A process of using mini-shared and guided reading to transition fluent readers in Spanish to English

Pedro Rosas

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A PROCESS OF USING MINI-SHARED AND GUIDED READING TO TRANSITION FLUENT READERS IN SPANISH TO ENGLISH

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education:
Bilingual/Cross-Cultural Education

by
Pedro Rosas
December 2002
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Approved by:

Barbara Flores, First Reader  
11/25/02  
Date

Esteban Diaz, Second Reader
ABSTRACT

A descriptive study was conducted using a modified approach to Guided Reading and Mini-Shared Reading to improve the reading comprehension levels of bilingual second graders in their second language, English. This study showed how the teacher's use of modified procedures and processes enhanced the students' level of comprehension in English within a six-week period. The participants were two groups of students in a bilingual classroom. They all spoke Spanish as their mother tongue and are learning a second language, English.

The teaching practices involving the classroom teacher were conducted for 30 minutes per day, four days per week, over a six-week period, with seven students from the same teacher's classroom (analysis included only two students with complete data). Running Records and Miscue Analysis were used as assessment tools. In addition, other observational tools were used.

It was concluded that when implementing intensive discussions in their primary language before reading the second language stories, the students were able to understand the content and to share their ideas using their primary language, Spanish (Brunn, 1999).
ACKNOWLEDGMENTS

Dr. Barbara Flores,

I appreciate all of your guidance, patience, collaboration, and most importantly, your enthusiasm to help students. You are an inspiration.

Dr. Esteban Diaz,

Thank you for your suggestions and guidance. Your role as second reader for my project was greatly valued.
DEDICATION

To my wife Laura Rosas,

Thank you for being my best friend, companion, and mentor. I appreciate your consistent encouragement.
Because of you, I like who I’ve become. You are the wind beneath my wings.
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CHAPTER ONE
BACKGROUND

Introduction

Learning to read is a process that takes a tremendous amount of time because of its complexity. It is a difficult accomplishment for most children during their formative years. It is even more difficult when a student is placed in an environment that is totally foreign to him or her. This trend is common in local Hispanic communities. Unfortunately, students are put into classrooms where the teacher is a monolingual, English speaker. They are expected to make the transition to the mainstream language, English, in about three years. How can a student, who can't speak English, be expected to do as well as one born and raised in an English speaking family? These and many other questions present a quandary for a teacher as he/she meets his class for the first time.

Because of the struggles to meet the needs of all students, the teacher/researcher made an effort to increase his knowledge about how second language students learn in an environment that allows them to use their primary language (Bruce, Lara-Alicio, Parker, & Hasbrouck,
1997). The use of the primary language allowed second language learners to share their ideas more readily. Their reading comprehension levels increased as the teacher intervened using an adaptation of Guided Reading and Mini Shared Reading approaches. Their progress was analyzed by the use of two assessment tools, Running Record Assessment (Clay, 1993b) and Miscue Analysis (Goodman, Waltson, & Burke, 1987).

Significance of the Project

Educators, researchers, parents and anyone interested in Bilingual Education can benefit from reading this project. First, this project provides information about students who are ready to transition to the second language, English. Students in this study were proficient readers at level 25 in their primary language according to the Running Record assessment. They had built excellent strategies that could be applied to the second language, English. Because they already knew how to read, the teacher focused on comprehension, decoding and vocabulary in the target language. These are the major obstacles for English Language Development (ELD) students when they have to read English text.
In addition to giving information about how to transition students, this project will supply an overview of how to modify Guided Reading (Clay, 1993a) and Mini Shared Reading (Flores, 1992). The reader can see that Guided Reading can be done exactly as some researchers suggest, or it can be adapted to fit the individual student or homogeneous group. The positive outcome of these approaches is that both provide room to improve students' reading abilities. In Mini Shared Reading, the teacher also modified the procedures to better serve the needs of the students.

More importantly, the project provides an analysis of common miscues that second language English learners make. It is useful to note how students decode words according to the rules of their native language. One should distinguish whether the student really cannot read, or whether a particular student is simply using the mother tongue to accommodate the second language. The project also shows how an individual student’s minor and major miscues can prevent him or her from understanding the content. This will help the teacher to better understand his/her own students.
Purpose of the Project

The purpose of this project is to describe teaching procedures and processes used by a second grade teacher to help second language learners transition into English. In this particular study, the teacher/researcher has chosen a modified version of Guided Reading and Mini Shared Reading to provide more aid to small groups. The teacher works in an environment where he teaches during the day in the students' primary language, Spanish. He has chosen, transitioning students to the second language, English, as a topic for this project.

This rationale is based on the fact that more than half of his class, which is composed of twenty students, is ready to begin transitioning to the second language, English. In addition, the transition criteria is written in the districts' bilingual education goals. This project can help the teachers, parents and other educators to increase their knowledge about (ELD) students. It will also help these students to learn the second language, English.

Description of the Project

This study will document the reading development of two-second graders in their second language, English. They
are both highly proficient readers in Spanish. They are reading at a Reading Recovery level of 25, which is at mid third grade. The students are separated into two groups. One group is able to communicate proficiently in oral English and the other is at a basic oral communication level. For six weeks the students were engaged in intensive variations of Mini Shared and Guided Reading instruction. Both Spanish and English will be used to mediate and teach comprehension strategies in their second language, English. To monitor their development and document progress, Miscue Analysis and Running Record were used. At the end of six weeks, the two students demonstrated significant progress.

**Guided Reading**

The students spent thirty to forty minutes per session using the Guided Reading approach to improve reading proficiency and comprehension in the second language, English. Guided reading is a social context in which a capable teacher/person supports the reader when developing effective strategies for processing long and short books (Fountas & Pinnell, 1996). A student could not read these books by himself/herself without this mediation. There are many ways to implement the Guided Reading approach. It depends on the type of teacher and
the student's ability to read, decode and understand the context. The teacher in this project defines his own approach to Guided Reading for ELD students in the following components:

- A teacher works with a homogeneous group no larger than four students.
- Students are placed according to their developmental level of the reading process and their abilities to read books in the same level.
- Teacher introduces the story and assists students to build skills in order to help them develop independent reading strategies.
- Teacher must informally assess the students' ability to understand the vocabulary within the story and to help them comprehend the context.
- The goal is for students to read independently and enjoy the reading experience.
- The emphasis is on increasing their reading skills and their desire to read more challenging books.
- Children are grouped and regrouped according to their growth, the teacher's ongoing observations and assessments and the Running Record tests.
Guided Reading is different than Shared Reading. In Guided Reading, the student is the first reader of the text, whereas in Shared Reading, the teacher is the first reader of the text. Guided Reading is for students who can manipulate the decoding process. Children learn to read by practicing reading, and these students have been reading long before by the time the teacher begins using Guided Reading. The Guided Reading process in this study focuses more on the fact that the children are able to decode well in Spanish. They are in the course of acquiring the comprehension and vocabulary of the second language, English. The teacher/researcher’s main goal is to enable students to read for meaning consistently using different types of literature. For students to comprehend any kind of literature, the teacher/researcher leads the instruction towards detours in order to focus the students’ attention to a specific detail or vocabulary.

**Mini Shared Reading as a Meditational Strategy Tool for Second Language Learners**

Students learn written language through meaningful interactions with more capable adults or peers. Students come to school with experiences from their parents. Parents at home write notes like grocery lists, messages to family members, e-mails, or cards. This exposes their
children to a written language that their children will eventually learn to use. Vygotsky (1978) posits that knowledge is socially constructed. Students need the interaction with everyone involved in their growth: peers, family members, schools and the community.

In school, the teacher is the most prepared person to be the mediator for all the students in his class. The teacher’s duty as the mediator is to plan strategies that help students succeed in their journey to literacy. According to Diaz and Flores (2001), the teacher is the socialcultural mediator, and it is his responsibility to organize what the students know and what they don’t know. Therefore, in this study, Mini Shared Reading has been chosen to assist second language learners to understand the content of literature. The Mini Shared Reading experience is a mediational strategy tool that helps organize the context in which student and teacher deliberately share their knowledge about the reading process.

Mini Shared Reading

Dr. Barbara Flores (1992) defines Mini Shared Reading as “a reading experience organized to familiarize the children with a predictable book. It is used to engage them in the successful act of reading, and to make visible
the cuing systems and universal strategies as the reader revisits the text with mediated guidance." Flores (1992) developed Mini Shared Reading because it was observed that most students were not engaged in Shared Reading. In other cases, Guided Reading was too difficult for most students. Mini Shared Reading allows the teacher to engage students in a more authentic and meaningful experience when reading literature. Within the group of five or less, the members apply what they know of oral language to written communication. During Mini Shared Reading, students spend about thirty-to-forty minutes per session improving their reading skills and developing reading strategies to read independently.

Procedure for Mini Shared

In the present study, the teacher used Mini Shared Reading to provide more support to ELD students. He modified Mini Shared Reading procedures to fit the needs of each group. The logic behind this is that the Mini Shared Reading approach focuses on emergent readers. Since these groups are fluent readers in Spanish, they do not need the same procedures/steps of Mini Shared Reading. To modify these procedures, the teacher has to know the students' reading behaviors, their weaknesses and their
strengths. The teacher, then, defined his own components of Mini Shared Reading for ELD students in this group as follows:

1. Introduce the story
   - Teacher selects a story that is challenging.
   - Teacher engages the children by introducing the title.
   - Teacher engages students by connecting the topic of the book to their own experience.

2. Picture Walk
   - Teacher discusses the illustrations in the book with the children using the vocabulary that they will encounter as they read the book. This is an important preparation step for when children read the text on their own at the end of the lesson.

3. Teacher Read Aloud
   - Teacher reads the entire book aloud while the students listen and watch as he says the words and tracks his finger under the text.
4. Echo Read

- Teacher reads the book for the second time. This time, students repeat after the teacher as they track the text. Each child now has his/her own book.

5. Revisit the Text

- Teacher makes the cueing systems and strategies visible to the children.
- Teacher uses the illustrations and text to show the parts within the whole.
- Teacher emphasizes the importance of understanding the vocabulary to comprehend the story.

6. Independent Reading

- Each student reads aloud as the others follow with their eyes and finger.
- The students who are listening are tracking the story and waiting for their turn.

In Mini Shared Reading, there is also a follow up activity in which the students co-construct their own book. The teacher guides and encourages them to write their own version of the original text. The teacher assists them with changing the different types of
information (nouns, verbs to fit their story) that they want to change. At the end, they create a new version of the text. This is important for the students' self-esteem, and it also provides them with the opportunity to read two different versions of the same book.

Limitations

During the development of the project, a number of limitations were noted. These limitations are presented in the next section.

When dealing with human beings as subjects, a project is inevitably replete with limitations. First, because of human diversity, it is impossible to fit students into one category. Any project that attempts to group together individuals, as homogeneous as they may appear, and make broad generalizations about the population, will contain some integral errors.

Second, whenever researchers are part of a study, personal bias becomes a factor to consider. The researcher will tend to see what he wants, and may fail to consider the drawbacks of the study. He may unintentionally interpret things in a more favorable light. Readers may also question the method used in the selection of subjects. Readers may reason that the students chosen were
already doing well and therefore, would naturally continue to make tremendous progress.

Third, there is lack of adequate time. Because there is not enough time, the teacher must show what he has found prematurely. This limits the study because in order to see the true effect, one must see the benefits on the individual student throughout his/her educational career. More time is also needed to "really" assess the student.

Definition of Terms
The following terms are defined as they apply to the project.

CUM - Cumulative record: This file follows the student until he/she reaches the end of high school.

English Language Learner (ELL) - A student who is learning English as a second language.

English Language Development (ELD) - A student who is in the process of developing a second language, in this case, English.

Guided Reading - A social context in which a teacher supports each reader's development of effective strategies for processing long/chapter text at increasingly challenging levels of difficulty. The teacher works with a small group of children who use
similar reading processes and are able to read similar levels (Fountas & Pinnell, 1996).

**Mini Shared Reading** - A teaching approach used to facilitate and make visible the reading process to a small group (not exceeding 5 students per group) of children. It is used primarily with emergent readers who are at pre-syllabic syllabic levels of written language interpretation (Flores, 1992).

**Reading Proficiency** - The effective and efficient use of all of the cueing systems (semantic, syntactic, graphophonic, orthographic) and universal strategies (Goodman, 1996) to construct meaning from written text.

**Student Study Team (SST)** - A meeting of school personnel including the student’s teacher, the Special Education Teacher, the vice-principal and the counselor who come together to discuss more specific goals to help students achieve in school. This meeting is called for students who are not doing very well academically or have trouble adapting to the school rules of behavior.
Organization of the Project

The project was divided into five chapters. Chapter One provides an introduction to the context of the problem, purpose of the project, significance of the project, limitations and delimitations and definitions of terms. Chapter Two consists of a review of relevant literature. Chapter Three documents the steps used in developing the project. Chapter Four presents the results and discussion from the project. Chapter Five presents conclusions and recommendations drawn from the development of the project. Project references follow Chapter Five.

The Appendices for the project consists of: Appendix A Marta’s Retelling of the Story, What Kind Of Baby Sitter Is This?; Appendix B Marta’s Miscue Analysis, What Kind Of Baby-Sitter Is This? Appendix C Silvia’s Retelling of the Story, Nannabah’s Friend; Appendix D Miscue Analysis for Silvia’s Reading Group Number 1, Nannabah’s Friend; finally, the Project references.
CHAPTER TWO

REVIEW OF THE LITERATURE

There are many studies (Kucer & Silva, 1999; Pappamihiel, 2001; Escamilla & Andrade, 1992) that address how second language students learn English. Many of the researchers (Peregoy, 1989; Flood & Lopp 1996) agree that mastering the primary language will benefit the child in acquiring the second language, English. They also agree that the longer the students stay in developing concepts and building new skills in their native language, the better chance they have in learning the second language successfully. These studies tend to support the findings in this project.

While the number of second language students is increasing in California, the number of bilingual educators is decreasing. In cases where bilingual teachers were in the classroom, they did not have the appropriate materials to implement the learning process (Freeman & Freeman, 1993). The few teachers that work with second language students recognize the importance of students learning a second language, English. Bilingual Education must include sufficient instruction in the student’s primary language. They must build instructional concepts
on what the students already know, which is primarily in the Spanish language, and then begin introducing the second language. Students acquire language when they receive comprehensible information. If they don’t understand what they hear, they cannot acquire the second language successfully (Freeman & Freeman, 1993).

In addition, language instruction in the student’s first language provides the necessary comprehension in order to develop academic concepts. Students who are taught in their primary language, Spanish, from the beginning, can understand, develop concepts, negotiate meaning, and read. When ELL students begin to study in an English speaking country, they transfer those skills and experiences to the new setting (Freeman & Freeman, 1993).

In a study (Peregoy, 1989) of the relationship between second language and oral proficiency, and reading comprehension of bilingual fifth grade students, the researcher explored the relationships of groups with different levels of English and Spanish skills. The researcher found that those students that have high reading proficiency in Spanish were able to do well in English. Those students who had low proficiency in Spanish demonstrated low proficiency in English (Peregoy, 1989). In a different test, these lower English proficiency
students got a higher score in Spanish than in English. This is because they were orally proficient in Spanish and could explain the concepts in their native language. They were limited in oral English development (Peregoy, 1989).

Second Language Learning Myth

Much of the debate surrounding the education of minority immigrant students has focused on whether or not those students immersed in English will fare better than those students initially taught in their native language. There are some that argue that students learn better and faster if they are immersed in the language in question (Flood & Lapp, 1996). Others offer the counterpoint that students will successfully transition to a second language if they are instructed in their native language. The author discusses some myths about second language learners.

The first myth is that immersion works for everyone. Immersion can lead to an increased drop out rate in minority students because they find school to be difficult and boring (Garcia & Curry-Rodriguez, 2000).

The second myth is that native language programs are detrimental to literacy growth. Yet, researchers have found that students who participate in well programmed
Bilingual Education are able to do well, and in some cases better than their monolingual peers.

The last myth about second language acquisition is that the sooner students are transferred out of native language instruction, the better it is for them (Flood & Lapp, 1996). Hakuta, Bulder, and Witt found that ELD students take between three to five years to develop oral proficiency and academic English proficiency could take four to seven years.

Lawmakers have the notion that learning a second language is the only thing students have to learn. They do not take into consideration that they must acquire the necessary skills to participate and compete in the academic world. Some researchers have found that the later students exit the native language program, the more likely they are to succeed in acquiring the academic skills needed to master the second language (Flood & Lapp, 1996).

There is a host of research done on minority students in this country. This research (Escamilla & Andrade, 1992) indicates that the most important variable is developing cognitive and academic skills in the students' native language. "In programs in which minority students’ first-language skills are strongly reinforced, their success appears to reflect both the more solid
cognitive/academic foundation development through intensive first-language instruction and also the reinforcement of their cultural identity” (Cummins, 1989). The author mentions that even though there are bilingual programs, educators use these programs as a way to transition students faster into the mainstream English only classrooms. This can be problematic because some of the students do not have the skills necessary to survive in the mainstream classroom and it can be devastating for them in the long run.

For example, two researchers (Escamilla & Andrade, 1992) focused on developing a tutoring group for students who are at risk in their primary language. They refer to this program as (DLL) Descubriendo La Literatura. The researchers found that the DLL worked because of the support for native language instruction in a large school environment. In addition, the district was very supportive of students keeping and maintaining their primary language while learning the second language, English. The district support is based on early intervention reading programs to avoid later extensive remedial assistance. It includes the belief that early-intervention prevents later long-term tracking which is associated with (ELL) English Language Learners. It also promises the creation of appropriate
early childhood primary language literacy programs that will help reduce the drop-out rate among minority students (Escamilla & Andrade, 1992).

Misconceptions About Children and Adult Learning

"More and more bilingual/bicultural children are appearing in early childhood classrooms across the country" (Diaz, 1991). Early childhood educators have created great environments for our increasing bilingual students. However, they are challenged when attempting to meet the needs of all students. There are misconceptions about young learners. One of them is that there is a wide belief that children acquire language much more easily than adults. Children do not have the same capacity as adults do. Therefore, while children may pick up "playground" language faster than an adult does, it does not mean that children are biologically pre-wired to learn languages faster or easier. Another misconception is that the younger the child, the more quickly he will learn the second language.

The researcher points out that there is no evidence that supports this theory. Young children exposed to a second language will eventually achieve higher levels of proficiency than adults because they have more time to
acquire the academic skills than adults do (Diaz-Soto, 1991). The last misconception is that there is a single path to acquire the second language. The author states that for bilingual students to do well in the learning of a second language there must be three things present: 1. high-quality subject matter instruction in the native language without concurrent translation; and 2. development of literacy in the native language; 3. comprehensible input in English. The researcher also suggests that teachers must give plenty of opportunities to develop the second language in a safe environment (Diaz-Soto, 1991).

Summary

Thus, the research overwhelmingly supports the use of the primary language and literacy in order to teach second language and literacy. This project documents two-second grade students who have achieved proficient reading in Spanish. This literature reinforces the teacher/researcher beliefs that when a student masters academic skills in their primary language then the transition is smoother. It also raises the student’s self-esteem and increases his or her success in learning the second language, English. As you can see, there are many studies done to support
Bilingual Education. Most of these studies support the contenotions of this project.
CHAPTER THREE

DESIGN METHODOLOGY

Introduction

Chapter three documents the progress of two second grade students transitioning from proficient Spanish readers to proficient English readers.

Population Served

The population of this study is comprised of two-second grade students enrolled in the bilingual program in a local Inland Empire classroom. To choose the subjects, students were asked to volunteer. Out of the twenty students in a second grade bilingual class, all students originally volunteered for this project. To allow for random assignment, all students were given permission slips. Students were to be chosen according to how quickly they returned the permission slips. This is because there was very little time to do the observation. Out of twenty students, ten brought back the slip on the same day, right after school. This happened because their parents came to pick them up. Ten students were too many to work with, so a decision was made to narrow the number by choosing students according to their ability to read, write and communicate in Spanish and in English.
There were five students who were picked by the teacher for this study. Once the subjects were chosen, they were tested using the Running Record Test. This test was chosen because it is the test that all teachers in the district have been trained in, including the teacher/researcher. It also provides validity for this study. A Running Record is a well-known tool to measure Reading Proficiency. The second measure was the teacher’s knowledge of reading behavior, and his professional experience. He used his knowledge to informally assess students’ abilities to read, write and communicate in both languages. The students were assigned to a group according to their ability to read and comprehend at level 25 in Spanish which is mid-third grade. They were also tested on the Running Record to find out their level in the second language. This allowed the teacher to make the groups homogeneous. After they were tested, one group landed at levels 11, 14 and 16 in English and the other landed at 5 and 9 in English.

Levels 11, 14 and 16 made group number one (G1). Levels 5 and 9 made group number two [G2] (The teacher will refer to these groups by their numbers). These groups of students worked with the teacher/researcher for six weeks. For the sake of brevity, the teacher decided to
report on two out of the five original students. He selected those students by analyzing the students' progress. The students mentioned in this study were Marta and Silvia. They were chosen because they demonstrated the average progress from the groups by the end of the required duration of the project.

Once the groups were formed, the teacher conducted an interview and asked individual students three basic questions. 1. How many members are there in your family? 2. What language do you speak with your peers? 3. How do you feel about speaking English? The rationale behind these questions was to determine their attitudes about reading, writing and speaking in the mainstream language, English.

Book Selection

The next procedure involved choosing the books that students were going to read in the next six weeks with the teachers' assistance. There were several issues to consider. One unexamined assumption the teacher/researcher had was that since some of the students did not speak English very well, they might not be able to read in the second language. Another was that all students in these groups were in need of lot of vocabulary, and it would be
very hard for them to understand the content in English. In order to avoid losing students’ interest in learning to read in the English language, the researcher used a book two levels higher than what they scored using the Running Record. This would give them more confidence, and keep their eagerness to be in the study and to learn to read in the second language. All the books chosen for the study were from Scholastic publisher.

According to Fountas and Pinnell (1999), there are three very important components to matching books to readers. It depends on interrelated sets of understanding, all of which are critical to the effective teaching of Guided Reading. They are:

- How well does the teacher know the students in the group?
- How well is the teacher prepared to instruct the students (knows the text)?
- How well does the teacher understand the reading process?

This project is a description of two cases studies documenting the reading behavior of two second graders. It also discusses the use of adaptations of Mini Shared Reading and Guided Reading as instructional practices. Therefore, the teacher/researcher played a major role in
teaching the reading process. He was a participant(observer in the research. This means that the teacher was helping the students through every struggle that they encountered. They learned to trust him and were able to tell him things that they would not have told a stranger. They were also more comfortable with a teacher they knew and trusted. However, being a participant also has its limitations. The teacher is sure to have some positive bias towards his student’s progress. If they do well, it will reflect in the teacher’s ability to teach successfully. Because these students were in his classroom, it may be difficult for him to make negative observations about the children’s reading behavior.

It should be noted that during the reading lessons, the teacher helped students to decode difficult words, and facilitated an overview of the content and vocabulary to improve comprehension of the literature. These learning activities depended on the teacher’s ability to plan well and help students with vocabulary, translation, comprehension, and inference of the content of the book. Thus, the teacher facilitated, mediated and supported whenever it was needed which included using both Spanish and English.
According to Diaz and Flores, (2001) the teacher becomes a tool to link the learner and the object that a student is trying to gain, "influence or change in the sociocultural context" (p. 33). In succeeding in educational practice, the teacher becomes the mediator, the "device" that deliberately empowers students to achieve their goals. This achievement, in turn, helps students raise their self-esteem when learning to speak, read or write in a second language.

The Setting

The research was conducted in a second-grade bilingual classroom in a metropolitan area of Southern California. The five students in this study were Mexican-American, bilingual, and from working class homes. The recorded study was done at 10:00 am. The time was chosen to allow more time for the study and for the rest of the class. Most of the children entered kindergarten speaking their mother tongue, Spanish. They were taught in a literacy program, Spanish (bilingual), since then. One student came from another school within the same district. According to the school district's Bilingual Education model, the purpose is to give the students an opportunity to build a strong foundation in literacy in their primary
language, Spanish. They would slowly bridge instruction from their native language to English as they progressed in their education from kindergarten to third grade where the transition occurs. Transitioning can also begin when the student reads and comprehends at Running Record level 25 in their native language.

Data Collection

The teacher considered the most appropriate method of data collection. Audiotaping offered the advantage to go back and listen to what each individual said at a specific time and was therefore selected. As the teacher taped the activities, he took some notes about any surprising patterns he observed. These notes would help him later to remember these patterns and write more specific findings. Even though the tape recording was the best choice, it still had limitations. For example, it did not record movements or expressions that the students showed at the time of success or confusion.

The taped activities were transcribed in order to analyze the miscues and other information needed for this study, such as, the notes the teacher took during the taping and the questionnaire for the students and parents.
The teacher also provided parents with written questions to better assess the students' background. These included the following: 1) Where was your son/daughter born? 2) What do you think about students learning both languages? 3) How important is it to your family for your children speak English? 4) What language do you think is more important? They took the questionnaires home and were allowed time (about one day) to think about their answers. The researcher wanted to ensure greater validity by adding more information from the parents about the subjects in relation to their feelings about second language acquisition.

There are some people that would assume that those students who turned in their slip on time were already successful. The students were eager to start something they perceived to be new and exciting. Therefore, it was more likely that their increased motivation would translate into a very successful group. In addition to their eagerness, they are influenced and supported by their parents. This was shown by the time parents took to complete the permission slip and the questionnaire.

Other students, not included in the project, were equally eager and would have also made successful subjects for this project. They were doing well also because the
teacher had applied the same procedures for Guided Reading and Mini Shared Reading with the whole class.

In addition to the tape recording and parents’ questionnaire, the researcher questioned the students about their own feelings about their second language acquisition. These questions were asked orally in an interview while the teacher took notes. They were: 1) How old are you? 2) Are you the oldest or the youngest in your family? 3) What language do you speak at home? 4) What language is more important, English or Spanish? 5) Tell me more about you or your family. These questions were used to understand the individual student’s background, their feelings or pressures to learn English well and in a short amount of time.

Another piece of data collected was the CUM file. The CUM is a file that accumulates information about the student’s own history in relation to learning in education and his schooling. This file follows the student until he completes high school. By analyzing information in this file, the teacher is learning more about the subjects’ background in education. This will tell whether they have been successful traditionally, or if they didn’t do well during the primary years. Information about their district assessments and teacher’s comments in the report cards
helps the teacher further understand the subject's scholastic history. The CUM files also record the results of all of the bilingual assessments that were conducted when they entered the bilingual classroom. In this test, one can find the assignation to specific programs. It also describes how the student did in the English proficiency. Since both students were assigned to the bilingual program, it was determined that they did not communicate well enough to enter a mainstream classroom where the teacher teaches in English or their parents signed wavers to allow their children to be in a bilingual classroom. In this file one can also find birth certificates, health records, any parents' request and any other information that the previous teacher might have done on that student like an SST.

Summary

As noted, a case study design with multiple measures was used to document two-second graders' reading proficiency in their second language, English. In addition, methodologically the teacher/researcher served as a participant/observer in implementing two teaching strategies, Mini Shared and Guided Reading. Also, Parent
Questionnaires and Student interviews were conducted. The following chapter documents these findings.
CHAPTER FOUR
RESULTS AND DISCUSSION

Introduction

Included in Chapter Four is a presentation of the results and finding for this project.

Presentation of the Findings

Description of the Subjects

The first subject is Silvia who is an eight-year-old Hispanic female. She is fluent in Spanish and learning the second language, English. According to her mother, Silvia was born in Bakersfield, California, and was premature with long complications. She is the eldest of two girls, in a family where both parents work outside of the home. Silvia is petite with long black hair. She is always clean and her hair is neatly combed. She is about four feet tall and weighs 52 pounds. She has big brown eyes and a straight pointy nose. She gets along well with all students in the class. Silvia participates in every activity, and always has something to add and to share.

Silvia is developmentally on target, as evidenced by her ability to use more abstract thinking to express herself during Guided Reading. Silvia uses her background knowledge to discuss the content of the text. She
frequently makes regular comments where inferences are required, and some critical thinking is needed to answer some of the teacher’s questions. She also brings her prior knowledge when reading a book or sharing in front of the class. Her motor skills are also on target, as evaluated by the physical education teacher.

The second subject is Marta. She is an eight-year-old Hispanic female. Marta was born in San Bernardino, California. She is the eldest of four children in her family. Her mother is a stay-at-home mom, and her father is gainfully employed. Marta is a fluent Spanish speaker, and is working hard to learn the second language, English. Marta is very tall, measuring 4.7 feet, which makes her the tallest student in the class. Sometimes she exhibits poor self-esteem related to being tall. For example, she becomes frustrated when other students make comments about her size. She has long straight black hair, and she always comes to school groomed nicely. Marta has a fair completion. She gets along well with other students.

Marta is developmentally on target. She uses more advanced critical thinking skills when discussing a specific topic. For example, when she reads a book, she finds connections with her own experience and the content of the story. During Mini-Shared Reading lessons, she
participated using advanced vocabulary, and made inferences relating to the story. Most impressive was the fact that her Spanish language is very well developed. She uses advanced words and begins to use more appropriate vocabulary to express her ideas. Her motor skills are also on target as evaluated by the physical education teacher.

The Following are the Answers Gathered from the Students:

Silvia

1. How old are you? She is eight years old.
2. Are you the oldest or the youngest in your family? She is the eldest of two girls.
3. What language do you speak at home? She uses more Spanish because of her parents.
4. What language is more important, English or Spanish?
   She stated that it is English because everywhere she goes, she has to be able to communicate in that language. Then she told me of an incident that happened in the playground with boys making fun of her because she did not use proper English vocabulary. She said that she does not speak English to her parents because they don’t understand. Silvia mentioned, “When we go
places, I always have to tell them what people are saying in English."

5. Tell me more about you or your family. I'm teaching my sister to speak in English. She said, "I want her to know a lot of things."

Marta

1. How old are you? Marta is eight years old.
2. Are you the oldest or the youngest in your family? She is the eldest of four brothers and sisters. Two of her brothers are active students at the same school.
3. What language do you speak at home? She stated that she speaks only Spanish with everyone in school and at home. She said that she is beginning to practice English with her friends and neighbors.
4. What language is more important, English, Spanish or are they equal? When she heard this question her facial expression was one of complete surprise. She then said that both languages are the same. I asked her to tell me more and she said, "Yo nomas hablo español y quiero aprender inglés. Si yo aprendo inglés, tengo que hablar español con mis hermanos porque
"ellos no saben inglés todavía." This is translated as: I only speak Spanish and I want to speak English. If I speak English, I have to speak Spanish with my siblings because they don’t know English yet.

5. Tell me more about you or your family? She stated that her father is going to school to learn English so he can pass the United States Citizenship exam and become United States citizen. Her mother is going to begin school to learn to speak English. They are going to go to school together and her aunt is going to take care of them.

Marta’s Beginning Running Record

The following is Marta’s Running Record analysis at level 5, title, Homes, by Scott, Foresman & Co. This Running Record was done (March 1, 2002) at the beginning of the study to form a base score for the beginning of the project. The recommendation for passing the test is no more than four errors. Marta had exactly four errors, which indicated that she barely passed this test. Marta had problems with pronunciation in English phonics and vocabulary. She did not know what the word “ground” meant. Later, the teacher found out that she didn’t know because
she was trying to decode the word in Spanish. This word is not decodable. It is a visual memory word. When the teacher read the word she said that she knew it, but she did not understand what it said when she decoded it. Most of miscues she made were because she could not pronounce the words naturally. By decoding unknown words, she actually distorted the meaning. When she finished reading the story, Marta told the teacher more about what she saw in the pictures of the book. Her comprehension was fair. She reviewed the illustrations of the book to help her retell the story. The retelling was done in her native language. “When ESL children retell in their native language, they often give the teacher a more accurate representation of their comprehension” (Goodman, Hood, & Goodman, 1991).

Another observation made was that Marta was very self-conscious about reading in the second language. The teacher had to convince her that she was ready to begin reading in English. She said that she did not want any students listening to her read because she did not know how. She was afraid that any student listening to her would make fun of her reading skills in English. At the beginning she repeated the same words several times. When she encountered unknown or multi-syllabic words, she began
to stutter. It was obvious that she was having a hard time reading this book.

Silvia’s Beginning Running Record

Silvia started the study reading at level twenty-five in Spanish and at level fourteen in English. In English she was making miscues when she encountered words that were un-decodable or unfamiliar to her repertoire. Some of these words were, “squirrel and crawl.” She was also making miscues with past tense verbs and verbs that required an “s” at the end. These miscues can be found in lines 1, 2, 3, 6, 8, and 10 from the Running Record level fourteen titled, The Thing in the Log. Silvia was asked to retell the story. She gave very little information about the book. She did understand that there was an animal inside the log. When I asked her who was in the log, she responded that she did not know what a “log” was. I explained her and then she was able to share more about the book. She had trouble understanding the content because she could not comprehend the words she decoded very well. She also needed to understand new vocabulary found in this book. As she decoded some of the words, they did not sound familiar to her.

Because Silvia passed this test, I gave her another book at a higher level. She made about the same miscues.
When she finished reading the book, she was not able to comprehend the text at the higher level 16 (not a running record book). At a higher level, she demonstrated difficulty understanding the content. The most noticeable observations occurred when she encountered un-decodable words that she did not know how to read or did not understand the meaning.

The teacher's mistake was that he did not allow Silvia to take the next test because he was trained that if a student does not decode very well during the Running Record, then that student is not prepared to go on to the next level. Students must not make more miscues than the Running Record suggests. After consulting with colleagues and university professors, he found out that it does not matter how many "mistakes" a student makes, but rather whether he/she understands the literature. This applied even more to the bilingual student who is a proficient reader in his primary language, Spanish. "One learns to read only once," is a phrase that most teachers are aware of. A proficient reader might be able to read books in another language and understand some content. However, the student might not be able to pronounce what he/she is reading. The Running Record test should not be the only measurement tool used to determine an individual's
capacity to read, especially with students learning to read in their second language, English. As one can see, it is even more perilous to use this with students learning a second language.

Mini Shared and Guided Reading Modifications from Group Number One on Week One

The members of the group number one (G1) began to read a book at a higher level than their Running Record suggested which was between 11 and 16 in English. Group number one is where Silvia was placed. Because of the teacher/researcher’s experience with group number two, in which they read a book that was too easy, he organized activities with a more challenging book for group number one. “The teacher is very key in organizing, facilitating, monitoring, mediation, and assessing the children’s/students’ progress” (Flores, 1990). The teacher organized for a greater potential than he had previously planned, which was at level 18. He learned that the students were capable of reading longer and higher level books than he first assumed and assessed. The group then began to read the book entitled, Rabbits, written by Graham Meadows, at level 20.

Before the actual reading commenced, the teacher had planned several procedures described as follows. He knew
that students' success depended on the teacher ability to organize for success. The teacher/researcher then prepared an introduction for the text using the title as the means to open a conversation with students. He engaged students in a conversation about the text. Then the students raised questions, built expectations and noticed information in the text that they otherwise would not have noticed. While this conversation was taking place, the teacher was keeping in mind the meaning, language and illustrations, their prior knowledge, their experiences and their existing skills as readers in their primary language, Spanish (Fountas & Pinnell, 1996). The teacher still left some inferential questions for later. He wanted to ensure that the students could understand what they were reading in the second language, English. This is because the book Rabbits was a nonfiction book. It contained many facts about how different types of rabbits are cared for.

During Guided Reading each student was given a book so they could read as the teacher indicated. As each student was instructed to read, the teacher and the rest of the group members were listening and following the reading in silence, using their fingers to track. The teacher used this time to observe the readers' behaviors. He wanted to know what kind of strategies they used. In
addition, he looked for confirmations of children's problem solving (Fountas & Pinnell, 1996). How did he approach the problem? Did he succeed? As the teacher continued to observe, he was also interacting with the student who was reading to assist him with any difficulties he encountered. He also made mental notes about strategies that the students used or misused when reading.

Because the text, Rabbits, is leveled at 20, it was too long. The teacher asked the students to take turns reading the book aloud. The turns were assigned according to the way they were sitting from left to right. Seats were assigned to students on a first come basis. Students were told that they could request help at any time during any problem or difficulty they encountered (Fountas & Pinnell, 1996).

Group number one did very well on their first reading. Each one contributed their own experience about the book. Silvia focused on reading well in the second language, English.

While reading, she tracked the words with her finger and showed eagerness in learning by always knowing what her partner was reading. When it was her time to read the teacher observed several miscues. Some of them could
change the comprehension. For example, when the word she encountered was "defined," she said "deaf." She also mistook "'cause" for "cousins," "debt" for "doubt," and "last" for "least". Others mistakes were deemed insignificant and of high quality. For example, "if" for it, "do" for "does," "my" for "may," which did not significantly change the meaning at the sentence level.

The students produced decoding errors because they wanted to adjust their perceptions of English phonology to fit within the Spanish phonological system (Kucer & Silva, 1999). However, the teacher had to correct those oral mispronunciations so they would learn and not commit the same errors in the future. Most of the errors Silvia made were explained. She made the comment that she knew what the words were, she just did not decode them well. Silvia said, "They are hard to read."

Silvia was able to comprehend the story very well. She had a lot to say. She wanted to answer every question the teacher asked. Since they stopped every time it was somebody else's turn, the group and the teacher discussed the book's content. Silvia took advantage of everybody's input to make up her understanding of the book. On one occasion, the book mentioned that it is not a good idea to have a female rabbit and male rabbit living together
because they reproduce fast. The teacher mentioned that they can have up to twenty rabbits a year. Silvia was quick to answer that in two years those rabbits will have 40 rabbits.

Third Week of Mini Shared and Guided Reading

On the third week of using Guided Reading with group number one, we increased the reading activity in terms of page difficulty. The students were reading books with less pictures and more content. The book entitled, *Katy No-Pockets*, at level 22, contained very complex vocabulary and more challenging comprehension. The teacher once again followed the same steps of his modification to Mini Shared and Guided Reading. He selected a book according to the students’ abilities, and prepared a brief introduction to the story. The students discussed and asked questions as they built experiences from the illustrations as well as from the teachers own input. The teacher directed one of them to read the book as he listened and observed the reader’s behaviors for evidence of strategies used. He made notes for each individual reader for later preparation and organization of the next activity. To understand the content of this book, the teacher went further and guided the students with more specific questions (Wink & Putney 2000).
These questions were the to make sure that the students related the content of the book to their lives. He wanted to give the necessary mediation so that they developed the strategic knowledge of where and when to apply English rules to make sense of the content (Kucer & Silva, 1999). These are some of the questions: 1) Why is she sad? 2) Why did she smile? 3) What are the people going to do when they see a kangaroo in the middle of the city?

During the reading, the teacher observed that Silvia was making oral “mistakes” that were closely related to standard usage of English. This is a sign that tells the teacher/researcher that Silvia is making excellent progress and begins to understand the rules of the second language, English. She was using English syntax that is appropriate. These were some of the observed miscues: The text said, “could not” she said, “couldn’t”; the text said, “she’d” and she said, “she would”. On one occasion, the text said, “She saw - she could hardly believe it.” She said, “She saw that she could not hardly believe it.” The reading of this passage shows that Silvia is trying to accommodate her second language in a way that makes sense to her using the English rules. These particular types of miscues are also made by the native English speakers.
Likewise, these types of miscues do not change the meaning.

The Sixth Week of Guided Reading

At the end of the sixth week, the students in-group number one (G1) had settled in with the modification of Mini Shared and Guided Reading routine. Once the teacher presented the book, discussed the main topics and went over new vocabulary answering any questions, he instructed the students to begin reading. They took turns reading the whole book. When they finished, the teacher asked questions to assess comprehension.

Once the teacher and students finished, the teacher asked Silvia to read the whole book by herself. He wanted to have the reading recorded from beginning to end of the book by Silvia. This allowed the teacher to closely use the Miscue Analysis to analyze the reading. At the end of her reading, the teacher observed many of miscues. Most of miscues would not hinder her understanding of the content. What follows is the transcription of Silvia’s retelling of the story she had just read (Nannabah’s Friend).

T: So you read the book, Nannabah’s Friend, right? And now I would like you to tell me what it was about. Tell me anything you can remember. You can do it in
English or in Spanish, it doesn't matter, OK. Tell me all about it.

S: Nannabah was a very happy girl but she had to go to the canyon to get the sheep something to eat, and she was alone and she was sad because she didn't have her grandmother and grandfather there. And she went home and then she saw that grandmother and grandfather that they were sitting close to the fire. And the next day, she went to the canyon again and she made some dolls, one of them was a girl and one of them was a boy. And the girl was named Little Sister and the boy was named Baby Brother. And she went home again. She went with her grandma and grandpa to sit next to the fire and then her grandma went to make her the dinner and Nannabah and Nannabah's grandpa stayed with her close to the fire. And when she went the next day to the canyon, she saw a girl close to the Little Sister and Baby Brother and she said that she wished that the person who made them would come back to be her friend. And Nannabah said that she wanted someone to be her friend.

T: Yeah, and they were friends?

S: Yeah

T: What else happened in the story that you remember?
S: She was going to cry when she was sad all alone, but she said that she would never cry alone and that's why she ran home and didn't cry.

T: OK - so why do you think she was crying?

S: Because she was scared that she was alone

T: And what else happened? Do you remember at the beginning of the story - where was she?

S: She was in the house talking with her grandma and grandpa.

T: She was playing? Or what was she doing?

S: She was sleeping and when she woke up and ate breakfast, and then she went to the canyon.

T: OK, and the grandmother, what was she doing? Do you remember?

S: She was making the mesa with her hands?

T: The mesa or the masa? The dough?

S: Um huh

T: And what was she doing?

S: She was making bread?

T: Who else does this in real life?

S: My mom

T: Your mom does that, she makes tortillas?

S: Yeah

T: OK - and OK, who did she meet in the canyon?
S: Nannabah?
T: Nannabah met who? Who did she meet?
S: She met another girl.
T: OK and what was she doing there?
S: She was looking at Little Sister and Baby Brother.
T: But Nannabah - was she there taking care of the sheep, or was she there because she wanted to play?
S: She had to take them to eat - but she wanted to go to see Little Sister and Baby Brother.
T: When Nannabah saw this new girl, did she become her friend?
S: Yeah
T: What was the girl doing in the middle of nowhere - she was right there in the canyon?
S: Looking at the hogan.
T: Looking at the hogan, the houses?
S: That she made out of mud.
T: Oh - so she was looking at the toys that Nannabah made?
S: Yes.
T: What were they made of?
S: They were made out of maybe mud that she did the circle of the little dolls with a stick (She was
describing the process of doing the dolls with her hand).

T: all right, anything else you want to tell me about this story?

S: No

T: Very well - we will end this - today is March 29 2002.

Even though Silvia was retelling the story in English, she showed signs that she used her primary language to comprehend the reading. In reading the story of Nannabah's Friend, she was reading a passage that said, "Nannaba went outside and sat by her grandfather on his bright..." Silvia read, "She fue," instead of "She went." "Fue" means "went" in Spanish. Silvia noticed the miscue and returned to correct it. This shows that Silvia is using Spanish to advance her comprehension of the content of the story. Her retelling is very comprehensive and demonstrates her understanding of the story including many details and inferences.

Week One with Group Number Two

What follows are the observations the teacher/researcher made during Mini Shared Reading adaptations in the activities with group number two (G2) where Marta was assigned. The reader must keep in mind
that the teacher introduced a modified Mini Shared Reading approach to help second language learners build reading strategies, vocabulary, comprehension and decoding skills to better understand the content of each book in the second language, English.

The first book the teacher instructed the students in group number two to read was entitled, Ten Black Dots, at level 12, written by Donald Crews. The book must be challenging for the students so the teacher will mediate for them with the necessary assistance. The teacher introduced the title and encouraged the students to share their prior knowledge about the book in question. The students demonstrated a great interest because they had read this book in their native language, Spanish. The teacher and students began a discussion about the book. The teacher/mediator engaged the students in a picture walk of the entire book. The teacher asked specific questions that would lead the students to understand the content, discussed unknown words that could be decoded. These are some words that the students encountered in that book that were hard to decode and understand the meaning: buttons, knobs, portholes, etc. The teacher focused on these words to decipher the meaning when reading them.
Sometimes students know the meaning of an un-decodable word, but it has to be read by the teacher/mediator. When the students try to decode them, they distort the meaning because they try to decode the word using the same skills as when reading in Spanish. In English there are many sounds that the Spanish language does not provide. When the students encounter an un-decodable word in English, they apply their prior knowledge about reading from Spanish. Thus, they use Spanish knowledge of phonetics.

The next step of the Mini-Shared Reading is when the teacher/mediator proceeds to read the entire book entitled Ten Black Dots, aloud. The students listened and looked at the teacher’s movement of his finger. As the teacher read, he swept his finger under the text to model appropriate reading behavior. Once the teacher finished the book, he invited the students to echo read after him. Then the teacher/mediator invited the students to revisit the text. According to Flores (1992) this is the time that the teacher uses to conduct Mini Lessons that makes visible the cueing systems. The last step of Mini Shared Reading is when the students read the book aloud independently as other members of the group follow the reading. During

55
independent reading the teacher listened for reading proficiency.

When the students finished reading the book, they were excited that they were reading very well in a second language, English. Marta began to show signs of eagerness when reading in English. She said that this book was too easy and she wanted a much harder one like the group number one where Silvia was assigned. This time, it was much different for her than when she read the test for Running Record. Marta needed this book to build up her confidence in reading English. The teacher also noticed that the book was too easy for them. He analyzed the results and decided to choose books for the following week at a higher level.

This experience highly influenced the teacher/researcher to question the level selection of texts as suggested by Guided Reading Protocol. In other words, the Running Record alone in the second language was not sufficient. Also, these students are at level 25 in Spanish reading and the teacher selected a level 12 which is significantly a very low level.

Three Weeks Later

After three weeks of applying the intensive Mini-Shared Reading approach, group number two was making
excellent progress. During this week, they were reading Bear's Bargain, written by Frank Asch, at level 19 in English. For them to be able to read this book, the teacher had to organize the sessions to meet their full potential. Once more the teacher followed the same procedures of Mini Shared Reading approach. During the picture walk, his focus was to find words that students could not decode, unfamiliar words or new vocabulary. The teacher again helped the students to understand the words so they will not have any problems with the decoding or comprehension. He encouraged students to participate in the picture walk and discussions in both languages. The teacher used this opportunity to use the illustrations to match the meaning of the content within the book.

When discussing the vocabulary, Marta asked, "¿Qué quiere decir esta palabra? This is translated as, "What does this word mean? She was pointing to the word "weights." Marta was unable to decode the word, but when the teacher read it for her, she said that she knew it. However, she did not understand why the same word was used to describe "lifting weights." Once we discussed the meaning, she was able to understand the reading. While orally reading this book, Marta was making very insignificant miscues. Most involved the way she used the
decoding strategies she had learned to decode words in Spanish. She applied the same strategies to the second language, English. Since Spanish does not accommodate for some of the sounds present in the English language, she distorted the meaning when she tried to read the words. These are some of the words Marta had difficulty with: chirped, weights, exercises, replied and I’ve.

Six Weeks Later

At the end of the study, six weeks later, group number two was showing tremendous improvement. They were reading a book entitled, What Kind of Baby-Sitter Is This?, written by Dolores Johnson, at Running Record level 23. By this time the teacher and students were very much into the routine. They talked about the title and shared their experience about this book. Then the teacher discussed words that he had chosen to explain their meaning. He chose these words after he had assessed the students informally. He wanted to find out what new vocabulary they might need to comprehend the story. Most of the words the teacher explained were used for a double meaning within the text, and words that the teacher believed were new to their vocabulary. Some of these were: stormed, roar, soap operas and zillion. There were other
vocabulary words as well that they chose to discuss the content of so that they understand the story.

Marta’s Running Record at Different Times and Levels During the Study

It should be noted that Marta was assessed at reading level 5 in English at the beginning of the study. Three weeks later, she was given another Running Record. She read an unseen book named, The Wagon, by Scott, Foresman & Co. According to the Running Record, this book is leveled at 13 in English. As the teacher read the directions to her, she looked at the pictures on the cover page. She began to read as the teacher checked for well-pronounced words on a separate sheet of paper where the text had been transcribed. This made it easier for the tester to keep more accurate notes during the reading activity. Marta made lots of “insignificant errors,” high quality miscues. For example on the line # 13 from the book where it says, “This brother used the wagon for a fort. He covered it with dirt and sticks.” She was supposed to read the word “this” but she said “the.” Then she got to the word “used” and she said “use”, then paused, then she finished with “ed.” The same thing happened when she read the word “cover-ed.” According to the test author, if a child does not reread the word that she has separated, she must get a
check for an error. As she continued reading, she began to use a strategy that she uses in Spanish; she was trying to sound out words until they made sense. This is known as self-correction. At the end of the book, she was asked to retell the story.

Marta surprised the teacher. He was under the impression that because she made five “mistakes”, more than what was required to pass this test, she did not comprehend the story. However, Marta began to retell the story almost verbatim. Knowing this, the teacher continued to listen to her version of the story. At the end, the teacher was convinced that Marta had the potential to comprehend at a higher level.

Because there was no time to continue, the teacher left the procedure for the next day. On April 1, 2002, Marta was tested at a level 17 in English. When the time came, the teacher proceeded to test Marta on the book entitled Sun, Wind, and Rain, by Scott & Foresman & Co. The teacher read the directions and Marta began to read the book aloud. Again, she made some errors, but not as many as she did at level thirteen. According to the Running Record, Marta passed this test. This was another surprise because she missed level 13, and yet she passed Running Record at level 17. She missed word endings and
those words that are not decodable. Some of these words were "worked, talked, through, and laughed." Once again when the teacher asked her to retell the story in her own words, she retold almost the whole story. When she finished retelling the story, the teacher asked her if she would want to try a higher level reading in English. Marta, excited about her success, eagerly agreed.

Even though the Running Record Test does not require any tape recording of the activity, the teacher at this time recorded the reading and closely analyzed the information according to Miscue Analysis. These are some of the observations (The Lion And The Little Mouse):

01 One day a lion was very tired, so he lay down to
02 take a nap. A little mouse didn’t see the lion, did not da
03 and she walked right over the lion’s nose. This wak lion
04 made the lion wake up. He was very angry.
a
05 The lion grabbed the mouse with his great paw. He da
06 was just about to swallow the little mouse when the mouse spoke.
08 "please, sir," said the mouse. "Please forgive me. seer
09 I’m sorry that I stepped on your nose. If you let I am
10 Me go, I’ll never forget what you’ve done. And step you have
11 maybe someday I’ll be able to help you."
12 The lion thought this was very funny. He didn’t
see how a little mouse could help a great lion, but he let the mouse go anyway.

Sometime later the lion was walking through the woods when he got caught in a hunter's net. The lion pushed against the net as hard as he could, but he couldn't get free. When the lion knew that he would never be able to get out of the net, he gave a terrible roar.

The little mouse was in the woods, and she heard the lion's great roar. She knew it was the lion who had let her go.

The little mouse ran to the lion and began to chew at the ropes of the net. She chewed and chewed, and at last she cut through the ropes. The lion was free.

The teacher stopped the tape recorder because Marta was making too many "mistakes". The teacher again misjudged the potential and ability to understand the story. Marta read the book missing almost every other word, but she never gave up. She knew it was a very difficult book for her, but she wanted to read the same books that Silvia read. Silvia was reading books in English at level 25.
When Marta finished the story, it came time to retell it in sequence. Marta surprised the teacher once more. Marta told the story in sequence, and on one occasion, she doubted herself. She said, “Yo no sé”. The translation is, “I do not know.” Marta believed that she could not retell the story. Because she trusted the teacher, he encouraged her to do the best she could.

Marta, then, with the teacher’s assistance, retold the story and answered the teacher comprehension questions.

Although Marta did not pass the Running Record Test at level 20, she showed good comprehension. What follows is Marta’s retelling of the Running Record, *The Lion And The Little Mouse*:

**Comprehension.**

T: Now that you read the book, I want you to tell me what the book was about.

S: Un día un “lion” se cansó mucho. Entonces él se quiso acostar un ratito y después un ratón no lo vió y se subió arriba de la nariz de un león. Y después este, el león se despertó y lo; se lo quería agarrar para que se lo comiera. Y después este; el ratoncito le dijo que no se lo comiera porque algún día él lo iba
a ayudar. Después el león iba por los “woods” – hay no puedo – por el, por... por – el “wood.”

T: “woods”.

S: Aha. Iba por allí y después el lo vió que tenía una “nat”.

T: net.

S: ‘Umbu. Y después a la “net” lo alcanzó. Y después, él como gruñó y el ratoncito lo oyó. Entonces el ratoncito fue a donde estaba la red y mordió y le mordió hasta que las cuerdas se rompieron pues. El león aprendió su lección y ya.

T: ¿Y que es lo que aprendió el león?

S: Que no tiene que estar este, – que no tiene – ¡no se!

T: ¡Sí sabes, “come on”! – que es lo que aprendió? ¿Me dijiste toda la historia?

S: Que no tiene que estar este... que no se tiene que comer a otros animales.

T: ¿Por qué?

S: De todos modos – porque aunque los animales estén chiquitos también lo pueden ayudar

T: Muy bien. Leíste muy bien. Y te supistes muy bien la historia. Bueno, ahí vamos a parar. Este, hay alguna otra cosa que te gustó de la historia. ¿Cuál parte te gustó?
S: Cuando el león este... se rió cuando él dijo que algún día lo iba a ayudar.

T: ¿Se rió, porque se rió el ratón?

S: Porque él no pensó que un ratoncito tan chiquito lo iba a ayudar a él.

T: Y tú, ¿qué crees? Tú dijiste que la “net” vino – que la red vino. “Net” y red es lo mismo. ¿La “net” vino entonces?

S: Sí

T: ¿La red puede caminar?

S: No, la “net” la atrapó.

T: ¿La “net” atrapó a quien?

S: Al león.

T: OK – ¿La red andaba caminando sola?

S: No

T: Entonces, ¿cómo fue que estaba allí?

S: Es porque alomejor el cazador puso una trampa en el piso y él pisó y se cayo en el “net”.

T: Muy bien.

As you can see, using Mini Shared Reading and Guided Reading approaches, second language learners were able to make great progress. Both groups in the study made exceptional improvement. Their reading increased in all areas: decoding, comprehension, word analysis, inference,
grammar, English structure, and oral expressions (De la Colina, Hasbrouck, & Lara-Alecio, 2001). Group number two (G2), where Silvia was assigned, made tremendous progress. The average improvement in this group was 11 Running Record levels above their beginning level number. In Marta’s group, the average was 14 Running Record levels above their beginning level reading. This is tremendous growth within a six-week period, and deserves to be reported.

Summary

In conclusion, using modified Mini Shared Reading and Guided Reading approaches, second language learners were able to make great progress. Both groups in the study made exceptional improvement. Their reading increased in all areas: decoding, comprehension, word analysis, inference, grammar, English structure, and oral expressions. Group number two, where Silvia was assigned, made tremendous progress. The average improvement in this group was 11 Running Record levels above their beginning level number. In Marta’s group, the average was of 14 Running Record levels above their beginning level reading.
CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

Introduction

Included in Chapter Five is a presentation of the conclusions gleamed as a result of completing the project. Further, the recommendations extracted from the project are presented.

Conclusions

The conclusions extracted from the project follow. The teacher/researcher in this study is a bilingual educator. He is concerned with all children’s education, primarily with his second language English learners. As it stands, Bilingual Education and biliteracy are not valued in many educational institutions in our country. One barrier is proposition 227 (Garcia, 2000), which has shown to our second language students that their prior knowledge does not matter. In other words, we as citizens do not care who they are because denying their language is denying their existence. However, because of parent involvement in our schools and in our district, our students are being taught using their primary language, Spanish. This allows the students to take advantage of their experiences and their own language.
The parents within our district are aware of the importance of our students mastering their primary language and slowly transitioning to the second language, English. Once a student masters all the skills of their primary language, then he/she can slowly transfer/apply those skills to his/her language in target, English. This study reinforced what parents are fighting for, to keep Bilingual Education in place. In both of the groups, the students used their native language when they encountered new concepts, as well as to communicate new ideas. The fact that Bilingual Education was kept in our district, tells our students that they do matter and shows them that what they know is valued.

In this study, the teacher/researcher reinforced what he learned during his academic education. He developed a theory that all students can learn a second language when they are allowed to use their prior knowledge to explore new concepts. The fact is that they already know one language, Spanish, and the educator must take advantage of that prior knowledge. To enhance his theory, he used specific approaches to improve students’ reading, writing and communication skills; he encouraged students in using their primary language to improve understanding of new concepts; and used different tools to measure learned
skills. As a result the implementation of these methods, the students responded favorably, showing excellent improvement in their academic skills with in just six weeks!

The teacher used modified Guided Reading and Mini Shared Reading to help students make a smooth transition to their second language. During Guided Reading and Mini Shared Reading, the teacher focused on new vocabulary, word ending, phonics, setting, characters and problems within the story to help students comprehend the message. He also used oral questions as the student read to increase their comprehension of the content. Because of these approaches and the students' efforts, they gained a greater understanding of the vocabulary and could later apply these skills when encountering new words or attempting to express new ideas.

For example, Marta read a book were a character was talking about making a nut on the string to fly a kite. When retelling the story, Marta used Spanish most of the time, but on this occasion, she continued saying these words “making a nut” when expressing her ideas about the content of the book. She knew very well what these words meant because we discussed it before she read them. If Marta were in a monolingual English classroom, she would
be penalized for not using English. Many monolingual teachers use oral decoding and oral communication as the only way to assess their English reading progress. So if a second language student cannot make the English sound to retell a story, then that student is kept at the same reading level until he/she can improve his/his speech. As demonstrated, this does not accurately measure their true reading ability. However, this teacher’s knowledge of bilingual biliteracy students, allowed him to use resources from his school, district and the university to better help these children.

The teacher also encouraged students to use their primary language when they had difficulties understanding new concepts. The teacher used Spanish when introducing new concepts or when a student did not understand a question. He also used the English Spanish dictionary as a resource to learn the second language. The teacher also made sure every body knew how intelligent they were. He called or met with their parents at least twice a week.

Most importantly, the teacher made sure all the students felt comfortable and safe in their environment to explore and take risks. In one situation, a member of group number two did not know what a veterinarian was and another student used her native language to explain what
that word meant. Later she added that her mom took her rabbit to the “doctor for animals” (Vet). This was an informal assessment that told the teacher that this student understood what veterinarian meant.

Finally the teacher/researcher used Running Record and Miscue Analysis to assess the students’ progress. He used the Running Record assessment every two weeks. What he found out, was that, according to Running Record procedures, the majority of the students were not successful because they were making insignificant “mistakes”. For example, they were not enunciating the end of words like “ed” or “s”. On other occasions, they were using a strong “d” for “th”. There were even times when words were skipped. Some of these were “a”, “to”, “the” etc. All of these “errors” were counted according to the Running Record. And because they made too many of these “errors”, they could not go on to the next level.

However, when I used Miscue Analysis, most of these miscues were not used to penalize the student. The miscues did not change the meaning; therefore, they were acceptable and not considered as “error.” Thus, the students passed and were able to progress to the next reading level. They were able to comprehend the content and share their knowledge with their peers. Some of the
students in these groups, expressed their ideas in Spanish, while others did so in English. This was encouraged by the teacher/researcher, and this made it safe for them to take risks.

Recommendation

The recommendations resulting from the project are as follows: Teachers who posses Bilingual, Crosscultural, Language and Academic Development (BCLAD) credentials, can increase their knowledge by considering the outcomes of this project. First, they can reinforce what they learned during their bilingual teaching credential program. They can consider these case studies and apply some of these strategies in their own classrooms. Their continuous efforts will reinforce the theory that if students master their primary language in reading and writing, then they will have a better chance to succeed in the second language, English. BCLAD teachers can also learn from the mistakes that the teacher/researcher made in this project. Just like he, many teachers tend to make erroneous assumptions about individual students which can be harmful in the long run. Unexamined assumptions can lead teachers to form inaccurate pictures of their students. Instead, teachers should avoid assumptions altogether and seek
evidence from assessments in order to accurately evaluate a student’s skill. Also, they need to critically reflect and modify their judgments and ways of assessing.

In addition to BCLAD teachers, Crosscultural, Language & Academic Development (CLAD) teachers can benefit from reading this project. CLAD teachers can see that while students might not be able to pronounce words in English, they might still understand the context of a story. CLAD teachers can also keep in mind that all students bring a rich and diverse experience to the classroom. These teachers might take advantage of what these students bring. Finally, CLAD teachers might try to have a bilingual person test bilingual students to see if they can understand what they read. Oftentimes, students do not have the vocabulary to express their ideas of what they read in English because they do not have the language structure to communicate those ideas. Therefore, if the teacher allows the students to use the language they are most comfortable with, then he/she can see that the students are able to comprehend more than what he/she initially thought.

Administrators who worry about increasing their state’s scores can also gain some insight as to how to work with second language students. They can support
teachers as they make every resource available to the students, in this case, the student’s knowledge of their primary language, Spanish. If students are allowed to use their prior knowledge, it is more likely that second language students can improve their test scores. By reading this project, administrators will be able to understand that speaking Spanish is not a problem, but rather an asset to students learning a new language.

However, the people who can benefit the most out of this project are educational legislators. They may see that the present education system is harming our second language students instead of helping them. They may come to the realization that the education they are providing is prohibiting students from expressing who they are, thus slowly robbing them from their identity and deterring self-actualization. Currently, these students are prohibited from using their primary language in the classroom, even to speak to their peers. This shows them that they are somehow inferior. If they perceive that they are categorically inferior, it sets up a self-fulfilling prophesy. Drop out rates will undoubtedly continue to increase in this population. Lawmakers need to remember that these children are potential leaders and voters. It is our responsibility as educators to provide them with
the best education possible. Or, at the very least, one that is equivalent to that of the monolingual student.
APPENDIX A

MARTA’S RETELLING OF THE STORY

WHAT KIND OF BABY SITTER IS THIS?
Marta’s Retelling of the Story

What Kind Of Baby Sitter Is This?

T: So you finished reading the book - OK - I would like you to tell me what this book is about. You can do it either in English or in Spanish. Or both, it doesn’t matter.

S: Kevin - un día, su mamá se estaba cambiando para ir a la escuela. Después sonó la puerta y después Kevin le dijo a su mamá que no quería otra, otra niñera porque. Y después su mamá fue abrir the puerta y después este Kevin no quería que ella viniera. Después ella entró, y después Kevin se enojó porque quería ir con su mamá cuando su mamá se iba a ir. El estaba gritando que se puede ir con ella - que no se quiere quedar con ella. Y después cuando su mamá se fue, la niñera se metió. El dijo que se iba ir también y dijo que ella ha de estar haciendo lo que hacen todas las niñeras, hablando por teléfono, comiéndose las cosas en el refrigerador. Después, él dijo que no se puede comer el último piesa de paste. Y después él se escondió donde él se esconde. Y después él oyó cuando la señora le cambió a la tele y cuando... y después el vió lo que estaba haciendo. “I” él dijo que su mamá le iba a pagar umm, millions "of dollars." Y después él empezó a ver, y la niñera empezó a sacar cosas de su bolsa. Ella sacó una cacucha y se la puso en la cabeza y sacó este, cartas de "baseball" y una bandera que decía "Badgers." Y él dijo, ella no sabe nada de "baseball." Y dijo que los "Dodgers" siempre pierde y cuando se acabó el juego, los "Badgers" habían ganado y ella prendió la
television. Y después Kevin dijo que ya viene los "nail polish" y después este, dijo que ya venían los "nail polishes" y los números de teléfono, pero ella sacó un libro de "baseball" y ella empezó a leer. Pero él quería que ella leyera más fuerte porque no la podía - apenas lo podía oir. Después él se sentó junta a ella cerca y cuando ella sacaba - la niñera hablaba más recio y ellos tuvieron, este - ellos contaron "jokes" este, jugaron games, y después ni oyó cuando llegó su mamá y después dijo la mamá si Kevin todavía estaba enojado con ella, pero no. El dijo que tiene una "idea" que si esta - si la niñera se puede quedar. Ella dijo que no porque las niñeras tienes su propias casa. Pero el dijo - mamá - que tú no sabes que ella es mi amiga.

S: Y ya
T: ¿Qué dijo su mamá?
S: Dijo que no porque ella tiene su propia casa. Y este Kevin dijo que no entiende que ella es su amiga.
T: Ahora - ¿Este libro se parece a ti? - quien va a la escuela en este libro?
S: Su mamá
T: OK - ¿A que se parece a ti? ¿Se parece este libro a ti? ¿La historia deste libro se parece algo a ti?
S: Sí
T: ¿En que se parece?
Porque mi papá va a la escuela.
T: ¿Tu papá va a la escuela? ¿Y tu mamá?
S: Sí
T: ¿Y que hacen ustedes cuando ellos van a la escuela?
S: Mi mamá le habla a una amiga que nos cuida
T: ¿Y la niñera como los trata a ustedes?
S: Bien
T: ¿Así como ella?
S: No porque ella es mi tía
T: ¿Es tu tía? ¿Y que hace ella - ver televisión?
S: Ella nos pone hacer tarea
T: OK gracias.
APPENDIX B

MARTA’S MISCUE ANALYSIS

WHAT KIND OF BABY-SITTER IS THIS?
Marta’s Miscue Analysis

What Kind Of Baby-Sitter Is This?

01. Kevin’s mother was getting all
dressed up to go out. And then the
03. doorbell rang.
04. “Not another baby-sitter!” cried
05. Kevin. “You said you’d take me with
06. you next time!
07. If you leave me tonight I ... I ... I ...
08. I’m not going to be your friend!”
09. “Kevin,” said his mother. “This is
10. Mrs. Lovey Pritchard. She’ll take care
11. of you while I’m away at school.”
12. “Take a look at that face, that sweet
13. little face,” said the baby-sitter.
14. “You can call me Aunt Lovey, sugar
15. dumpling.”
16. “Mom, take me with you!” Yelled
17. Kevin.
18. “So you’re the little boy who doesn’t
19. like baby-sitter,” said Aunt Lovey.
20. “Well, we’re going to have such fun
21. together.”
22. “Mom, don’t leave me with her,
23. puullleeease! yelled Kevin.
24. "Don't you worry about us, little
25. mother," said the baby-sitter. "Kevin
26. and I will be just fine."
27. "Well, I'm leaving, too!" said Kevin
28. as he stormed through the kitchen out
29. to the back porch. "That old lady will
30. never miss me. She'll be busy doing
31. what baby-sitters do - painting her
32. toenails, talking on the telephone, and
33. eating the good stuff in the refrigerator.
34. Hey, she'd better not eat that last piece
35. of cake!"
36. Kevin sneaked back into the
37. kitchen. "Isn't she even gonna come
38. after me? Is that lady so dumb she
does not I am
doesn't even know I'm gone?"
39. From his hiding place, Kevin heard
40. the click of a switch and then the roar
41. of the television. "So that's what she's
42. doing. She's watching soap operas.
43. And my mom is paying her a zillion a
44. dollars to watch me."
45. dollars to watch me."
46. Aunt Lovely started yelling, jumping up and down, and clapping. "She’s watching my baseball game! My mom wouldn’t even watch it. What kind of baby-sitter is this? She’s supposed to be yelling at me.”

52. The baby-sitter started pulling things from her handbag. She put a baseball cap on her head. She laid some baseball cards on the couch, and she waved a pennant in the air. “I wish she would put that pennant down,” said Kevin. “I can hardly see.”

59. “And it’s a Badger pennant,” continued Kevin. “That proves it. She doesn’t know anything about baseball. Everybody knows that the Badgers can’t win.”

65. When the ball game ended, and the Badgers had won, Aunt Lovely turned off the television set. She was so busy pulling things out of her purse, it seems she never even noticed Kevin.
"Oh, no," said Kevin. "Here it comes now... her telephone numbers... her nail polish... those kissy-kissy books that baby-sitters read."

Aunt Lovely pulled out a book about baseball, opened it, and began to read softly.

"I wish she would speak up," said Kevin. "I can hardly hear."

So Kevin crawled closer and Aunt Lovely read louder, and they read, and played games, and told jokes, and laughed so much that they didn't even notice when Kevin's mother came home.

"Are you still angry with me, sweetheart?" Kevin's mother asked when she came in. "I really hated to hate the two of us. But, of course, there'll be other times when I'll have to go out."

"Well, that's all right, Mom, 'cause I've got a great idea," said Kevin. "Can Aunt Lovely move in with us? We can say..."
92. make her a bed on the couch, or she can share your bedroom with you.
93. This can be her home, too."
94. "But Kevin," said his mother, Aunt lovely has her own home. Baby-sitters don't stay over."
95. "Mom, you don't understand. Aunt Lovely's no baby-sitter—he's my friend!"
APPENDIX C

SILVIA’S RETELLING OF THE STORY

NANNABAH’S FRIEND
Silvia’s Retelling of the Story
Nannabah’s Friend

T: So you read the book Nannabah’s Friend, right. And now I would like you to tell me what it was about. Tell me anything you can remember. You can do it in English or in Spanish, it doesn’t matter, OK. Tell me all about it.

S: Nannabah was a very happy girl but she had to go to the canyon to get the sheep something to eat, and she was alone and she was sad because she didn’t have her grandmother and grandfather there. And she went home and then she saw that grandmother and grandfather that they were sitting close to the fire. And the next day, she went to the canyon again and she made some dolls, one of them was a girl and one of them was a boy. And the girl was named Little Sister and the boy was named Baby Brother. And she went home again. She went with her grandma and grandpa to sit next to the fire and then her grandma went to make her the dinner and Nannabah and Nannabah’s grandpa stayed with her close to the fire. And when she went the next day to the canyon, she saw a girl close to the Little Sister and Baby Brother and she said that that she wished that the person who made them would come back to be her friend. And Nannabah said that she wanted someone to be her friend.

T: Yeah, and they were friends?

S: Yeah

T: What else happened in the story that you remember?

S: She was going to cry when she was sad all alone, but she said that she would never cry alone and that’s why she ran home and didn’t cry.

T: OK – so why do you think she was crying?

S: Because she was scared that she was alone

T: And what else happened? Do you remember at the beginning of the story – where was she?

S: She was in the house talking with her grandma and grandpa?
T: She was playing? Or what was she doing?
S: She was sleeping and when she woke up and ate breakfast, and then she went to the canyon.
T: OK and the grandmother, what was she doing? Do you remember?
S: She was making the mesa with her hands?
T: The mesa or the masa? The dough?
S: Um huh
T: And what was she doing?
S: She was making bread?
T: Who else does this in real life?
S: My mom
T: Your mom does that, she makes tortillas?
S: Yeah
T: OK - and OK, who did she meet in the canyon?
S: Nannabah?
T: Nannabah met who? Who did she meet?
S: She met another girl.
T: OK and what was she doing there?
S: She was looking at Little Sister and Baby Brother.
T: But Nannabah - was she there taking care of the sheep, or was she there because she wanted to go to play?
S: She had to take them to eat - but she wanted to go to see Little Sister and Baby Brother
T: When Nannabah saw this new girl, did she become her friend?
S: Yeah
T: What was the girl doing in the middle of no where - she was right there in the canyon?

S: Looking at the hogan.

T: Looking at the hogan, the houses?

S: That she made out of mud

T: Oh - so she was looking at the toys that Nannabah made?

S: Yes

T: What were they made of?

S: They were made out of maybe mud that she did the circle of the little dolls with a stick.

T: all right, anything else you want to tell me about this story?

S: No

T: Very well - we will end this - today is April first 2002.
APPENDIX D

MISCUE ANALYSIS OF SILVIA’S

READING GROUP NUMBER 1

NANNABAH’S FRIEND
Miscue Analysis of Silvia’s Reading Group Number 1

Nannabah’s Friends

01. Big star was still shining through the
    round hole-for-smoke of their hogan roof when

02. Nannabah’s grandmother shook her very gently
    to wake her.

03. “Get up quickly, my grandchild,” she said.

04. Nannaba sat up on her bed made from
    sheepskin and stretched until the sleep was
    out of her eyes.

05. Her grandmother was taking down from
    the hogan wall the pan for cooking their

06. breakfast of bread-you-slap-with-your-hands.

07. Nannaba could smell the piñon fire made
    outside by her grandfather.

08. Nannaba went outside and sat by her
    grandfather on his bright colored blanket.

09. Nannaba and her grandfather sat close
    together in quietness.

10. Nannabah could hear her grandmother
    flapping dog

11. Nannabah could smell the piñon fire made
    in their Hogan. Nannabah

12. wanted to run to her and ask her, my
    grandmother, is it today I was taking your

13. sheep to the canyon alone? And she wanted
23. to say, I think you told my grandfather.
24. But she was afraid to hear her
25. grandmother’s answer. So she stayed by the
26. piñon fire with her grandfather.
27. Later, Nanabah’s grandmother was
28. kneeling by the fire cooking round thin
29. pieces of dough. Nannabah tried to see her
30. eyes but her grandmother didn’t look at her
31. until after they begun to eat.
32. Then, her grandmother looked at her with
33. gentleness, and Nannabah knew that she was
34. going to say it. Today, my grandchild, I
35. won’t go with you when you take the sheep.
36. Nannabah wanted to hide her face with
37. her hands and she tried. But her
38. grandmother and her grandfather must have
39. seen through her fingers.
40. Don’t cry, grandchild, her grandmother
41. said. And her grandfather put his hand on
42. her shoulder with kindness.
43. When it was time to take the sheep to
44. the canyon, Nannabah’s grandmother opened
45. the gate for the sheep. She handed
Nanna

46. Nannabah a stick to drive them, and a can

47. with little rocks in it.

48. Nannabah hit the sheep very gently with

49. her grandmother's stick and started them to the trail. She kept looking back on her way

50. in of the mesa. From the top of the mesa she

51. couldn't pull the sheep up the mesa. From the top of the mesa she

52. could see her grandmother poling wood by

53. their Hogan door.

54. After a while Nannabah started the

55. sheep down the trail on the other side of the mesa. For a long time the sheep walked

56. slowly on the trail.

57. Then a big sheep with horns left the

58. trail and the others began to follow.

59. Nannabah ran after the big sheep with

60. horns and tried to stop it, but the big sheep

61. left out of it the

62. with horns went around her.

63. Soon it started up the hill and the others

64. followed. Nannabah went in front of them

65. and tried to push them with her foot, but

66. she wasn't strong enough to

67. Then she thought of the can with little

68. rocks in it. She took the can and shook it.
As if they had heard a snake, the sheep stopped moving. Then, slowly, they turned and walked away from Nannabah, and soon they were going down the trail again.

When they had almost come to the canyon's flat ground, the big sheep with horns started from the trail again. Two others began to follow. But Nannabah went ahead of them, and shook the can with little rocks in it, and the sheep went back.

Finally they were in the canyon. There was a place near the canyon's end where water fell from rocks and made a pool below.

Around the water, the grass was green. Then the sheep stopped there, and began to graze, and Nannabah sat down by them in the grass.

For a long time, she watched the water that was running down the rocks and she listened to a sound. Then she looked up at the sky and clouds.

She thought about her grandmother and
92. grandfather. And she thought about her
93. mother and father and her little sister and
94. baby brother who were in their Hogan that
95. was far away. She was going to hide her
eyes with her hand and cry, but she had
97. never cried alone before.
98. Nannabah stood up and began to walk
99. among the sheep by the water. Red mud
100. was by the edge of the water and
101. Nannabah touched the mud with her fingers
to feel it's softness. Then, an idea came to
103. her.
104. She filled her hand with red mud. Using
105. a stick to help her fingers shape the mud
106. she made a doll. She named it, "Little
107. Sister."
108. Then she got more mud and made
109. another doll. This doll was a baby in a
110. cradleboard and Nannabah named it "Baby
111. brother."
112. She put little sister and baby brother
113. on a flat rock in the sun to dry. She
114. thought of the sheep then, and she watched
them for a while. All of them were grazing in the deep grass by the water, and they were all near.

Nannabah began to make a Hogan for Naba little sister and baby brother. For the wall, she rolled red mud in her hand to make logs. She curved the logs of mud until they were round like bracelets. The roof was made from a thin piece of mud. Before she put the roof on, she made a round hole-for-smoke.

When the Hogan was finished, she put Little Sister and Baby Brother on the floor inside. It is a nice home, thought Nannabah. Then she took Little Sister and Baby Brother from the little Hogan and put them on the ground outside. Nannabah was going to talk to them but she remembered that they had no ears. And she remembered something suddenly that she was still alone.

She looked up at the sun: Her grandmother had told her once that when it was time to start the sheep from the canyon Sun would
138. be standing over the tallest rock. Soon Sun
139. was there.
140. Nannabah put little sister and Baby
141. Brother inside the little Hogan. She was
142. glad she had made them, and she was glad
143. she had made them a home. But still she
144. wished she could talk with them.
145. Then she hit the sheep gently with her
146. grandmother’s stick and soon they were on
147. the trail.
148. It wasn’t long until they had come to the
149. top of the mesa.
150. From the mesa, Nannabah could see her
151. grandmother and grandfather near the
152. hogan. Her grandmother was weaving a rug
153. on her loom by the door. Her grandfather
154. was carrying corn from the wagon.
155. When Nannabah had come home with
156. the sheep, her grandmother opened the gate
157. again and helped her drive the sheep inside.
158. The next morning, when her
159. grandmother shook her to wake her, Big
160. Star was looking again through the round
161. hole-for-smoke. Nannabah thought first
162. about little sister and baby brother in the
163. little hogan. Big Star, she thought he must be
164. looking at them too. There was no one to
165. wake them.
166. When her grandmother had made their
167. bread-you-slap-with-your-hands, Nannabah
168. ate with her grandmother and grandfather.
169. Then she went to the corral. Nanna’s
170. grandmother opened the gate for the sheep
171. and Nannabah started them up the mesa.
172. On the other side of the Mesa, tall rocks
173. hid the canyon’s floor. Nannabah looked
174. between some of them trying to see the
175. little Hogan, but other tall rocks stood
176. behind. Then, near the end of the trail, one
177. rock was low. Nannabah ran ahead of the
178. sheep and climbed up on it.
179. She could see the little Hogan and
180. something else. Sheep were grazing in the
181. grass by the water and a girl was sitting
182. near the little Hogan. A real girl.
183. Nannabah wanted to run ahead of her
184. sheep again, but she was afraid. She wondered if a girl would smile and talk to her and listen when she talked.
185. When Nannabah's sheep came to the green grass, Nannabah and the other girl looked at each other with shyness.
186. Nannabah sat down and took Little Sister and baby brother from their little hogan. She put baby brother in her lap and she handed little sister to the other girl to hold on her lap.
187. The girl smiled then, and talked. When I saw the dolls and the little Hogan, she said, I wished the person who made them would come back and be my friend.
188. Then Nannabah smiled and said, I think a little sister and baby brother because I wished that you would come and be my friend.
189. Every morning after that, when the tall west rock, Nannabah and the other girl went different ways from the canyon with their sheep.
207. Nannabah ran ahead of her sheep and
208. climbed onto the low rock, she saw her
209. friend waiting by the little Hogan.
REFERENCES


