Introduction

Despite the increasing numbers of children in the United States who speak a language other than or in addition to English, there has been little empirical research available to guide the prereading and reading education of Spanish-speaking children who are English language learners (ELLs). This clinical forum was designed to showcase prereading and reading development research that has been conducted with this population. These articles are only part of the knowledge needed in order to provide the best practices for educating language-minority children, but they are a contribution that should help us move toward the goal of literacy for all children.

Learning Outcomes

You will be able to:

- Discuss the relationship between parent beliefs and literacy practices.
- Describe the relationship between oral vocabulary and narrative skills.
- Describe the influence of language proficiency in a child’s primary language (L1) and secondary language (L2) and its influence on reading development using growth curve statistics.
- Assess the effect of language of instruction and the relationship between L1 and L2.
- Describe the effects of language of instruction on L1 and L2 prereading and reading abilities while using a tiered intervention.

CEU Questions

To earn ASHA CEUs, your test must be postmarked on or before April 5, 2010. After that date, please contact ASHA Professional Development for more information.

CEU Instructions

A test on the material is enclosed. The test assesses both knowledge and interpretation of the material. Knowledge questions assess your recognition, or recall, of ideas; interpretation builds on understanding how and why something is done, as opposed to recalling a fact or definition. When you feel adequately prepared, take the test by choosing the correct answer to each question and circling the corresponding letter on the answer sheet.

Return answer sheet, payment, and program evaluation by mail:

ASHA Self-Studies
10801 Rockville Pike
Rockville, MD 20852-3279

In order for the Continuing Education (CE) Registry to register your self-study for ASHA CEUs, you must have paid the annual CE Registry subscription fee (in 2007, $24 for ASHA/NSSLHA members; $34 for nonmembers). This fee allows CE participants to register an unlimited number of ASHA CEUs on the CE Registry during a calendar year. If you have not yet paid your annual CE Registry fee, you may call the ASHA CE Registry (800-498-2071, ext. 4219) for information and current fees.

ASHA Professional Development is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. This self-study is offered for 0.7 ASHA CEUs (intermediate level, basic communication processes area). ASHA Continuing Education Provider approval does not imply endorsement of course content, specific products, or clinical procedures.
Select the best answer for each question. Use the answer sheet to record your responses.

**Article 1** Puerto Rican Mothers’ Beliefs and Home Literacy Practices

1. According to Table 1, what was the average age of the children participating in the current study?
   A. 4 years; 8 months
   B. 3 years; 11 months
   C. 5 years; 6 months
   D. 4 years; 2 months

2. What was the purpose of biannual home visits during this study?
   A. to conduct meetings in Spanish only
   B. to influence parental beliefs about school
   C. to develop children’s phonological awareness skills
   D. to gather home data through the use of questionnaires

   A. 42
   B. 50
   C. 64
   D. 76

4. When working with parents, it is essential that the speech-language pathologist provide families with information about the beliefs and practices of their child’s school.
   A. true
   B. false

5. Among the various English oral proficiency skills, which have been found to be important precursors to literacy for monolingual and bilingual students?
   A. phonological awareness and narrative ability
   B. vocabulary knowledge and presentation ability
   C. vocabulary knowledge and narrative ability
   D. narrative ability and presentation ability

6. In the current study, what age were all of the children at the time of recruitment?
   A. 2
   B. 3
   C. 4
   D. 5

7. What correlation is suggested by the results of the current study regarding the development of vocabulary and narrative skills for this sample of bilingual children?
   A. Narrative skills were negatively associated with vocabulary skills.
   B. Vocabulary was positively, but only moderately, associated with narrative skills.
   C. There was no suggested correlation between vocabulary and narrative skills.
   D. There was a strong positive correlation between vocabulary and narrative skills.

8. According to the current study, cross-language findings for narrative quality at story level suggest that story structuring skills in Spanish can contribute to narrative quality in English.
   A. true
   B. false

**Article 2** Narrative and Vocabulary Development of Bilingual Children From Kindergarten to First Grade: Developmental Changes and Associations Among English and Spanish Skills

5. Among the various English oral proficiency skills, which have been found to be important precursors to literacy for monolingual and bilingual students?
   A. phonological awareness and narrative ability
   B. vocabulary knowledge and presentation ability
   C. vocabulary knowledge and narrative ability
   D. narrative ability and presentation ability

8. According to the current study, cross-language findings for narrative quality at story level suggest that story structuring skills in Spanish can contribute to narrative quality in English.
   A. true
   B. false

**Article 3** Bilingual Children’s Language Abilities and Early Reading Outcomes in Head Start and Kindergarten

9. What is the purpose of the current study?
   A. to investigate bilingual children’s phonological awareness, expressive vocabulary, letter–word identification, memory for sentences, and concepts about print
   B. to investigate bilingual Head Start children’s receptive language development and reading outcomes
   C. to investigate the relationships between monolingual preschoolers’ language abilities and early reading outcomes
   D. to study the language abilities of monolingual children

10. In the current study, modeling of children’s development was accomplished in two stages. In stage one:
   A. a test statistic was calculated by dividing the parameter estimate by its standard error
   B. estimated growth parameters were used to predict distal reading outcome scores
   C. inferential statements were made about the contribution of early language abilities to later reading
   D. growth curves for the English and Spanish receptive language outcomes were fit using a linear mixed model
11. A key finding of the current study indicates that growth in either Spanish or English language development during the preschool years results in positive reading outcomes in kindergarten.
   A. true
   B. false

12. Table 3 demonstrates that children in the school English communication group scored, on average, approximately how many units below their counterparts in the home English communication group at the end of Head Start?
   A. 2
   B. 4
   C. 6
   D. 8

**Article 4**

**The Cross-Linguistic Transfer of Early Literacy Skills: The Role of Initial L1 and L2 Skills and Language of Instruction**

13. The national population of 5- to 17-year-old ELLs grew by what percentage between 1991 and 2002?
   A. 95
   B. 75
   C. 46
   D. 26

14. Cross-linguistic transfer occurs when:
   A. students learning another language are denied access to linguistic resources from their primary language
   B. students learning another language have access to and use linguistic resources from their primary language
   C. students are allowed to work together
   D. students are allowed to work with tutors

15. Phonological awareness is a skill that does not appear to transfer from one’s L1 to L2.
   A. true
   B. false

16. How is “transfer” defined in the current study?
   A. sharing of language proficiency with fellow students
   B. the degree to which L2 (English) skills predicted L1 (Spanish) skills
   C. code switching
   D. the degree to which L1 (Spanish) skills predicted L2 (English) skills above and beyond initial L2 (English) skill levels

**Article 5**

Teaching Struggling Readers Who Are Native Spanish Speakers: What Do We Know?

17. According to current speculation, how many years do ELLs require to obtain grade-level literacy benchmarks?
   A. 2–4
   B. 4–7
   C. 5–6
   D. 6–8

18. What is the largest group of ELLs in the United States?
   A. native German speakers
   B. native Chinese speakers
   C. native Russian speakers
   D. native Spanish speakers

19. In the first English study, what impact was indicated by the effect sizes with intervention, as compared to children who received the standard educational program?
   A. negative impact
   B. positive impact
   C. no impact
   D. there were insufficient data to determine the impact

20. According to the results of the current study, what we know about teaching reading to struggling native English speakers is also applicable to teaching struggling readers who are native Spanish speakers.
   A. true
   B. false
### CEU Test Answers

For each question, circle the letter of the best answer.

1. A B C D
2. A B C D
3. A B C D
4. A B
5. A B C D
6. A B C D
7. A B C D
8. A B
9. A B C D
10. A B C D
11. A B
12. A B C D
13. A B C D
14. A B C D
15. A B
16. A B C D
17. A B C D
18. A B C D
19. A B C D
20. A B
Program Evaluation

Development of English Literacy in Spanish-Speaking Children

To help us in our efforts to continually improve our educational programming, please evaluate this self-study. Circle the number that corresponds to your opinion.

Content

Strongly Disagree Strongly Agree

The delivery format (audio, video, Web) was well suited to the topic.
1 2 3 4 5

The handouts supported the learning experience.
1 2 3 4 5

I will be able to apply what I learned on the job.
1 2 3 4 5

Learning Outcomes

Strongly Disagree Strongly Agree

The learning outcomes were clearly stated.
1 2 3 4 5

The content covered the stated learning outcomes.
1 2 3 4 5

Quality of Instruction

Poor Excellent

Instructor ________________________________
1 2 3 4 5

Instructor ________________________________
1 2 3 4 5

Instructor ________________________________
1 2 3 4 5

Overall Satisfaction and Quality

Poor Excellent

Overall, I would rate this program as
1 2 3 4 5

The best thing about this program was ________________________________

One thing that could be improved is ________________________________

In order to be more effective/successful professionally, I wish I knew more about… ________________________________

The greatest issue I face in my workplace is ________________________________

Additional Comments: ________________________________

How did you hear about this program? □ ASHA Leader □ ASHA Web site □ ASHA Catalog □ Other

Return answer sheet, payment, and program evaluation to:
ASHA Self-Studies
10801 Rockville Pike
Rockville, MD 20852-3279
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