

or picture sampling, or both, preceded the oral repetition. During oral pauses, readers engaged in fixations of extended durations or multiple fixations. In most cases, these extended fixations or multiple fixations included picture sampling. During oral pauses, all readers were active in terms of eye movement, indicating equal brain activity. The data analyses related to oral pauses and eye movements show clearly that although readers' voices may be inactive, their eyes are not. Since eye movement is brain-directed, this can only mean that both readers' eyes and brains are active during oral pauses. When teachers interrupt readers during oral pauses, they interrupt readers' thought processes toward independently making sense of the information that they are sampling from print and pictures as they read.

### Discussion

The readers in this study apparently sampled both pictures and print in ways that were strategic and systematic in order to orally construct a text that made sense. They demonstrated awareness of the systematic nature of their actions. They used pictures and print in ways to construct meaning that transmediated (Leland & Harste, 1994) both media.

The readers employed a variety of reading strategies for making sense of the text as they read. They used their knowledge of oral language, their knowledge of written language, information from the printed text, and information from the personal text that they were constructing as they read.

As they read, the readers made decisions about where useful information would be located. These decisions were based on information that the text offered and on the evolving text that the reader was constructing.

In relation to picture and print use, readers spent more time sampling print than pictures; however, this is not to imply that the pictures were without value. Readers sampled from pictures in ways that appeared to be purposeful and systematic. Their sampling of pictures relative to print suggests that they were well aware of the relationships between pictures and print and how to effectively access those relationships. In sampling pictures and print, they devoted the majority of their time to the major meaning carriers in both media. In pictures, they sampled from the major components (characters and objects) which were key sources for information regarding who and what were central to the story as well as the actions between characters and objects. Thus, the sampling of major components in pictures provided the reader with information regarding nouns, adjectives, and verbs. Within print, readers knew enough to sample more frequently from content words (nouns, adjective, adverbs, and verbs) because these words are the major meaning carriers in print. Readers' systematic transitioning from content words to major components in pictures indicated that they were well aware of the fact that content words in print and