EMERGENT LITERACY PRACTICES OF MEXICAN IMMIGRANT AND MEXICAN AMERICAN PRESCHOOL PARENTS

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Abstract

of

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Early childhood is a critical period for literacy development. Early literacy influences reading achievement later in childhood. An increased understanding of parents’ cultural models and practices about their children’s literacy development can assist educators by enhancing home-school connections. Additionally, with a better understanding of what home practices Mexican immigrant and Mexican American parents use, educators can avoid viewing parents’ home literacy practices from a deficit perspective and instead build upon these practices and strengthen the home-school connection. Parent literacy surveys were distributed to several Sacramento area Head Start locations. Nineteen surveys were returned by Mexican-American and Mexican Immigrant families. Although results of comparisons in the present study were not significant, the results of this study and previous research indicate that Latino families engage in culturally relevant literacy practices with their children.

________________________, Committee Chair
Dr. Ana Garcia-Nevarez

________________________
Date
DEDICATION

This thesis is dedicated to four very important people: my amazing husband Tom, beautiful daughter Mikayla, and wonderful parents David and Jila. I would not have embarked on this journey without their constant encouragement and support. I love each of you more than words can possibly say! I am blessed to have shared this journey with you!
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Chapter 1

INTRODUCTION

Statement of the Problem

Early childhood is a critical period for early literacy development. Children’s emergent literacy skills are important to their later reading success. Parents can play a key role in the acquisition of these skills, but parents’ practices regarding their children’s literacy development vary across cultures. According to previous research, home-school connections are important for advancing children’s emergent literacy (Hughes, Valle-Riestra & Arguelles, 2002; Reese, Balzano, Gallimore, & Goldenberg, 1995). According to Bronfenbrenner’s ecological systems theory children’s literacy skills do not develop in isolation but instead are influenced by their environment and the differing social contexts in which they interact (Weigel, Martin, & Bennett, 2005). An example of such social context is the schools in the United States. The school system affects a child in various ways. These include the various policies and practices that are implemented into the school systems. As a result these policies affect the teachers and administrators. Additionally, teachers and administrators bring with them their own experiences and biases that influence the way they teach and interact with their students.

Today schools emphasize the importance of parental involvement in a child’s education. But other cultural models about literacy may differ from this perspective (Scheffner-Hammer, Rodriguez, Lawrence, & Miccio, 2007). This is especially important
given the many different cultural groups represented in American schools. Literacy practices are behaviors and activities that parents and family members use with their children. There is considerable cultural variation among these practices. Additionally, parents and family members’ literacy practices vary depending on their own experiences. These practices are influenced by the family’s cultural background and the practices of previous generations (Suarez-Orozco & Paez, 2002; Suarez-Orozco & Todorova, 2003; Zucker & Howe, 2009). The practices within cultural groups also have great variation. Mexican immigrant families are also influenced by the culture in the United States. Previous research suggests that the home literacy practices of the Latino community often differ from the school advocated practices (Delgado-Gaitan & Trueba, 1991). According to Perry, Kay, and Brown (2008), parents who participated in a Family Literacy Program incorporated the school based literacy practices into their own practices. The parents modified the school-related activities to reflect their own cultural practices. Additionally, these parents emphasized the importance of the practices being a pleasurable experience for their children. The parents who participated in this study wanted the learning experience to be fun and educational for their child.

An increased understanding of parents’ cultural models and practices about their children’s literacy development can assist educators by enhancing home-school connections. Additionally, with a better understanding of what home practices Mexican immigrant and Mexican American parents use, educators can avoid viewing parents’ home literacy practices from a deficit perspective and instead build upon these practices and strengthen the home-school connection. It is important for educators to be aware of
the family literacy practices that do take place in the home and not undervalue these practices (Morrow, 1995). It is often the case that families from various cultural backgrounds utilize supportive literacy practices that look very different from that of the school. Perry, Kay and Brown (2008) emphasized the need to learn more about parents’ home literacy practices in order to strengthen the home-school connections, which may benefit family literacy programs. These strengths in turn may benefit and improve children’s emergent literacy skills.

**Purpose of the Study**

The purpose of this study was to examine the literacy practices of Mexican immigrant and Mexican American preschool parents. For the purpose of this study literacy practices are defined as any activities that support a child’s emergent literacy. These activities include reading with children, oral language, and support of writing concepts. Specifically, there were three questions addressed in the study: (a) Do Mexican immigrant and Mexican American parents differ in their literacy practices with their preschool children? (b) Does the length of residence in the United States relate to Mexican immigrant and Mexican American parents’ use of literacy practices? (c) How are Mexican immigrant and Mexican American parents’ literacy practices with their preschool children influenced by their cultural background and their own experiences in education?
Significance of the Study

Today’s classrooms include larger numbers of children from Mexican immigrant families. Additionally, there continue to be issues with literacy achievement in culturally diverse learners. Preschool is a critical time for building the foundations of literacy. With a better understanding of a child’s home culture and literacy practices, educators can take a more active role in increasing parent involvement and home-school connections. There is an increasing need for further study regarding parental practices and their child’s education and their role in supporting their child’s emergent literacy. Further understanding of the literacy practices that Mexican immigrant parents do engage in with their preschool age children can avoid focusing on a deficit perspective.

Literacy learning begins to emerge during the preschool period of a child’s development and can be fostered through parent-child interactions as well as a child’s independent exploration (Bailet, Repper, Piasta, & Murphy, 2009). Previous research has suggested that Mexican immigrant parents may have beliefs and practices about their children’s literacy that differ from the beliefs and practices commonly held by preschool teachers (Reese & Gallimore, 2000). For example, in this study Mexican immigrant parents did not believe that it was necessary to read to their child prior to the age of five and that their child’s literacy would be supported through formal instruction once they entered formal schooling. A child’s early literacy is strongly influenced by the differing social contexts that they interact with. A child’s home environment will be influenced by their culture and their parents’ cultural beliefs. As the Mexican immigrant population
continues to grow in the United States, it is important for teachers and administrators to understand the varying cultural beliefs of the students they teach.

Methods of Study

The study sample included a total of 19 families with children ranging in age from three to five years of age. Ten Mexican immigrant families and nine Mexican American families from Sacramento county area Head Start and State funded preschools participated. Mexican immigrant parents were defined as individuals that moved to the United States after the age of 12 from Mexico. Mexican American families were defined as those who moved to the United States before age 10 or born in the United States.

Parents first were given a family demographic questionnaire that consists of questions regarding their education, employment status, country of origin, number of years living in the United States, family composition, and income level. Additionally, the age at which their children were exposed to both Spanish and English was recorded (Appendix A). Following the demographic questionnaire, parents were given the Parent Questionnaire (Boudreau, 2005). Both the demographic survey and the Parent Questionnaire were available in both Spanish and English. Once data were collected, t-test analyses were conducted to compare the differences between home literacy practices among Mexican immigrant and Mexican American parents.
**Definition of Terms**

For the purposes of this study *Mexican Immigrant* was defined as individuals who moved to the United States after the age of 12 from Mexico. *Mexican American* families were defined as those who moved to the United States before age 10 or born in the United States.

A family’s socioeconomic status, availability of parent literacy programs, community resources and extended family members are considered examples of *Family Resources*. *Home Literacy Practices* include any activities that support the child’s emergent literacy. This includes quality and frequency of book reading to the child, helping children recognize letters and letter sounds, assisting the child in expansion of their vocabulary, library and bookstore visits, introducing children to words that may be unfamiliar to them (Dickinson & Tabors, 2001), providing reading materials, and teaching the child songs and rhymes (Christie, 1998).

*Emergent Literacy* includes the skills, knowledge, and attitudes that support the child’s literacy development (Sulzby, 1989; Teale & Sulzby, 1986). More specifically, the components that comprise emergent literacy are (a) children’s conceptual knowledge about literacy, (b) their knowledge about reading and writing and the processes involved, (c) children’s oral language that includes vocabulary and narrative knowledge, and (d) their metalinguistic knowledge (Senechal, LeFevre, Smith-Chant, & Colton, 2001). This term acknowledges that prior to entering formal schooling; children take part in learning skills that will support their literacy development.
Limitations

Although the present study contributes to the literature on home literacy practices of Mexican Immigrant and Mexican American parents, several limitations should be mentioned. First, the study was limited to families attending State funded preschools in only one county in Northern California. Second, and the small sample represented 19 families from low socioeconomic status backgrounds. The intended sample size was 24 families. Therefore, the results and conclusions are limited to the participants of the study.

Organization of Thesis

Chapter One provided an overview of the study. Chapter Two of this thesis includes a literature review to help broaden the understanding of the need for further research in the area of cross cultural differences in home literacy practices. Additionally, chapter two includes discussion of a theoretical framework for this study. Chapter Three reviews the complete methods used in this study. Chapter Four presents the results from the demographic and parent surveys. Chapter Five provides a discussion of the results as well as the implications and limitations of this study.
In 2002, the US Latino population increased to 38.8 million, placing them as one of the largest minority groups in the United States (U.S. Census Bureau, 2003 as cited in Kummerer, Lopez-Reyna, & Hughes, 2007). As the Latino population grows there is an increasing need to create effective strategies to ensure a home-school connection and an understanding of the literacy practices that are influenced by root cultural beliefs. Many researchers have argued that the home-school connections are important for advancing children’s emergent literacy (Hughes, Valle-Riestra & Arguelles, 2002; Reese, Balzano, Gallimore, & Goldenberg, 1995).

Today schools in the United States emphasize the importance of parental involvement in their child’s education. Parental involvement has many educational benefits such as supporting children’s development of social skills and academic achievement (Lewis, Kim, & Bey, 2010; Tan & Goldberg, 2009). This research has motivated educators to put encouraging parent involvement in their children’s education as a top priority, especially in early childhood (Huntsinger & Jose, 2009).

A home-school connection incorporates a mutual respect for both school values and home values. This can be achieved through open communication and clear expectations. Therefore, the home-school connection is instrumental in early literacy development. Parents and family members’ literacy practices with their child vary depending on their own experiences. These practices are influenced by the family’s
cultural background and the practices of previous generations (Suarez-Orozco & Paez, 2002; Suarez-Orozco & Todorova, 2003; Zucker & Howe, 2009). Home practices and literacy support can sometimes differ from perspectives held by educators in the United States (Scheffner-Hammer et al., 2007). An example of this is found in a study by Valdez (1996), who found that Mexican immigrant families were not aware that their children needed to know the alphabet prior to entering the first grade. In Mexico, this alphabet knowledge is not the main focus in the classroom. These disconnect between what is being taught in the home and school can deny students the benefits of the home-school connection. More information is needed about parents’ cultural models of literacy and parental involvement because an increased understanding could assist educators with enhancing home-school connections for all students.

There is little research on cultural variations in beliefs about schooling and home literacy practices (Barrera & Jimenez, 2001; Billings, 2009; Jimenez, 2002). The existing research indicates that cultural variation in parents’ beliefs about their involvement in their children’s schooling influences the activities that they participate in with their children as well as their home literacy practices. Mexican immigrant parents believe their child’s school and/or teacher is responsible for the child’s education. These parents are influenced by their experiences in their native country where parents are not expected to participate in education and the experiences that their parents had growing up. For example, some previous generations in Mexico were raised with little educational opportunity and in extreme poverty (Reese & Gallimore, 2000).
While Mexican American families have been influenced by the cultural models of previous generations, the length of time living in the United States and exposure to a new cultural model will invariably influence their attitudes and beliefs about education. According to Reese and Gallimore (2000), Mexican immigrant families that were involved in a longitudinal study agreed that, after exposure to the United States school system, Mexican immigrant parents’ perspectives differed from those of their Mexican homeland. This indicates that it is possible for parents’ perspectives to shift regarding their child’s education and that the belief systems that influence their practices are not static. With a better understanding of a child’s home culture, educators can take an active role in increasing parent involvement and home-school connections. This thesis gathers information about the home literacy practices of Mexican parents in the United States in order to compare it both to the existing literature about practices in the United States but also to compare recent immigrant parents with those that have been in the United States for a time.

Theoretical Framework

An understanding of the context is necessary in order to better understand the influence of the home literacy practices, culture and other significant factors present that contribute to a child’s emergent literacy. Across an individual’s life course, development occurs through the interactions between the individual and the environment (Bronfenbrenner, 1989). Children learn from their interactions with others and their
emergent literacy is supported through these interactions. According to Brofenbrenner (1998), the unique experiences of individual children vary depending on the many social contexts in which they interact. In order to understand a child’s development and emergent literacy in the preschool years, he or she must be considered in context (Brooks-Gunn, 1995). According to Brofenbrenner (1986), the context is a set of nested structures that include the microsystem, mesosystem, exosystem, and macrosystem and the chronosystem. The microsystem includes a child’s school, home, church, neighborhood and other places that the child interacts with directly. Additionally, through the direct interaction with these settings, the child is influenced by availability of materials and quality of relationships. When children attend preschool, their families are exposed to additional literacy materials that they may not have in the home. The mesosystem is the relationships between the child’s Microsystems. For example, if the home educational beliefs are not in line with that of the school beliefs, a child may struggle in school. The exosystem involves the links between settings in which the child does not have direct contact and one in which the child is directly involved. For example, a parent may have had a difficult day at work and as a result be unable to help his or her child with homework. The macrosystem includes the cultural context in which the child lives including the belief systems, resources, lifestyle and opportunities. For example, the resources available to a child living in an affluent neighborhood will differ from that of a child living in a low socioeconomic status neighborhood. Furthermore, the literacy beliefs of an immigrant parent will impact the child’s belief system. Finally, the chronosystem is the events and history of the time in which the child lives. This would
include the negative impact on a child growing up during a recession as a result of lack of resources and economic stability. These five systems are constantly interacting and shaping the child. Additionally, the child’s temperament will also have an impact on the systems and how they may interact with one another. In the present study these systems provide a lens through which literacy practices of Mexican American and Mexican immigrant families can be understood. For the purpose of this study the home-school connection is the mesosystem which is influenced by the macrosystem which includes the larger cultural practices. For example, storybook reading is seen as an important cultural practice in the US. This may differ from other cultural practices that highlight the importance of oral storytelling.

**Literacy Development in the Preschool Years**

Emergent literacy and literacy development are key developments in early childhood and a major focus during the preschool years. The term *emergent literacy* posits that literacy development takes place across a developmental continuum and before a child enters formal schooling (Whitehurst & Lonigan, 1998). According to Whitehead (2004), literacy learning takes place in collaborative form in many cultures and does not have to be something that only takes place when a child enters formal schooling. The process by which children learn to listen, speak and read is a gradual process that begins at birth (Teale & Sulzby, 1986). Previous research states the importance of early literacy experiences and ways in which parents or adults can support
children’s emergent literacy through regular positive literacy connections (Britto & Brooks-Gunn, 2001; Crawford, 1995; Shapiro & Doiron, 1987; Sonnenschein, Brody, & Munsterman, 1996). Examples of these interactions can include shared book reading with various types of reading materials and shared writing. Furthermore, a child’s vocabulary in early childhood is predictive of later literacy skills and reading achievement (August, Carlo, Dressler, & Snow, 2005; De Temple & Snow, 2003; Quiroz, Snow & Zhao, 2010). An important goal of education and meaningful literacy activities is to foster a child’s personal autonomy. As children develop they are able to complete tasks without the assistance of an adult. These tasks include eating, cleaning, or brushing their own teeth. Eventually children will be able to read, write and understand different forms of literacy without the assistance of an adult.

For students who are learning English, instruction is most effective when it is linguistically sensitive and well designed (Jimenez, 2002). According to previous research, elementary aged students were most successful in a dual language immersion program compared with English only instruction (Thomas & Collier, 1996). Furthermore, research supports the notion of the importance of quality instruction that values the child’s home language (Cummins, 1979; Jimenez, Garcia, & Pearson, 1995). Depending on the child’s knowledge in Spanish, it can be used as a resource to aide literacy development in English. One necessary component of quality instruction is teacher training on instructional strategies (Buysee, Castro, & Peisner-Feinberg, 2010). This research further supports the need for quality instruction that enhances the literacy and language development of English language learners.
A child with low levels of emergent literacy can still succeed in school with proper interventions in preschool and elementary. Children with low levels of emergent literacy encounter more difficulty when learning to read due to the structure of the age-graded rather than skill-graded educational system. Teachers who participated in literacy intervention strategies had students who showed positive outcomes in language and literacy development as opposed to those whose teacher did not participate in the training (Buysee et al., 2010). A component of this training should include an understanding of the home literacy environment.

**Family Role in Promoting Early Literacy**

Emergent literacy is a continuous process and as a result the home environment is crucial (Teale & Sulzby, 1987). Considering that the family environment is the first environment in which children are exposed to literacy materials, it is important to consider the parents’ beliefs about literacy development and the at-home activities related to schooling (Bennett, Weigel & Martin, 2002). According to Britto and Brooks-Gunn (2001), there are two aspects of the home literacy environment, structure and function. The structure encompasses the presence and availability of the literacy materials in the home. Due to parent beliefs, many preschool children are not exposed to formal reading and writing instruction prior to beginning formal schooling. This may be due to a lack of understanding about children’s emergent literacy development in addition to a lack of access to literacy materials. The functional aspect of the environment includes the parent
beliefs and choices of parental teaching styles. Emergent literacy development takes place during early childhood and can be fostered through parent-child interactions as well as a child’s independent exploration (Stahl & Miller, 1989). Interestingly, Reese and Gallimore (2000) found that Mexican immigrant parents did not believe that it was necessary to read to their child prior to the age of five and that their child’s literacy would be supported through formal instruction once they entered formal schooling. Their conclusion was that for many Mexican immigrant parents, their belief is that their child’s educators are the one with the knowledge and that the parents should not interfere with the teaching of their child.

Mexican immigrant parents differ with the literacy activities that they engage in with their child. When Mexican immigrant parents are involved in their child’s literacy development they placed an emphasis on repetition and rote learning rather than interactions with literacy materials (Reese & Gallimore, 2000). One example of a home literacy related practice is shared book reading. Both Bus, van Ijzendoorn, and Pellegrini’s (1995) and Wasik’s (2010) studies connect shared book reading in the home with the development of vocabulary and literacy skills. They assert that shared book reading provides children with an opportunity to encounter new vocabulary, build an interest in books, and experiences with more complex written language. Similarly, Rogoff (1990) presented a model of guided participation that takes place when children learn about literacy through informal experiences and interactions that they have with others, especially with their parents. An example of this is seen when shared book reading takes place in the home. Children are exposed to cultural tools such as pens,
pencils, paper, and books when they see their parents utilizing them. Therefore, a child becomes more familiar and comfortable with cultural tools as she or he is exposed to books and reading in his or her home. Furthermore, with the increased focus and awareness of the importance of shared book reading, research indicates that more low-income and Latino families are engaging in this process and reading with their children more frequently (Raikes et al., 2006; Roberts, Jurgens, & Burchinal, 2005; Wasik, 2010).

Shared book reading can be an activity that is part of a family’s routine as research has shown that regular family routines have a positive impact on a literacy development. The consistency of the activities provides support for a child’s emergent literacy and can take place daily and weekly. Other family routines can include dinnertime conversations, bedtime stories, and trips to the library (Weigel et al., 2010).

A study of low-income Latino mothers’ book sharing styles revealed three book sharing styles (Caspe, 2009). These styles focused on an oral storytelling format. Mothers constructed stories while the child was an active listener. This differs from the dialogic reading perspective which encourages children to talk while scaffolding questions for the child. Instead these mothers used their rich cultural history conveyed in narratives to enhance their child’s literacy. Although this differs from the school advocated practice of dialogic reading, the use of narratives supports a child’s emergent literacy. Although families may engage in shared book reading, the availability of literacy resources may pose a challenge for some low-income families (Madrigal, Cubillas, Yaden, Tam, and Brassell; Wasik, 2010). Low-income families face challenges accessing public libraries, being unable to purchase new books, magazine or newspapers. Additionally for families
with a home language other than English, they may have difficulty accessing literacy materials in their home language. The current study will add to our understanding by examining the home emergent literacy activities and resources of Mexican immigrant and Mexican American parents.

**Cultural Differences in Parent Perceptions of Early Literacy**

An understanding of a child’s home culture is necessary when viewing a child’s literacy development. Although previous research has indicated that Mexican immigrant families hold different beliefs pertaining to support of their child’s literacy development, previous research has revealed that Latino parents aspire for their child to attend college (Goldenberg, Gallimore, Reese, & Garnier, 2001). Longitudinal research by Goldenberg and Colleagues (2001) sought to answer several questions surrounding parental aspirations and influence on parental perceptions of the United States educational system in relation to length of time living in the United States. Their study included a total of 81 children entering kindergarten and their families that were part of a larger study. Children and families were followed until the child was in sixth grade. The majority of parents had emigrated from Mexico and lived in the United States for an average length of nine years. The findings indicated that the length of time living in the United States did not negatively affect parents’ perceptions. On the contrary, according to their research, the longer families lived in the United States, the more they expressed their desire for their child to achieve educational success. This indicates that, despite economic and
social disadvantages, the educational goals were the same for all families regardless of length of time in the United States.

Educational goals may not differ depending on home culture but research indicates that the strategies to help children achieve those goals may look different. Researchers have sought to examine the literacy development perspectives of culturally diverse families. Culturally diverse parents often have a desire to help their child succeed in school and when aware of the school expectations and are afforded literacy materials, they take an active role. Additionally, the home literacy practices that they are engaged in with their child can look different from those encouraged by schools (Barrera & Jimenez, 2001; Billings, 2009; Jimenez, 2002). Educators will be better able to strengthen the home-school connection when they consider the home practices that may differ from the school advocated practices.

The Home-School Connection and Literacy Development

Partnerships between schools and families increase a child’s quality of education (Dotson-Blake, 2010; Whitehead, 2004). Regular conversations between families and educators about language and literacy are opportunities to build understanding of expectations of how both can support each other and the child. Through a strong home-school connection, value is placed not only on that knowledge of those in the educational system but also the knowledge of the families involved. This partnership can help all families especially immigrant families who may be unfamiliar with the US educational
system. If a child’s home language is not seen as a resource but rather an obstacle, immigrant families will be hesitant to reach out to a child’s educators. A positive example of this is seen in research conducted by Madrigal et al., (1999) who implemented a book loan program at an inner-city preschool. Parents were given access to books on the school campus. Parents were provided children’s books without having to overcome obstacles such as lack of transportation or finances. The benefit of this program was that materials were provided in the first language of the family, were culturally-sensitive, and fostered cultural pride and connection for the students. Research indicates that the availability of literacy materials has great influence on the home reading practices (Reese & Gallimore, 2008). Previous research also indicates the effectiveness of collaboration between the home environment and the school environment when an intervention program is utilized (Morrow, 2001). As with the families in the previous two studies, there was an interest in further enhancing their child’s literacy and interest in books (Madrigal et al., 1999; Reese & Gallimore, 2008). Families indicated that shared book reading took place more frequently in addition to reading magazines as a family.

Another factor to consider when building the home-school connection is the educational level of the parents. For some parents, their own educational level and unfamiliarity with the United States educational system can create a barrier in assisting their child, especially as their children go into higher grades. For example, Mexican Immigrant parents that are not comfortable with their reading fluency may not engage in shared book reading with their child. Mexican-American parents regularly enlisted the
assistance of older siblings to assist with homework. As children matriculate to higher grades, it can become increasingly difficult for parents to assist with homework due to the increasingly challenging concepts (Azmitia, Cooper, Garcia, Ittel, Johanson, Lopez, Martinez-Chavez, & Rivera, 1994). Research by Azmitia and colleagues (1994) with 36 Mexican-American and 36 European-American low income families found that for the home learning environments the use of more schooled family members for homework assistance was prevalent among the Mexican-American families. This can be a great resource for families and indicates a desire for children to obtain high education levels. Additionally, parents who were unable to assist their child with homework confirmed that homework was complete and encouraged children to ask for teacher assistance with more challenging concepts. All families saw homework as an important tool in their child’s education. Furthermore, older siblings can be used as a resource for the child that enhances the literacy development of both (Jimenez, 2002). These practices include letter writing to other family members and storybook reading. For families with preschool aged children, parents’ knowledge and abilities may allow for them to more easily assist with their child’s learning.

Parents may also be reluctant to work with educators if they feel judged by their child’s school or staff. Families may feel that because of their occupation, group membership or socioeconomic status, educators may place unfair judgments on them (Sosa, 1996). Previous research indicates that the values that Mexican immigrant parents impart on their children positively influences classroom performance (Durand, 2010). Although families may be unable to assist in the school, there are other valuable means in
which they can help. Additionally, Mexican immigrant families place high value on educators and their expertise (Reese & Gallimore, 2000). Parents may feel that they should leave their child’s education in the hands of the more competent educator and not understand the high value of their own knowledge.

**Avoiding the Deficit Perspective**

In order for the home-school connection to be strengthened, educators must be aware of the cultural diversity among their students and view such diversity as a strength rather than a weakness. A deficit perspective assumes that the home culture results in a lack of or missing essential skills. As a result of this perspective, a student’s school experiences can become negative, further emphasizing that students are “missing” the necessary skills to those that hold the deficit perspective (Brown & Souto-Manning, 2008). Research evaluating teacher perceptions of their culturally diverse students has indicated that the majority of teachers view discontinuity between home and school as a result of the home environment (Marony & Smith, 2000). Rather than accept responsibility for their part in the lack of home-school connection, these teachers placed blame on the students and their families. According to the teachers involved in the study, the determining factor in the success or failure in school lied within the student and parents.

A further perpetuation of this perspective is found in language differences. If parents are unable to communicate with their child’s teacher in either English or Spanish,
communication will be difficult. Parents who are not confident in their mastery of English may shy away from communicating with teachers. The language barrier can result in exclusion of families from their child’s education (Maroney & Smith, 2000).

Even for families that do not have the language as a barrier in communicating with schools, the process can still be frustrating. An example of this is seen in qualitative research about the Torres family. The experience of the Torres family regarding the education of their children was difficult. When communicating with their son’s school, both Mr. and Mrs. Torres felt frustrated and did not want to communicate further with the school. Their experience was not positive (McClain, 2010). It would be desirable for communication between the home and school to be one with mutual respect. Schools may see the lack of active participation on the part of the parents a result of not caring about their child’s education. By promoting awareness of methods in which parents can advocate for their children, schools can help parents become involved further in their child’s education (Olivos, 2004). Such collaboration between school and home can prove beneficial to students.

The current study focuses instead on the assets and value of the home literacy practices rather than that of a deficit perspective. When educators see the value in the rich histories and values of the home culture, students are educated in a positive environment. This perspective can foster healthy communication and understanding for both parties. Educators can utilize cultural resources in the classroom to avoid the deficit perspective. This tool can be effective regardless of the cultural backgrounds of students by imparting this information on all students. An understanding of culture allows educators and
students to understand the world around them and how the cultural values have evolved (Bartone, 2010; Kibler, 1996; Taylor, 2010).

While previous research has focused on the literacy beliefs of culturally diverse families, there is still a need for research on the literacy practices of Mexican immigrant and Mexican American families. Current research is beginning to focus on Mexican immigrant families but there is still more that needs to be understood about practices within these families. The present study adds to the growing body of research on Mexican immigrant families. Through a better understanding of the beliefs and early literacy practices of Mexican immigrant and Mexican American parents, educators will obtain knowledge on how to better support their families and children.

Although the body of research on literacy development and Mexican immigrant families continues to grow, there is more that needs to be done to provide a better understanding for educators. The present study adds to previous research in regards to literacy practices of culturally diverse families through the use of a survey.
Chapter 3

METHODS

Design and Research Questions

This study examined the literacy practices of Mexican Immigrant and Mexican American parents. The survey instrument elicited information related to the following research question: Do Mexican immigrant and Mexican American parents differ in their literacy practices with their preschool children? Addressing this research question will provide a better understanding of the diverse cultural background, needs, and experiences of culturally diverse students. This understanding would make it possible for educators to meet the needs of their students.

Participants

Head Start and Community Demographics

This first section describes the population from which the sample was drawn. The Head Start programs involved in this study were located at four different sites within Sacramento County. Each location had approximately 80 students participating in part-day preschool program. According to SETA Head Start, 37 percent of the families involved in 2009-2010 Head Start programs were Latino. Head Start eligibility requires that a family of four have an annual income of $20,650 or less.
Latinos are the largest minority group in California and in the United States. The percentage of the total population that is Latino is 19.7% in Sacramento County with 15.1% of the total United States population (United States Census, 2005-2009, American Community Survey). Figure 1 displays the population demographics for California. According to the 2010 census results, the proportion of Latino in the population in California has increased from 27.8% to 37.6%.

Figure 1. Population Demographics of California from 2010 Census

Sample Demographics

Demographic information on the participants of the study is not available. At the first school site, a total of 90 surveys with demographic surveys were distributed. Families indicated to the school staff that they were not comfortable answering the demographic questions. As a result, only one survey was returned. In order to achieve a higher return rate, the demographic questionnaire was eliminated before distribution to the remaining school sites. In eliminating the demographic survey, no detailed descriptive information
is available regarding the participants who returned the survey except whether they were Mexican American or Mexican Immigrant families. A total of 19 surveys were returned with 10 from Mexican American participants and 9 from Mexican immigrant.

**Measure**

**Parent Survey**

Parents were surveyed using a written questionnaire that was distributed by the researcher and a translator at the school locations. The home literacy surveys used were developed in English by Boudreau (2007). The surveys were then translated by the researcher and another Spanish speaker. The translated survey was then edited and checked for errors by the researcher’s thesis sponsor, Dr. Garcia-Nevarez. The survey was offered in both English and Spanish (Appendix B). The questionnaire included a total of 40 questions that asked about their child’s literacy interest and engagement focusing on six areas. These areas included reading books, language awareness, writing, responses to print, interest in letters, and additional interests. Questions included, *Does your child ask you to read to him or her?*; *Does your child show an interest in adult reading material?*; *Does your child rhyme word?*; *Does your child draw?* Responses for most items were on a Likert scale, with some yes/no responses along with questions that asked parents to estimate the number of items such as how many books the family owned. Additionally, one question asked the number of years living in the United States.
Procedure

Prior to the start of the study, permission was obtained through the University to begin the study. The main researcher contacted SETA Head Start to obtain permission to gather data at their school sites. The schools selected for this study were chosen based on higher enrollment of Spanish speaking families at the recommendation of the SETA Head Start staff. The main language spoken among the families at each location was Spanish. The site supervisor for each of the Head Start locations was contacted and a date and time to distribute the surveys was determined. The primary researcher delivered the surveys to the school staff who distributed the surveys to the families. Participants were asked to return the survey the following week. Parental permission was obtained through a consent letter that was distributed with the surveys (Appendix A). A total of 250 surveys were distributed with a consent letter and a total of 19 were returned for a response rate of eight percent.
Chapter 4
RESULTS

This chapter reports on the results of the survey study conducted to further understand the home literacy practices of Mexican Immigrant and Mexican American parents. Initial analyses were conducted to determine possible differences between the home literacy practices of Mexican American families and Mexican Immigrant families. As a result of the elimination of the demographic survey, only data in regards to the survey responses were analyzed. Thus, the analyses centered around the differences in literacy practices between Mexican American and Mexican immigrant families. It was hypothesized that the home literacy practices of the two groups would differ for each of the main practice areas: reading books, language awareness, writing, responses to print, interest in letters, and additional interests.

The analysis was conducted for the main areas - reading books, language awareness, writing, responses to print, interest in letters and additional interests. An independent t-test was run for each question to determine if there were any statistically significant differences between the specific literacy practices of the Mexican Immigrant and Mexican American parents. The majority of the questions did not yield statistically significant data. Tables 1, 2 and 3 report the results for the means and standard deviations for each question followed by the independent t-test results. The independent t-tests analyses were conducted to answer the following research questions; do Mexican
immigrant and Mexican American parents differ in their literacy practices with their preschool children?

The two questions that yielded statistically significant results were in the language awareness area and were very similar. The questions were as follows: (a) Do you play rhyming games with your child and if so, can your child rhyme words and (b) Does your child produce rhymes by his or herself? Mexican American participants and Mexican Immigrant participants differed in their answers regarding their child’s ability to rhyme while playing rhyming games. Mexican Immigrant parents were more likely to indicate that their child could to rhyme words while playing rhyming games $t(17) = 2.92, p < 1.34$. For example, if a parent asked the child what rhymes with cat, could the child respond with an appropriate word that rhymes? This supports the idea that Mexican Immigrant parents more frequently engage in rhyming games with their child. The next statistically significant result was on the child’s ability to produce rhymes by him or herself outside the context of playing rhyming games. Mexican American participants ($M = 2.00; SD = 1.15$) were more likely to indicate that their child did produce rhymes independently than Mexican Immigrant participants ($M = 3.11; SD = 1.05$) $t(17) = 2.18, p < 1.00$. An example of this would be if a child said “cat rhymes with mat” and did not have the assistance of their parent.

Due to necessary elimination of the demographic survey two planned research questions could not be tested: (a) Does the length of residence in the United States relate to Mexican immigrant and Mexican American parents’ use of literacy practices? and (b) How are Mexican immigrant and Mexican American parents’ literacy practices with their
preschool children influenced by their cultural background and their own experiences in education? Such questions are important and still need to be explored in future research.
Table 1

Mean Responses to Reading Books and Response to Print Items on Parent Literacy Survey

<table>
<thead>
<tr>
<th>Item</th>
<th>Mexican American (n=10)</th>
<th>Mexican Immigrant (n=9)</th>
<th>t</th>
<th>df</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child asks you to read?</td>
<td>3.20 (1.03)</td>
<td>3.0 (.71)</td>
<td>-.07</td>
<td>17</td>
<td>.95</td>
</tr>
<tr>
<td>How often do you read?</td>
<td>5.80 (.380)</td>
<td>3.56 (2.04)</td>
<td>-1.10</td>
<td>17</td>
<td>.28</td>
</tr>
<tr>
<td>How many hours per week?</td>
<td>2.90 (2.85)</td>
<td>2.44 (1.60)</td>
<td>-3.10</td>
<td>17</td>
<td>.76</td>
</tr>
<tr>
<td>Do you have a time to read?</td>
<td>3.30 (1.16)</td>
<td>3.50 (1.12)</td>
<td>-.91</td>
<td>17</td>
<td>.38</td>
</tr>
<tr>
<td>How many books?</td>
<td>2.25 (1.27)</td>
<td>1.67 (.46)</td>
<td>.67</td>
<td>17</td>
<td>.51</td>
</tr>
<tr>
<td>Child points to pictures?</td>
<td>4.40 (.84)</td>
<td>4.33 (.50)</td>
<td>.21</td>
<td>17</td>
<td>.84</td>
</tr>
<tr>
<td>Child asks questions?</td>
<td>4.20 (.92)</td>
<td>3.89 (.60)</td>
<td>.86</td>
<td>17</td>
<td>.40</td>
</tr>
<tr>
<td>Child pretends to read?</td>
<td>3.70 (1.50)</td>
<td>3.78 (1.09)</td>
<td>-.13</td>
<td>17</td>
<td>.90</td>
</tr>
<tr>
<td>Specific books?</td>
<td>1.60 (.97)</td>
<td>1.56 (.53)</td>
<td>.12</td>
<td>17</td>
<td>.90</td>
</tr>
<tr>
<td>Child makes up stories?</td>
<td>3.10 (1.52)</td>
<td>3.11 (.93)</td>
<td>-.02</td>
<td>17</td>
<td>.98</td>
</tr>
<tr>
<td>Child fills in words?</td>
<td>3.60 (1.51)</td>
<td>3.56 (.73)</td>
<td>.08</td>
<td>17</td>
<td>.94</td>
</tr>
<tr>
<td>Parent teaches letter sounds?</td>
<td>3.80 (.63)</td>
<td>3.78 (.97)</td>
<td>.76</td>
<td>17</td>
<td>.46</td>
</tr>
<tr>
<td>Parent points out signs/words?</td>
<td>2.70 (1.25)</td>
<td>3.33 (1.32)</td>
<td>-1.07</td>
<td>17</td>
<td>.29</td>
</tr>
<tr>
<td>Child interested in reading?</td>
<td>3.10 (1.29)</td>
<td>3.56 (1.42)</td>
<td>-.73</td>
<td>17</td>
<td>.47</td>
</tr>
<tr>
<td>Child asks for help reading?</td>
<td>2.70 (1.25)</td>
<td>3.33 (1.32)</td>
<td>-1.62</td>
<td>17</td>
<td>.12</td>
</tr>
<tr>
<td>Child identifies words?</td>
<td>3.10 (1.20)</td>
<td>3.44 (1.67)</td>
<td>-.52</td>
<td>17</td>
<td>.61</td>
</tr>
</tbody>
</table>

Note: * p<.05  ** p <.01
Table 2

Means and Standard Deviations for Language Awareness and Interest in Letters Items on Parent Literacy Survey

<table>
<thead>
<tr>
<th>Item</th>
<th>Mexican American (n=10)</th>
<th>Mexican Immigrant (n=9)</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you play rhyming games?</td>
<td>3.00 (1.50)</td>
<td>3.67 (.87)</td>
<td>2.92*</td>
<td></td>
<td>.01</td>
</tr>
<tr>
<td>Child can rhyme?</td>
<td>1.80 (.63)</td>
<td>1.11 (.33)</td>
<td>-2.28</td>
<td></td>
<td>.36</td>
</tr>
<tr>
<td>Child plays rhyming games?</td>
<td>2.00 (1.16)</td>
<td>3.11 (1.05)</td>
<td>1.91</td>
<td></td>
<td>.07</td>
</tr>
<tr>
<td>Child produces rhymes?</td>
<td>3.00 (1.56)</td>
<td>2.33 (1.22)</td>
<td>-1.86</td>
<td></td>
<td>.08</td>
</tr>
<tr>
<td>Child sings songs?</td>
<td>4.60 (.97)</td>
<td>4.22 (.67)</td>
<td>1.03</td>
<td></td>
<td>.32</td>
</tr>
<tr>
<td>Does your child name letters?</td>
<td>3.80 (.92)</td>
<td>3.44 (1.33)</td>
<td>.68</td>
<td></td>
<td>.50</td>
</tr>
<tr>
<td>How many?</td>
<td>2.00 (1.16)</td>
<td>3.11 (1.05)</td>
<td>1.91</td>
<td></td>
<td>.07</td>
</tr>
<tr>
<td>Makes letter sounds?</td>
<td>3.50 (.85)</td>
<td>3.67 (1.32)</td>
<td>-.33</td>
<td></td>
<td>.74</td>
</tr>
<tr>
<td>How many?</td>
<td>11.70 (10.12)</td>
<td>17.56 (9.04)</td>
<td>-1.30</td>
<td></td>
<td>.21</td>
</tr>
<tr>
<td>Can identify letters?</td>
<td>3.50 (.85)</td>
<td>3.67 (1.32)</td>
<td>.62</td>
<td></td>
<td>.55</td>
</tr>
</tbody>
</table>

Note: * p<.05  ** p <.01
Table 3

Means and Standard Deviations for Writing and Additional Interests Items on Parent Literacy Survey

<table>
<thead>
<tr>
<th>Item</th>
<th>Mexican American (n=10)</th>
<th>Mexican Immigrant (n=9)</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does your child draw?</td>
<td>3.80 (1.13)</td>
<td>4.33 (.71)</td>
<td>-1.21</td>
<td>17</td>
<td>.24</td>
</tr>
<tr>
<td>Does your child write letters?</td>
<td>3.40 (1.17)</td>
<td>3.78 (1.48)</td>
<td>-.62</td>
<td>17</td>
<td>.54</td>
</tr>
<tr>
<td>Child asks for help writing?</td>
<td>2.50 (1.08)</td>
<td>3.11 (1.17)</td>
<td>-1.19</td>
<td>17</td>
<td>.25</td>
</tr>
<tr>
<td>Child asks to spell words?</td>
<td>2.30 (1.25)</td>
<td>3.22 (1.56)</td>
<td>-1.43</td>
<td>17</td>
<td>.17</td>
</tr>
<tr>
<td>Child writes words?</td>
<td>2.60 (1.90)</td>
<td>3.22 (1.79)</td>
<td>-.73</td>
<td>17</td>
<td>.47</td>
</tr>
<tr>
<td>Child watches movies?</td>
<td>3.20 (1.03)</td>
<td>3.00 (.71)</td>
<td>1.93</td>
<td>17</td>
<td>.07</td>
</tr>
<tr>
<td>How many hours?</td>
<td>5.80 (3.79)</td>
<td>3.06 (2.04)</td>
<td>.42</td>
<td>17</td>
<td>.68</td>
</tr>
<tr>
<td>Child owns movies?</td>
<td>3.30 (1.16)</td>
<td>3.50 (1.12)</td>
<td>1.18</td>
<td>17</td>
<td>.25</td>
</tr>
<tr>
<td>Child watches TV?</td>
<td>2.25 (1.67)</td>
<td>1.69 (.46)</td>
<td>3.48**</td>
<td>17</td>
<td>.00</td>
</tr>
<tr>
<td>How many hours?</td>
<td>1.20 (.42)</td>
<td>1.00 (0)</td>
<td>1.42</td>
<td>17</td>
<td>.17</td>
</tr>
<tr>
<td>Child goes to library?</td>
<td>1.00 (.67)</td>
<td>1.44 (.53)</td>
<td>-1.60</td>
<td>17</td>
<td>.13</td>
</tr>
<tr>
<td>Child first read to?</td>
<td>3.03 (9.48)</td>
<td>.01 (.02)</td>
<td>.95</td>
<td>17</td>
<td>.53</td>
</tr>
<tr>
<td>Child owns books?</td>
<td>88.30 (104.69)</td>
<td>60.00 (59.63)</td>
<td>.71</td>
<td>17</td>
<td>.49</td>
</tr>
<tr>
<td>Parent owns books?</td>
<td>135.70 (305.72)</td>
<td>57.78 (47.38)</td>
<td>.75</td>
<td>17</td>
<td>.46</td>
</tr>
<tr>
<td>Parent receives newspapers/magazines?</td>
<td>1.30 (.48)</td>
<td>1.00 (.00)</td>
<td>1.86</td>
<td>17</td>
<td>.08</td>
</tr>
</tbody>
</table>

Note:  * p<.05  ** p <.01
Chapter 5

SUMMARY, DISCUSSION AND RECOMMENDATIONS

The academic success of children is influenced by a number of systems. These systems include the child’s school, parents, family members, cultural backgrounds, socioeconomic status and many others. According to the 2010 United States Census, 37.6% of the population of California is Latino. As in much of the United States, Latinos account for the largest minority group. This is an increase from the 2000 Census of 27.6%. As the Latino population continues to increase, it is important for all involved in the policy and practices of education to understand these students.

The goal of this research was to examine the home literacy practices that Mexican-American and Mexican Immigrant families engaged in with their preschool aged children. To achieve this goal, one research questions was studied: Do Mexican immigrant and Mexican American parents differ in their literacy practices with their preschool children? The present study used t-tests to analyze the differences between the literacy practices of Mexican American and Mexican Immigrant parents of preschool aged children. The major findings for this study document Mexican parents’ emergent literacy practices with their children as well as comparing the Mexican immigrant and Mexican American parents on these strategies.
Differences in the Literacy Practices of Mexican American and Mexican Immigrant Families

Through the use of the survey instrument, parents reported the literacy practices they engaged in with their preschool aged children. In general, findings indicated that there was no significant difference between the reported home literacy practices of Mexican Immigrant and Mexican American families. This differs from the results of the Reese and Gallimore (2000) study, which documented that, as Mexican immigrant families lived in the United States for longer periods of time and were more involved in their children’s school, the more their literacy beliefs and practices shifted towards that of the United States. It was hypothesized that in the current study that Mexican Immigrant and Mexican American families would differ in their home literacy practices.

Despite the lack of statistically significant results for the majority of the survey items, two questions did yield statistically significant results. The two questions were a part of the language awareness section. The first question was “Can your child rhyme words?” and followed by the second question “Does your child produce rhymes by him- or herself?” Mexican immigrant parents were more likely to indicate that their child did have the ability to rhyme words on the first question. In contrast, Mexican American parents were more likely to indicate that their child did have the ability to produce rhymes. There are many factors that must be examined when considering the two questions. In order to increase response rate, the major demographic information was eliminated. Therefore it is unknown if this result is affected by such factors as age of the
child. Additionally, it is unknown if parents feel their child’s ability to rhyme is the result of home literacy practices or school practices. Future research should investigate these demographic factors in analyzing literacy practices.

According to previous research, the home literacy environment combined with the Head Start classroom can have positive implications on a Mexican American child’s emergent literacy skills (Ezell, Gonzales, & Rudolph, 2000). For families that participated in this research it is possible that if age is not a factor, the results of the present study could further support the previous research. Head Start families have been exposed to the United States school systems and the educational beliefs of this system. Mexican Immigrant and Mexican American parent’s literacy beliefs are not static (Reese & Gallimore, 2000). Over time and through exposure to different cultural models, parents’ literacy beliefs change and evolve. Parents will incorporate the beliefs and practices of their home cultural model with that of the US.

Although present findings were not statistically significant, they do highlight possible areas for future research and areas of difference between Mexican American and Mexican Immigrant practices around early literacy. Latinos continue to be the fastest growing minority group in the United States. It is because of this fact that it is essential for educators to be prepared in serving culturally diverse students. This study adds to the body of research on this important area by serving as a description of current literacy practices in Mexican and Mexican Immigrant groups.

A strong home-school connection positively influences a student’s academic achievement (Dotson-Blake, 2010; Whitehead, 2004). Although the current study was
unable to test this directly there is still valuable information regarding the need for educators to be culturally sensitive and aware of the differences between Mexican American and Mexican Immigrant families.

**Limitations and Future Research**

It is important to discuss the research limitations involved in the present study. First, the low response rate should be noted. Only 19 of 240 surveys were returned. This sample should not be considered representative of all families in these groups. With such a low response rate these findings cannot be widely generalized. The small sample size resulted in low power and made it difficult to document differences. Additionally, out of 40 tests, only 2 yielded significant results thus it is possible that these occurred by chance.

The demographic questions were important to understand the participants and to answer key research questions. However, due to the transient and sensitive nature of immigrant status in California it was found to also contributed to the low response rate. Parents reported feeling uncomfortable with some of the questions which resulted in elimination of the demographics items. This resulted in a lack of detailed demographic on the participants and the inability to look at important covariates that may have given more insight into differences in literacy between the two groups. In order to obtain this important data, future research should develop a rapport with both parents and school
staff. This can be done through time spent in the classroom or conducting individual interviews with parents.

The Literacy survey’s questions were self-report to glean information on home literacy practices. Self-report without other corroborating evidence can be subject to biased and inaccurate reporting. Also, this survey was lengthy which may have contributed to low response or resulted in participant fatigue. Future research would benefit from separating the survey into individual surveys for each topic. For example, a survey for reading books, interest in letters, responses to print, etc. The surveys could be done over time and would avoid participant fatigue.

Finally, the unfamiliarity of the researcher to the participants could have also contributed to the low response rate. The Mexican culture in America is a collectivist culture and therefore is more supportive to insiders than those coming in from the outside. Had the researcher been a presence at the Head Start sites and known to parents and children the parents may have felt more comfortable answering the lengthy surveys.

Future research should use multi-methods while collecting data. In addition the literacy survey, parent interviews and home observations should be utilized. Parent interviews would provide the opportunity for participants to share their own literacy and educational experiences and to further elaborate on the literacy practices that take place with their child. The home observations would allow the researcher to identify specific literacy practices in the home that may not have otherwise been discussed. The multi-methods would allow for a clearer understanding of the literacy practices that parents engage in with their preschool aged child.
Bilingual students’ home language lays the foundation for their future learning. Future research should focus on expanding the knowledge base of the home literacy practices of students from culturally diverse backgrounds for multiple reasons. Educators who are more knowledgeable about the home experiences and resources available in the home are necessary to create sensitivity towards culturally diverse students. Increased knowledge would provide educators with increased resources to strengthen the home-school connection. Bilingual families need to be seen as valuable and important.

**Recommendations**

Informed instructional practices that utilize a child’s home language and experiences and view the home language as a resource are essential to creating a positive learning environment. Previous research has indicated that low-income Latino families are involved in culturally relevant literacy practices with their children. Although these families had not resided in the United States for a long period of time, they had a strong desire to support their child’s emergent literacy and were very open to new practices that would further support their child’s emergent literacy (Billings, 2009). In support of a child’s home language, literacy materials should be available in both English and Spanish. This would not only be a value to the child but also to the parents who may have low literacy levels in English. This would eliminate an obstacle for parents with a desire to support their child’s education and allow for an interactive approach for families in
literacy support. Consideration of culturally relevant literacy activities is necessary.

According to previous research, families supported their child’s literacy development through interactive activities that included the entire family (Perry et al., 2008; Reese & Gallimore, 2000).
APPENDIX A

Participant Consent Letter in English and Spanish
Consent to Participate in Research
You are being asked to participate in research which will be conducted by Neda Nicole Hall, a student in Child Development at California State University, Sacramento. The study will investigate factors related to parent literacy practices with their preschool aged children.

Research Procedures
You will be asked to complete a questionnaire. The questionnaire may require up to an hour of your time.

Risks
Some of the items in the questionnaires may seem personal, but you don’t have to answer any question if you don’t want to.

Benefits
You may gain additional insight into factors that affect children’s literacy learning, or you may not personally benefit from participating in this research. It is hoped that the results of the study will be beneficial for preschool teachers especially those that work with children from various cultural backgrounds.

Confidentiality
To preserve the confidentiality of any information, your responses on the Home Literacy Activities questionnaire will be anonymous.

Compensation
You will not receive any compensation for participating in this study. However, your participation is a great contribution to this research study and to the literature review on parental literacy practices.

Contact information
If you have any questions about this research, you may contact Neda Hall at (916) 521-2749 or by e-mail at nnl22@csus.edu. Your participation in this research is entirely voluntary. Your signature below indicates that you have read this page and agree to participate in the research.

__________________________________________________________
Signature of Participant______________________________________
Date
Consentimiento Para Participar en Estudios

Estimados padres, mi nombre es Neda Nicole Hall del departamento de desarrollo de niños de la universidad del estado de California, Sacramento. Se le pide a participar en estudios que investigara factores relacionados a prácticas de parientes y sus niños preescolares en relación al aprendizaje a la lectura.

**Procedimientos de El Estudio**

Se le pide completar un cuestionario. El cuestionario es para los parientes acerca del aprendizaje del lenguaje. Este puede requerir por lo menos hasta una hora de su tiempo.

**Riesgos**

Algunas de las preguntas puede ser personales, pero no tiene que contestarlas si no desea.

**Beneficios**

Usted puede obtener información acerca de cómo sus niños aprenden a leer, o puede ser que no obtenga beneficio personal durante estos estudios. Se espera que los resultados de este estudio serán beneficiales para maestros de preescolares especialmente los que trabajan con niños de varias culturas.

**Confidencialidad**

Para preservar la confidencialidad de cualquier información, sus respuestas, especialmente los cuestionarios de parientes serán anónimas.

**Compensación**

Usted no recibirá ninguna compensación por participar en este estudio. Sin embargo su participación es una gran contribución a este estudio y a la literatura general en lecturas prácticas de parientes.

**Contacto Informacional**

Si tiene alguna pregunta acerca de este estudio, puede llamar a Neda Hall a (916) 521-2749 o a su correo electrónico nml22@csus.edu. Su participación en este estudio es enteramente voluntaria pero importante. Su firma indica que a leído esta página y esta de acuerdo a participar en el estudio. Muchas Gracias.

Firma de participante ___________________________ Fecha ___________________________
APPENDIX B

Parent Literacy Questionnaire in English and Spanish
Parent Questionnaire

Please answer the following questions by circling your response on the scale provided and filling in information.

**Reading Books**

1) **Does your child ask you to read to him/her?**

| 1 NEVER  | 4 DAILY |
| 2 ON OCCASION | 5 SEVERAL TIMES PER DAY |
| 3 WEEKLY | |

2) **How often do you read to your child?**

| 1 ON OCCASION | 4 SEVERAL TIMES PER WEEK |
| 2 ONCE A MONTH | 5 DAILY |
| 3 WEEKLY | |

3) **On average, how many hours per week?**

| 1 Less than 1 hour | 3 5 or more hours |
| 2 2-4 hours | |

4) **Do you have a designated time for reading?**

| 1 YES | 2 NO |

5) **How many books do you typically read at one sitting?**

6) **Does your child independently point to or talk about pictures when you read stories?**

| 1 NOT CURRENTLY | 4 A FEW TIMES PER STORY |
| 2 HAS BUT RARELY | 5 VERY FREQUENTLY DURING STORY |
| 3 OCCASIONALLY | |
7) Does your child ask questions about characters or events during story reading?

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 NOT CURRENTLY</td>
<td></td>
</tr>
<tr>
<td>2 HAS BUT RARELY</td>
<td></td>
</tr>
<tr>
<td>3 OCCASIONALLY</td>
<td></td>
</tr>
</tbody>
</table>
13) Do you attempt to teach the names of the letters in the alphabet and/or alphabet sounds when reading?

1 NOT CURRENTLY
2 HAVE BUT RARELY
3 OCCASIONALLY
4 A FEW TIMES PER STORY
5 VERY FREQUENTLY DURING STORY

14) In comparison to other activities, how would you rate your child’s interest in books?

Least favorite
Favorite activity

Response to Print

15) Do you point out signs and words such as restaurant names or street signs to your child (i.e., McDonald’s arches, Pepsi logo, etc.?)

1 NOT CURRENTLY
2 HAVE BUT RARELY
3 OCCASIONALLY
4 WEEKLY
5 DAILY

16) Does your child show interest in adult reading materials (i.e., newspaper, TV Guide, magazine, etc.) in the environment (such as asking you to read it; asking what words say, etc.)?

1 NEVER
2 ON OCCASION
3 WEEKLY
4 DAILY
5 SEVERAL TIMES PER DAY
17) Does your child ask for help in reading words such as signs on the street or words on food packages?
1 NEVER 4 DAILY
2 ON OCCASION 5 SEVERAL TIMES PER DAY
3 WEEKLY

18) Does your child identify words in the environment (such as food packaging, signs of stores and restaurants, etc.) in your environment by him- or herself?
1 NEVER 4 DAILY
2 ON OCCASION 5 SEVERAL TIMES PER DAY
3 WEEKLY

a) When does this occur? ______________________________________

b) Which signs or words does your child know? ______________________

19) Does your child read any words by sight (or common words they have memorized and can identify, such as mom, cat, etc.)?
1 NOT CURRENTLY 4 KNOWS SEVERAL WORDS
2 ON OCCASION
3 KNOWS A WORD 5 KNOWS MANY WORDS

Language Awareness

20) Do you play rhyming games with your child?
1 NOT CURRENTLY 4 WEEKLY
2 HAVE BUT RARELY 5 DAILY
3 OCCASIONALLY

a) Can your child rhyme words?
1 YES 2 NO
21) Does your child try and play rhyming games with you or others?
1 NOT CURRENTLY  4 WEEKLY
2 HAS BUT RARELY  5 DAILY
3 OCCASIONALLY

22) Does your child produce rhymes by him- or herself?
1 NEVER  4 DAILY
2 ON OCCASION  5 SEVERAL TIMES PER DAY
3 WEEKLY

23) Does your child notice and say something when she/he hears words that rhyme? (i.e., That rhymes!)
1 NOT CURRENTLY  4 FREQUENTLY
2 HAVE BUT RARELY  5 VERY FREQUENTLY
3 OCCASIONALLY

24) Does your child tell nursery rhymes? (such as Jack and Jill or Little Bo Peep)
1 NOT CURRENTLY  4 WEEKLY
2 HAS BUT RARELY  5 DAILY
3 OCCASIONALLY

a) Which ones does he/she know? ____________________________

25) Does your child sing simple songs?
1 NEVER  4 DAILY
2 ON OCCASION  5 SEVERAL TIMES PER DAY
3 WEEKLY

a) Which ones does she/he know? ____________________________
Interest in Letters

26) Does your child name letters of the alphabet?
1 NEVER 4 DAILY
2 ON OCCASION 5 SEVERAL TIMES PER DAY
3 WEEKLY
   a) How many does he/she know? __________________________

27) Does your child attempt to make sounds for alphabet letters?
1 NOT CURRENTLY 4 FREQUENTLY
2 HAS BUT RARELY 5 VERY FREQUENTLY
3 OCCASIONALLY
   a) How many does he/she know? __________________________

28) Can your child identify some letters of the alphabet? (such as pointing to the letter “A” when you ask him/her to?)
1 NOT CURRENTLY 4 FREQUENTLY
2 HAS BUT RARELY 5 VERY FREQUENTLY
3 OCCASIONALLY
   a) Which letters does he/she know? ________________________

Writing

29) Does your child draw?
1 NEVER 4 DAILY
2 ON OCCASION 5 SEVERAL TIMES PER DAY
3 WEEKLY

30) Does your child write letters?
1 NEVER 4 DAILY
2 ON OCCASION 5 SEVERAL TIMES PER DAY
3 WEEKLY
31) Does your child ask you to write for him/her?

<table>
<thead>
<tr>
<th></th>
<th>1 NEVER</th>
<th>2 ON OCCASION</th>
<th>3 WEEKLY</th>
<th>4 DAILY</th>
<th>5 SEVERAL TIMES PER DAY</th>
</tr>
</thead>
</table>

32) Does your child ask you how to spell items?

<table>
<thead>
<tr>
<th></th>
<th>1 NEVER</th>
<th>2 ON OCCASION</th>
<th>3 WEEKLY</th>
<th>4 DAILY</th>
<th>5 SEVERAL TIMES PER DAY</th>
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</thead>
</table>

33) Does your child write words?

<table>
<thead>
<tr>
<th></th>
<th>1 NOT CURRENTLY</th>
<th>2 HAS BUT RARELY</th>
<th>3 OCCASIONALLY</th>
<th>4 WEEKLY</th>
<th>5 DAILY</th>
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</thead>
</table>

Additional Interests

34) Does your child watch video stories on a VCR/DVD? (i.e., Lion King or other stories)

<table>
<thead>
<tr>
<th></th>
<th>1 NEVER</th>
<th>2 ON OCCASION</th>
<th>3 WEEKLY</th>
<th>4 DAILY</th>
<th>5 SEVERAL TIMES PER DAY</th>
</tr>
</thead>
</table>

a) How many hours per week does s/he watch them? ________________

b) Does your child own any stories on video, and if so, which ones? __________

__________________________________________________________
35) Does your child watch TV?
1 NEVER
2 ON OCCASION
3 WEEKLY
4 DAILY
5 SEVERAL TIMES PER DAY

a) How many hours per day? ____________________________

b) What is the show watched most frequently? ________________

36) Do you and/or your child go to the library to select books?
1 RARELY
2 EVERY FEW MONTHS
3 MONTHLY
4 BIMonthLY
5 WEEKLY

37) Do you have a computer at home?
   YES    NO
   a) If so, does your child use it? ____________________________

   b) Average number of hours per week? _______________________

   c) What programs does s/he enjoy? _________________________

Additional Questions
38) At what age did you begin reading to your child? ________________

39) How many books does your child own? _______________________

40) How many books do you own? _____________________________
41) Do you receive any published reading materials at home, such as newspaper, magazines, and so forth? Which ones?

42) If you were not born in the United States, how many years have you lived in the United States?

<table>
<thead>
<tr>
<th>Options</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Less than 1 YEAR</td>
<td>9-10 YEARS</td>
</tr>
<tr>
<td>6 1-2 YEARS</td>
<td></td>
</tr>
<tr>
<td>7 3-5 YEARS</td>
<td>10 More than 10 YEARS</td>
</tr>
<tr>
<td>8 6-8 YEARS</td>
<td></td>
</tr>
</tbody>
</table>
Cuestionario de parientes

Por favor, conteste las siguientes preguntas. Use la escala prevista para llenar la información.

**Lectura**

1) **Su hijo le pide que le lea?**
   1 NUNCA  
   2 EN ALGUNA OCASIÓN  
   3 SEMANAL  
   4 DIARIAMENTE  
   5 VARIAS VECES AL DÍA

2) **Con qué frecuencia usted le lee a su niño?**
   1 EN ALGUNA OCASIÓN  
   2 UNA VEZ AL MES  
   3 SEMANAL  
   4 VARIAS VECES A LA SEMANA  
   5 DIARIAMENTE

3) **En promedio, cuántas horas le lee a su niño por semana?**
   1 Menos de 1 hora  
   2 2-4 horas  
   3 horas de 5 o más

4) **Tienes un tiempo designado para leer?**
   1 SÍ  
   2 NO

5) **Cuántos libros normalmente lee en una sola sesión?**
6) ¿Su hijo independientemente elige señalar o hablar de imágenes cuando se le lee libros?

1 NUNCA
2 RARA VEZ
3 OCASIONALMENTE
4 A POCAS VECES DURANTE EL LIBRO
5 MUY FRECUENTEMENTE DURANTE EL LIBRO

7) ¿Hace su hijo preguntas acerca los caracteres o eventos durante la lectura del libro?

1 NUNCA
2 RARA VEZ
3 OCASIONALMENTE
4 A POCAS VECES DURANTE EL LIBRO
5 MUY FRECUENTEMENTE DURANTE EL LIBRO

8) ¿Su hijo pretende leer la historia en un libro? (por ejemplo, sentado con un libro y produciendo discurso que es similar a la historia real en el libro)

1 NUNCA
2 RARA VEZ
3 SEMANAL
4 VARIAS VECES A LA SEMANA
5 DIARIAMENTE

9) ¿Hay libros específicos donde normalmente hace esto?

1 SÍ
2 NO

10) ¿Cuáles son algunos de los libros favoritos de su hijo?
11) ¿Su hijo fabrica historias y cuentos?
1 NUNCA  4 DIARIAMENTE
2 EN ALGUNA OCASIÓN  5 VARIAS VECES AL DÍA
3 SEMANAL

12) Cuando se le lee un libro que conoce bien, dice la siguiente línea o palabra antes de leerlo?
1 NUNCA  5 MUY FRECUENTEMENTE
2 RARA VEZ  DURANTE EL LIBRO
3 OCASIONALMENTE
4 A POCAS VECES DURANTE EL LIBRO

13) ¿Intenta enseñar los nombres de las letras en el alfabeto o sonidos de alfabetodurante la leyenda?
1 NUNCA  5 MUY FRECUENTEMENTE
2 RARA VEZ  DURANTE EL LIBRO
3 OCASIONALMENTE
4 A POCAS VECES DURANTE EL LIBRO

14) En comparación con otras actividades, ¿cómo calificaría interés de su hijo en libros?

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<td>Actividad menos favorita</td>
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<tr>
<td>actividad favorita</td>
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</table>
15) ¿Señala usted signos y palabras como nombres de restaurantes o señales de la calle a su hijo (es decir, los arcos de McDonald’s, logotipo de Pepsi, etc.)?

<table>
<thead>
<tr>
<th>Nivel</th>
<th>Descripción</th>
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<tbody>
<tr>
<td>1</td>
<td>NUNCA</td>
</tr>
<tr>
<td>2</td>
<td>RARA VEZ</td>
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<tr>
<td>3</td>
<td>OCASIONALMENTE</td>
</tr>
<tr>
<td>4</td>
<td>SEMANAL</td>
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<tr>
<td>5</td>
<td>DIARIAMENTE</td>
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</table>

16) ¿Su hijo muestra interés en los materiales de la lectura a adultos (es decir, periódico, TV Guide, la revista, etc.) en el medio ambiente (por ejemplo, pidiéndole leerlo; preguntando qué decían palabras, etc.)?

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<tr>
<th>Nivel</th>
<th>Descripción</th>
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<td>1</td>
<td>NUNCA</td>
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<td>2</td>
<td>EN ALGUNA OCASIÓN</td>
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<td>3</td>
<td>SEMANAL</td>
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<td>4</td>
<td>DIARIAMENTE</td>
</tr>
<tr>
<td>5</td>
<td>VARIAS VECES AL DÍA</td>
</tr>
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</table>

17) ¿Su hijo pide ayuda para leer palabras tales como signos de la calle o palabras en paquetes de alimentos?

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<th>Nivel</th>
<th>Descripción</th>
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<td>EN ALGUNA OCASIÓN</td>
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<td>3</td>
<td>SEMANAL</td>
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<tr>
<td>4</td>
<td>DIARIAMENTE</td>
</tr>
<tr>
<td>5</td>
<td>VARIAS VECES AL DÍA</td>
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</tbody>
</table>

18) ¿Identifica su hijo palabras en el medio ambiente (como alimento envasado, signos de tiendas y restaurantes, etc.) por él- o ella misma?

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<th>Nivel</th>
<th>Descripción</th>
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<tbody>
<tr>
<td>1</td>
<td>NUNCA</td>
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<tr>
<td>2</td>
<td>EN ALGUNA OCASIÓN</td>
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<tr>
<td>3</td>
<td>SEMANAL</td>
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<tr>
<td>4</td>
<td>DIARIAMENTE</td>
</tr>
<tr>
<td>5</td>
<td>VARIAS VECES AL DÍA</td>
</tr>
</tbody>
</table>

a) ¿Cuando ocurre esto? ____________________________________________

b) ¿Qué signos o palabras sabe su hijo? ____________________________
19) ¿Su hijo puede leer todas las palabras por vista (o palabras comunes han memorizado y pueden identificar, como mamá, gato, etc.)?

<table>
<thead>
<tr>
<th>Nivel de Conocimiento</th>
<th>Opinión</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUNCA</td>
<td>1</td>
</tr>
<tr>
<td>EN ALGUNA OCASIÓN</td>
<td>2</td>
</tr>
<tr>
<td>SABE UNA PALABRA</td>
<td>3</td>
</tr>
<tr>
<td>SABE VARIAS PALABRAS</td>
<td>4</td>
</tr>
<tr>
<td>SABE MUCHAS PALABRAS</td>
<td>5</td>
</tr>
</tbody>
</table>

Conocimiento de la lengua

20) ¿Juega juegos de rimar con su hijo?

<table>
<thead>
<tr>
<th>Nivel de Involucro</th>
<th>Opinión</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO ACTUALMENTE</td>
<td>1</td>
</tr>
<tr>
<td>PERO RARA VEZ TIENEN</td>
<td>2</td>
</tr>
<tr>
<td>OCASIONALMENTE</td>
<td>3</td>
</tr>
<tr>
<td>SEMANAL</td>
<td>4</td>
</tr>
<tr>
<td>DIARIAMENTE</td>
<td>5</td>
</tr>
</tbody>
</table>

21) ¿Trata su hijo jugar juegos de rimar con usted y con otros?

<table>
<thead>
<tr>
<th>Nivel de Involucro</th>
<th>Opinión</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO ACTUALMENTE</td>
<td>1</td>
</tr>
<tr>
<td>PERO RARA VEZ HA</td>
<td>2</td>
</tr>
<tr>
<td>OCASIONALMENTE</td>
<td>3</td>
</tr>
<tr>
<td>SEMANAL</td>
<td>4</td>
</tr>
<tr>
<td>DIARIAMENTE</td>
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22) ¿Puede su hijo producir rimas por él- o ella misma?

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<thead>
<tr>
<th>Nivel de Conocimiento</th>
<th>Opinión</th>
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<tbody>
<tr>
<td>NUNCA</td>
<td>1</td>
</tr>
<tr>
<td>EN ALGUNA OCASIÓN</td>
<td>2</td>
</tr>
<tr>
<td>SEMANAL</td>
<td>3</td>
</tr>
<tr>
<td>DIARIAMENTE</td>
<td>4</td>
</tr>
<tr>
<td>VARIAS VECES AL DÍA</td>
<td>5</td>
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</table>

23) ¿Cuando oyen palabras que riman presta atención y dice algo? (es decir, que rimas!)

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<thead>
<tr>
<th>Nivel de Conocimiento</th>
<th>Opinión</th>
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<tbody>
<tr>
<td>NO ACTUALMENTE</td>
<td>1</td>
</tr>
<tr>
<td>PERO RARA VEZ TIENEN</td>
<td>2</td>
</tr>
<tr>
<td>OCASIONALMENTE</td>
<td>3</td>
</tr>
<tr>
<td>CON FRECUENCIA</td>
<td>4</td>
</tr>
<tr>
<td>MUY FRECUENTEMENTE</td>
<td>5</td>
</tr>
</tbody>
</table>
24) ¿Dice rimas su hijo?

<table>
<thead>
<tr>
<th>Opción</th>
<th>Respuesta</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 NO ACTUALMENTE</td>
<td>3 OCASIONALMENTE</td>
</tr>
<tr>
<td>2 PERO RARA VEZ HA</td>
<td>4 SEMANAL</td>
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</tbody>
</table>

a) ¿Cuáles sabe? __________________________

25) ¿Canta su hijo canciones?

<table>
<thead>
<tr>
<th>Opción</th>
<th>Respuesta</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 NUNCA</td>
<td>4 DIARIAMENTE</td>
</tr>
<tr>
<td>2 EN ALGUNA OCASIÓN</td>
<td>5 VARIAS VECES AL DÍA</td>
</tr>
<tr>
<td>3 SEMANAL</td>
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</table>

a) ¿Cuáles sabe? __________________________

Interés en letras
26) ¿Sabe su hijo nombres de las letras del alfabeto?

<table>
<thead>
<tr>
<th>Opción</th>
<th>Respuesta</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 NUNCA</td>
<td>4 DIARIAMENTE</td>
</tr>
<tr>
<td>2 EN ALGUNA OCASIÓN</td>
<td>5 VARIAS VECES AL DÍA</td>
</tr>
<tr>
<td>3 SEMANAL</td>
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</tbody>
</table>

a) ¿Cuántos sabe? __________________________

27) ¿Intenta su hijo hacer sonidos para las letras del alfabeto?

<table>
<thead>
<tr>
<th>Opción</th>
<th>Respuesta</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 NO ACTUALMENTE</td>
<td>3 OCASIONALMENTE</td>
</tr>
<tr>
<td>2 PERO RARA VEZ HA</td>
<td>4 CON FRECUENCIA</td>
</tr>
</tbody>
</table>

a) ¿Cuántos sabe? __________________________
28) ¿Puede su hijo identificar algunas letras del alfabeto? (tales como apuntando a la letra "A" cuando pedís?)

1 NO ACTUALMENTE
2 PERO RARA VEZ HA
3 OCASIONALMENTE
4 CON FRECUENCIA
5 MUY FRECUENTEMENTE

a) ¿Qué letras sabe? ____________________________________________

Escritura

29) ¿Dibuja su hijo?

1 NUNCA
2 EN ALGUNA OCASIÓN
3 SEMANAL
4 DIARIAMENTE
5 VARIAS VECES AL DÍA

30) ¿Escribe su hijo letras?

1 NUNCA
2 EN ALGUNA OCASIÓN
3 SEMANAL
4 DIARIAMENTE
5 VARIAS VECES AL DÍA

31) ¿Le pide su hijo escribir por él/ella?

1 NUNCA
2 EN ALGUNA OCASIÓN
3 SEMANAL
4 DIARIAMENTE
5 VARIAS VECES AL DÍA

32) ¿Le pregunta su hijo cómo se escribe palabras?

1 NUNCA
2 EN ALGUNA OCASIÓN
3 SEMANAL
4 DIARIAMENTE
5 VARIAS VECES AL DÍA
33) ¿Escribe su hijo palabras?

1 NO ACTUALMENTE
2 PERO RARA VEZ HA
3 OCASIONALMENTE
4 SEMANAL
5 DIARIAMENTE

Intereses adicionales

34) ¿Mira su hijo películas en VCR/DVD? (es decir, el Lion King)

1 NUNCA
2 EN ALGUNA OCASIÓN
3 SEMANAL
4 DIARIAMENTE
5 VARIAS VECES AL DÍA
a) ¿Cuántas horas por semana ven? ________________________________

b) ¿Tiene su hijo películas, cuáles? ________________________________

35) ¿Ve su hijo TV?

1 NUNCA
2 EN ALGUNA OCASIÓN
3 SEMANAL
4 DIARIAMENTE
5 VARIAS VECES AL DÍA

a) ¿Cuántas horas al día? ________________________________

b) ¿Qué es el programa observado con más frecuencia?

________________________________________________________

36) ¿Va usted y/o su hijo a la biblioteca para seleccionar libros?

1 RARA VEZ
2 CADA POCOS MESES
3 MENSUALMENTE
4 BIMESTRALMENTE
5 SEMANAL

37) ¿Tienes una computadora?

SÍ          NO

a) ¿La usa su hijo? ________________________________

b) ¿Promedio del número de horas por semana? ____________________

c) ¿Qué programas disfruta? ________________________________
Preguntas adicionales

38) ¿A qué edad empezó leyéndole su hijo? __________________________

39) ¿Cuántos libros tiene su hijo? _________________________________

40) ¿Cuántos libros tiene usted? _________________________________

41) ¿Recibe materiales de publicaciones en el hogar, como periódicos, revistas etc.? Cuáles? _________________________________

42) Si usted no nació en los Estados Unidos, cuántos años tiene de vivir en los Estados Unidos?

<table>
<thead>
<tr>
<th>5 Menos de 1 año</th>
<th>6 1-2 AÑOS</th>
<th>7 3-5 AÑOS</th>
<th>8 6-8 AÑOS</th>
<th>9 9-10 AÑOS</th>
<th>10 Más de 10 años</th>
</tr>
</thead>
</table>
REFERENCES


