented by Messing (2005) who suggests that the simple premise of respect for each participant’s FoK was the method of operation that allowed deep reflection.
for teacher-researchers. According to Moll (1990), respect and dignity were driving factors in the original FoK practice. Similarly, Hensley (2005) describes her personal experience as heightened respect for participants’ FoK, as well as heightened sensitivity and curiosity regarding students and their families.

Recognizing that each of her students’ households encompassed a unique merging of FoK, Amanti (2005) reflected on how her transforming perspective on culture was pivotal in helping her to identify commonalities across students’ households. These commonalities later provided the theme for a learning module on horses, which was implemented in her classroom. Because students’ were familiar with horses, Amanti used this topic to help students connect with abstract concepts in science. Through this process, Amanti gained confidence in her ability to develop engaging and meaningful teaching based on students’ FoK. She further reflects on how her perceptions about her role in the educational hierarchy changed. Amanti came to validate her own FoK as a competent professional and similarly resisted the pressure to succumb to scripted guidelines. In this way, Amanti transformed to become more open, inclusive, and a potential defender of parents and students outside the dominant culture of teachers in her school.

Messing (2005) conducted interviews with multiple teacher-researchers both during and following their involvement in FoK research, and provides insight into the commonalities that underlie their experiences. Her interviews yielded narratives that present analysis of the perspectives of several teacher-researchers. Teachers described how the project changed their views toward their teaching, their students, and their students’ families. Messing takes up an anthropological view that schooling is a social creation to argue that educational research should offer new roles for its participants. According to Messing, these roles lead to questioning assumptions, increased understanding, communication, and educational change. The
transformative power of FoK is revealed through her work. The teachers, through researching both the community and school, begin to theorize their own practices, learning and development as educators and people, leading to transformation toward becoming more open and inclusive of parents and students outside their culture. The FoK framework lends itself to an autoethnographic study because, through home visits and action research, there is potential for teachers to transform to become more open, inclusive, and to potentially advocate for students and parents outside of their culture.

_Labor History_

Other studies discuss the importance of labor history in bridging the home-school connection and changing perspectives of teachers toward under-represented populations. Brenden (2005) conducted a study of the FoK in families of oil field workers in southern Louisiana. Teachers underwent training, collaborated with researchers and then reconvened to discuss findings and reflections periodically via after-school meetings. Ethnographic interviews typically start with the labor history of the family and lead to discovery of the family’s historically accumulated resources, coping strategies, and social networks (Moll et al, 1992). Brenden (2005) suggests that many of a family’s resources are embedded in the social history of the work they have done, both formally and informally. By examining the labor history of families, teachers in Brenden’s study came to view students and the community with respect. Viewing and listening with new eyes and ears assisted teachers in crossing barriers that have been normalized within the institutions of schools and operationalized in social divisions throughout communities (Brenden, 2005). One teacher, the wife of an oil field worker, came to respect her own family and others through interviewing similarly situated families in her
community. Her progression toward becoming more open and inclusive toward individuals that share her cultural background provides insight into the transformative power of FoK research.

Through respectful interaction, teacher-researchers reflected on themselves and the knowledge families have regarding literacy. According to Barton and Hamilton (1998), literacy is a social practice, located in the interaction between people. FoK, a socio-cultural framework, coheres with early literacy investigation because it allows teacher-researchers to investigate daily interaction within households. Changes in language and literacy practices of the community are attributed to changes in the social networks within which young members are affiliated (Mercado, 2005). In this vein, economic reality or labor history motivates literacy practices to some extent.

Labor history served as the starting point for teacher-researchers involved in FoK research. FoK is a systematic framework that encourages teacher-researchers to use ethnographic methodology. Moll (1992) suggests the first interview with families should focus on labor history, revealing economic realities that potentially motivate literacy practices in the home. Teacher-researchers then moved from labor history to regular household activities in attempt to capture the routine practices of the household. The third interview typically asks parents questions about child rearing and the experience of being a parent. Moll discusses how this systematic approach reveals the social context of the family through focus on daily interaction and labor and family histories.

To be effective, educators must understand literacy locally in terms of the histories of individuals and in terms of places and social relationships in which they find themselves (Barton and Hamilton, 1988). FoK provides a framework for defining and classifying phenomenon that occur in households, potentially gleaning information regarding how U.S.-Mexican children are
socialized into particular literary practices. This framework is not static and evolves through each new iteration, allowing flexibility in use (Moll, 1992). Because the framework is flexible, teacher-researchers can potentially glean information about students locally to improve curriculum, their relationship with families and students, and their perceptions of families and students outside their own culture.

FoK can propel teachers beyond the dichotomy between home knowledge (practical, intuitive, out-of-school) and academic (deliberate, explicit, and in-school) knowledge (Gonzalez et al., 2005). Teacher-researchers can improve home-school collaboration and improve instruction through FoK research. This is particularly true for under-represented populations (Moll, 1990). Most children attending bilingual education classes in the United States are working-class students (Moll, 1992). According to Spring (2001), working-class children receive a reduced and intellectually inferior curriculum compared with their wealthier peers, reflecting school stratification. Adopting an asset orientation in lieu of the traditional deficit approach to education can improve the home-school relationship as well as curriculum disseminated to under-represented populations (Moll, 2005).

Summary

Numerous factors including labor and family history form the daily lived experiences in the home. Lived experiences of families are potential repositories of knowledge and resources that may elucidate early literacy development. Through participant observation and ethnographic interviews, teachers can potentially act as agents of change in understanding the FoK in homes, while progressing toward becoming more open and inclusive of parents and students outside their own culture. Subsequently, teachers can potentially use FoK to devise meaningful and
engaging curriculum for students. Reciprocity, confianza, educación, socialization, and reflection are common in funds of knowledge research.
APPENDIX C

DETAILED METHODOLOGY
Prevailing perceptions of working-class families as socially disorganized and intellectually deficient are well accepted and rarely challenged in the field of education (Moll & Diaz, 1987; Velez-Ibanez, 1996; Gonzalez, et al., 2005). This concept has been extensively asserted in research on Hispanic families. Often, teachers and other school personnel adopt a deficit perspective that attributes to minimal Hispanic parent involvement and lack of concern. Sometimes, inability, long work hours and/or language barriers also contribute to limited participation by Hispanic parents (Delgado-Gaitan, 1991). To gain a positive understanding of Hispanic parent involvement, Moll, Amanti, Neff and Gonzalez (1992) suggest that teachers need to be knowledgeable about the social lives of children because there are important resources or funds of knowledge (FoK) in students’ homes and communities.

Problem

As an early childhood educator in a public school, my experience has led to the assumption that levels of parental involvement relative to early literacy support vary greatly. It has also become evident that many teachers do not know what parents do in the home to support early literacy skills or other learning objectives. During informal and formal discussions with other teachers, a deficit perspective has been perpetuated in grasping for reasons why under-represented students do not succeed. I recently became less comfortable with this reasoning, primarily because my experience with my daughter’s Hispanic nanny has led me to respect and appreciate the abundant FoK in her home. By focusing on our nanny’s home as a repository of knowledge, I have come to appreciate how her home can potentially educate my daughter and thus have high expectations for the learning my daughter will experience in her home.

Statement of Purpose

The purpose of this research was to carefully examine family members’ support of young
children’s early literacy development in a Hispanic home. Knowledge gleaned from a study of home support, by spending time in the home of a Hispanic family, created a second purpose, action research in the classroom, applying the knowledge from home study to classroom practice. A second purpose was to determine if the introduction of FoK ways of learning, when applied in the classroom, had an effect on early literacy skills. Finally, a third purpose was to examine my development as a teacher who valued the contributions of the Hispanic family to their children’s learning.

Questions

1) How does a Hispanic family support early literacy development in the home?

2) What are the values and beliefs that explain uses of early literacy in the household?

3) How do social forces and social needs influence early literacy practices in the home?

4) What is the effect of including family members in classroom practices on students’ early literacy development in the school setting?

5) In what way do my perceptions of teaching Hispanic students early literacy, and my perceptions of Hispanic family members change during the process of conducting the study?

Assumptions

A critical assumption of this study, and other FoK research, was that focus on disadvantages, or deficits of under-represented populations, justified lowered expectations of minority families and inaccurate portrayals of families (Moll, 2005). FoK presented a dignified view of Hispanic families, inclusive of the type of literacy support and involvement. FoK further assumed that parental involvement was contingent on the social, historical, political and economic, including labor history, of the family. Collectively, these factors influenced the way and extent that parents transmitted knowledge to their children. It was also assumed that when the FoK findings were applied to an action research project in my classroom that students’
literacy competencies would increase. Finally, it was assumed that by studying a Hispanic family in the home, developing and implementing action research with a parent from the home, that I would evolve as a teacher. It was assumed that by tracking my daily interactions with Hispanic parents and children, in the home and classroom, that I would transform to a teacher who valued the Hispanic students in my class, and therefore began to orient my teaching and other school-based practices toward the culturally relevant teaching of these students.

Research Models

Based on the multiple aspects of this study, three models of research were applied to data collection: case study, action research, and autoethnography. What follows is a description of each model, including parameters and limitations. In subsequent sections, the application of the models in the form of data collection and analysis are discussed.

Case Study Research

As the first part of a twofold definition, a case study is an empirical inquiry that investigates a contemporary phenomenon (case) in depth and within its real world context, particularly when the boundaries between phenomenon and context may not be evident (Yin, 2009). The second part of the definition points to case study design and data collection features, such as how data analysis helps to address the distinctive technical condition whereby a case study will have more variables of interest than data points. Yin further asserts that properly doing case study research means addressing five traditional concerns about case studies. These five concerns are: 1) conducting the research rigorously, 2) avoiding confusion with teaching cases, 3) knowing how to arrive at generalized conclusions if desired, 4) carefully managing the level of effort, and 5) understanding the comparative advantage of case study research. Carefully conducted case study research is advantageous when applied to FoK (Moll, 2005).
According to Gonzalez, Moll and Amanti (2005), FoK focuses on what people do and say they do. Case study research similarly focuses on the lived experience of the participant, illustrative of many more variables than data points. The case study is an alternative to static ideas about human groups because it focuses on everyday life in the form of daily activities as a frame of reference (Gonzalez, 2005). According to Moll (2005), daily activities are a manifestation of historically accumulated FoK, the articulation of a trajectory that brought parents and students to be where they are today. Along these lines, FoK coalesces with case study methodology to potentially counter the deficit approach perpetuated by some in education today.

**Action Research**

Action research is often associated with the work of Kurt Lewin (1948), who viewed action research as a cyclical, dynamic, and collaborative process in which participants address social issues affecting their lives. Through cycles of planning, acting, observing, and reflecting, participants sought changes in practices leading to social action for improvement. According to Bogdan and Biklen (1992), action research can be defined as the systematic collection of information designed to elicit social change. Moll (2005) asserts that FoK has the potential to express the way Hispanic families teach their children, leading to classroom action research and improved classroom instruction for these students. Improved classroom instruction can possibly lead to social change for Hispanic students.

Action research attempts to achieve clarity in understanding the different perspectives and experiences of others (Stringer, 2008). Involvement in classroom action research may also interrupt how parents perceive their role in the education of their children. Stringer asserts that participating in action research allows people to develop high degrees of motivation. In this way,
action research has the potential to empower stakeholders while enhancing the relationship between the Hispanic parent and the teacher. Reflected in both action research and FoK literature is the common belief that all communities have a store of experience and local knowledge that can be incorporated into meaningful activities that have the power to transform the education of children (Moll, 2005; Stringer, 2008).

Autoethnography

Autoethnography is a qualitative research method that uses the researchers’ autobiographical data to analyze and interpret cultural assumptions. According to Chang (2008), autoethnography combines cultural analysis and interpretation with narrative details, following the anthropological and social scientific inquiry approach. The stories of autoethnographers are reflected on, analyzed, and interpreted within their broad socio-cultural context.

Ellis and Bochner (2000) offer a triadic model to explain the complexity of autoethnographic variety. They observed that autoethnographers vary in emphasis on the research process (graphy), culture (ethno), and self (auto). Different examples of autoethnography fall at different places along the continuum of each of these axes. According to Chang (2008), autoethnography should be autobiographical in its content orientation, cultural in its interpretive orientation, and ethnographic in its methodological orientation. The goal of autoethnography is cultural understanding through autobiographical experience.

According to Chang (2008), when a personally meaningful topic is chosen and investigation is contextualized appropriately in the socio-cultural context of the researcher, autoethnography can powerfully engage readers in understanding not only the autoethnographers’ worlds but also others in them. Autoethnography is a particularly useful and powerful tool for those who deal with human relations in multicultural settings. Chang further
asserts that enhancing the cultural understanding of self and others is one benefit of autoethnography. He goes on to suggest the method has the potential to transform self and others to motivate them to work toward cross-cultural coalition building. Methodologically speaking, autoethnography is useful in holistic and in-depth cultural self-analysis and self-reflection.

FoK research, action research, and authoethnography are complementary in their implementation of reflection. FoK encourages teacher-researchers to continually reflect on their position as an agent of change in the classroom. Action research, according to Stringer (2008), encourages researchers to think, reflect, and/or theorize about their own practices, behaviors, and situations. According to Chang (2008), the reading and writing of autoethnography may lead to self-reflection and self-transformation through self-understanding.

Participant Recruitment

Home Study

Recruitment letters (Appendix G) were sent to all Hispanic families of the morning prekindergarten children in my class. Interested families were invited to return the recruitment form by mailing the form in an enclosed envelope or returning the form inside an enclosed envelope in their child’s take-home folder. Interested families were contacted and invited to discuss the research at their convenience. After these meetings, I gave the two interested families time to contemplate the purpose, risk, and time commitment of the research. When compatibility was determined, I met again with the selected family to reiterate the specifics of the research and to gain informed consent (Appendix H). Before formal observations/interviews began, I visited the family on one occasion to answer questions they had and to ensure informed consent was comprehensive of the scope of both components of the research (home and action research).
Classroom Action Research

For the action research component of this study, to ensure all parents fully understood the scope of the action research, I communicated with all parents either in-person at school or via telephone conversations. All parents provided consent (Appendix I) for their child to participate in the research. However, parents were offered a choice of two other prekindergarten classrooms for their child to attend during the action research if at any time they opted to cease their child’s participation in the project. The early literacy instruction in these neighboring classrooms was expected to meet the quality of instruction in my class. Parents could mail the informed consent to the school in an enclosed envelope or return the form inside an enclosed envelope in their child’s take-home folder. Most parents sent the form in the enclosed envelope inside their child’s take-home folder. District and school approval was granted for classroom action research, including the decision to offer parents the choice to place their child in two other prekindergarten classrooms during action research.

Autoethnography

I had been a member of this school community for six years. Throughout my membership, I exclusively taught prekindergarten and kindergarten. During this time, I cultivated close relationships with many families. My inability to speak Spanish, however, contributed to my inability to cultivate strong relationships with many Hispanic families. Last year, I employed a local Hispanic woman as the primary nanny to my newborn daughter. I previously taught children from the nanny’s family and knew her from school functions. Each day, when I picked up my daughter, I spent about an hour visiting with this nanny. I realized that she was pivotal in the community because she is a competent English and Spanish speaker, and closely connected to the Hispanic community my school serves. In addition, she was an excellent nanny.
Oftentimes, when I arrived after school, many young Hispanic mothers were sitting on the front porch watching their children and discussing childcare and other topics important in their lives. While listening to the women and the nanny, I learned some Spanish and came to view this nanny as a gatekeeper in my research. She enjoyed conversing with younger mothers and prided herself on providing advice that was beneficial to young mothers and their children. I was a recipient of this advice on many occasions. My visibility in her yard, I believed, improved the perception many Hispanic families had of me as a teacher-researcher and illustrated my appreciation of their community knowledge.

Participants

Home Study

I studied one Hispanic family who had a child in my prekindergarten classroom. The population of the school is primarily Hispanic. Because I wanted to learn as much as possible about Hispanic families in my school, I chose a family I could easily communicate with that reflected the Hispanic families I serve. This Hispanic family (the Rodriguez family) consisted of one mother (Tania), one father (Cristian), a four-year-old son (Juan), and a nine-month-old daughter (Gabby). The family lived in a two-story brick home in a subdivision. Both parents had full-time jobs but were highly invested and involved in their children’s lives. The parents were Mexican descendants fluent in both English and Spanish. Cristian immigrated to the U.S. at the age of eight but Tania was born in the U.S. While both parents participated in the home visits, only Tania was able to engage in classroom action research. Cristian’s work hours did not permit him to enter the classroom during school hours.

I further chose the Rodriguez family because they had extended family. From my experience teaching Hispanic students, many of the households were nested within extensive
kinship networks that actively engaged them in the lives of relatives on both sides of the border. The majority of the students in my school came from low-income, working-class homes. Further, most of the Hispanic students in my school were descendants of Mexican ancestry with extensive kinship networks. I choose the Rodriguez family because it reflected these characteristics and exhibited a willingness to participate in classroom action research as well as a willingness to discuss their history, education, and the activities that commonly take place in the home.

**Classroom Action Research**

The action research component of the study occurred in my morning prekindergarten classroom. This was a half-day prekindergarten program that spanned three hours each day. Twenty primarily Hispanic students were in the class. The majority of the students came from low-income, working-class homes. These students were primarily descendants of Mexican ancestry. The participating parent (Tania) also participated in classroom action research. During the third week of action research, another Hispanic mother joined the project. This mother was motivated to join due to the visibility of Tania in the classroom. The second participating parent was a music major and entered the classroom to play the guitar and teach the students music geared toward improvement of phonemic awareness and enjoyment of school. Both participating parents completed a volunteer form and underwent a background check prior to entering the classroom. District and school approval for classroom volunteers was granted prior to beginning the research.

**Autoethnography**

I am a white female teacher-researcher and mother. I have taught in a primarily Hispanic elementary school for six years. During these six years, I have interacted with a wide range of teachers. The consistent result I observed was that school personnel often have only minimal
understanding of what Hispanic parents teach their children in the home and how that teaching occurs. I also came to recognize that I have minimal understanding of what Hispanic parents teach their children in the home and how that teaching occurs.

Last year, I collaborated with specialists in our district to create an instructional DVD on how to read to children at home. The DVD was made in English and Spanish, and intended for mass distribution to the parents in my school. The purpose was to encourage parents to read to their children every night, and to read to them in a way that mirrored the way teachers read to children at school. One week before delivering the DVD to parents, I watched our Hispanic nanny sing a book to my daughter. She did not touch each word as she read nor did she discuss the parts of the book as our DVD suggested; however, my daughter laughed and held the book as the nanny supported her early literacy development. This experience, partnered with extensive reading on FoK, caused me to question my rigid expectations of what parent support should look like. Through this ethnographic research, I hoped to examine my perceptions, pre-conceived notions, and ascertain my development as an inclusive teacher for the purposes of improving my teaching by building on the family support Hispanic students receive and self-reflecting on my cultural understanding and my relationship with the Hispanic community in my classroom.

Setting

Home Study

The first visit I made to the Rodriguez home was to meet with both parents to answer any remaining questions they had about what the study would entail. I noticed that everything in the home appeared to be very tidy and organized. Tania met me at the front door when I arrived, and Cristian joined us shortly after. In the living room, a large, leather sectional was placed in one corner, facing a large television. Through the living area, I noticed the dining room. In the dining
room, there was a large wooden dining table with six wooden chairs. The walls in both the living
and dining rooms were occupied with framed photos of family members. I noticed several
crucifixes throughout the home. I also noticed a staircase leading upstairs and I heard the sound
of Juan playing. Tania stated that the bedrooms were upstairs. She called for Juan to come greet
me, and as Juan came down the stairs I noticed a large, framed photo of Tania from their
wedding day. Juan proceeded to provide a tour of the downstairs area. I did not venture upstairs
during any visits with the family. To the right of the dining area was the kitchen. The kitchen
was split by an island, with a stovetop on the left and counter space to the right. A large,
rectangular door was located in the back of the kitchen. This door led to the backyard. I noticed
the backyard was manicured and held a large, wooden playhouse. Two medium-sized dogs were
playing in the backyard. During the course of my visits with the Rodriguez family, most of our
time was spent seated on the leather sectional in the living room or around the dining room table.

*Classroom Action Research*

The second component of the research occurred in my prekindergarten classroom. The
classroom is located in an elementary school that serves approximately 630 students in grades
prekindergarten through 5. The majority of the students at the school are Hispanic. My classroom
is designed for hands-on, cooperative learning through workstations. Over 15 workstations
occupy the majority of the classroom. My desk is located in the center of the classroom to
provide a space for small group instruction. One large rug is used for whole group instruction.
The walls are covered with student work. The classroom does not have any windows but is well-lit. A student bathroom is located in one corner of the room.

*Autoethnography*

The third aspect of the study, autoethnographic data collection, occurred throughout the
duration of both the home visit and action research. I made entries in a journal on a daily basis. Weekday entries occurred in my classroom, at the end of the school day. At this time, the classroom was quiet and empty and I would sit at my desk to think through my experiences, actions, and perceptions. However, on the weekends, I made and reviewed journal entries and memos at a local coffee shop. The coffee shop was typically empty and located about three minutes from my home. It was well-lit and had large windows that allowed me to view traffic from a table inside. The wait-staff at the coffee shop eventually knew my name and always allowed me to occupy a large, circular table at the back of the room. I did all autoethnographic writing on my laptop-computer.

Data Sources and Data Collection Procedures

Home Study

Home research lasted six weeks. During the course of data collection, I met with participants in the home setting six times for approximately one to two hours in order to engage in participant observation and semi-structured interviews (Appendix J) that focused on the lived experience of the Rodriguez family. Although I did not implement use of an observation protocol, I used interview questions as a guide when observing actions and resources in the home. Themes common in FoK research (family history, family networks, educational history, labor history, knowledge transmission, values and goals, and resources) influenced the semi-structured interview guide used to examine early literacy support in the home. Interview topics, in sequential order, were general background, labor history, child-rearing experience and the experience of being a parent, FoK and early literacy, and home literacy instruction. To fully reveal these aspects, field notes and audio-taped transcripts were used. I obtained permission to use audio equipment to tape each interview. This tool allowed me to organize and maintain large
amounts of data and further allowed me to corroborate evidence from field notes with transcripts. Field notes were used to document actions, behaviors, responses, and aspects of the environment. At times, I took field notes during the experience. I always wrote memos after each observation/interview.

To ensure the participant’s lived experience was fully revealed, I member-checked written memos after the third, fourth and fifth semi-structured interview. During the course of interviews, I also member-checked ideas and comments not clearly understood to ensure I understood what the participant intended to communicate. I wanted to communicate a sense of appreciation and dedication to the perspectives of the participants by ensuring I correctly understood and communicated their perspective.

I further met with Tania at the conclusion of these six semi-structured interviews to discuss FoK to be potentially implemented in the classroom. On three different occasions, we met to discuss the home visit findings in an effort to include these in classroom instruction during the action research part of the project. To communicate my belief that Tania was my partner and co-teacher, I did not audio-record these sessions. Instead, we discussed FoK that she felt would be beneficial in the classroom over coffee. These discussions led to our decision to implement conversations between Tania and the students that provided wide latitude for error and experimentation as the primary FoK way of learning in the classroom.

Every effort to ensure informed consent was made. Although no risks were foreseen with this research, the process of in-depth interviewing may bring up areas that cause emotional discomfort for the participant. Although the topics explored did not appear to be particularly sensitive, I explained to the Rodriguez family that the process of interviewing could cause discomfort at times and that I would work to minimize such occasions. Other topics addressed
prior to and during data collection included explaining that the research was completely voluntary and could be ceased at any time during the research and within a specified time before publication of the material. Further, I communicated that choosing not to participate would in no way affect Juan’s progress or grade in the class. Before informed consent forms were signed, I further explained that lengthy portions of interview data may be used in the final report of the research. Finally, signed informed consent forms were duplicated and provided to Cristian and Tania to review as they desire.

Classroom Action Research

Action research lasted six weeks during which time Tania was in my classroom teaching literacy based on what and how the Rodriguez family supported early literacy at home. Based on observations/interviews and conversations with Tania, we decided that she would focus on oral language through conversations with students. During home visits, I learned that Tania and Cristian frequently reread books with Juan until he was capable of engaging in an extended conversation about the book. Thus, open-ended conversations emerged as the strongest literacy support mechanism. During home visits, I further learned that Tania frequently encouraged Juan to act-out books that the family read to ensure comprehension and to support his ability to retell a story. Hence, open-ended conversations with Tania, that provided wide latitude for error and opportunities for experimentation within a zone of comfort, were introduced into the regular classroom literacy rotation. The purpose of the Action Research study was to examine the effect of the mother’s conversational engagement on student literacy in the form of hearing and producing rhymes, as measured on district assessments, which were obtained months prior to the initiation of the Action Research project. Additional prior data from classroom observations
indicated that students rarely conversed about books, nor acted-out characters in the books, during literacy center rotations.

During literacy rotations, each student was placed at a table with three other students for approximately ten minutes. At the end of the time, the students rotated to the next table. All students spent one rotation at each of four tables. The focus of every table was on early literacy development. At my table, I focused on writing and assisted students with completing a daily writing journal. At the second table, students matched upper and lowercase letters and used letter beads to string sight words on pipe cleaners. At the third table, students listened to books on tape. At the fourth table, Tania’s table, she reread one book each week and then discussed the plot, characters, and setting with the students. Tania read the book each week in English and Spanish and often used both languages when talking to the students. She further spent time talking about how the students felt about the story before encouraging students to act-out the story during each visit. Then, she enlisted the help of the students and created masks for the characters in the story. She, along with the students, assigned students one character to portray in a re-enactment of the book for other classes. Finally, she led the students in acting-out the story for the other prekindergarten classes.

Tania visited the classroom once a week, for six consecutive weeks, for approximately one hour. At the conclusion of each class visit, Tania and I reflected on the action research. She provided her insight on observations and discussions she had with various students. These discussions assisted in decisions that led to reorganized student tables, with the intent to ensure that second language learners were grouped with other students who could assist when needed.

At the beginning of the school year, all students in prekindergarten classes were tested for academic competence in the areas of mathematics and literacy. This diagnostic assessment
(Appendix K) was created by prekindergarten teachers in the district and intended to provide information on students’ literacy progress across time. Administrators in the district mandated the testing to measure the effect of prekindergarten teaching on prekindergarten students. These data were collected at the beginning of the year and also at mid-year to determine progress. The Action Research project was implemented between the first and second administrations of the assessment.

Tania only assisted during the morning class, however, the same literacy progress data were collected from morning and afternoon classes. Both classes are similar in demographics. However, the afternoon class did not have the intervening factor of Tania. The masks created with Tania, conversations with her about character selection, and performance of the book as a play, were used as artifacts of student participation, literacy development, and engagement. I created masks for the afternoon class to use when performing the story. These masks were created with more precision than the child-created masks. Observation data on mask use with both classes was used to determine student interest and investment and their relationship to an intervening adult.

**Autoethnography**

As an autoethnographer, I had first-hand discernment of what was relevant to my study as well as privileged access to my past experiences and personal interpretations of those experiences. In the data collection phase, chronicling was a useful strategy through which I gave a sequential order to bits of information I collected from memory. Chronicling refers to a strategy of recalling personal and social events and experiences and giving a chronological structure to them.

Self-observation occurred simultaneously with the home study and action research. A
field journal was kept throughout the entire research process to collect self-observational and self-reflective data. I wrote in a journal daily to provide data on my personal sociological and psychological development throughout the research. I also employed the use of weekly newsletters sent home to parents as data. These newsletters provided a way to sequentially note my communication with parents as well as changes in attitudes, actions, and beliefs toward the parents and children.

Data Analysis

Home Study

All interviews were transcribed and uploaded into the NVivo program. Nodes representing the aspects of the FoK theory were created and served as categories into which observation and interview data were ascribed. To analyze these data, I continually referred to the theoretical framework (FoK) to allow the theory to inform and guide interpretation of themes and concepts yielded. I also used pattern matching advocated by Yin (2009) to determine the degree to which the data I collected corresponded to FoK theory. Pattern matching started with FoK and moved to analyzing data collected, seeking patterns that revealed information about the lived experience of the participant.

Open coding involved the use of broad categories imposed on semi-structured interview questions. These broad categories were elicited from FoK research. According to Mercado (2005), broad categories to be covered in FoK research include family history, family networks, educational history, labor history, knowledge transmission, literary resources and values and goals. These categories were imposed on semi-structured interview questions with a focus on early literacy to remain attuned to the early literacy focus of the research. The nature of the questions remained open-ended, however, to allow flexibility and to provide a relaxed,
conversational nature intended to provide comfort to the participants. NVivo10 was used to maintain, organize, and analyze data. Analysis began with open coding, line by line, with all field notes, transcripts, and memos. During the analyses, the theoretical framework (FoK) guided the study.

Following open coding, focused coding was conducted with the assistance of NVivo 10. Maternal educational history, paternal educational history, and shared educational history were developed as child nodes for educational history. Maternal family history and paternal family history were developed as child nodes for family history. Extended family networks, immediate family networks, and community/organizational family networks were developed as child nodes for family networks. Cultural knowledge transmission, early literacy knowledge transmission, and transmission of values were developed as child nodes for transmission of knowledge. Maternal labor history, paternal labor history, and shared labor history were developed as child nodes for labor history. Cultural values and goals, educational values and goals, family values and goals, and religious values and goals were developed as child nodes for values and goals. No child nodes were developed for literacy resources.

**Classroom Action Research**

The purpose of the Action Research study was to examine the effect of Tania’s conversational engagement on student’s early literacy attainment, specifically rhyming. At the beginning of the school year, all students in prekindergarten were tested for academic competence in the areas of mathematics and literacy, as measured by a district assessment (Appendix K). These data were again collected at mid-year to determine progress. The Action Research project was implemented between the first and second administrations of the assessment. Tania only assisted during the morning class, however, the same data were collected.
from morning and afternoon classes. Both classes are similar in demographics. However, the afternoon class did not have the intervening factor of Tania. T-tests were run on both the beginning of the year assessment and the mid-year assessment to ascertain whether there were measurable differences within and between groups on the literacy items. Microsoft Excel was used to complete T-tests.

In addition to the above analysis, observation data were analyzed. The masks created with Tania were used as artifacts of student participation, literacy development, and engagement. I created masks for the afternoon class to use when performing the story. Following the conclusion of the Action Research project, I observed literacy rotations one time to ascertain the level of engagement of students with masks in both the morning and afternoon classes. During observations, I used a checklist (Appendix K) to note the level of engagement of each group with the masks. On the checklist, I indicated the level of engagement of each child. To analyze the data, I tallied the checkmarks for both the morning and afternoon classes to determine the percentage of students that were highly engaged in both the morning and afternoon classes.

Autoethnography

According to Chang (2008), what makes autoethnography ethnographic is its focus on cultural understanding. I am a carrier of culture, intimately connected to others. Therefore, my behavior was interpreted within my cultural context. In this way, autoethnographic data analysis and interpretation involved shifting attention back and forth between myself and others. To make this shift, I analyzed relationships between myself and others by asking questions such as, “Who are others of similarity and difference and what binds us or separates us?” Through this questioning, I tried to connect fragments of memories and events to explain my cultural tenets and relationship with others, particularly those within the Hispanic community.
All data were managed, stored, and coded with the assistance of NVivo 10. Coding through NVivo 10 fractured the data and rearranged them into categories that facilitated comparisons. Coding was open-ended, rendering emergent categories that facilitated comparisons. Coding also facilitated organizing data into larger themes and issues. During this analysis, I focused on the details of my life and then zoomed out to the Hispanic community. This process of fracturing and connecting fragments of data created a coherent story that allowed me to make cultural sense out of data collected. Interaction with children in the classroom, treatment of parents in the school, and treatment of students in the school served as parent nodes for coding autoethnographic data. No child nodes were used in the coding of the data.

Methodological Limitations and Validity

Foremost, the issue of time was prominent in this research. As a doctoral student, time and cost play unfortunate roles in decisions made regarding methodology. To confront the time restraint, I closely aligned the case study design with FoK research. Much research on FoK has been conducted and is well-documented. Closely aligning this study with FoK theory provided guidance in overcoming obstacles previously met by other FoK teacher-researchers. Advocates of positivism may balk at the use of a single case, however, Yin (2009) suggests this method is advantageous when there is no evident boundary between phenomenon and context. In this research, there was no sharp divide between the phenomenon (Hispanic family) and the context (family’s home). Hence, a single case study design was useful for this research and had the potential to reveal the lived experiences and perspectives of the family. Continually referring to FoK kept me focused on the research questions and purposes of the study. Along these lines, what is perceived as a limitation was advantageous in this study.
Yin (2009) asserts that case study research does not attempt to generalize to other populations but instead attempts to generalize to theoretical propositions. Along these lines, this research was not limited by a small sample. Instead, this small sample was critical to the design of the study and potentially strengthened the validity of FoK in general. Multiple sources of evidence were used to seek out converging lines of inquiry, which potentially strengthened the validity of the study. According to Yin, querying the same participant on multiple occasions is as effective as using multiple sources. I queried the participants on many occasions to attempt to identify convergent lines of inquiry.

My intent throughout all components of the research was to reveal the lived experience and perspective of the participants, myself included. To achieve this goal, it was important for me to remain aware of my position relative to the position of Tania. As the child’s primary teacher, I was in a position of power. According to Stringer (2008), powerful figures in school contexts can potentially take on the manner and style of a dictator, imposing their perspectives and agendas on others. To elicit a more equitable relationship with Tania, action research was planned. Through action research, I communicated to Tania that although I had professional knowledge that may be useful in exploring the early literacy of the students, my knowledge was incomplete.

It was important for me to present and view myself as incomplete throughout the study. My expert knowledge was simply one of the resources to be applied to the multiple facets of the research, and remained complementary to the knowledge and understandings of Tania. To cultivate an equitable learning space, I asked all students to refer to Tania as a teacher. I explained that for many weeks they would have two teachers (and eventually three) helping them learn and explore in the classroom. My intent was for Tania to understand that I valued her
knowledge and trusted her input in the education of the children. To communicate my confidence in Tania as an expert, she is referenced as a ‘parent-expert’ in the remainder of this chapter and throughout memos written and member-checked by the participant.

Further, my conversations with the parent-expert were naturalistic and open-ended in effort to invite the parent-expert to provide their input when they were compelled to do so. This process was similar to ‘peer debriefing’ proposed by Lincoln and Guba (1985). The process, however, differed because of the status of the teacher-researcher in relation to the other stakeholders. As teacher-researcher, I was not the only individual in need of debriefing. The parent-expert engaged in debriefing with me through naturalistic conversations. The purpose of this debriefing was to review the appropriateness of the research procedures, clarify the parent-expert’s ways of describing and interpreting the events, and provide the parent-expert with an opportunity for catharsis (Stringer, 2008). We debriefed on six occasions, after the parent-expert came to the classroom each week.

Stringer (2008) also suggests focus on referential adequacy as a technique for ensuring credibility. Referential adequacy refers to the need for concepts and structures of meaning to reflect the language and terminology of the participant. To achieve referential adequacy, member-checking occurred during the case study and subsequent action research. After three observation/interviews during home visits, I member-checked memos I wrote following the experience. After each visit the parent-expert made to the classroom, I also member-checked any written memos following the experience. Member-checking was intended to ensure referential adequacy and that the research adequately and accurately represented the perspectives and experiences of the parent-expert.

According to Stringer (2008), one of the greatest sources of validity in action research is
the utility of the outcomes of the research. The extent to which the parent-expert was able to construct ways of interpreting events that enable subsequent actions, to a large extent, determined the validity of the research. I also observed to determine the effect of including family members in classroom practices on students’ early literacy development in the school setting. The extent to which this action effectively impacted students’ early literacy development strengthened the validity of the research.

As an active participant in the study, one who was going through a transformation toward becoming a culturally relevant teacher who included FoK, via parent participation in my classroom, the study of myself in the transformation required validation and verification. Personal memory data provided the physical evidence of the past and self-observational and self-reflective data captured my perspectives. In each case, data were heavily anchored in my lived experience and my perspectives of that experience. To validate and verify these perspectives, data from external sources were implemented. Visual artifacts, documents, and literature used during the project were useful in validating personal memos. Newsletters that I sent home and other written documents that were distributed to families in my classroom, along with documented actions that I took in the school, verified transformation in my perspective. I also enlisted the assistance of my dissertation committee chair in validating analysis and interpretation of data collected.

Summary

The primary purpose of this study was to carefully examine parents’ support of young children’s early literacy development in a Hispanic home. A second purpose was to determine if the introduction of FoK ways of learning, when applied in the classroom, had an effect on early literacy skills. To achieve this purpose, this study was designed in two parts, with a third ongoing
throughout. The first, a case study, informed me as an early childhood teacher as to how one Hispanic family supported their children. After examining the home to ascertain potential FoK relative to early literacy support, FoK were implemented in the classroom, in tandem with the parent-expert studied in the first part of the study. This component of the research was action research and involved collaborating with a Hispanic family to incorporate their perspectives on early literacy, education, and their experience in supporting their child’s early literacy in the home, into the prekindergarten classroom. The FoK way of learning implemented in the classroom was oral language practice between the parent-expert and the students that provided wide latitude for error and provision for experimentation within a zone of comfort. Finally, prior to and during the study, I maintained constant records of my interactions, actions, and reactions to the research from a personal perspective. This journal was examined as an autoethnographic study of myself transforming.
APPENDIX D

EXPANDED RESULTS
The main purpose of this study was to carefully examine parents’ support of young children’s early literacy development in a Hispanic home. This careful examination informed me as an early childhood teacher as to how one Hispanic family supports their children’s early literacy development. The knowledge gleaned from an initial study of home support, by spending time in the home of a Hispanic family provided an avenue for action research in the classroom, applying the knowledge from home study to classroom practice. A second purpose of this research was to determine if the introduction of FoK ways of learning, when applied to the classroom with the assistance of the participating parent, had a relationship to early literacy skills. The participants were a Hispanic couple with two children, born in the United States, and ranging in ages from nine months to four years. The research questions guiding this study addressed the general funds of knowledge (FoK) existing in the family, how that knowledge related to early literacy development, and parent perspectives on their roles in sharing literacy with their children. Early literacy refers to activities involved in the development of letter-sound relationships, phonemic awareness, oral language, print concepts, comprehension, enjoyment of reading, and perception of oneself as a reader.

The research questions that guide this study included:

1) How does a Hispanic family support early literacy development in the home?

2) What are the values and beliefs that explain uses of early literacy in the household?

3) How do social forces and social needs influence early literacy practices in the home?

4) What is the effect of including family members in classroom practices on students’ early literacy development in the school setting?

5) In what way do my perceptions of teaching Hispanic students early literacy, and my perceptions of Hispanic family members change during the process of conducting the study?
The guiding theory for this study was Funds of Knowledge: the social, historical, political, and economic (including labor history), of families in the home. These knowledge resources, or FoK, potentially exposed what and how learning was shared with children and how that learning related to early literacy skills. This served to counter the deficit perspective through which some educational literature commonly represented minority families (Moll & Diaz, 1987; Velez-Ibanez, 1996; Gonzalez, et al., 2005). A critical assumption of this study, and other FoK research, was that focus on disadvantages, or deficits of under-represented populations, justified lowered expectations of minority families and inaccurate portrayals of families (Moll, 2005).

This study was conducted in three parts, with the latter contingent on the former, with a third part ongoing throughout. The first part of the research involved entering the home of one Hispanic family to determine FoK relative to early literacy skills. The second part of the research used knowledge gleaned from the initial study of home support through action research in the classroom, applying the knowledge from home study to classroom practice. The third part was in the form of my personal record keeping, journaling, and reflecting on my transformation throughout the process of conducting the two former parts of the study.

Based on the parameters of a case study design (Yin, 2009), this study utilized an analytical approach in which existing theory (FoK) provided the guidance and structure for analyzing initial data from the home study. Eight major topics that were common in FoK research provided the initial themes into which I coded the data with the assistance of NVivo 10. They included family history, family networks, labor history, educational history, knowledge transmission, literacy resources, and values and goals (Gonzalez et al., 2005). As I moved from open to focused coding, I created subthemes that narrowed the scope to areas addressed in my research questions.
Home Study Findings

Family History

A review of field notes and interview transcripts revealed that family history was woven throughout all other topics discussed. The experiences of the family affected their perspectives on education, values, and the transmission of knowledge (including early literacy skills) to their children. Based on the understanding that family history shaped perspectives regarding education and transmission of knowledge, it therefore served as a foundational component for preparing to address the second research question regarding the values and beliefs that explain uses of literacy in the household.

Maternal family history. The Rodriguez family discussed events in their family history during each interview, however, the first interview provided a sequential baseline for subsequent questions and discussions. Tania was born and raised in the United States. Her mother emigrated from Chihuahua, Mexico. Her father was born and raised in the United States. Her parents divorced when she was five years old. At that time, she and her younger sister lived with her mother. Her father remarried when Tania was nine years old, adding a stepsister and stepbrother to her family. Although Tania’s father lived in the area, her mother served as the primary caretaker throughout her childhood.

Because her mother worked, Tania had minimal supervision and minimal interaction with adults during the week. In the first interview, Tania shared how her experience as a child living with a single parent shaped her perspectives on family interaction and the implementation of family dinners.

I think my relationship with Juan is somewhat different because my mother, ya know, single parent, working, she’d come home, she’d be tired, she’d go straight to bed, ya know. We wouldn’t eat dinner at the dinner table, ya know, so I try to, okay, let’s have family time, let’s sit down at the dinner table, let’s talk, let’s turn all electronics off, ya
know, just have that time. And I can tell that’s helping Juan. Not that my mother didn’t care, but she was just, ya know, working and…so I want to say it’s different in that aspect. That we’re both here for Juan, ya know.

Although Tania resided with her mother, she did have weekly interactions with her father. During the first interview, she discussed how her experiences with her father shaped her goals for her children to persevere during difficult times. Tania recalled learning how to read was a difficult task. Her father encouraged her to keep trying and positively reinforced her reading capability. Tania stated she implemented similar positive encouragement with her children.

I guess the biggest thing is when he (Juan) wants to give up, trying to work through it. Because I will, I remember growing up and my dad teaching me how to read and I’d always be like I can’t do it. And he was like yes you can. Ya know, and I don’t want him to be like that, so that’s the biggest thing, working through the obstacles of how hard it is to read.

Paternal family history. Cristian was born in central Mexico where he experienced his childhood in a rural community. He attended school through first grade until he immigrated to the United States when he was eight years old. At that time, he moved to California with his mother and eight siblings. His parents divorced and his father moved to Texas. When Cristian was 13 years old, his mother passed away after a difficult bout with cancer. Cristian and his other siblings then moved to Texas to live with their dad. Cristian, during our first interview, described how his background shaped his personality. He noted the differences between himself and Tania and attributed those differences to his family’s experience of living in Mexico in poverty.

Nah, I think pretty much we’re…as far as a background, where we came from I think we, especially in my case, like, there was a lot of, I guess you could say we were really poor, and so anything that was there or anything we were given we were really gracious for it. ‘Cause then we kinda appreciate, or we see things a little different, but no, we’re just…as far as my side of the family, we’re pretty, pretty laid back, we just go along with the flow.

Cristian, like Tania, suggested his parents’ divorce contributed to his perceptions and actions regarding the implementation of family time. Both parents were highly invested in their
children and both parents suggested their childhood experience contributed to the time they invested in their children.

In my case, it’s, I mean it’s completely different ‘cause I mean I really didn’t grow up with having a, a, my father there with me. So I try to do things with him to try to say, look, hey I would have liked to do this with my dad when I was little. So I try to do things like that, but it is, I mean, completely different, I mean, it’s the complete opposite. So a lot of the stuff that I do is stuff that, ya know, I’m like okay, ya know, I would have liked to do this when I, when I was a kid. But I know it’s helping him (Juan) at the same time.

Early conversations regarding family history with Tania and Cristian provided a glimpse into their current lives and the experiences and perspectives that were most salient in influencing the way they support the early literacy development of their children. According to Moll, Amanti, Neff, and Gonzalez (1992), learning about family history can be foundational for further areas of discussion. Initial conversations with the family that explored their history provided a foundational baseline that propelled further questions and discussions.

*Family Networks*

According to Browning-Aiken (2005), networks were a significant source of FoK to which a family had access. Networking was a means through which a family shared knowledge between and/or with other families in order to provide assistance and support. Reciprocity among relatives and friends was evident from conversations with the Rodriguez family. The family’s extensive network exchanged advice on children, provided support upon the birth of a new child, and maintained second-generation friendships despite problems of time and distance. The activities and exchanges demonstrated how the networks established enduring social relationships and social interdependence. Velez-Ibanez and Greenberg (1992) suggested one reason for this interdependence was unstable labor markets that forced individuals to cross national borders to gain access to resources found on both sides.
All of Tania’s family lived in Texas, and most resided in close proximity to the Rodriguez family. Cristian’s siblings and father, with the exception of one brother, all lived in Texas. Two of Cristian’s siblings and their children lived in close proximity to the Rodriguez family. One of Cristian’s brothers lived in Mexico. Through the course of our conversations, both Cristian and Tania discussed how these relationships shaped their perspectives on education, knowledge transmission, and values and goals.

*Extended family networks.* Data coded into this theme were defined as networking with any family member that did not reside in the home. The first instance of networking with extended family was discussed during the first interview with the family. Cristian explained that when he moved to Texas to live with his father, his siblings encouraged him to continue his education beyond high school. As the youngest of nine children, his family provided advice and suggestions on his future plans.

But it was really pretty much all of my brothers and sisters, since they were older, all the focus was on me to go to school. Like, they really wanted me to go to school because most of the jobs that they do is to a trade or labor or something like that, so they wanted me to make sure that I was in school.

Cristian explained that he did not want to be a burden to his father or siblings and thus decided to begin working instead of continuing his education. Cristian was also influenced by his father, who retired from the Mexican military. Cristian contemplated entering the United States military and took a job as a correctional officer to test his compatibility with the military. He decided the military was not for him. Cristian and Tania frequently discussed Cristian’s brother that continued a life in Mexico. He was employed as a professor of administration in central Mexico. This relationship served many purposes for the Rodriguez family. Cristian often used his brother as a frame of reference when comparing income levels in the United States and Mexico. Both Cristian and Tania discussed the trials of the brother in becoming a professor as a
contributing factor in cultivating an appreciation of opportunity in the Rodriguez family. Tania explained how a visit from her brother-in-law influenced the way she perceived the level of opportunity in the United States.

And his brother, we had a flood here at the house, in that restroom the pipe busted, so we had to get all new flooring, that’s why we have that refrigerator…that’s not supposed to be there. But, ya know, when he came to visit, ‘cause he has a visa to come and visit, I didn’t have any flooring and I kept apologizing. I was like I’m so sorry, I do apologize, it was just the cement. And he’s like Tania, when I was going to school to get my degree to be a professor, I would sleep on a cement floor just like this one, on just like a little cot, ya know? And I was like oh, my gosh, like to him this is okay, but to me I’m like I apologize, ya know? And I’m just like, wow.

Cristian also discussed visits to his brother in Mexico as important to the Rodriguez family. Visits to Mexico served multiple purposes. Foremost, visits to Mexico were important to Cristian because they allowed him and his family to visit his brother-in-law. Further, these visits allowed Cristian to take Juan to visit the place where Cristian spent his early childhood. Lastly, these visits served explicit educational purposes through trips to museums. As Moll et al. (1992) suggested, each exchange visit entailed not only practical activities but constantly provided contexts in which learning could occur. Moll went on to further assert that these contexts were important because children had ample opportunities to participate in activities with people they trust.

Tania and Cristian also networked with extended family to locate childcare. Cristian’s sister enlisted her aunt through marriage as the childcare provider for the Rodriguez family. The babysitter was an extended family member who provided care for the children each day. The babysitter was not fluent in English and provided oral language support in Spanish for the children. The babysitter also made frequent trips to Mexico. During one such trip, she brought back two ghost dolls for the Rodriguez children.

Extended family members who lived in close proximity to the Rodriguez family were
also mentioned on multiple occasions. Tania began discussion of these family members when she discussed the birth of her two children. She explained that her mother, sister, and aunts frequently brought meals for the family after she gave birth. They also cleaned the home and did laundry. These family members also brought her an oatmeal substance intended to increase breast milk production for Tania.

After having Juan, nobody would stay but family would come over and like bring meals or the biggest thing was food to help me to produce the milk. Ya know, there’s all these Mexican remedies of, it’s like, not ganela, ganela’s more like a tea, but it’s like a oatmeal type, it supposedly helps with the production of milk and stuff like that.

Tania also referenced her sister on many occasions. Her sister was currently working toward teacher certification. Tania retrieved educational advice from her sister on a weekly basis. The Rodriguez family also spent a substantial amount of time with local extended family on the weekends through church visits and meals.

Immediate family networks. The Rodriguez family relied on extended family for support and assistance. Tania seemed to be the immediate family resource upon whom Cristian primarily relied. Cristian reciprocated this position as the immediate family resource upon whom Tania primarily relied. An example of this reciprocation was the couple’s decision not to assign tasks but instead to work together to accomplish daily and weekly tasks.

We’re pretty good at rotating. I don’t even think we have anything assigned. We’re pretty, we see the need, either me or her will jump right on and do it.

Another example of family support was Tania and Cristian’s decision to remain a united front with their children. Their decision to discuss any discipline issues together before confronting the child exemplified their decision to support one another’s ideas and decisions on childrearing.

I think being on the same page. Because at the beginning, we weren’t. Being on the same page and trying not to argue in front of the child, ‘cause they catch on to every little
thing. And I think that’s why when I get on to Juan, sometimes he doesn’t want to take me so seriously, because dad will be like oh, it’s okay. Just let him, ya know. And I’m like no, I’m trying to do something here, and I’m, so being on the same page definitely, and not arguing like, like he said, behind closed doors we do, we talk about it, and then we go from there.

*Organizational and community networks.* The family did not extensively rely upon these networks. However, there were instances when it seemed important to them. Tania discussed her participation in monthly dates with female friends as important in keeping balance in her life.

I do try to do like a girls’ night with my girlfriends, ya know, and we try to do that once a month, but here lately, ya know, I just had Gabby and we haven’t been able to get together in a couple of months. So, we are trying to do it once a month, though.

During a conversation about labor history, Tania also suggested that a friend from work provided information about education and childrearing practices. Tania stated that her friend had a child close to Juan’s age. Thus, the two women often discussed and compared the schooling and behavior of their children. Through discussions with her friend, Tania came to consciousness regarding different types of childhood diagnoses such as sensory disorder. While Tania did not feel that Juan exhibited the same traits as her friend’s son, she did ask me if I believed Juan had any sensory disorder characteristics.

She said one time something about her daughter, she was on punishment, she did something, and she didn’t listen, like, ya know, like Juan. And she goes, with sensory disorder, if you get them to clean your baseboards…I was like, they can clean my baseboards? She goes, yes, it’s something about, I don’t, I have no, I have no idea, I totally forgot what she told me. But you get a dryer sheet and you have them clean the baseboards.

Outside of home, work and family, the Rodriguez family also engaged in church activities on a weekly basis. Tania stated that she listened to spiritual music in the car with Juan, as well. Participation in church activities seemed to impact the way the family conducted their finances. Tania explained that through their attendance at a church retreat, they were introduced to debt elimination techniques. Tania and Cristian seemed to use these techniques in conjunction
with their family history and experience as bank employees. The labor history of the family, like their family history, was woven throughout other components of the research. The interweaving of components became clear as I coded the data.

**Labor History**

According to Gonzalez et al. (2005), discussing only formal work experiences may limit understanding of familial FoK and could possibly hinder the discovery of other important practices. Thus, formal occupations and informal work that the Rodriguez family participated in encompassed conversations on their labor history. Exploring both of these aspects offered deep insight into the skills they developed over the course of their lives. Exploration of both formal and informal work history also provided insight into how the Rodriguez family established current perspectives on education, knowledge transmission, and family goals and values.

Velez-Ibanez and Greenberg (1992) suggested that as a household becomes dependent on wages, the locus of work activities moved away from the home, and the FoK required of workers became increasingly specialized. FoK that households needed for survival and reproduction were therefore increasingly found not within the household but distributed in their networks and a variety of formal institutions to which they turned to solve problems. These institutions included government offices and schools. Tania and Cristian were both currently employed in local banking systems that served primarily Hispanic populations. Therefore, their experience was unique because they were invested in institutions as both deliverers and recipients of knowledge.

*Maternal labor history.* Tania started working when she was 14 years old at a fast food restaurant. She worked as a fast food employee until she was 17 years old, at which time she took a position for a student placement center in a local school district. Tania shared that she highly enjoyed this position because she was able to help Hispanic families and their children.
And first I started off filling out all the emergency cards, all the contact information, all the paperwork, like the packet that you sent home. The parents didn’t understand English or understand how to fill it out correctly, and we were all bilingual. And so there was a section where everybody would take, kinda take a number and then we’d go a grab a customer and fill out all their paperwork for them, answer questions they had, and then they take the paperwork to school. But it was just a temporary job and I wish it was more full time ‘cause I probably would have stayed there, ya know? It was, it was, ‘cause I like helping and being, I know there’s a need for it, ya know. So, I did that, and then after everybody else was kinda let go, they kept me on. And then I started testing the students, so I would drive out to the schools and test the students to see how much English they knew.

After her position at the placement center ended, Tania became a bank teller. She had been working at the bank for nine years and was currently employed as a personal banker, charged with opening business accounts, lines of credit, and assisting customers with questions they had. Tania indicated that her position at the bank shaped the way she interacted with strangers on a daily basis. She compared the way she was greeted by individuals at Juan’s school with the way she was expected to greet customers at the bank.

Like, ‘cause I’m so used to at the bank, ya know, we have to greet and we have to hi how you doing today, ya know, stuff to go above and beyond, that’s what we’re, so when I go places it’s kinda like she didn’t even talk to me.

Paternal labor history. Cristian had been employed with a local bank for nine years, but prior to that served in other positions. He started working at a fast food restaurant when he was 16 years old. After working fast food for a year, he also took a temporary position at the same student placement center as Tania. His position at the placement center was not exactly the same as Tania’s, however.

I was at the student placement center probably six months. I was in charge of the Spanish writing exam, so I would test the little kids that would come in, that were new to the district. They wanted to test them to see how much they knew, how much English they knew, so that the district could either say that they needed to go to ESL classes or they needed to go into regular school. And I worked there during that six months, and then I was about to enroll in the Air Force and so I wanted to see if, taste how the armed forces were gonna be, so I got a job as a correctional officer.
Cristian was working as a correctional officer when he was offered a job as a bank teller. He worked both jobs simultaneously for three months. Then, he ceased work as a correctional officer and focused full-time on his position at a bank. At the time of the interviews, he was an assistant branch manager at a bank. Cristian stated that he worked his way up from part-time teller to assistant branch manager. According to Cristian, his current position was similar to Tania’s position but with added responsibility. In addition to opening lines of credit and business accounts, Cristian was in charge of creating schedules for employees and maintaining good relationships between employees and customers. Cristian and Tania were both invested in their jobs and appreciated the opportunity to work. Cristian discussed how valuable the opportunity to work was by comparing his opportunity in the United States with work opportunities in Mexico.

Really here, you, if you wanna work you can work doing anything. I mean, you can work at a restaurant, you could work, ya know, doing labor, you can work cleaning cars. Really, there’s, there’s a job for everything. Versus in Mexico, there’s a lot less opportunity. I mean, Mexico, unless you have a career or a degree, you’re really gonna struggle and you’re gonna work something with, ya know, working on your culture or… but it’s, I mean, the amount of money that you make here compared to Mexico, I mean, it’s a huge difference.

In addition to expressing gratitude for work opportunity, Cristian also discussed the opportunity to teach those in the Hispanic community. In two conversations, Cristian expressed pride in the way he helped the Hispanic population. He shared about the importance of making a difference in the community through his financial teaching at the bank.

I’ll tell you…I’m a teacher, of financial education, financial services. But I do, I mean, most of my customers are Hispanic, so to me it’s more like I’m teaching them how to take care of their finances ‘cause the majority of them have never had an account, they have no idea what’s a savings account, so it’s like an education and sometimes I tell her (Tania) that I feel like a teacher. I made a presentation about this and I’m now realizing that I’m doing, I’m teaching something.

*Shared labor history.* Both Tania and Cristian had extensive work and home responsibilities. Thus, they shared responsibilities to ensure the sustenance of the family and to
support each other. Shared responsibilities at home included discipline, dinner preparation, laundry, and caring for the children.

We’re pretty good at rotating. I don’t even think we have anything assigned. We’re pretty, we see the need, either me or her will jump right on and do it.

In addition to sharing home responsibilities, the couple shared work-related stories and information with one another and with their children. Both Tania and Cristian viewed themselves as teachers of financial knowledge. Through conversations, they expressed pride regarding teaching the Hispanic population to manage their finances. By debriefing with one another each day, they learned from the other’s experience. Both Tania and Cristian also expressed pride in their partners’ ability to enhance the lives of those in the Hispanic community.

Hispanics are very trusting because they don’t know. So you still have to educate them properly, ya know. We just try to help as much as we possibly can.

Velez-Ibanez and Greenberg (1992) suggested FoK are not only received from others, they are modified, discarded, or produced, depending on the situation. Thus, both Tania and Cristian retrieved FoK from their banking positions and modified or discarded them based on their specific circumstances. By extension, Tania and Cristian modified or adapted these resources as the basis for the creation of new knowledge specific to their home and children.

Knowledge Transmission

According to Gonzalez (2005), a component of understanding the transmission of FoK in a home is emphasis on the meaning that resided in the actions surrounding daily routines and activity. Focus on the processes of everyday life in the form of daily action became the frame of reference for everyday learning. According to Moll (1992), daily activities were a manifestation of historically accumulated FoK. Moll went on to assert that FoK were shared in different ways within different families through unique strategies to subsist and progress. Thus, gaining an
understanding of how knowledge transmission functioned in the Rodriguez family provided additional insight into my first research question regarding how the family supported early literacy development.

Cultural knowledge transmission. During conversations with the Rodriguez family, they often described books and movies as a way they shared aspects of cultural practices. Tania purchased multiple books for Juan’s personal library that discussed pinatas and quinceneras. She also purchased books in English and Spanish. Tania also purchased a book on Dia de las Muertas. After reading the book, the family visited a local movie theatre to watch a movie based on Dia de las Muertas.

Well, it was, it was really good and, ya know, it wasn’t in Spanish but it had to do with Dia de los Muertas, which is something that they do in Mexico, that, ya know, and he really liked the movie, not that he really understands that it has to do with, ya know, Mexico, but at the very beginning it said something about Mexico and he understood that.

During this interview, I also asked Tania and Cristian about ways they shared aspects of their culture and heritage with their children. Tania and Cristian indicated they shared history through conversations with Juan and stories that described what life was like growing up in Mexico. Tania further stated that Cristian shared cultural knowledge with Juan through trips to Mexico.

Thanksgiving, yeah, my husband’s taking him, just Juan and my husband, they’re going to Mexico City, and my husband’s gonna take him to a museum out there and, ya know, he likes taking him back to where Cristian was born and raised, ya know, until he was 8. Because it’s just a little small, ya know, town and the horses and the cows and the pigs, yep there’s pigs, chickens, ya know, just so he understands and knows where his dad was, where his dad came from, ya know.

Early literacy knowledge transmission. The Rodriguez family discussed several formal and informal activities that were relevant to early literacy concepts. Many of these activities involved working directly with their children on daily reading homework assignments. The
Rodriguez family read for 20 minutes each night and documented this reading in a folder that was returned to school each week. In addition to reading for 20 minutes each night, Tania purchased many items for Juan to use independently in his room. In additional conversations, Tania communicated that Juan was allowed to play with these items any time he desired.

He has a library in his room and every night, ya know, he goes and he picks out whatever books he wants to read. And I’ve been working on…kind of…upgrading ‘cause a lot of them are baby books, ya know, and he needs books that are gonna last 20 minutes, or at least a couple books that’ll last 20 minutes, ya know? So I’m working on bringing in more books for that. And then, I bought him a couple of things at the dollar store, so he can trace the letters and stuff like that.

Tania also suggested that her investment of time in Juan was also a contributing factor in transmitting early literacy skills. Time spent reading with Juan, time spent allowing Juan to experiment and make mistakes, and time spent discussing daily activities were all discussed as contributing factors to Juan’s early literacy skills.

My biggest thing is trying to spend that extra time and giving that extra time to, to make a difference.

I think my relationship with Juan is somewhat different because my mother, ya know, single parent, working, she’d come home, she’d be tired, she’d go straight to bed, ya know. We wouldn’t eat dinner at the dinner table, ya know, so I try to, okay let’s have family time, let’s sit down at the dinner table, let’s talk, let’s turn all electronics off, ya know, just have that time. And I can tell that’s helping Juan. Not that my mother didn’t care, but she was just, ya know, working and…so I want to say it’s different in that aspect. That we’re both here for Juan, ya know.

Another area in which the Rodriguez family discussed the transmission of early literacy knowledge involved the children’s ability to speak and understand Spanish. Tania and Cristian used Spanish about 70% of the time with their children. They also used a family member for childcare who only spoke Spanish. And, as noted above, books were frequently purchased in English and Spanish for Juan’s library.

Although the Rodriguez family participated in formal literacy experiences with their
children, such as scheduled reading practice, they also shared literacy in informal ways as well. Cristian noted that he tried to incorporate activities that were enjoyable. Tania suggested that she implemented daily activities outside of the home through environmental print.

Cristian: I took him on a bike ride the other day that I was off and try to look for the house numbers and street names. So I try to say, ya know, and so I try to play games with him like what color was the car? And tell me if you see a car like this or with this color, and so we were playing what’s that house number? And so, he was talking at every house, that is 2011 and then…but he knew the numbers. And so I’ve been trying to do a little bit more activities that I know is helping him, but at the same time it’s really fun to him, ya know.

Tania: And then behind the CVS was a Big Lots, and he goes the J, that J over there, that’s in my name. And I’m like oh, my gosh, he’s already like picking out letters.

Transmission of values. Within the contexts of all conversations with the Rodriguez family, Tania and Cristian communicated their need to instill certain values in their children. The primary mode through which this occurred was through oral communication.

Every day…and in the morning, especially in the morning before he goes to school, I tell him to listen, to behave, ya know, and of course he’ll tell me he’s been so good. But I worry, because here, ya know, I have to tell him over and over and over…but it’s different, different at school.

In earlier conversations, Cristian had also suggested that his time in the car with Juan was important in conveying expectations. The expectations conveyed by Tania and Cristian seemed to reflect the values they hoped to instill in their children. Tania also provided an example of how she conveyed the importance of honesty and following directions with Juan. Through direct instruction, Tania redirected Juan’s behavior. In the following example, Tania explained the consequences of not following directions and explicitly provided details on how she would implement these consequences if the behavior did not change.

And to me that’s lying, but he’s still so little, ya know. I’m like, I don’t, you can’t lie to mommy. But he, he doesn’t, I understand that he doesn’t understand that just yet. But, so I have to take it up a notch. And I’m like, hey, if I come downstairs, ‘cause this is already the second warning, if I come downstairs and there’s anything on the floor that is yours,
I’m gonna throw it in the trash. And then he takes it a little more seriously. He’s like oh, okay mommy’s being serious now, so I’m gonna come back out and get all of my stuff and take it upstairs. Because the first attempt, it just, sometimes he’s just, ya know, doesn’t take it that seriously, ya know, I would say. So I have to take it up a notch.

In addition to direct communication, the Rodriguez family worked to instill values in their children through family time. By spending time with their children, Tania and Cristian modeled actions and behaviors that exhibited their value system. Cristian also suggested that spending time with his children communicated his desire for them to be happy and successful. An example of negative modeling involved experiences Cristian had growing up without his dad. Cristian expressed that because of his childhood, and the absence of his father for many years, he was intentional in carving out time each day to spend with Juan.

In my case, it’s, I mean it’s completely different ‘cause I mean I really didn’t grow up with having a, a, my father there with me. So I try to do things with him to try to say look hey I would have liked to do this with my dad when I was little. So I try to do things like that, but it is, I mean, completely different, I mean, it’s the complete opposite. So a lot of the stuff that I do is stuff that, ya know, I’m like okay ya know I would have liked to do this when I, when I was a kid. But I know it’s helping him at the same time.

A further example of negative modeling involved Tania and Cristian and their experience as a young married couple. Tania and Cristian did not attend college. Because of the absence of this experience for them, they placed a high value on continued education for their own children. On multiple occasions throughout our conversations, Tania and Cristian provided examples of how they directly communicated with Juan the value of a college degree.

I’m hoping that, ya know, Juan goes off to college and does well and, ya know, ‘cause mommy and daddy we don’t have a degree. And I don’t regret anything, anything that I’ve done in my life, getting married young, but I wish we would have finished school first.

Families communicate FoK in a variety of ways. Further, family background and current circumstances can affect what and how transmission of knowledge occurs. Conversations with the Rodriguez family reflected this concept through their extensive use of oral communication.
and life histories, family time, and trips to Mexico.

*Educational History*

According to Gonzalez et al. (2005), understanding the educational history of families provided valuable insight into their current values and goals regarding the education of their children. Research focused on understanding FoK commonly acknowledged that education encompassed academic learning and nonacademic moral training such as learning the difference between right and wrong, respect for adults, and good manners (Reese, Balzano, Gallimore, and Goldenberg, 1991; Browning-Aiken, 2005). The history shared by the Rodriguez family in this domain supported that concept through its direct reflection on their own system of educational values. Thus, the data in this theme contributed to the overall understanding of FoK in the family, which further assisted in addressing my first and second research questions regarding how the family supported early literacy development in the home and the values and beliefs that explained the uses of literacy in the household.

*Maternal educational history.* During the course of interviews, Tania shared about her educational background as well as her perspective on what influenced her academic path. Tania recalled her first experiences with school as positive. Her mother enrolled her in a prekindergarten program, her first experience with school, where she learned English.

But yeah, see, my primary language, before I started pre-k, was Spanish. And I guess I was put in an ESL class and my teacher only spoke English, it was Ms. Gibson. And for some reason I only remember my pre-k, kindergarten, and first grade teachers, like I think those made the most impact on me. And her assistant was…I don’t remember the assistant, but I mean, those three teachers, they’re just wonderful. I think my sister invited one of them to her wedding.

Tania further suggested that her positive experience in prekindergarten, kindergarten, and first grade shaped her expectations for Juan’s early school experience. She further asserted that one issue with education was lack of emphasis on fun, something she fondly remembered about
her experience during the early years of school.

‘Cause pre-k is so fun and exciting and you get to play and that’s what the other, ya know, the other grades should be doing. Ya know, so, so it stays fun and exciting, and I think that’s probably the problem.

As Tania progressed through her educational history, she discussed her high level of involvement in extracurricular activities at the high school level. She asserted that she enjoyed school and had a great deal of school spirit. Tania further recollected that many classmates were unable to participate in extracurricular activities because of failing grades.

I was a cheerleader, I was in the band, I played the drums. I was in the color guard, and we tried to make like a little, like the Star Shapers (drill team), but it didn’t work out, ya know, nobody was passing, and that was another big thing, ya know. People just didn’t care about their grades really. But yeah, I had lots of school spirit.

In addition to formal education, Tania also described informal educational experience through work. As she began work at a fast food restaurant, she recalled learning how to deal with difficult interactions with customers.

So it was just like, it exposed me to a world, ya know? Another world. Ya know, you go from high school to working at a, ya know, just helping people or working fast food, and then you’re thrown out into the world, and I was like, oh! Ya know, I’d go home crying to my dad every day and I’m like, what’s the matter with these people? And he’s like, yes honey, ya know, that’s the real world and you have some people that are nice and some that are, ya know, so.

Tania also suggested that her position as a personal banker provided an avenue for her to teach others. As Tania progressed from a bank teller to a personal banker, she found opportunity to teach others about their finances. Through this progression, she began to view herself as a teacher. The perception of herself as a teacher indicated that she was a good fit for entering the classroom as a co-teacher, implementing her teaching experience into the classroom.

Because a lot of them are like, oh no, no, no, no, ya know, and I’m like, then I get them when they’re 18, they’re by themselves and they’re like, yeah, sure sign me up for that. Like, yes, uh huh, and I’m like, I only get 45 minutes with them, ya know, and then next week they’re overdrawn, and they say I don’t understand and ya know, and I’m like
okay, let’s go back, ya know, and try again.

Paternal educational history. The educational path that Cristian experienced was due to circumstances, influences, and values of his family. He began kindergarten in Mexico, where he attended school until he immigrated to the United States when he was eight years old. His educational experience in Mexico seemed to provide a frame of reference for how Cristian viewed his family’s educational opportunity in the United States. When comparing his education with Tania’s experience in the United States, he explained that he did not have the opportunity to go to prekindergarten. Further, his school in Mexico only had four teachers. These four teachers were charged with teaching students in grades kindergarten through high school. Although his school experience in Mexico lacked resources, he recalled the creativity and dedication of the teachers as a positive factor.

There’s a huge difference, resources is probably the main one. We were very limited on the stuff that we had, and the stuff that we had was pretty much, came from our parents. But, ya know, we did, teachers were very creative doing stuff with natural resources, ya know, with, we used to count with rocks, we used to count with, ya know, we had our own garden and so, little things like that, ya know, they were trying to teach us the whole concept of it. They were, they had to be creative because there was absolutely no resources.

Cristian further discussed how circumstances and family influenced his educational path. Cristian’s mother passed away when he was 13 years old. At that time, Cristian was living in California with his mother and eight siblings. Upon her passing, he and his siblings moved to Texas to live with their dad. Because Cristian was the youngest sibling, his older siblings placed a high value on him continuing his education beyond high school. The relationship he held with his family and his circumstances led Cristian to begin work instead of attending college.

But it was really pretty much all of my brothers and sisters, since they were older, all the focus was on me for me to go to school. Like, they really wanted me to go to school because most of the jobs that they do is to a trade or labor or something like that, so they wanted me to make sure that I was in school. But I felt that I was being a burden to them,
so I wanted to be independent, so that’s why I, as soon as I turned 16 I started working, ‘cause I didn’t want to be a burden for them.

In addition to formal educational experiences, Cristian discussed informal educational experiences as salient in shaping the values and perspectives he held regarding education. These informal experiences primarily occurred in conjunction with work experiences. Cristian suggested that his experience as a bank teller, and later as an assistant branch manager, educated him on the importance of managing family finances. He asserted that not only did he learn how to manage his own finances through this experience, but he also learned how to teach others how to manage their finances.

I’m a teacher, of financial education, financial services. But I do, I mean, most of my customers are Hispanic, so to me it’s more like I’m educating them.

*Shared educational history.* Although Tania and Cristian had different early educational experiences, there are some notable similarities. Foremost, Tania and Cristian attended the same high school. The high school was primarily Hispanic. While Tania, as noted in a previous section, was highly involved and exuded school spirit, Cristian asserted that he enjoyed playing soccer but was not interested in being involved in any other social activities. Tania and Cristian married at the age of 19. Through direct reflection, they discussed how their decision to marry early required them to learn responsibility and communication skills. Tania also reflected on this decision which provided insight into her educational hopes for her children.

So yes, we, I do, I want to be involved and I want to go to the classrooms and be a teacher, ya know? For the longest, I felt that’s what I wanted to do, was be a teacher, and then we had, ya know, the kiddos, and so I didn’t finish school or anything. So now that my sister’s gonna be a teacher, I’m so excited, ya know.

In addition to attending the same high school, Tania and Cristian also experienced similar informal education experiences through their joint employment at the resource placement center after high school. Through this work, Tania and Cristian learned how to provide customer
service, especially to the Hispanic population. Further, Tania and Cristian both referenced
themselves as teachers of financial services during our conversations on both educational history
and labor history. Their work experience seemed to shape their informal education by providing
opportunities to assist Hispanic customers.

*Literacy Resources*

According to Moll and Gonzalez (1997), resources can be material or intellectual and are
a component of the knowledge that families possess in order to sustain various purposes or
needs. Thus, resources are integral components of the structural and cultural environment of the
family. For the purposes of this study, statements coded into this theme related primarily to
reading materials and tools or places that promoted the attainment of these materials. Less than
13% of all coded statements were represented in this theme. However, the data coded supported
other themes. Answers provided by the Rodriguez family in this theme provided insight into my
first research question regarding how the family supported literacy development in the home.

The majority of the resources in this category related to books and materials purchased
for Juan. Tania was in the process of revamping Juan’s personal library during the course of the
interviews. Alphabet puzzles, play-dough, magnetic letters, paper and writing utensils were also
available for Juan to use. These resources were purchased for Juan with the intent of improving
his reading ability. Other resources were not purchased but presented themselves and were used
in multiple domains. For example, Cristian explained that he allowed Juan to retrieve and sort
the mail. Through this process, Juan had become familiar with the letters in his last name. This
was an activity that Cristian believed enhanced Juan’s responsibility since he had to retrieve the
mail while remaining aware of his surroundings and not running into the street.
Another resource that I observed the family using together was a nutritional guide from Juan’s recent doctor visit. The guide provided various recipes for kid-friendly, healthy snacks. Tania and Cristian discussed the guide and asked Juan to choose his favorite recipes. The family purchased the materials for the recipes and allowed Juan to make them at home. Further, Juan brought the guide to school for his friends to view. The class created snacks based on the recipes provided.

In addition to tangible resources, time was noted repeatedly as an important resource. Tania and Cristian both asserted that they spent time talking to Juan on a daily basis. Further, they provided Juan time to experiment with materials such as books, play-dough, and magnets during independent play time. Tania also suggested that she spent time watching Juan play independently to monitor when more difficult resources were needed.

And since he plays a lot by himself, ya know, since his baby sister she’s too little, I’ve noticed he’ll just grab stuff and, ya know, start playing with the play-dough or he has letters in his room that are magnets, and we used to throw them on the fridge. So a lot of that gets, he really likes puzzles, ever since he was little. He likes, ya know, and he was really good at it, so I wanna try to get him harder, harder levels.

According to Moll and Gonzalez (1997), FoK research indicated the roles of resources as tools through which a family interacted with one another through activities intended to accomplish multiple goals or purposes. The information that the Rodriguez family shared about their own resources reflected that understanding, as well. Conversations with Tania and Cristian revealed that their activities with Juan included a variety of resources, including time to experiment and play with the resources. Further, the nature of resources provided for both independent use and interactional use. The focus of the resources in this section centered on the notion of early literacy and their incorporation in ways that were meaningful to the Rodriguez family.
Values and Goals

The area of values of goals was commonly addressed in FoK research (Mercado, 2005; Moll, 2005; Tenery, 2005). The cultural influences and structure of a family often emerged as sources of strength and knowledge, and frequently served to shape the beliefs and values that they held (Gonzalez et al., 2005). Exploring the familial goals and values of the Rodriguez family served to provide information on my second research question, regarding the values and beliefs that explained uses of literacy in the household.

This theme encompassed 38% of all coded statements from the Rodriguez family. Because of the large volume of content, I created subthemes to provide additional insight into the nature of the values and goals and how those goals related to research question two. While the values and goals of the family seemed to be woven throughout other domains, it was helpful to isolate these statements in order to understand their relationship to early literacy skills.

Cultural values and goals. The Rodriguez family shared that they wanted their children to have exposure to their cultural heritage. The primary way the family provided this exposure was through trips to Mexico. During these trips, Cristian provided narratives about his childhood. Further, Cristian took Juan to museums during the course of the project to provide exposure to his cultural heritage.

And then Thanksgiving, yeah, my husband’s taking him, just Juan and my husband, they’re going to Mexico City, and my husband’s gonna take him to a museum out there and, ya know, he likes taking him back to where Cristian was born and raised, ya know, until he was 8. Because it’s just a little small, ya know, town and the horses and the cows and the pigs, yep there’s pigs, chickens, ya know, just so he understands and knows where his dad was, where his dad came from, ya know.

In addition to culturally relevant trips, the family also shared that they often used books as a venue through which to share pieces of Mexican culture and history. Tania, in the process of revamping Juan’s library, purchased Spanish books to ensure Juan was learning about his culture
and learning to read the language. She further asserted that, through family picnics and other events, Juan’s extended family often told stories about their heritage. Because Cristian’s extended family spoke Spanish at these events, the value of linguistics was also communicated.

**Educational values and goals.** Within this subtheme, comments generally focused on Tania and Cristian’s desire for their children to have more educational experiences than they had. Thus, the primary focus for this subtheme were the values held regarding their education and the education of their children. In one interview, Tania expressed that she had no regrets about her decision to marry and start a family at a young age. However, she did indicate that she hoped her children would continue their education beyond high school. Tania further asserted that she felt her role in her children’s education was important. She wanted to be involved in her children’s education and planned to support them while they pursued educational goals. Cristian also asserted that he valued higher education and wanted Juan to receive a college degree.

Tania: Of course expectations are for him to learn, of course, as much as he possibly can, but I do understand that we have a lot to do with that, as well. I mean, you have all the tools, but if we don’t read all the materials that you send home or, ya know, spend that extra time allowing him to make a mess and play with all of his learning materials, he’s not gonna learn and grow and be successful one day. But yeah, mainly just, ya know, him learning and, I wanted him to just learn to color in the lines because I didn’t know, ya know, in pre-k they’re so little.

Cristian: And he, ya know, that he can make something of his life, ya know, go to school and graduate from college and that’s my biggest goal, is for him to get some sort of a degree. Make something of himself.

Both Tania and Cristian suggested that the time they spent with their children was an important way they communicated the value of education while supporting the education of their children.

So yes, we, I do, I want to be involved and I want to go to the classrooms and be a teacher, ya know? For the longest, I felt that’s what I wanted to do, was be a teacher, and then we had, ya know, the kiddos, and so I didn’t finish school or anything.
Family values and goals. Several conversations with the Rodriguez family encompassed references to values and goals that related directly to their family and the ideals that they want to uphold. During two interviews, Cristian discussed having gratitude for living where they are now. However, Tania expressed concern regarding her children having too much. The Rodriguez family further asserted that they wanted their children to have gratitude for the opportunities and materials they receive.

And, ya know, I also hope that, we want to give him, of course, what we didn’t have, but I don’t want him to just go overboard, because I started working at 14, ya know, because my mom couldn’t really afford, ya know, to go and buy the new clothes or whatever.

Additionally, the Rodriguez family asserted that they wanted their children to become relevant and positive members of society with respect for others. Through daily discussions, Tania and Cristian worked to convey ways they felt they were contributing to society. Through these discussions, the Rodriguez family hoped to inspire their children to become helpful and hard-working assets of society.

To be…respectful. Hopefully he’s, ya know, doesn’t change too much, ‘cause he’s pretty, ya know, happy, loving, caring. Ya know, his moments, but I just, the biggest thing is that they grow up to be good, ya know, good people, assets to the society, what is it?...

One particular area that Tania and Cristian discussed was their relationship and their pride about still being married after 15 years. During one of our interviews, Tania explained that her father allowed her to sign a mortgage with Cristian prior to getting married. However, the two were not allowed to live together until they were married. She expressed this as a value she hoped to instill in her children. Additionally, Tania and Cristian expressed pride at the way they interacted and worked together to run the household. In two interviews, Cristian explained that they did not assign tasks but instead shared responsibilities based on need and availability, including child-rearing tasks.
But yeah, mainly, ya know, discipline and his education, that’s the biggest, but yeah, for the most part we’re 50-50.

Religious values and goals. The Rodriguez family attended a local Catholic church every Sunday. The family attended Spanish mass to appease Tania’s mother. Although Tania’s mother spoke English and Spanish fluently, Tania asserted that she preferred Spanish. During one conversation, I inquired as to why church was an important part of their week. Tania suggested that she did not grow up attending church; however, this was an important part of Cristian’s childhood. Thus, Cristian came to believe it was important for the Rodriguez family to take their children to church every Sunday. Additionally, Tania suggested that Juan enjoyed attending the children’s church service. During one of our interviews, she asked Juan to sing a song he had learned at church.

Research using a FoK framework communicates that the values and goals significant to a family are valuable sources of knowledge, which frequently shape perspectives and actions (Mercado, 2005; Moll, 2005). The Rodriguez family communicated their extensive system of values and goals, which I organized into a variety of subthemes including culture, education, family, and religion. The statements in each subtheme conveyed high levels of concentration. This supports the influential nature of values and goals on familial perspectives and daily activity.

Action Research Findings

$t$-Tests between and within the morning and afternoon classes on a district assessment were conducted. Only the rhyming portion of the assessment was applied to this study due to the early literacy focus of this study. On the assessment, students were orally given five words (hop, can, girl, dog, and rug) and asked to provide a real or made-up word that rhymed with the given word. Student scores ranged from zero to five. A zero score indicated no correct answers. A five
score indicated that the child answered all rhyming questions correctly. Tania often performed nursery rhymes in both English and Spanish with the students in the morning class as they cleaned up their table in preparation for the next literacy table. Thus, the rhyming component of the district assessment directly related to what Tania was doing in the class.

The $t$ value (5.28) between the morning and afternoon groups on the mid-year assessment indicated that the morning class scored higher than the afternoon class in terms of early literacy development, as measured through rhyming, resulting in a ($p$) value that was less than an alpha of .01 ($p < .01$). Thus, the null hypothesis was rejected in support of the alternative hypothesis that FoK findings, when applied to an Action Research project in the classroom, would improve students’ early literacy competencies. By examining the group means for this sample of subjects (morning class = 20; afternoon class = 20), the morning class (with a mean of 3.75) performed significantly higher on the rhyming portion of the district mid-year assessment than did the afternoon class (with a mean of 2). The SD did not differ significantly, indicating that the range of performance within groups was similar. However, the significant differences in means indicated that the morning group performed significantly better than the afternoon group. The primary intervening difference was the inclusion of Tania and FoK practices from the home to the classroom.

Table D.1

<table>
<thead>
<tr>
<th>Class</th>
<th>n</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>$p$</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>20</td>
<td>3.75</td>
<td>1.02</td>
<td>5.28</td>
<td>.000</td>
<td>Reject</td>
</tr>
<tr>
<td>Afternoon</td>
<td>20</td>
<td>2</td>
<td>1.026</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

($p < .01$), two-tailed
Qualitative aspects of the study suggested Tania affected students’ participation and engagement, in addition to their literacy development. During one observation, at the conclusion of the Action Research project, a checklist was used (Appendix K) to indicate the level of engagement of each student with the masks. Students that periodically wandered away from the mask table were noted as not engaged. Students who stayed at the mask table but did not engage with the masks for ten minutes were noted as periodically engaged. Students who not only remained at the mask table for ten minutes but engaged with the masks during the full time were noted as being highly engaged. 85% of students in the morning class were highly engaged. 50% of students in the afternoon class were highly engaged. These are additional indicators that the inclusion of FoK from Tania supported engaged early literacy learning in the classroom, when compared to a class (afternoon) without her participation.

Conversations and interactions with the students further suggested student investment, in addition to student engagement and participation, improved. Because I interacted with students both prior to, during, and after the Action Research project, I had insight into student interaction, student interest, and student investment in relation to Tania’s presence in the classroom. During the project, students in the morning class often asked if Tania could come every day instead of one day a week. This indicated that students enjoyed Tania and the learning that occurred when she was in the classroom. Further, students in the morning class often asked if they could take their masks home to show their parents. No students in the afternoon class showed interest in taking the masks that I created home. This suggested that students in the morning class were proud of the work they did with Tania and therefore invested in the learning that occurred when she was in the classroom.

The findings from the t-test, survey, and anecdotal comments by students support the
supposition that including FoK in prekindergarten early literacy development in a predominantly Hispanic population classroom is valuable to students’ early literacy development. This component of the overall study was possible because of the prior FoK home study, where it was gleaned that the family’s approach to early literacy development could contribute positively. The home and action research components of the overall study guided the findings in the autoethnographic component.

Autoethnographic Findings

When analyzing the autoethnographic data, I focused on the details of my life and then zoomed out to the Hispanic community. This process of fracturing and connecting fragments of data created a coherent story that allowed me to make cultural sense out of data collected. With the assistance of NVivo 10, I coded the data until relevant themes emerged. Interactions with children in the classroom, treatment of parents in the school, and treatment of students in the school emerged as relevant themes. In addition to these themes, I applied Krathwohl’s affective taxonomy (1964) to autoethnographic data, which provided sequential understanding of my progression toward becoming a teacher who valued the contributions of the Hispanic family to their children’s learning.

Affective Learning Domain

Affective measures of learning refer to learning in terms of values, attitudes, and learned dispositions, such as appreciation for learning, appreciation for diversity, compassion, empathy, and open-mindedness (Krathwohl et al., 1964). The affective taxonomy was created several years after the cognitive taxonomy (Bloom, Engelhart, Furst, Hill, & Krathwohl, 1956), because the challenges inherent in assessing the affective domain were perceived as significant. Since that time, affective measures of learning have been applied in various professions, including...
theological education (Graham, 2003) and children’s spiritual development (Scheindlin, 2003). In the affective domain, the full internalization of desired beliefs, values, and attitudes was designated as the highest level of development. This was particularly true in education, in which multicultural interactions were the manifestation of internalized prodiversity attitudes and values (Krathwohl et al., 1964). Krathwohl and colleagues went on to assert that growth in the affective domain was measured by the extent to which external control transforms to inner control, and the extent to which the learner became increasingly aware of more emotional involvement and investment in the internalization process. In this taxonomy, a learner progressed through five stages.

1. Receiving a value. The learner progressed from passive awareness to willingness to learn about values, to selectively attending to the learning about the value.

2. Responding to the learning. The learner first complied with expectations, then responded from increasing inner interest and motivation, to finding satisfaction in immersion in learning about the value.

3. Valuing. The learner progressed from accepting the value as his or her own, to holding a preference for the value and seeking chances to explore the value, to feeling a sense of commitment to the value.

4. Organization. The learner conceptualized the value and desired to understand all he or she could about it, then organized a value system in which he or she merged the new value with his or her existing value system.

5. Characterization by a value or value complex. The learner first viewed all problems in terms of the value, then evidenced a consistent philosophy of life based on the new value.

Based on the parameters of autoethnographic research, this study used an analytical approach in which existing theory (Krathwohl’s affective domain) provided the guidance and structure for analyzing data. Although no data from this study were relevant to the final stage (characterization by a value or value complex), Krathwohl et al. (1964) cautioned that this level
is not usually attainable until many years after formal training. There were direct applications of the first four stages of the taxonomy noted throughout the autoethnographic study.

*Interactions with Children in the Classroom*

Based on the purpose of the autoethnographic study, it was important to examine all themes in a sequential manner, revealing progression through Krathwohl’s five stages. This particular theme encompassed 30% of coded autoethnographic data. Thus, my beliefs, interactions, and perceptions, as revealed through a journal, memos, and newsletters, were substantially influenced through daily interactions with students in the classroom.

I am learning that minority is a fluid term, it depends on the perception of the group and changes when the lens you choose to wear changes (journal entry, September, 19, 2014).

Through the process of the study, I realized that I was the minority in the primarily Hispanic classroom. This passive to explicit awareness of my surroundings, as well as a willingness to learn about the value of and experience of being in a minority, reflected Krathwohl’s first stage, receiving a value. Through daily interactions with the students, I began to develop interest in learning about students.

I taught similar to the way I was taught. I used a great deal of whole-group instruction and sent home homework packets. Now, I’m beginning to question how the students learn at home (journal entry, October 6, 2014).

My inner interest and motivation to learn more about the students’ lives outside the school suggested Krathwohl’s second stage, responding to the learning. Not only did I begin to exhibit interest in students’ home lives, I further began to question my response to their lives. In addition, I found satisfaction in responding with interest to students, whereas, in prior years, I would invalidate their conversations about home life in order to reserve time for cognitive learning that I had planned and prescribed.
Maybe the most important thing I have learned as a teacher is that it is important to stop and listen to students. In listening to their stories, they have provided information on how to eradicate some discipline problems, problems that I have been working to correct all year (journal entry, October 25, 2014).

My decision to spend more time engaging in meaningful conversations with students suggested a move from exploring the value to feeling a sense of commitment to the value. Exploration of students’ home lives through conversations with them provided a space through which I began to hold a preference for these conversations, viewing them as highly valuable in the classroom. Then, through continued use of extended and meaningful conversations, I began to notice improvements in behavior, cooperation, and willingness to learn. The benefits I observed from engaging in conversations with the students led to a sense of commitment to daily conversations.

In the past, I often brushed children off, telling them, ‘tell me later, we have to learn now.’ How can they learn when they are dealing with heavy issues? Relationships are vital…kids need to be heard, I have to make time to talk to these children because I may be the only one available (journal entry, October 28, 2014).

Through my progression toward becoming a teacher who valued the Hispanic students in my class, I began to conceptualize the value of engaging in conversations by learning all that I could about each student in my class. I further began to investigate how my focus on teacher-driven learning, in which I marginalized the interests and desires of students, benefited my life through provision of time for me to complete tasks I deemed requisite. Instead of focusing on objectives, I began to focus on students, revealing the organization of a value system in which I merged the value of meaningful conversations with existing value systems.

I have always felt rushed in the classroom but feel that I need to get everything I plan done. Maybe I need to stop treating the classroom like a race and accept that some things can wait until tomorrow (journal entry, November 19, 2014).
Treatment of Parents in the School

My progression as a teacher also revealed my capacity to engage and support Hispanic parents’ contributions and needs. The theme treatment of parents in schools spoke to growth in this area, as indicated through progression of Krathwohl’s affective taxonomy. During initial home visits, I asked Tania about her experience with the school. From her responses, I began to progress from simply being a passive teacher toward becoming an advocate for Hispanic families. Journal entries indicated a willingness to learn about the family and to selectively attend to learning about the family.

I keep thinking about Tania’s statement about how she didn’t feel welcomed at school…that the office was always busy and she rarely received smiles or hellos when she drops off or picks Juan up. She explained that greeting everyone was expected at the bank, where she works (journal entry, September 29, 2014).

In addition to valuing families, I also came to value the extent and delivery of information provided to parents. I reflected on the lack of information provided to parents in the school when the Principal was placed on administrative leave. Tania and Cristian were not aware that this had occurred nor did they have any knowledge regarding the current leadership in the school. Memos indicated that I began to find satisfaction in providing information to the Rodriguez family about the school. I asserted in multiple journal entries that I provided information that either Tania or Cristian had tried to retrieve at the front office. When they went to the front office to retrieve this information, they felt they were being a burden to school employees and thus left, Cristian noted that he apologized for imposing on the secretary. My motivation to not only learn about the family but to assist the family in becoming informed about their child’s school suggested Krathwohl’s second stage, responding to the learning.

I further developed a sense of commitment to informing the Hispanic parents through implementation of translation. Typically, I would send newsletters home in English, neglecting
the primarily Hispanic population in my class. As I became committed to informing the
Rodriguez family and other Spanish-speaking families, I began to translate the newsletters in
Spanish. On two occasions, I asked Tania to read the translated version to ensure my translation
software was accurate.

I immediately thought about the first weeks at our school…it is hectic and very hard for
teachers to get all the requisite paperwork returned. Our Assistant Principal tells us to
send paperwork home if it is not completed. However, one of the bilingual teachers stated
at a faculty meeting that the Spanish versions are not translated correctly in every area,
making it difficult for many parents to understand what they are being asked. I plan to
begin translating the newsletters for the parents of students in my class. I also plan to ask
Tania to read the translated versions to ensure they are accurate (journal entry, October
15, 2014).

In addition to translating newsletters, I also developed a parent group for my class. As I
began to conceptualize the value of keeping parents informed, I came to organize a value system
in which I merged this value with existing values regarding how to interact with parents,
illustrative of Krathwohl’s four stage, organization. The parent group served not only as a way
for parents to network and learn about their child’s school but further served as a way for me to
learn about the parents. Through group meetings, I learned that one family had lived on a farm in
Mexico. During a thematic unit on Cowboys, the family entered the classroom to demonstrate
how to rope and milk a cow, sit on a saddle, and allowed children to explore with real cowboy
hats, spurs, and boots. The organization of this value system, toward one that valued the
information parents receive, was reciprocal, the more I came to value the parents, the more they
contributed to the classroom.

I have started the parent group, inviting all parents to come one night a month to talk
freely with one another and to ask questions. Tania has emerged as the leader in these
meetings, answering questions primarily in Spanish. Many parents have asked about her
presence in the classroom and have expressed a desire to enter the classroom, as well
(journal entry, January 8, 2015).
An additional illustration of my progression toward not only informing Hispanic parents but valuing and advocating for them, was my action at a meeting. During this meeting, I, along with the speech pathologist, parents, and a district administrator, decided that speech services were appropriate for one Hispanic child. Because I had experience in attending these meetings, I knew that parents were typically offered a variety of days/times to bring their child for speech services. This family, however, was not provided choices. Instead, the speech pathologist asked the family to arrive on a particular day and time to begin the services. At that time, I intervened and suggested that the family be provided with choices in days/times. This action suggested a move toward merging prodiversity perspectives with life values, illustrative of Krathwohl’s fourth stage, organization.

The speech pathologist is really a very nice man and immediately reviewed his schedule and provided more times that the family could choose from. I was happy that I intervened. I never speak up and I think that part of my becoming a better teacher and advocate for all families is learning to be bold when it is called for (journal entry, December 18, 2014).

Treatment of Students in the School

Although only 4% of data were coded within this theme, data coded indicated a significant shift in perspective toward Hispanic students. This theme suggested a shift toward valuing not only the Hispanic students in my classroom, but all Hispanic students in my school. The first step in this progression occurred with acknowledgement that students in our school did not receive the same quality experiences as others.

In our district, we have prekindergarten on two campuses. Our campus and a center that houses only prekindergarten and district daycare. The campus with a daycare has an occupational therapist, physical therapist, computer time each week for all students, library time each week for all students, reverse field trips, regular field trips, guest speakers, and facilities that are designed specifically for smaller children. Children at our campus do not typically receive these services (journal entry, October 10, 2014).
In progressing from passive awareness about the situation toward becoming an advocate, I immersed in learning about both campuses and further had discussions with our Assistant Principal regarding how to retrieve resources for students at our campus, specifically field trips. Although the discussions did not lead to funding for field trips for our Hispanic students, it did propel me forward in becoming committed to advocating for the Hispanic students. Through emails to our Superintendent, I continued to advocate for more equitable opportunities for students on both campuses, and thus merged prodiversity perspectives with life perspectives, suggesting Krathwohl’s fourth stage, organization.

Summary

The main purpose of this study was to examine parents’ support of young children’s early literacy development in the Rodriguez home. Home visits informed me as an early childhood educator as to how the Rodriguez family supported their children’s early literacy development. The use of FoK served as the analytical tool through which case study data were aligned. FoK research established areas such as family history, family networks, educational history, labor history, knowledge transmission, literary resources, and values and goals as commonly explored categories (Gonzalez et al., 2005). These categories served as the analytical themes into which I initially coded data. Then, I sorted statements into relevant subthemes that served to provide greater specificity in understanding the data in relation to my research questions. For the Rodriguez family, daily conversations with multiple adults both within and outside the home provided wide latitude for error and provision for experimentation in oral language delivery (personal communication, October 4, 2014). Multiple opportunities for experimentation and error were provided within a zone of comfort. Within the zone of comfort, error was not dealt with in a punitive manner.
A second purpose of this research was to determine if the introduction of FoK ways of learning, when applied in the classroom, related to early literacy skills development. Based on FoK research, observations, and conversations with Tania, I assumed she would, by bringing her FoK into the classroom, positively affect student’s oral language and thus their early literacy development. Beginning of the year district assessments were used as a baseline to be analyzed against mid-year district assessments, providing data on the effect Tania had on the oral language of the prekindergarten students. The t-value (5.28) revealed a statistically significant difference \((p < .01)\) between the morning and afternoon prekindergarten students’ early literacy development at mid-year, specifically measured through rhyming. Additionally, at the conclusion of the Action Research project, an observation checklist revealed that 85% of the morning class was highly engaged in early literacy activities, while 50% of students in the afternoon class were highly engaged in early literacy activities. This data suggested that Tania affected student participation and engagement, in addition to early literacy development. Conversations and interactions with the students both prior to, during, and after the Action Research project suggested that student investment improved as a result of Tania’s presence in the classroom.

A third purpose of the study was to examine my development as a teacher who valued the contributions of a Hispanic family to their children’s learning. Through autoethnography, I examined my progression through Krathwohl’s (1964) five affective learning stages. Data suggested that while I did not enter the fifth, and highest stage of the taxonomy, I did progress to the fourth stage, organization. Dates from journal entries further indicated that this progression was systematic. Evidence from journal entries, over a period of five months, suggested sequential progression from passively interacting with the Hispanic community to advocating for
them within the school setting. The journal entries progressed systematically across Krathwohl’s hierarchy, indicating an evolution toward becoming a teacher who valued the contributions of a Hispanic family to their children’s learning. The following chapter will provide a venue through which I discuss the results of data analyses as they relate to the questions that guided this research.
The main purpose of this study was to carefully examine parents’ support of young children’s early literacy development in a Hispanic home. This careful examination informed me as an early childhood teacher as to how one Hispanic family supported their children’s early literacy development. The knowledge gleaned from an initial study of home support, by spending time in the home of a Hispanic family provided an avenue for action research in the classroom, applying the knowledge from home study to classroom practice. A second purpose of this research was to determine if the introduction of FoK ways of learning, when applied to the classroom with the assistance of the participating parent, had a relationship to early literacy skills. Early literacy referred to activities involved in the development of letter-sound relationships, phonemic awareness, oral language, print concepts, comprehension, enjoyment of reading, and perception of oneself as a reader.

This study was conducted in three parts, with the latter contingent on the former, with a third part ongoing throughout. The first part of the research involved entering the home of one Hispanic family to determine FoK relative to early literacy skills. The second part of the research used knowledge gleaned from the initial study of home support through action research in the classroom, applying the knowledge from home study to classroom practice. The third part was in the form of my personal record keeping, journaling, and reflecting on my transformation throughout the process of conducting the two former parts of the study.

The research questions that guided this study included:

1) How does a Hispanic family support early literacy development in the home?
2) What are the values and beliefs that explain uses of early literacy in the household?
3) How do social forces and social needs influence early literacy practices in the home?
4) What is the effect of including family members in classroom practices on students’ early literacy development in the school setting?
5) In what way do my perceptions of teaching Hispanic students early literacy, and my perceptions of Hispanic family members change during the process of conducting the study?

Establishing these questions as a guide, I developed interview questions and subsequent analysis themes based on those previously described areas often addressed in FoK research. These included family history, family networks, labor history, educational history, knowledge transmission, literacy resources, and values and goals (Gonzalez et al., 2005). This assisted in gleaning information relevant to the first three research questions regarding how a Hispanic family supported early literacy in the home, the values and beliefs that explained uses of early literacy in the home, and the social forces and social needs that influenced early literacy practices in the home.

To provide insight in the fourth research question regarding the effect of including family members in classroom practices on students’ early literacy development in the school setting, I conducted t-tests between and within morning and afternoon prekindergarten classes on a district assessment that was administered at the beginning and middle of the year. Additionally, during one observation, at the conclusion of the Action Research project, a checklist (Appendix K) was used to measure student engagement between the morning and afternoon classes. Conversations and interactions with the students both prior to, during, and after the Action Research project provided anecdotal data on student interaction, student interest, and student investment in relation to Tania’s presence in the classroom.

In addition to these two components of the study, I analyzed my own progression toward becoming a teacher who valued the contributions of a Hispanic family to their children’s learning. This served to provide insight in my fifth research question regarding the ways my perceptions of teaching Hispanic students early literacy and my perceptions of Hispanic family members changed during the process of conducting the study. I focused on the details of my life
and then zoomed out to the Hispanic community. Through this process, three relevant themes emerged: interactions with children in the classroom, treatment of parents in the school, and treatment of students in the school. I further applied Krathwohl’s affective taxonomy (1964), which provided sequential understanding of my progression toward becoming a teacher who valued the contributions of the Hispanic family to their children’s learning.

In the previous chapters, I presented data from all three components of the study. The results were relevant to the specific questions guiding this study. As I examined the data in light of those questions, I began to understand how the data addressed both the research questions and assumptions of the study. I organized this chapter by research question and provided summary statements that supported or refuted the research assumption that connected to the research question.

Research Question 1

In the first research question, I explored how a Hispanic family supported early literacy development in the home. My assumption stated that within the context of the family an extensive amount of accumulated social and cultural knowledge provided a venue through which families informally shared knowledge with their children (Ortiz & Ordoniz-Jasis, 2005). Further, I assumed there were components of shared social and cultural knowledge that helped children acquire skills related to early literacy development (Moll & Gonzalez, 1997). I also assumed that family involvement potentially incorporated early literacy into the typical familial tasks in the home (Arzubiaga, Rueda, & Monzo, 2002).

Within the context of the Rodriguez family, an extensive amount of accumulated social and cultural knowledge was shared both formally and informally with their children. Additionally, components of that knowledge related to early literacy development. As I matched
data from home visits to FoK theory, through application of themes common in FoK research (Gonzalez et al., 2005), I found ample knowledge resources relative to early literacy development. Additionally, I found that the Rodriguez family incorporated early literacy into some daily tasks in the home. The analytical themes that related to this research question were family history, labor history, and knowledge transmission.

**Family History**

The Rodriguez family communicated a rich family history that included background from Cristian’s rural Mexican and Tania’s urban United States upbringing. The FoK they brought forward from their own heritage often related to lessons that they learned through personal experience. Both Tania and Cristian used oral histories to teach their children about their own cultural and historical heritages. The delivery of oral histories assisted Juan in acquiring oral language skills in both English and Spanish. Oral histories were often implemented into daily life. Tania expressed that she often told stories from her own childhood when teaching Juan the value of respecting others, working hard, and following directions. Cristian also discussed taking Juan to Mexico and allowing him to experience some of the activities he had during his childhood such as feeding farm animals and visiting historic museums. These border crossing experiences served to provide Juan with extended opportunity to engage in conversations and further exposed him to an array of cultural knowledge.

While the Rodriguez family recollected on much of their family history in a positive light, not all aspects of that history were positive. Cristian and Tania both discussed the divorce of both sets of their parents as salient in influencing the perspectives and actions they currently held regarding family life. Tania often discussed her family and implied that her childhood provided an example of what she did not want for her own family. She expressed that because
her mother was absent during dinner time, she knew that she would make sure both she and
Cristian were present during dinner with the family each night. During dinner time, Juan often
engaged in extended conversations with Cristian and Tania and periodically retold events from
his day.

The FoK that both Cristian and Tania took from their own family histories often related
to lessons learned from experience. Tania expressed that she wanted to be highly involved in
Juan’s education. Because her mother was not involved in her education, she placed a high value
on being involved in Juan’s education. Tania also expressed that her father’s assistance in
helping her learn to read shaped her decision to spend time helping Juan learn to read at home.
The patience and positive reinforcement that her father provided her when she was learning to
read were transferred into the way she interacted with Juan when he was engaged in reading
tasks.

_Labor History_

According to Gonzalez et al. (2005), only discussing formal work experiences limits
understanding of a family’s labor history and could hinder the discovery of knowledge through
other practices. The data that emerged from interviews with the Rodriguez family supported the
notion of using a broad perspective of what constituted labor experiences. Both Cristian and
Tania were involved with formal and informal work opportunities that provided cultural
knowledge that was shared with their children. Cristian and Tania often discussed their
experience at a student placement center as salient in shaping their knowledge of children and
children’s learning. Tania often noted that she provided Juan with time to experiment with both
language and learning tools. This time for experimentation, she believed, was key in assisting
Juan in progressing in his early literacy development. Tania noted that she learned that students
needed time to experiment with language and tools while she worked at the student placement center.

Because both Tania and Cristian were employed at local banks, they had experience in teaching others how to manage their finances. In multiple interviews, Cristian explained that he believed himself to be a teacher of finances, particularly with the Hispanic population. Tania expressed that she learned how to interact respectfully with others at the bank. Her customer service skills seemed salient in shaping how she interacted with Juan, particularly in being patient and providing Juan with extra wait time when he was reading with her. The Rodriguez family was highly invested in their work and exhibited strong work ethic. This translated into their expectation for Juan to similarly work hard in learning, even when things were difficult. Tania explained that when Juan was experiencing difficulty in sounding-out words, she would encourage him to continue working hard. The provision for experimentation and error, within a zone of comfort, according to the Rodriguez family, was salient in improving the early literacy development of Juan. This served as the primary FoK way of learning that was implemented in the classroom. Typical daily tasks often embodied the provision for experimentation and error, such as Juan’s permission to play with books, letter magnets, and writing utensils in any way he desired.

Knowledge Transmission

According to Moll (1992), FoK are shared in different ways within different families through unique strategies to subsist and progress. Thus, gaining an understanding of how knowledge transmission functioned in the Rodriguez family provided additional insight into how the family supported early literacy development. Moll, Tapia, and Whitmore (1993) suggested that knowledge is socially distributed from adults to children through a variety of activities and
settings. In the Rodriguez family, the venues through which they shared early literacy knowledge involved strategic early literacy instruction, experiences that focused on maintaining oral language skills, and informal activities that involved the use of environmental print.

Language is an essential tool through which families communicated social and cultural concepts with one another. Thus, activities that are socially facilitated by language often served as a venue for transmitting early literacy knowledge (Mercado, 2005). Cristian and Tania demonstrated this through shared reading experiences with Juan in which they would engage Juan in retelling a book. This served to sharpen his acuity in listening skills, retelling a story, and oral language skills. The Rodriguez family consistently demonstrated determination for their children to maintain and improve their ability to use and read in both English and Spanish. Tania expressed throughout multiple interviews that she was in the process of revamping Juan’s personal library. She regularly purchased books and other tools in both English and Spanish for Juan to use.

Another means, commonly dismissed by educators, through which parents transmit early literacy knowledge to their children is through informal or environmental exposure to print. Mercado (2005) suggested that Puerto Rican families participated in literacy through reading the words on television, newspapers, and local signs. These practices served as sources for building FoK. Tania relayed experiences of having Juan identify letters in local signs and on items in the home. Cristian similarly relayed experiences of having Juan read street signs and addresses during bike rides.

Through my exploration of how the Rodriguez family supported early literacy development in the home, I discovered a deep commitment to culture, language, and family. I also discovered a spirit of resourcefulness through their use of formal and informal opportunities
to share early literacy skills with their children. Through conversations with the family, I came to understand that early literacy did not have to conform to school-oriented practices in order to have value and meaning in the lives of parents and children. The ways in which the Rodriguez family supported early literacy development not only acknowledged the need for their children to acquire early literacy skills to function in school, but also their desire to instill cultural and linguistic heritage in their children.

Research Question 2

My second research question addressed the values and beliefs that explained uses of early literacy in the household. The assumption was that families conceptualized their role based on a system of values and goals often shaped by their backgrounds and experiences (Mercado, 2005). Exploring the familial values and goals of the Rodriguez family served to provide information on this research question, regarding the values and beliefs that explained uses of early literacy in the household. This theme encompassed 38% of all coded statements from the Rodriguez family. The large volume of content suggested the values and goals of the Rodriguez family were salient in influencing their use of early literacy in the household.

The Rodriguez family shared that they valued their cultural heritage and wanted to share this with their children. The primary way they provided exposure to this heritage was through trips to Mexico. Because Cristian conceptualized his role as a father through his own value system, one where he valued strong relationships between Hispanic men and their sons, he was not only intentional in teaching Juan about his cultural heritage but was also intentional in spending quality time with his son. Cristian often discussed doing things with Juan that he would have liked to have done when he was a child. Taking Juan on bike rides through the neighborhood often led to games where Cristian would help Juan learn letters and numbers.
During these bike rides, Cristian often engaged in extended conversations with Juan, providing oral language support in both English and Spanish.

Tania also expressed the provision of family time was important. Every night, Tania ensured that she and Cristian ate dinner at the table with their two children. She valued this time and believed it was important in helping her children know that they could talk to her about anything. During these family dinners, the Rodriguez family often discussed their goals and values with their children. Tania asserted that although she had no regrets about her decision to marry early, she did want her children to have more formal educational experiences than she and Cristian had. Auerbach (2007) described ‘consejos’ as culturally based accounts that parents shared of their own history and experience with education. These ‘consejos’ accounts often took the shape of cautionary tales that warned against the potential results and future possibilities that exist without the benefit of an education. During one family dinner, I observed Tania discussing career aspirations with Juan. She repeatedly told him he was capable of becoming anything he wanted. When Juan stated that he wanted to become a doctor, Tania asked him to locate a book about doctors for them to read at bedtime.

The Rodriguez family often used books, in both English and Spanish, to convey values and goals with their children. Throughout the process of the interviews, Tania asserted that she was revamping Juan’s personal library to provide reading material that was suited to his interest and ability level. The Rodriguez family did not, however, want their children to grow up without gratitude and appreciation for the things they received. Tania asserted her concern that because she and Cristian did not have a lot growing up, they tried to give their children too much. She felt that trips to Mexico were important because they provided Juan with first-hand glimpses into poverty and assisted him in understanding and appreciating his life. Both Cristian and Tania also
believed it was important for their children to attend mass each Sunday. Because this was an important value for the family, it was part of their weekly schedule. Through church attendance, Tania asserted that Juan learned children’s songs and that he enjoyed learning Bible stories and completing a coloring sheet each week. The Rodriguez family often discussed Biblical stories with their children during the drive to and from mass. Although the family spoke English, they attended mass in Spanish to appease Tania’s mother, who preferred Spanish. After mass, the Rodriguez family regularly spent the afternoon eating lunch with extended family.

Tania and Cristian conceptualized their roles based a system that highly valued cultural knowledge, higher education, family, and religion. They further asserted goals for their children, such as graduating from college and becoming respectful and grateful citizens, which were based on their own experiences. This confirmed my assumption that families conceptualized their role based on a system of values and goals often shaped by their backgrounds and experiences. Further, it provided insight into my second research question, regarding the values and beliefs that explained early literacy practices in the home.

Research Question 3

In the third research question that guided this study, I inquired as to how social forces and social needs influenced early literacy practices in the household. I assumed that while the family would allot time for homework or other academic practices, it would lack formal adult guidance or would occur through interactions over daily tasks (Arzubiaga, Rueda, & Monzo, 2002). The analytical theme of family networks served to address this question. According to Browning-Aiken (2005), networks were a significant source of FoK to which a family had access. Velez-Ibanez and Greenberg (1992) suggested FoK became part of the implicit operational and cultural system of daily life. They go on to assert that such exchanges often occurred in such a routine
and constant fashion that people were hardly aware of them. During conversations with the Rodriguez family, it appeared that gradual and family-centered exchanges supported this concept as they reflected on their networking endeavors as intrinsic rather than as an overt or strategic plan.

The Rodriguez family operated through reciprocity and connection with extended family. They rarely relied on those outside of the kinship network. Their extended family relationships were often multi-faceted in the roles of kinship, exchange, and participation in cultural or family activities. Cristian immigrated to the United States at the age of eight. He lived in California before moving to Texas. Tania lived in the United States her entire life. Over time, most of their extended family had converged in the same general area to offer support to one another. The primary nature of these relationships revealed that the longevity of the networks connected to the proximity of family and the multiple ways in which they participated in the lives of one another. Tania often discussed childcare and education with her sister, who was attending school to receive a teaching degree and lived close to the family. In this way, her sister emerged as a social force in providing information on how to support early literacy in the home.

The Rodriguez family also used extended family for childcare. Because Tania and Cristian worked, they needed a nanny for their two children. They used an extended family member for this purpose, one who spoke Spanish and provided quality childcare with similar values and goals. The nanny made frequent visits to Mexico and often brought Juan books and other items to teach him about his cultural heritage. The Rodriguez children were joined by three other children at the nanny’s home. As noted earlier, on Sundays, the Rodriguez family often attended extended family functions where they enjoyed fellowship and food. Thus, the Rodriguez children were generally surrounded by many English and Spanish speaking adults and
children. This evidence suggested, as Velez-Ibanez and Greenberg (1992) found in their work, that extended family clusters provided Hispanic children with a social platform in which they internalized thick social relationships and learned to have analogously thick social expectations.

These thick social relationships provided a venue through which knowledge was shared. Children benefitted from this through the experience of interacting with and learning from adults and older children whom they trusted. While the experiences of the Rodriguez family supported this notion through their descriptions of the extended family interactions in which the children were often observers and participators, they also used immediate family networking in ways that served to exemplify some of the social FoK that they possessed. Tania seemed to be the immediate family resource upon whom Cristian relied. Cristian reciprocated this position as the immediate family resource upon whom Tania primarily relied. An example of this was the couple’s decision not to assign tasks but instead to work together to accomplish daily and weekly tasks.

Tenery (2005) suggested that Hispanic families often employed the use of older siblings as caretakers for younger ones. Tania expressed that she often asked Juan for help in feeding and soothing Gabby during long car rides. She further demonstrated an extensive use of this type of networking resource within the home. Tania often asked Juan to retrieve diapers and other items from the second floor of the home. Juan also was charged with checking the mail for the family, a task that Cristian asserted helped Juan in learning his last name and enhanced Juan’s sense of responsibility. Juan often took out the recycling bin and returned it when it was empty. This task required Juan to learn how to decipher the addresses on the bins to ensure he did not retrieve the wrong one.

During the course of interviews, I discovered a system of networking between and within
the Rodriguez family that was reciprocal and often understated in nature. The impact that family networks had on social forces and social needs was evident in the emergence of these domains in nearly all conversations with the Rodriguez family. This suggested that the FoK were extensive and had accumulated over time. Through the process of assimilating a coherent picture of these social forces and social needs, I became aware of intrinsic family ties and how they functioned to create a system in which family members shared responsibilities to accomplish the overall goals of the family.

Research Question 4

My fourth research question addressed the effect of including family members in classroom practices on students’ early literacy development in the school setting. I assumed that by capitalizing on household and other community resources, teachers could organize classroom instruction that far exceeded in quality the rote-like instruction that some under-represented children commonly encounter in schools (Moll & Greenberg, 1990). Based on FoK research (Moll, 2005), observations, and conversations, I further assumed that Tania, by bringing her FoK into the classroom would positively affect students’ early literacy development.

According to Velez-Ibanez and Greenberg (1992), family knowledge and life experience in Mexican-origin households are probably shared by many other families living in the ten U.S.-Mexican border-states. The authors go on to assert that using such knowledge in curriculum planning can help build constructive relationships between teachers, students, and parents. Qualitative data suggested Tania, through implementation of her FoK ways of learning in the classroom, positively affected students’ early literacy development. Qualitative aspects of the study suggested Tania affected students’ participation and engagement, in addition to their
literacy development. Conversations and interactions with the students further suggested student investment, in addition to student engagement and participation, improved.

During the project, students in the morning class often asked if Tania could come every day instead of one day a week. This indicated that students enjoyed Tania and the learning that occurred when she was in the classroom. Further, students in the morning class often asked if they could take their masks home to show their parents. This suggested that students in the morning class were proud of the work they did with Tania and therefore invested in the learning that occurred when she was in the classroom. The findings from a t-test, survey, and anecdotal comments by students support the supposition that including FoK in prekindergarten early literacy development in a predominantly Hispanic population classroom is valuable to students’ early literacy development, as well as their engagement, participation, and investment in learning.

Research Question 5

In the fifth research question, I addressed the ways in which my perceptions of the Hispanic family changed during the process of conducting the study. I assumed that, through FoK work, teachers go through a process of reflection on their teaching and reconsideration of their own previously unacknowledged assumptions about their students (Messing, 2005). According to Tenery (2005), the experience of interacting socially with minority families of low socioeconomic status provided teachers with an appreciation of cultural systems from which Hispanic children emerge. She goes on to assert that oral histories and narratives told by family members, in combination with expressions of cultural identity, build an appreciation for the individuals and what they have endured. My experience seemed to support this concept. I developed a caring attitude for the Rodriguez family and transferred that attitude to the other
Hispanic students in the classroom. Additionally, personal contact with Tania established a line of communication and an invaluable relationship, one that enabled me to build relationships with other Hispanic mothers.

As I examined my personal transformation against Krathwohl’s affective taxonomy (1964), my transformation supported Krathwohl’s suggestion that multicultural interactions were the manifestation of internalized prodiversity attitudes and beliefs. Due to the volume of data, it was helpful to examine my evolution in perceptions toward the Hispanic families and their students in my class through two themes. The first involved interactions with students in the classroom, the second focused on my treatment of parents in the school. While a third theme on the treatment of students in the school was initially used, much of the discussion in this theme reiterated discourse on the first two themes, therefore rendering its discussion unnecessary in this chapter.

*Interactions with Children in the Classroom*

As I realized that I was the minority in the classroom, I moved from passive to explicit awareness of my surroundings, as well as toward a willingness to learn about the value of and experience of being in a minority. Additionally, I began to question my response to Hispanic children’s lives. I started to find satisfaction in responding with interest to students instead of invalidating their conversations about home life in order to reserve time for cognitive learning that I had planned and prescribed.

Exploration of students’ home lives through conversations with them provided a space through which I began to hold preference for these conversations, viewing them as highly valuable in the classroom. Thus, I began to develop a sense of commitment to the Hispanic population in my classroom and their home lives. Through my progression toward becoming a
teacher who valued the Hispanic students in the class, I began to conceptualize the value of engaging in conversations by learning all that I could about each student in my class. I further began to investigate how my focus on teacher-driven learning, in which I marginalized the interests and desires of students, benefited my life through provision of time for me to complete tasks that I deemed requisite. Instead of focusing on themes, I began to focus on students, revealing the organization of a value system in which I merged the value of meaningful conversations with existing value systems.

_Treatment of Parents in the School_

My progression as a teacher also revealed my capacity to engage and support Hispanic parents’ contributions and needs. As I learned about Tania’s perceptions of the school, I began to explore treatment of parents in the school. Journal entries indicated a willingness to learn about the family and to selectively attend to learning about the family. In addition to valuing families, I also came to value the extent and delivery of information provided to families. I reflected on the lack of information that was provided to parents in the school and began to find satisfaction in providing this information to the Rodriguez family. I further developed a sense of commitment to informing Hispanic parents through implementation of translation. As I became committed to informing the Rodriguez family and other Spanish-speaking families, I began to translate newsletters in Spanish. On two occasions, Tania assisted in reading the translated versions to ensure the translation software was accurate.

In addition to translating newsletters, I developed a parent group for the class. As I began to conceptualize the value of keeping parents informed, I came to organize a value system in which I merged this value with existing values regarding how to interact with parents. The parent group served not only as a way for parents to network and learn about their child’s school but
further served as a way for me to learn about the parents. During these meetings, I began to explore the FoK in other students’ homes and through a unit on Cowboys, brought one family’s FoK into the classroom in the form of a reverse field trip. The organization of this value system, toward one that valued the information parents received, was reciprocal, the more I came to value the parents, the more they contributed to the classroom.

An additional illustration of my progression toward not only informing Hispanic parents but valuing and advocating for them, was in my actions. By intervening to advocate for Hispanic parents to have the same provision of choice of dates and times that was provided to White parents, I moved toward merging prodiversity perspectives with life values. My sequential evolution from passive awareness toward advocating for Hispanic families supported my assumption that teachers go through a process of reflection on their teaching and reconsideration of their own previously unacknowledged assumptions about their students (Messing, 2005).

Implications for Practice

The role of FoK research is transformative in working towards building relationships with families, implementing meaningful curriculum into the classroom, and progressing towards becoming a culturally relevant educator. Although implications for practice for each component of the research will be discussed separately, it is important to note that it was through all three components that I came to consciousness regarding my teaching as complementary to the learning that takes place at home. However, this endeavor would likely be most efficient if modeled after the approach taken in the FoK Project (Gonzalez, Moll, & Amanti, 2005). Being with other teachers who embrace a similar focus when meeting families in their homes and sharing experiences and ideas in community learning groups would not only support a spirit of collaboration between teachers, it would also provide a venue through which they could generate
ideas for classroom application. According to Gonzalez et al. (2005), making the connection between learning about FoK and finding meaningful ways for their application is not a simple task. Linking students’ prior knowledge and values to content learned in the classroom, however, has the potential benefit of building relationships and learning that allow students, parents, and teachers to understand that there does not have to be a dichotomy between home and school learning.

**Home Visits**

My first recommendation is that all classroom practitioners should spend time getting to know their students, especially when their students are different from them. Most previously published studies involving the exploration of FoK in homes have occurred in the southwestern part of the United States (Gonzalez, Moll, & Amanti, 2005). However, other states such as Texas are also host to a constantly increasing Hispanic population. With such a large Hispanic population in Texas, it would be remiss not to do this type of research. I further recommend that administrators become involved. The Rodriguez family did not feel welcomed in the school, especially when they approached the front office for assistance. Through this type of research, all school personnel, including administration and secretarial staff, have the potential to develop relationships with families that have the potential to improve the home-school relationship, communication between the two, and the support of one for the other. All school staff could benefit from learning what FoK exist among their students. Cultural knowledge and local resources provide a viable alternative to deficit models of education and are essential resources, particularly when the teacher does not speak the primary language of the students, when textbooks and other formal resources are limited in that language, and when teachers have limited understanding of the culture of the students.
A second recommendation is for teachers to become invested in the community in which they teach. Prior to this study, I had little interaction with the families or community where I teach. I do not live in the community and consistently had little interaction with the community. It was only through my employment of a nanny in the neighborhood that I began to view the community in a new way. For teachers who do not live in the community in which they teach, it is beneficial to use this research to learn about individual families, as well as community FoK. Through this research, I have come to understand that the community has ample human and cultural resources that are readily available to include in the school, classroom, and teaching.

Next, in contrast to the highly individualized and competitive instruction systems often used in schools, I recommend cooperative learning systems for Hispanic students. Because Hispanic students often develop social interaction with multiple individuals that they trust, this is a highly developed skill and expectation for the population. Cooperative learning may be an important learning tool because it may contribute to interethnic relations in the classroom and seems highly compatible with the learning experiences of many Hispanic children.

Action Research

Over a century ago, Dewey (1902) suggested the potential relationship between schools and the community. He called on educators to be responsive to the strengths, struggles, and desires that bloom in the neighborhoods surrounding their school. This directive indicated that educators are responsible for contributing to the growth and development of the community. For educators who do not speak the language of the students or who are unfamiliar with the culture of the students, this type of responsibility may seem daunting. However, through FoK, teachers have the potential to view the community as a storehouse of knowledge and then to transform schooling to reflect the needs of the community, providing a space for growth and healing.
Therefore, I recommend that teachers conduct action research in the classroom, with the assistance of parents or family members from the community. Action research was valuable to this study, leading to continuous change in the way I practice. When multiple teachers engage in action research in the classroom, the potential to improve the relationship not only between the teacher and the family but also between the school and the community increases. The transformative power of FoK, when coupled with action research and conducted by multiple teachers in the school would serve to elevate engagement and learning for all.

_AUTOETHNOGRAPHY_

According to Starr (2010), autoethnography is a valuable tool in examining the relationships between self and others from the perspective of self. Through this study, my transformation supported this concept as I examined myself in relation to the Hispanic population in my school from my perspective. When autoethnography is added to FoK and action research, the teacher-research is forced to explicitly examine themselves. This part of the research was important for me to view not only the way I perceived the Hispanic families in the school but how I perceived the broader Hispanic community. This was important because I do not teach the same students each year. Thus, it was important for me to examine not only how I interacted with the Hispanic students at my school, but also the way I viewed the larger Hispanic community.

Autoethnographic examination of dialectical relationships in education, such as the structural relationships between teacher/student, teacher/leader, parent/teacher as well as the relationships between individual/collective, oppression/emancipation, privileged/disadvantaged resulted in the collision of discourse and self-awareness with larger cultural assumptions concerning race, ethnicity, nationality, gender, class, and age (Spry, 2001, p. 711). In this way,
autoethnography allowed me to broaden my lens from simply examining my relationship with the Rodriguez family to examining my perspectives of the larger Hispanic community. For this reason, I recommend that teachers employ the use of autoethnography when conducting FoK and action research.

Implications for Research

FoK research, done in conjunction with action research and autoethnography is not extensively addressed in the literature. I relied heavily on all three components and each component was important in addressing the research questions. Autoethnography, however, proved to be especially important in my personal transformation. It provided a glimpse of myself throughout the duration of the study and allowed me to reflect on my behaviors, actions, and perceptions and how those changed through participating in FoK and action research. As I viewed myself in a different context, I began to view my students, their families, and myself differently. This revisioning was especially crucial since I did not share the student’s cultural or linguistic background. It was only through the autoethnographic portion of this study that I was provided a glimpse into my role in operationalizing social and economic divisions throughout the school. More research on studies that implement autoethnography with FoK research and action research may provide insight into how teachers can accurately view their role in perpetuating cultural divides in education.

Additionally, research from teachers who have conducted FoK longitudinally is not extensively addressed in the literature. My personal evolution during this study indicated that the process of such a study, with all three components, has the power to transform teachers teaching students who are different from them. However, the implications of conducting similar research over an extended period of time may provide additional information regarding the effect of
including parents in the classroom on teachers, students, parents, and the community. At the conclusion of this research, Tania and two other Hispanic mothers still periodically assisted in the classroom. Their desire to sustain the project beyond the initial time period indicated that such a project does not have a definite end. Further, the learning from this study will be carried over into my next year of teaching. The way and extent to which this learning is typically carried over is not extensively addressed in the literature.

Conclusion

When I began this study, I had a conceptual awareness that all families have developed FoK on which they rely to subsist and thrive. However, the experience of spending time with the Rodriguez family brought that understanding to a multi-dimensional view of how it was developed and enacted in a home. I found that the Rodriguez family had developed a system of values, goals, and networks based on knowledge acquired through historical, cultural, and social experiences. Through provisions of experimentation and error, provided within a zone of comfort, they supported Juan’s early literacy development, particularly through oral language skills. With the assistance of Tania, we brought this FoK way of learning into the classroom. Through the Action Research project, I learned that Tania positively affected not only the students’ early literacy skills, particularly their rhyming ability, but that she further enhanced student participation, engagement, and investment in learning. Throughout both of these components of the study, I also learned that I perpetuated a cultural divide between myself and the Hispanic families I served. By examining my own cultural tenets, I began to fracture the cultural divide, making space for Hispanic mothers to enter the classroom as teachers, while developing an appreciation for the Hispanic population and the way they support their children’s learning.
APPENDIX F

RECRUITMENT LETTER
Dear Parent/Guardian:

I am a doctoral student at the University of North Texas and an early childhood teacher at Gililland Elementary. From my experience, I believe families share literacy with their children in many innovative ways. I am interested in learning more about how families share early literacy skills with their children. To do this, I would like to meet with you in your home for six one-to-two hour observations/interviews. During these meetings, we will discuss issues related to your family history. Your work history, household practices and child-rearing experiences may also be explored. You may also be asked to discuss how you communicate with your children. These observations/interviews will be audio-recorded.

After I have visited your home six times, I will ask you to assist me at school. This part of the study is called action research and involves implementing knowledge from your home into your child’s prekindergarten class. During this time, you will be asked to visit our classroom once a week for one-to-two hours as we implement early literacy instruction together. This action research will span a six week period. Therefore, family time commitment to this study will be between 13 and 25 hours. Your total time commitment, through participation in observations/interviews and action research, will likely be close to 25 hours. However, any other family members in the home that participate in observations/interviews only will likely spend close to 13 hours involved in this research.

I believe each family has a unique set of knowledge and skills that influence what and how they share concepts related to early literacy with their children. I hope you will contemplate participating in this study. I believe this research will allow you to share your unique perspective on early literacy and how you communicate literacy with your child.

If you are interested in learning more about this research, please detach the bottom portion of this paper and return to me at Gililland Elementary by September 3, 2014. You may simply return the form in your child’s take-home folder in the enclosed envelope. Please feel free to contact me with any questions.

Thank You!

Ami Butler

---------------------------------------------------------------------------------------------------------------------

□ I am interested in learning more about participation in this study on family involvement in early literacy.

Parent Name: _________________________    Phone Number: _________________________

Child’s Name: _________________________
APPENDIX G

IRB HOME STUDY INFORMED CONSENT
University of North Texas Institutional Review Board

Informed Consent Form

Before agreeing to participate in this research study, it is important that you read and understand the following explanation of the purpose, benefits and risks of the study and how it will be conducted.

**Title of Study:** Funds of Knowledge and Early Literacy: A Case Study

**Principal Investigator:** Dr. Jeanne Tunks, University of North Texas (UNT) Department of Teacher Education and Administration

**Key Personnel:** Ami Butler, UNT Curriculum and Instruction doctoral student

**Purpose of the Study:** The purpose of the study is to share how your family’s culture, history and background influence how you share knowledge with your children and how that knowledge relates to early reading skills. After your family’s knowledge and background has been explored, potential reading knowledge may be used in classroom instruction.

**Study Procedures:** The study will include participation in observations, interviews and time with the researcher (Ms. Butler) in your home. These sessions will take place at dates and times that you choose during the fall semester. There will be six interviews and/or observations and they will be one to two hours per session. These observation/interview sessions will be audio recorded so that you and the researcher can review and reflect on the recorded activities. The researcher will also visit your home prior to the study to establish rapport and answer any questions you may have.

Then, for six more weeks, you will be asked to visit your child’s classroom to help the teacher (Ms. Butler) in creating and delivering reading instruction. During this portion of the study, you will be asked to visit your child’s classroom once a week for one to two hours. Therefore, by participating in the observations/home interviews and classroom visits, your projected time commitment is expected to be between 20 and 25 hours. However, any other family members that participate in the observations/home interviews only will have an expected time commitment between 7 and 14 hours.

**Foreseeable Risks:** No foreseeable risks are involved in this study.

**Benefits to the Subjects or Others:** We expect the project to benefit you by providing an opportunity for you to show how you share reading knowledge with your children and how that communication potentially improves reading learning. We also expect the project to benefit your child’s learning. By using your family’s reading knowledge in the classroom, your child may receive improved instruction and may develop a stronger connection between home and school learning.
Compensation for Participants: None

Procedures for Maintaining Confidentiality of Research Records: In order to maintain the confidentiality/anonymity of all participants, all interview transcripts will be stored in a locked file cabinet separate from the location of the signed consent forms. Audio recordings will be maintained and stored in a locked location for three years following the study. The principal investigator and key personnel will be the only audiences to hear or use these recordings in the context of the study. Three years after the conclusion of the study, the audio recordings and transcripts will be shredded. The confidentiality of your individual information will be maintained in any publications or presentations regarding this study.

Questions about the Study: If you have any questions about the study, you may contact Dr. Jeanne Tunks or Ami Butler.

Review for the Protection of Participants: This research study has been reviewed and approved by the UNT Institutional Review Board (IRB). The UNT IRB can be contacted at 940-565-3940 with any questions regarding the rights of research subjects.

Research Participants’ Rights:

Your signature below indicates that you have read or have had read to you all of the above and that you confirm all of the following:

- Ami Butler has explained the study to you and answered all of your questions. You have been told the possible benefits and the potential risks and/or discomforts of the study.
- You understand that you do not have to take part in this study, and your refusal to participate or your decision to withdraw will involve no penalty or loss of rights or benefits. The study personnel may choose to stop your participation at any time.
- You understand why the study is being conducted and how it will be performed.
- You understand your rights as a research participant and you voluntarily consent to participate in this study.
- You have been told you will receive a copy of this form.

________________________________________
Printed Name of Participant

________________________________________                                ____________
Signature of Participant                                     Date
For the Investigator or Designee:

I certify that I have reviewed the contents of this form with the subject signing above. I have explained the possible benefits and the potential risks and/or discomforts of the study. It is my opinion that the participant understood the explanation.

______________________________________                    ____________
Signature of Investigator or Designee    Date
APPENDIX H

IRB ACTION RESEARCH INFORMED CONSENT
University of North Texas Institutional Review Board

Informed Consent Form

Before agreeing to participate in this research study, it is important that you read and understand the following explanation of the purpose, benefits and risks of the study and how it will be conducted.

Title of Study: Funds of Knowledge and Early Literacy: A Case Study

Principal Investigator: Dr. Jeanne Tunks, University of North Texas (UNT) Department of Teacher Education and Administration

Key Personnel: Ami Butler, UNT Curriculum and Instruction doctoral student

Purpose of the Study: The purpose of this study is to potentially improve reading instruction. A second purpose is to understand the effect of including family members in classroom practices on students’ reading development in the school.

Study Procedures: You are being asked to participate in a research study which involves the teacher-researcher (Ms. Butler) working with a parent in your child’s prekindergarten classroom. Ms. Butler will work with the parent to use the way these parents help their child with reading at home, in the classroom. All students will receive the same reading instruction at school. The participating parent will visit the classroom once a week for six weeks, between one and two hours. Therefore, your child’s participation in this project is projected to be between 7 and 12 hours. The parent will assist Ms. Butler in teaching all students in the class. Ms. Butler will remain in the classroom with the parent and students. Ms. Butler will observe students in the classroom. No children will be interviewed nor will audio or videotapes be used. The study will not influence student grades.

Foreseeable Risks: No foreseeable risks are involved in this study.

Benefits to the Subjects or Others: We expect the project to benefit you by providing your child’s teacher with a positive perspective of parents’ reading support. We also expect the project to benefit your child’s learning. By using one family’s reading knowledge in the classroom, your child may receive improved reading instruction and may develop a stronger connection between home and school learning.

Compensation for Participants: None

Procedures for Maintaining Confidentiality of Research Records: In order to maintain the confidentiality/anonymity of all participants, all notes will be stored in a locked file cabinet separate from the location of the signed consent forms. No audio or video recordings will be used with your child. The principal investigator and key personnel will be the only audiences to
read notes from the study. Three years after the conclusion of the study, all notes and consent forms will be shredded. The confidentiality of your child’s information will be maintained in any publications or presentations regarding this study.

Questions about the Study: If you have any questions about the study, you may contact Dr. Jeanne Tunks or Ami Butler.

Review for the Protection of Participants: This research study has been reviewed and approved by the UNT Institutional Review Board (IRB). The UNT IRB can be contacted at 940-565-3940 with any questions regarding the rights of research subjects.

Research Participants’ Rights:

Your signature below indicates that you have read or have had read to you all of the above and that you confirm all of the following:

- Ami Butler has explained the study to you and answered all of your questions. You have been told the possible benefits and the potential risks and/or discomforts of the study.
- You understand that you do not have to take part in this study, and your refusal to participate or your decision to withdraw will involve no penalty or loss of rights or benefits. The study personnel may choose to stop your participation at any time.
- You understand why the study is being conducted and how it will be performed.
- You understand your rights as a research participant and you voluntarily consent to participate in this study.
- You have been told you will receive a copy of this form.

________________________________________
Printed Name of Participant

________________________________________
Signature of Participant                                ____________

Date

For the Investigator or Designee:

I certify that I have reviewed the contents of this form with the subject signing above. I have explained the possible benefits and the potential risks and/or discomforts of the study. It is my opinion that the participant understood the explanation.

________________________________________
Signature of Investigator or Designee                                ____________

Date
APPENDIX I

INTERVIEW QUESTIONS
Date: _____________

Parent Interview

General Background

1. Please tell me about your family background. How did you and your family come to live in Texas? How did you and your family come to live in Fort Worth? How long have you lived here?
2. Before coming to Fort Worth, did you have family or friends that lived here? Please tell me about that.
3. Where did you live before moving to Fort Worth? Please tell me about that.
4. How is life different in Fort Worth when compared to where you moved from? Please tell me about that.
5. How is life similar to Fort Worth when compared to where you moved from? Please tell me about that.
6. Please tell me about your home language. Do you primarily speak Spanish? Does your extended family primarily speak Spanish or English? Please tell me about that.
7. Please tell me about your immediate family. How many members? What roles or responsibilities does each member have?
8. Please tell me about your extended family. Do you have a large or small family? Do you have family members that live nearby or that you visit often?
9. How often do you and your children interact with your extended family?
10. If extended family lives in another country or state, do you visit them? How often?
11. Do you have friends that live nearby that you see or interact with daily? What role do these people play in your family’s daily lives?
12. Please tell me about your community. How do you interact with others in your community?
13. Do you have any shared responsibilities with others in your community? Please tell me about that.

Labor History

1. Please tell me about your family’s work history. What work does your family currently do?
2. Please tell me about your family’s work opportunities. What types of work are the members of your family involved in?
3. If family came from a country different than U.S., inquire about differences and similarities between work opportunities.
4. If family has extended family or friends, ask about their work.
5. Do your children have any work-related responsibilities? Please tell me about that.
6. How do you feel about your work? Please tell me about that.
7. How do your children feel about your work? Please tell me about that.

Child-rearing Experience and the Experience of Being a Parent

1. What does a typical day look like in your home? Please tell me about that.
2. What does a typical evening look like in your home? Please tell me about that.
3. What do your children do when they leave school?
4. What are the daily responsibilities of your child? Do these responsibilities ever change?
5. What are your daily responsibilities? Do these responsibilities ever change?
6. How do you communicate responsibilities to your child?
7. How do you view the relationship between the parent and child? Is this similar to the relationship you had with your parents?
8. What is your experience with disciplining your child? Please tell me about that.
9. What is most important when raising your child? Please tell me about that.
10. What are some things that your family enjoys doing together? When do you do these things?
11. Tell me about household roles. What are the primary responsibilities of each family member? How are these communicated to each member?
12. How do you feel your educational background influences the ways in which you interact with your children?
13. What is parent involvement? Please tell me about that.
14. How are you involved in your child’s education? Please tell me about that.

Funds of Knowledge and Early Literacy

1. What is early literacy? Please tell me about that.
2. How is early literacy shared through interactions in daily household routines and roles?
3. What materials in your home potentially improve the literacy of your child? How?
4. Does your work history relate to the ways you share literacy with your child? How?
5. Do the social relationships with extended family or friends influence how you communicate school expectations with your child? How?
6. How do your views on raising children affect how you communicate with your child about literacy learning?
7. What cultural practices are important for you to communicate to your children? Please tell me about that.
8. Do any of the cultural practices discussed influence how and/or what you communicate regarding early literacy concepts?
9. How do you incorporate your child’s interests into home activities?
Home Literacy Instruction

1. How do you communicate ideas about learning with your child?
2. How do you help your child when they are struggling with reading?
3. Tell me about some of your home practices that help your child with early literacy skills? What does your child enjoy doing at home that helps them learn literacy concepts? Please tell me about this.
4. Tell me how your child learns best. How did you find this out?
5. How do you encourage your child?
6. What is most important when helping your child learn reading skills? How did you come to find this out?
7. What types of literacy related material do you have in your home? Where did you get these items from?
8. What guides your decision to have these materials in your home? Please tell me about this.
9. How does your child use literacy related material in your home?
10. How do you and your child (or any other family members) interact with those materials in your home together?
APPENDIX J

PREKINDERGARTEN DISTRICT ASSESSMENT
Phonological Awareness Assessment: Rhyming

Name: __________________________ Date: __________

Part I.

Introduce:

Teacher says, "We are going to rhyme. Remember that rhyming words sound the same at the end. I will say two words. Tell me 'yes' if they rhyme or tell me 'no' if they do not rhyme."

Practice:

Teacher says, "rat:sat."
Child repeats, "rat:sat."
Teacher says, "Do these words rhyme?"
Child responds.[......................]

• If the child responds correctly move on to the next step.
• If the child responds incorrectly give the child an example of a rhyme (frog/log) and have them try again,
• If the child responds incorrectly model the correct response and move on to the next step.

Teacher says, "Now it is your turn to listen and tell me if more words rhyme."

Place a check if the child makes a correct response.

<table>
<thead>
<tr>
<th>Teacher says...</th>
<th>Correct Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st</td>
</tr>
<tr>
<td>house...mouse</td>
<td></td>
</tr>
<tr>
<td>girl...dog</td>
<td></td>
</tr>
<tr>
<td>in...down</td>
<td></td>
</tr>
<tr>
<td>night...light</td>
<td></td>
</tr>
<tr>
<td>mop...top</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL CORRECT | ___ out of 5 | ___ out of 5 | ___ out of 5
Part II:

Introduce:
Teacher says, "Now let's play another rhyming game. I'm going to say a word."

Practice:
Teacher says, "Frog. Name a word that rhymes with frog."
[This can be a nonsense word] (log, jog, dog, wog, bog)
Teacher says, "Now it is your turn to listen and name more words that rhyme."

Place a check if the child makes a correct response.

<table>
<thead>
<tr>
<th>Teacher says...</th>
<th>Correct Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st</td>
</tr>
<tr>
<td>Bee</td>
<td></td>
</tr>
<tr>
<td>Cat</td>
<td></td>
</tr>
<tr>
<td>Tall</td>
<td></td>
</tr>
<tr>
<td>Pan</td>
<td></td>
</tr>
<tr>
<td>Mop</td>
<td></td>
</tr>
<tr>
<td>TOTAL CORRECT</td>
<td>___ out of 5</td>
</tr>
</tbody>
</table>

Student Profile Data

<table>
<thead>
<tr>
<th>Phonological Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify Rhyming Words</td>
</tr>
<tr>
<td>1st out of 5</td>
</tr>
<tr>
<td>Produce Rhyming Words</td>
</tr>
<tr>
<td>1st out of 5</td>
</tr>
<tr>
<td>Student Name</td>
</tr>
<tr>
<td>--------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>