1994

Whole language experiences for bilingual/biliterate students

Judy Karyl Ruliffson

WHOLE LANGUAGE EXPERIENCES FOR BILINGUAL/BILITERATE STUDENTS

A Project

Presented to the

Faculty of

California State University,

San Bernardino

In Partial Fulfillment

of the Requirements for the

Reading Specialist Credential

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ABSTRACT

It is a reality that the number of bilingual/biliterate students is increasing every year in the state of California. The projected need for bilingual teachers by the year 2000 far exceeds the anticipated supply. Clearly, our schools must find a meaningful way of delivering an equivalent, problem solving curriculum to this large and growing segment of the population.

A whole language program for linguistically diverse students stresses language use in meaningful contexts, and the need for students' wishes and experiences to be interwoven into lessons. Students need opportunities to read lively materials, write about important issues and feelings, and to talk and listen to native speakers of English as well as second language learners. Students should be immersed in whole texts such as novels and textbooks, poems and songs, newspaper and magazine articles, letters and messages, lists, charts, and posters that provide meaning in meaningful contexts. Students need opportunities for social interaction to build their own languages resources; they need opportunities to develop all aspects of both their first and second languages. Teachers must ensure that all students have chances to talk and listen, read and write every day by embedding all learning in a rich language environment.

Teachers must provide students with opportunities to read and write in their first language. If they do not, they are not drawing on the strengths the whole child brings with him/her to the classroom. Students who learn to read and write in their primary language will efficiently transfer the underlying principles of literacy to a second language.

Whole language teachers must become advocates for the second language learners in their classrooms and begin using alternative assessment tools such as portfolios. Since portfolios contain information about student accomplishment over time, a more complete picture of student capabilities is evident. Portfolios can include samples of student work done in the first language. Students, parents, teachers, and administrators can evaluate how a student's ability to express him/herself improves in both languages as the year progresses.

This project contains a variety of language arts strategies and materials that a classroom teacher or a resource person, such as a reading specialist, can use in a whole language setting to enhance primary language support and the acquisition of English. The strategies include a variety of approaches to journal writing, using literature and poetry with repetitive language patterns for dramatization and extended writing activities, using a variety of strategies to understand story structure, and incorporating the use of pen pal letters, cross-age tutoring,

and cooperative learning to increase meaningful social interaction and increase language acquisition.

ACKNOWLEDGMENTS

I am grateful to many people who have helped me travel a long road to reach this goal. While at times I have felt overwhelmed by the prospect of being an author, I have been evermore overwhelmed by the many layers of support. Many thanks:

To my many teaching colleagues whose patience with my ever changing schedules allowed me flexibility;

To Joe Gray whose motivation to incorporate the arts put sparkle into my teaching;

To Dr. Kathy O'Brien whose love of literature and belief in possibilities will inspire me always;

To Dr. Adria Klein whose confidence in me never wavered whether in the classroom or on the tennis court;

To Dr. Katharine Busch whose conviction in my ability to accomplish this provided me with needed support;

To Dr. Margaret Atwell with whom I began my graduate work over a decade ago, and whose advocacy has seen me through to completion;

To my husband, Walter, whose assistance, encouragement, and delicious meals sustained me.

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INTRODUCTION

Imagine an elementary classroom in Central California that is abuzz with activity: students are working in pairs or in groups; some are speaking in English, some in Spanish, some in Hmong; they are writing down information and checking resources such as books, magazines, or pamphlets as they plan a presentation for other class members. The teacher is circulating among the groups and lends assistance as the children ask questions. Instead of limiting the students to materials that have been adapted or simplified, this teacher has provided the students with a context-rich language environment so they can understand the topic being explored. The teacher is aware of the students' need to first see a whole idea so they will know where to fit in the details.

The curriculum is learner-centered and based on experiences and interests, so the students will take ownership of their learning and will be willing to take the risks involved. Lessons presented have meaning and purpose for the students now, and are not merely presentations of information to store for some future activity. Important for all students, it is especially so for language minority children because they need to be involved in activities that allow them to keep pace academically while they gain competence and confidence in English. For these students, vital language skills and thinking processes can be acquired

most efficiently in the primary language, then transferred to English, because language learning occurs holistically and builds on prior knowledge (California State Department of Education, 1990). If these students also decide on ways to take the information they have gathered and apply it to their lives, they will engage in authentic social interaction that will integrate their new knowledge with their previous knowledge and life experiences. The students will develop their oral and written language proficiencies simultaneously because authentic activities capitalize on the inter-relatedness of the four modes of language: reading, writing, listening, and speaking. The teachers of these children have a genuine faith in their students' potential as productive learners and are willing to be their advocates (Freeman & Freeman, 1992).

If we are to hope for the future success of language minority students, if we want bilingual learners to achieve academically and become contributing members of a global society, then we must increase the number of classrooms where the principles of whole language mentioned above are being applied.

STATEMENT OF THE PROBLEM

It is a reality that the number of bilingual/biliterate students is increasing every year in the state of California. In the fall of 1992 the California State Department of

Education identified 1,078,705 language minority students who needed either English as a Second Language (ESL) and/or bilingual support instruction. That number represented a 16 percent increase from the previous year. The State Department projects that by the year 2000 Spanish-background students alone will account for approximately 35 percent of the school-age population. Twenty-nine percent of all incoming kindergarten students in 1990 spoke only limited English (California State Department of Education, 1992). Well over 40 language groups are represented in significant numbers across the state, ranging from Armenian, Portuguese, and Chinese to Hmong and Spanish (California State Department of Education, 1990). The projected need for bilingual teachers by the year 2000 is 28,412 with an anticipated supply of only 16,600. Clearly, our schools must find a meaningful way of delivering an equivalent, problem solving curriculum to this large and growing segment of the population. Unless educators clearly confront the diversity of the students in our schools and provide them with appropriate learning experiences, the alarmingly high dropout rate for these students will increase, leaving education serving only the needs of a small elite group (Shannon, 1990). These students require experiences tied to their own life experiences using authentic materials. The lagging literacy achievement of children whose native language is Spanish is a growing concern in Southern California and other

urban areas because the gap between Spanish-speaking children and their English-speaking peers widens at each successive grade level (Fitzgerald, 1993).

Teachers in the United States are uncomfortable with students who have vastly differing levels of linguistic competence in two languages. Rather than seeing bilingualism as a special ability and valuing both the culture and the language of the bilingual students, many educators view it as a hindrance. While children in countries all over the world routinely learn two or three languages, bilingual children in the United States are encouraged to suppress their first language in favor of learning English. They are denied access to instruction that would enrich their understanding of their primary language and enhance their acquisition of English. When bilingualism is not valued, many students who are later deemed successful, enter schools monolingual in a language other than English and leave school monolingual in English. Many programs in the United States are seen as "subtractive" because students lose their first language at the expense of their second (Freeman & Freeman, 1992).

Ironically, these same students are required to take a foreign language later in their school experience. Professors who teach Spanish at the university level often have "native speakers" in their classes who have no conscious understanding of the structure of their first language. Their oral language is characterized by non-standard

pronunciations which survive because they have never been tested against the written word found in literary works and other written materials. They also have poorly developed vocabularies and only a minimal understanding of the syntactic structure underlying their first language. In California, elementary second language programs that are successful in teaching English to language minority students often permit command of the home language to dwindle as proficiency in English is acquired. The loss of precious linguistic resources is regrettable and contradicts the statewide goal that every student learn to communicate effectively in at least two languages (California State Department of Education, 1990). The best of California's bilingual programs continue to develop a student's home language. "These programs help bond language-minority students and their families to the school, give students a valuable skill when they pursue higher education or enter the work force, and increase California's intellectual capital. These programs should be the rule rather than the exception" (California State Department of Education, 1992, p.18).

In those schools and districts where significant numbers of Limited English Proficient (LEP) students have the same home language, the Elementary Grades Task Force recommends that instruction be conducted in that home language. This includes initial literacy instruction (California State Department of Education, 1992). An impressive body of

research supports this recommendation (Collier, 1989, Cummins, 1989, Early, 1990, Edelsky, 1986, Fitzgerald, 1993, Freeman & Freeman, 1992, 1993, Freeman & Goodman, 1993, Hudelson, 1987). Bilingual education may take on different forms, but fundamentally it must include sufficient instruction in the student's primary language. Students need to learn English and, at the same time continue to develop academic content through first language instruction (Freeman & Freeman, 1993).

Teachers are concerned not only with the increasing numbers of language minority students in their classes, but also with the range in their English language development. Teachers often question their abilities to assess these students correctly, and to develop and provide meaningful instruction for them. They want to be able to plan learning experiences that will be appropriate to the intellectual level of all students regardless of their level of language proficiency (Early, 1990).

THEORETICAL FOUNDATION

"Whole language" emphasizes that language be taught naturally as it occurs within any social environment instead of segmenting the instruction into bits and pieces. Whole language, as a philosophy, values the variation inherent in all language for the purpose of human communication. Therefore many educators consider whole language to be the

best way to develop a student's literacy skills whether it is in the native language or a second language (Freeman and Goodman, 1993; Goodman, 1986; Harste, Woodward, & Burke, 1984).

Significant cognitive benefits can accrue from maintaining and enhancing a student's first language and literacy, while concurrently developing English language and literacy (Cummins, 1989). Students new to English gain from the chance to build a strong literacy base in their home language, which enables them to succeed in the core curriculum. Rather than being confused by learning two languages, many bilingual children may actually be more flexible in their thinking.

The reading process is a unitary and universal process. It is the same in all languages. Miscue analysis has shown that reading is first and foremost a process of constructing meaning (Goodman, 1986). Students come to understand the reading process as they learn to read in their first language. Since they know the process when they start reading in a second language, they do not need to learn to read over again (Freeman & Freeman, 1992). Second language students who are literate in their first language are apt to show a sophisticated understanding of the nature and function of print as well as confidence in their ability to produce and comprehend text in a new language (Boyle and Peregoy, 1990). Learning to read in the home language has been argued

to be the fastest and most efficient way the Limited English Proficient (LEP) child can acquire English reading skills because children efficiently transfer to the second language the underlying principals of literacy they learn in their primary language (California State Department of Education, 1992). Additionally, reading in English provides readers with information about English that they are able to apply to writing in English. Whatever the native language, literacy in that language will benefit English literacy. "For too long non-English-speaking children have been silenced because they could not use English to share their experiences, knowledge, and understandings. Allowing children to access their native language is one way of enabling those who have been silenced to speak" (Hudelson, 1987, p. 840).

For second language learners, initial reading and writing in English may be slower because of lack of fluency. Sometimes second language learners are seen as having shorter attention spans than native speakers. In reality, communicating in a new language is more tiring than in one's native language. Trying to make sense out of a new language can cause fatigue, especially in young learners. Also, language-minority students may have limited background knowledge for specific content and vocabulary meaning in English. Their experiences may not correspond to the content of typical school texts. Consequently, classroom lessons should include opportunities to enhance pertinent background

knowledge and specific vocabulary prior to reading so that the reading process will be a meaningful and constructive one (Fitzgerald, 1993; Boyle and Peregoy, 1990).

Becoming highly proficient in a second language requires time; and teachers who expect a high level of competence quickly establish unrealistic goals for most children. Teachers must also realize that ESL children will increase their second language proficiency at widely varying rates. Recent research suggests that very different time periods are required for language minority students to achieve peer-appropriate levels in conversational skills in the second language as compared to academic skills (Cummins, 1989). Specifically, conversational skills often approach native-like levels within about two years of exposure to English whereas a period of five years or more may be required for minority students to achieve as well as native speakers in academic aspects of language proficiency (Collier, 1989). Academic language proficiency refers to both reading and writing abilities and to content areas where students are required to use their language abilities for learning (Cummins, 1989). The California State Department of Education, along with the Elementary Grades Task Force, maintains that almost every child who enters a kindergarten class not speaking English can expect to be a fluent English speaker by the end of the sixth grade (California State Department of Education, 1992; Flores, Cousin, & Díaz, 1991).

A whole language program for linguistically diverse students stresses language use in meaningful contexts, and the need for students' wishes and past experiences to be interwoven into lessons. Opportunities to read lively materials, write about important issues and feelings, and to talk and listen to native speakers of English as well as second language learners, provide students with a rich linguistic environment and the potential for growth (California State Department of Education, 1987).

Teachers who wish to provide the opportunities for second language learners to flourish need the support of ideas, materials, and training. It is this author's intent to explore a variety of strategies and materials that can be used in a whole language setting by a classroom teacher or resource person, such as a reading specialist, to enhance primary language support and acquisition of English.

LITERATURE REVIEW

The increasing numbers of students with limited proficiency in English pose special challenges to educators in the United States in general and in California in particular. Current research and theory in literacy and language development provide guidance for those dealing with language-minority students' literacy development including specialized teachers such as ESL teachers and reading specialists, and regular classroom teachers as well. The purpose of this literature review is to examine current research in effective methods that support second language learners in their efforts to become biliterate, specifically focusing on principles of whole language teaching. These principles include learner centered instruction, lessons with meaning and purpose for the learner, the importance of engaging in social interaction, the inclusion of both oral and written language, support of the students' primary language to facilitate the acquisition of English, and teacher advocacy.

Learner Centered Instruction

When classroom teachers and reading specialists center their instruction on the interests and experiences of students, they foster the self-esteem of those children. When teachers build on the strengths and rich diversity of

their second-language learners, all students benefit. What is more important, bilingual learners expand their potential (Freeman & Goodman, 1993).

Second language learners are not deficient just because they do not speak English. "One of the most pervasive and pernicious myths about 'at risk' students is that they have a language deficit" (Flores, Cousin, & Díaz, 1991, p.370). On the contrary, they bring a rich and varied background of ideas and talents to the classroom. Whole language teachers find ways to incorporate their students' knowledge, including their first language and culture, even when the students speak little or no English. Children are proficient language users and bring many experiences into the classroom. When teachers accept their students' knowledge about language, learning, and culture, they acknowledge the children's self-worth and increase their self-esteem (Flores, Cousin, & Díaz, 1991). Teachers recognize that their second language students can learn language through content, especially when they see a connection between the content and their own lives. The availability of a wide variety of resources including the teacher, real literature, magazines, realia, audio-visual materials, and technology enhances the learning. Teachers can take advantage of students' interests and expand on them to create genuine interest (Freeman & Goodman, 1993).

To make classrooms learner centered, Freeman and Freeman (1992) suggest a Questioning Lesson Plan. "This lesson plan

format is designed to help teachers reconceptualize curriculum as a series of questions generated by the students and the teacher as they explore topics together. This format also encourages teachers to remain focused on the broad concepts they are studying" (p.49). Having a vested interest in the curriculum naturally motivates active student involvement and encourages creative sharing among students. When the curriculum is not meeting their interests or drawing from their experiences, the learning is apt to be short term at best.

In many whole language classrooms student-published writing is an integral part of the routine. An important aspect of the writing is that students select their own topics and are celebrated as authors. This type of writing is especially successful with second language students (Freeman & Freeman, 1992). Students choose what is important to them, their message is accepted even if their form is not entirely conventional, and they begin to feel like contributing members of their classroom. One way to support students who are feeling insecure about their abilities is to encourage them to collaborate with a co-author (Freeman & Freeman, 1992). Coupled with these writing experiences are possibilities for peer editing conferences that provide students with real opportunities to interact, share ideas and suggestions, negotiate, and even construct creative hypotheses about written language much as they do about oral

language. Student controlled talk during these conferences can serve to facilitate and even improve subsequent writing. Peer writing groups provide second language students with new and exciting chances to experiment with oral and written language. Blake (1992) finds that given experiences with the writing process, including peer conferences, both non-native and native speakers of English produce longer, clearer, and more coherent written pieces.

Teachers in whole language classrooms can learn a great deal about their students by observing the style and content of published writing, as well as the interactions among the children as they draft, discuss, and revise their work. Children use both formal and informal formats for publishing in these classrooms. Whether these pieces are fiction, stories of personal experiences, or summaries of student research, all are learner centered because they have drawn on student interests and strengths. For many second language learners, these publications are a first step toward future school success (Freeman & Freeman, 1992).

Effective whole language instruction includes the use of authentic texts and literature in place of controlled basal readers. While some of the newer basal series claim to have made substantial changes with their literature-based materials, many of the components designed for second language students still resemble the skill workbooks of old. The purpose of some of these programs seems to be to use

literature to teach skills rather than to promote a meaningful literary experience (Freeman & Goodman, 1993). When the teacher assigns all the students in a classroom the same book to read and the same kind of follow-up activities to do together, the teacher has created a reading instruction program that does not necessarily meet the needs and interests of individual students from diverse language and cultural backgrounds (Freeman, 1988). Such reading instruction does not promote the construction of individual meaning and consequently is not empowering to students. Reading depends as much on what the reader understands and knows about the world, as it depends on what is on the page (Smith, 1985). This fact makes it even more critical to use materials for reading that make sense to readers and draw on their experiences and interests. Traditional basal reading materials are not sufficient and second language learners need alternatives. Reading materials should be selected for their relevance and interest rather than on readability formulas. If the materials contain a great deal of unfamiliar vocabulary and complex syntax, discussion can ensue. Through talk and writing, children will become acquainted with the concepts and vocabulary in their reading. The focus of the reading must be on how to make sense of the text (Lim & Watson, 1993).

Students in our schools who are non-native speakers of English do not always have opportunities to make choices

about the risks that educators expect them to take. Despite many improved educational opportunities to use their first language, these students are still evaluated daily, formally and informally, on how they perform in their second language (Fournier, 1993). Teachers in learner centered classrooms are familiar with a variety of ways to make learning accessible. They use them to encourage literacy and to make evaluations of student progress. These teachers' methods extend beyond language dominance, encompass all learners, and provide all students with assignments where they are using language naturally to fulfill real purposes.

Meaning and Purpose

Lessons for all students should have meaning and purpose, but this is especially important for second language learners. Teachers need to engage them in activities through which they can learn both English and academic content (Freeman & Freeman, 1992). Novice readers and writers thrive in a rich environment, steeped in authentic language and stimulating stories that vitally connect with what the children already know and about which they are curious. Literature offers children both the vivid language and compelling plots of the time-tested classics and the good contemporary works that they find fascinating (California State Department of Education, 1992). Teachers can help ESL students increase their English proficiency by shifting the

focus of instruction from direct teaching of language to using classroom strategies in which content-rich language is naturally embedded. For lessons to be meaningful, students must understand them. This is most likely to occur when lessons incorporate experiences from their own lives and build on their own interests (Lim & Watson, 1993). When the questions posed in class seem real, the students have a purpose in searching for answers and may be more willing to take risks to find those answers. "In whole language classrooms where teachers involve students in meaningful, authentic activities, students take risks, and in this process, they learn" (Freeman & Freeman, 1992, p.76). When students write or complete assignments that they perceive as meeting a real and immediate need, the quality of their work is generally superior to what they typically produce.

Second language learners acquire English as they engage in meaningful activities (Freeman & Freeman, 1992). We communicate to accomplish something: to learn, to have our needs met, to get along with others, or just to play. We have a purpose and an audience. Modern scholarship suggests that it is the intense human urge to communicate about matters of direct importance to the individual that lies at the heart of the language acquisition process (California State Department of Education, 1990). Teachers must provide second language learners with opportunities so that they can make sense of the language by using it for purposes that have

meaning for them. The tasks that teachers often give students are phony exercises that have chopped learning into little bits and pieces which make little sense to the learner (Law & Eckes, 1990).

Literacy for ESL labeled students has typically been part-to-whole instruction that emphasizes mastery of meaningless sounds and isolated words. Some teachers assume that students who do not speak English fluently are less able learners who need the kind of instruction in most low-level reading groups using basal reading materials. The assumption is that the small parts will be easier to learn, when in actuality the small parts are more abstract and consequently more difficult to learn. It is not difficult for children to be convinced that they are not successful learners, but it takes a great deal of work to get them to see they have potential. Students who see themselves as readers in trouble must be shown that reading is not "sounding out", "attacking words", and practicing skills, but instead is making sense of meaningful text (Goodman, 1986). Students should be immersed in whole texts such as novels and textbooks, poems and songs, newspaper and magazine articles, letters and messages, lists, charts, and posters that provide meaning in meaningful contexts (Freeman & Goodman, 1993).

Teachers need to develop in second language students the required language skills for participating in all aspects of schooling while they strive to keep pace with other students

in content mastery as well. Many educators have found that combining language and content instruction can be an effective way of helping these students progress toward both goals (Christian, Spanos, Crandall, Simich-Dudgeon, & Willetts, 1990). They use the language they know to learn the language they need. One way that whole language teachers have helped bilingual students become more proficient at using conventional forms of language is by creating pen pal situations (Freeman & Freeman, 1992). When the primary goal is communication, students are encouraged to invent and use advanced vocabulary and syntax that they would never use in a controlled grammar-based workbook. Students have a real audience that motivates them to revise their creations and seek conventional forms. They have a genuine desire for their pen pals to understand their messages. When there is a function and an immediate purpose for the writing, the range of vocabulary expands and movement toward convention increases (Freeman & Freeman, 1992). Through the experience of pen pal letters, children willingly engage in writing that has intrinsic importance. They will seek clues to conventions by asking other learners; and by using reference books, their own earlier writings, and environmental print in their classrooms (Lim & Watson, 1993).

All too often educators design the curriculum in schools with an eye to the future rather than base it on the present needs of the students (Freeman & Freeman, 1992). For

bilingual students a future-oriented curriculum is particularly problematic. It is essential to get these students involved in regular content instruction as soon as possible. If the schools delay content area instruction until the second language students are fluent in English, they will never catch up academically. A student can be conversationally fluent in about two years, but it can take five to seven years to develop academic fluency in a second language (Cummins, 1989). Whole language teachers realize that they need to help their students find strategies to be able to read and work in the content areas as they simultaneously continue to improve their English proficiency.

By using academic content as a basis for language lessons, teachers can focus attention on higher-order thinking skills such as analyzing, synthesizing, and predicting, and can provide students with the appropriate language labels and conventions for participating in content area instruction (Christian, Spanos, Crandall, Simich-Dudgeon, Willetts, 1990). There is overwhelming evidence that most students will achieve the basic conversational or functional level of English with or without formal assistance. The focus in schools should be on moving students up the language, and thinking, scale. "Instead of teaching merely functional English, teachers should lead students to a much more demanding and rewarding control of

empowering (academic) English" (California State Department of Education, 1990).

Many teachers have found that using a thematic approach allows for such development because they can teach language and content while focusing on topics that students choose within the framework of general themes. When teachers involve students in setting forth the questions that will be researched, their reading and writing will take on direction and purpose. When given more choices, students take on more responsibility; given more responsibility, they are more willing to take risks; the greater the risks, the greater the rewards. "When students can make choices, they can set their own purposes. They can take ownership of the learning process, and under these conditions they are more willing to take the risks that are always involved in learning new things" (Freeman & Freeman, 1992, p.99). Teachers need to offer many opportunities in school to use language in authentic ways that are interesting to the learners and that build directly on their personal experiences and interests. However, learning does not take place in a vacuum and the best results are not accomplished alone. Teachers must encourage students to interact with their peers. It is through interactions with others that students acquire a broad base of knowledge about conventions and purposes of print (Rigg, 1991).

Learning Through Social Interaction

Whole language teachers have long supported the view that the mind constructs meaning during transactions between individuals and their learning environment that includes not only the physical aspects, but also other people. Teachers of second language students believe that social interaction is critical for effective language learning. Students engaged in positive social interactions increase their self-esteem, and they are more receptive to developing second language skills. When the goal is to collaborate on a research project, discuss a reading assignment, edit one another's writing, or evaluate each other's oral presentation, then the focus is on accomplishing an academic assignment while using language together rather than on learning language per se. The language learned is authentic because the messages students receive often contain vocabulary and syntax just slightly in advance of their present ability. Students need the social interaction to build their own language resources (Freeman & Freeman, 1992).

Writing pen pal letters, already mentioned as a strategy to give meaning and purpose to learning, can also provide many opportunities for second language students to engage in social interaction. The letters not only serve the primary function of helping students develop proficiency in writing, but they also provide many chances for children to read and

talk. Students discuss with each other possible topics to include in future letters as well as how to express their ideas in standard English. When they receive letters they share their excitement with classmates and often seek assistance in reading their pen pal's message. Many teachers find that students spend a great deal more time and effort composing letters to pen pals than they spend on formal writing assignments, because the letters serve an authentic purpose (Freeman & Freeman, 1992). A wonderful culminating activity is to arrange for pen pals to meet one another and that naturally leads to more opportunities for improving second language acquisition through social interaction: students must discuss plans, write invitations, and of course, talk to their new friends when they meet.

A second activity used by many whole language teachers to promote social interaction is cross-age tutoring. Although there are different kinds of tutoring programs, all can create situations in which students can develop language as they interact with one another. Many programs link younger students with older ones. The older students can use picture books with predictable patterns to read to the younger students. These students must talk together a great deal as they select their books, practice their reading, and plan the best ways to work with their reading buddies before going to share the books. They also tend to talk when they return full of excitement over the positive responses of the

younger children. Over time teachers discover that students who participate in tutoring younger children make additional growth in increased reading fluency, and self-confidence in using the second language (Freeman & Freeman, 1992; Labbo & Teale, 1990).

Where cross-age tutoring provides social interaction across grade levels, cooperative learning provides for interaction within the classroom. Second language students that have the opportunities to work in cooperative groups show increased academic achievement. Also, ethnic relations improve in classrooms where teachers incorporate cooperative groups and directly teach interpersonal social skills. Students develop a vested interest in the success and achievement of others in their group (Kagan, 1990). Students benefit from their involvement in well-organized cooperative groups because they can watch and learn from the way classmates attack new learning tasks. Each child brings a unique set of experiences, perspectives, and world views to the group that can both enrich and be enriched by contact with others (California State Department of Education, 1992). Teachers note that as students work together cooperatively, their language ability and their understanding of academic content increase much more rapidly than if they had pursued projects individually (Freeman & Freeman, 1992).

Flores, Cousin, and Díaz (1991) dispute the myth that educators must separate second language children from the

regular class. Rather, these students need opportunities to learn language in the rich, integrated settings of regular classrooms. Individuals become proficient learners by engaging in social interactions and experiences with those more proficient than themselves. Isolating second language students from the regular classroom denies them the opportunity to have native English speakers serve as models. Often they hear English spoken only by those who, like themselves, find word choices and sentence structures confusing, making them feel insecure in their attempts to use the language.

Teachers must create supportive social classrooms that allow second language students to take risks. Since reading and writing, listening and speaking, develop through social interactions, literacy is more likely to increase through activities that create relationships between native English speakers and students at varying levels of English proficiency. ESL students will only risk involvement in such activities if they feel understanding and appreciation for the difficulties involved from both peers and teachers. A sensitive environment also allows for the deemphasizing of grammatical mistakes that is essential to successful learning in general and to second language learning in particular (Fitzgerald, 1993).

Reading, Writing, Listening, Speaking

Whole language teachers operate on the premise that both reading and writing are important elements of whole language lessons, and that it is equally important to develop oral language proficiency as well. Teachers should not delay the introduction of reading and writing with second language students, but should immerse them in these activities at the earliest possible time. It is not necessary to make literacy instruction contingent upon considerable listening and speaking proficiency (Fitzgerald, 1993). Students need to develop all aspects of both their first and second languages, and written language development may be even more important than oral language development for academic success. Teachers must ensure that all students have chances to talk and listen, read and write every day by embedding all learning in a rich language environment. Many activities pursued in whole language classrooms capitalize on the interrelatedness of the four modes of language. Students can learn and communicate through many different modalities, that may also include opportunities for students to engage in the fine arts. Students can both develop concepts and express what they have learned through art, drama, music, and/or dance. These opportunities may help to make lessons comprehensible, and may be a welcome relief to second

language students who feel overwhelmed by intensive lectures or extensive textbook study (Freeman & Freeman, 1992).

It is important for students to have opportunities to read and write from the beginning as they learn a new language. Since oral language passes by rapidly, bilingual students have more control over written language. They can reread passages and look at individual words; they can take the time they need to express themselves in writing. It is also important for teachers to include reading and writing activities concurrently with oral language practice to insure that academic growth keeps pace with increasing speaking and listening competence (Freeman & Freeman, 1992).

Both research and experience demonstrate that a second language is best learned in a manner that approximates how the first language was acquired--by using the language to meet real needs. Consequently, educators should design second language programs in elementary schools on a communication-based approach, one that constantly relies on the language as the medium for the exchange of meaningful information and the communication of ideas (California State Department of Education, 1992). The same factors that help students develop oral language help them to develop written language. Students must be given time to read and write, speak and listen on a daily basis and their efforts must receive genuine support from peers and teachers; they must see assignments as meaningful and serving a purpose; they

must witness others using written language for specific reasons; and they must be immersed in a rich, literate environment. This environment must also be one that empowers students. One way that second language students gain such empowerment is by realizing the genuine importance of their primary language in their school experience.

Primary Language Support

Whole language teachers stress the importance of supporting a student's primary language and culture to build concepts and to facilitate the learning of English. When educators show students that they value the home language, students become empowered, and able to see their potential as learners. They feel pride in their language and culture and begin to show more enthusiasm for fully participating in activities and assignments at school. In conducting Project FIEL (Family Initiative for English Literacy), Quintero and Huertas-Macias (1990) find that when educators uphold the dignity of the learner, learning occurs.

Bilingual education is a political and emotional issue that educators and the public seldom evaluate from a perspective based on research as they should. Both bilingual education and whole language have received a tremendous amount of bad press based on insufficient or incorrect information. "Since both have the goal of empowering all students, public acceptance or rejection is often based more

on politics or emotions than on what we know about learning and teaching" (Freeman & Freeman, 1992, p.172). When whole language teachers are familiar with research, it becomes clear that they must support first language development because they know that students learn concepts best in their primary language and that the development of the first language leads to faster acquisition of English. Also, programs that support the first language and value the culture of the students, help to increase the self-esteem and the self-confidence of those students which fosters a more positive attitude toward school. Learner centered teachers are familiar with a variety of ways to make learning accessible and to encourage literacy. Their methods must extend beyond language dominance and encompass all learners. These teachers must also ensure that they permeate their instruction with an appreciation of cultures different from their own, and a sensitivity to the difficulties of becoming literate in English (Fitzgerald, 1993).

Recent research on second language acquisition has strongly supported bilingual education (Collier, 1989; Cummins, 1989; Edelsky, 1986; Edelsky, Altwerger, & Flores, 1991; Freeman & Freeman, 1991; Krashen, 1991). Educators opposed to bilingual education have argued that it leads to language delay or even retardation, and that learning two languages confuses the students. To the contrary, more recent studies have shown that many bilingual students may

actually be more flexible in their thinking (Freeman & Goodman, 1993). When we support students' first language, we are building on their strengths and validating them as individuals. Using a first language in school is important for several reasons: (1) bilingual students build important background knowledge and concepts when they receive comprehensible information in their first language, and this helps them succeed academically later in English; (2) when students have a well developed first language, they can learn a second language more rapidly; and (3) bilingual students continue to value the language and culture they brought with them to school. This can build bonds between the school and home and the students can become valuable biliterate members of the community (Freeman & Freeman, 1992).

When teachers present concepts in the primary language, second language learners are able to grasp those ideas more easily. If they are receiving content instruction in comprehensible English at the same time, they can also learn the language associated with those concepts in English and thus learn both concepts and language concurrently (Cummins, 1989). If students receive a preview of a lesson in their first language, they can understand the purpose of the lesson and can begin to make predictions about what is being talked about in English. They can make more sense of the English being spoken and begin understanding words and ideas in English. When students have a good understanding of a

subject area, that background can help them comprehend a discussion in English about that subject (Freeman & Freeman, 1992).

It is important that students develop one language fully in both oral and written forms. When language minority students can develop their first language in school, their knowledge of language forms and functions transfers to English in the same way as their understanding of concepts. The more students know about their first language, the better background they have to help them comprehend the structure of the English language. The richer one's linguistic background in a primary language, the easier it is to develop fully a second language. If teachers wish to build on the students' strengths, then it is important to consider the language that they have been using for communication and for learning about the world before coming to school. If teachers do not provide students with opportunities to learn to read and write in their first language, they are not drawing on students' strengths nor are they teaching the whole child. Students who learn to read and write in their primary language will efficiently transfer the underlying principles of literacy to a second language (California State Department of Education, 1992). They do not have to learn to read a second time because the reading process is the same regardless of the language (Freeman & Goodman, 1993). Visual, linguistic, and cognitive strategies used in the

first language and easily be carried over to the second language (Calero-Breckheimer & Goetz, 1993). In a study that examines the use of reading strategies by third and fourth grade biliterate readers, Calero-Breckheimer and Goetz (1993) find that Spanish-English bilingual readers can transfer reading strategies from their native language to English. Their comprehension in both languages related positively to strategy use. The authors argue that "if bilingual and ESL programs are to succeed in producing competent English readers, care should be taken to nurture the development of strategies in their native language and their transfer to English" (Calero-Breckheimer & Goetz, 1993, pp. 197-198).

Development of positive self-esteem is another benefit of bilingual education. Since bilingual education values the language of non-English speakers, it can help students value themselves and their culture. Also, they do not have to make a choice between the culture and language of the school and that of the home. If the schools do not help students feel proud of their culture and primary language, those students will loose confidence in their potential to learn, and stand a reasonable chance of becoming drop-outs. It is not just the student that suffers, but society as a whole. An effective bilingual program allows students to succeed in school while maintaining respect for the home culture and language. Even after a student becomes proficient in English, the best bilingual programs continue to develop the

first language where educators begin to view bilingualism as a benefit, not as a deficit. These students are future bilingual citizens who possess a valuable skill and can contribute in a positive way as they pursue higher education or enter the work force in a world that will need increasing numbers of bilingual people. These students increase our "intellectual capital". These effective bilingual programs should be the rule rather than the exception (California State Department of Education, 1992).

Students can discover the beauty of their language through good literature written originally in their primary language. The presence of books written in other languages sends an important message to students: "your first language is worthy, important, and valuable; its books tell stories and teach us things" (Freeman & Goodman, 1993). While some books and other materials are reasonably good translations and are helpful in the content areas, the phrase "it looses something in the translation" is quite fitting, particularly with fiction. Often the richness of the language is lost, and the stories also suffer because of the separation of the language from the culture. Unfortunately, much of what is currently available in the form of translations is not good literature in any language (Fournier, 1993). It is becoming increasingly easier to find primary language materials as publishers become cognizant of the need and the numbers of second language students in our school systems.

The English-Language Arts Framework insists that language minority students "must experience the same high quality instruction, high expectations for performance, and meaningful materials and activities as native speakers do if they are to participate in the fullest educational experience the schools can offer" (California State Department of Education, 1987). Bilingual education may take on different forms, but it must include sufficient instruction in the students' primary language if second language students are to succeed academically and to become whole members of our complex, multi-cultural society (Freeman & Freeman, 1992). For this to happen, there must be educators who are willing to insist that bilingual education becomes an integral part of California's school system.

Assessment and Advocacy

Whole language teachers must be advocates for the second language students in their own classrooms. They must have confidence in the infinite possibilities of all their students, rather than holding a limiting view of their potential. They must also be willing to take the risks involved with being an advocate among other teachers, administrators, and community members to ensure that second language students have access to the resources they need to succeed in the school environment (Freeman & Freeman. 1992). If traditional grading systems give an incomplete picture of

student achievement, advocates will work to develop portfolio assessment. If standardized tests are labeling them below the norm, advocates will work to exempt bilingual students from having to take the tests. If the systems for assessing language proficiency are inadequate, advocates will work to improve them to make them more valid. If schools do not have materials that reflect their students' first language and culture, advocates will work to include such materials in the school's resources. Advocates will extend their efforts beyond the classroom to create a positive atmosphere where there are high expectations for all, including language minority students.

Unfortunately, for a variety of reasons, educators do not tap the full potential of bilingual learners in many of our schools (Freeman & Goodman, 1993). These students may come to believe that they cannot learn, that their first culture and language are not valuable, and that there is no place for them in American society. Many types of assessment used with bilingual learners cover up their strengths rather than allowing them to shine through. Instead of subjecting these students to standardized tests that confirm they are below the norm, teachers need to become observers and begin to document the amazing progress second language learners often make.

It is difficult for school educators and administrators to change their view of bilingual learners, and for the

students to value themselves when they are labeled by inappropriate evaluation instruments (Freeman & Freeman, 1992). Requiring language minority students to take nationally normed exams places them at a disadvantage because they are competing with native English speakers. Taking tests to determine their ability to use English often misplaces language minority students in the system. These tests often violate the principles of whole language learning: the exams test parts of language; they test language out of context; they have no meaning or function for the students; they are individual and competitive; they fail to draw on the background knowledge and strengths of the students; and they often mislabel the students. Most importantly, they do not provide the information that whole language teachers need to successfully integrate second language learners into their classrooms.

Instead of proficiency tests and standardized tests, performance-based assessment is needed (Taylor, 1990). One alternative assessment tool is a portfolio. Because portfolios contain products of work done as part of the regular curriculum, they do not take the time from the teaching and learning process that traditional testing does. Instead, they become part of the process. Portfolios involve students in their own evaluation. Students can evaluate the products of their classroom work with their teachers and set immediate goals for further study. Portfolios are also very

enlightening during parent conferences with the teacher. Students can be an integral part of that process as well. Portfolio assessment can provide school administrators, teachers, parents, and students with a new view of achievement. Since portfolios contain information about student accomplishment over time, a more complete picture of student capabilities is evident. Unlike standardized tests, portfolios can include samples of student work done in the first language. As the year progresses, a collection of writing samples can demonstrate how a student's ability to express him/herself improves in both English and the primary language.

Teachers of second language learners need to help the students develop their full potential. Teachers can accomplish this by organizing teaching and learning in ways that are consistent with all the principles of whole language. These teachers show students the whole idea, not just bits and pieces of information. They engage students in meaningful activities that relate to their own experiences. They understand that reading, writing, listening, and speaking are all important sources for learning, and can be used in combination to benefit the students. They incorporate social interaction into their lessons, realizing that students learn from each other, from the teachers, and from the community. They recognize that building on students' strengths, including their first languages and

cultures, expands the students' potential and can increase the students' school success. For those students whose first language is not English, whole language is not only good teaching, it is essential. Educators have fragmented much of the instruction that many second language learners have received in schools, and this becomes disempowering for the students (Cummins, 1989; Flores, Cousin, & Díaz, 1991). Whole language may be the only road to success for bilingual students (Freeman & Freeman, 1992).

GOALS AND LIMITATIONS

Goals

The English-Language Arts Framework acknowledges that Reading Specialists have "knowledge and expertise to help students with special needs (1) succeed in the regular English-Language Arts classroom; (2) become fluent in English; and (3) prepare for the world beyond school" (p.38). One goal of this project is to provide materials and strategies for Reading Specialists to use in either small group or whole class instructional situations that support second language learners using the principles of whole language.

The Framework also states that one role of a Reading Specialist is to "disseminate to other teachers important information about research and strategies for ensuring the success of all students" (p.38). A second goal of this project is to provide information about current research and effective strategies so that Reading Specialists, classroom teachers, and other educators can become advocates for the needs of second language learners. All educators must have confidence in the possibilities of all students, including second language learners, rather than holding a limiting view of their potential.

A third goal is to provide activities and strategies that will naturally promote self-esteem in second language

students. These activities must recognize the importance of minority languages and cultures, and are essential to the prevention of alienation and the inhibitions about language that interfere with learning.

A fourth goal is to examine possible alternative methods of assessment that are consistent with the principals of whole language and can provide school administrators, teachers, and students with a new view of achievement.

Limitations

The activities, strategies, and materials in this project are designed for use at the elementary level, however, they could be adapted for use with older students.

The project is designed primarily to enrich a language arts curriculum as opposed to an integrated curriculum, although many of the principles can be applied to content area learning.

The project is designed with the principles of whole language in mind that may create conflict in strongly skills-based or strict phonics oriented classrooms.

Many of the second language resources suggested are for students whose primary language is Spanish. Books and resources in other languages, especially Southeast Asian languages, are more difficult to find and were not the focus of this project. Future expansions would list and include titles in various languages.

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APPENDIX A: PROJECT

PROJECT: STRATEGIES AND LANGUAGE EXPERIENCES

Journals

Personal/Dialogue Journals

Journal writing in whole language bilingual classrooms can take several forms and serve several purposes. Students can use personal or dialogue journals in a social context allowing them to interact with one another and/or with the teacher. The children use both oral and written language, each augmenting the other, and supporting their development. A teacher's decision to use journals interactively and to respond to the children's entries permits frequent personalized contact with each student. When the teacher responds to the students' ideas rather than to the mechanics, journal writing becomes a safe activity and the students can deliberately experiment with language and feel free to take risks. As students make their journal entries, they are demonstrating their conceptions about how language works. Observant teachers will use these clues to better understand the developing literacy of their students and will use their own responses as opportunities to model the connections between written and spoken language.

Teachers need to serve as role models for their students so they should keep a journal as well. Teachers should write journal entries concurrently with the students, then invite them to read and respond to the their writing on a voluntary

and rotating basis. It is fascinating to students not only to read what their teachers have written, but also to discover how students from their own class and from previous classes have responded to the personal feelings and experiences of their instructors. Journals can give teachers valuable insights into their students' lives that they might never discover another way.

Literature Response Journals

Students can use a variety of journal formats to respond to literature, which become invaluable tools helping them realize the power of their literary experience. This strategy will help create a classroom environment that respects the opinions of each student, and allow the students to interact with the text in a meaningful way. One such format is a double entry or literature response journal. This is a double entry record in which students take notes and add their own reflections while reading literature. It provides students with two columns that are in dialogue with each other. The journal serves as a non-threatening beginning to writing and promotes writing fluency. Students are encouraged to explore ideas, and to take risks in their writing. As they progress through the text, readers create meaning by interacting with the text. This format not only develops a method of critical thinking, but also encourages habits of reflective questioning. Keeping this journal

creates a visible, permanent record and allows students to interact personally with literature.

To create a double entry journal the student divides a sheet of paper in half. On the left side the reader copies a quotation or passage from the text that has been selected by the teacher (initially, to demonstrate the procedure) or the reader (as the students become more comfortable and proficient with the process). On the right side the reader may respond, question, make personal connections, evaluate, reflect, analyze, and/or interpret the text. The student labels the left column "note-taking" (from the text) and labels the right column "note-making" (from the students).

For younger students a literature response journal need not be so formal in structure. Children can simply record a story or book title, then write a short message about the book, and perhaps draw an illustration to show a favorite part. The teacher can then respond with questions to encourage the students to further examine their feelings about the story or perhaps make comparisons to personal experiences.

An alternative to the double entry format is to provide students with a literature selection printed only on the left side of the page leaving the right side blank for students' written responses. Students underline or highlight passages in the text that are meaningful to them, and then write comments on the right, next to the passage. This is similar

to the format now being used on the reading portion of the CLAS (California Learning Assessment System) test and students should have several opportunities to become familiar with it.

Class Journals

Upper elementary students can contribute to a class journal that can become a chronicle of the school year and could coincide with a study of newspaper format. They can record class happenings ("current events"), their opinions ("editorials"), and create sports articles, comics, and book or movie reviews. They may even begin to view a newspaper as a source of writing ideas. Students can examine controversial questions (Is smoking a rights issue or a health issue? Should we allow or accept violence in cartoons or in video games? What can we do about helping the homeless?), or explore ethical situations (What if you knew a friend cheated on a test? What if you saw a friend steal something?) in their personal journals, not to solve the problems, but to sharpen their thinking skills. Later students may wish to select one piece from their personal journal to incorporate into the class chronicle and thereby begin to understand that problems can have multiple solutions.

Literacy Scaffolds with Stories and Poems

In language acquisition *scaffolding* refers to special ways adults may elaborate and expand upon children's early attempts to use language, thereby facilitating effective communication at a level somewhat beyond the child's actual linguistic capability (Boyle & Peregoy, 1990). One essential characteristic of literacy scaffolds is the use of natural, whole texts for purposeful communication. Language learning is embedded within natural social interactions aimed at sharing communication and negotiating meaning. The power of whole language activities for both first and second language learners is that they provide multiple cues from which to draw meaning: phonetic, syntactic, and semantic as well as situational and contextual. When English proficiency is limited, each additional cue increases a child's chances of making sense of print.

According to Boyle and Peregoy (1990) there are five criteria that define literacy scaffolds:

1. Activities are aimed at functional, meaningful communication found in whole texts.
2. They make use of language patterns that are repetitive and predictable.
3. They provide a model for producing written language patterns.
4. They support students in comprehending and producing

language at a level slightly beyond their competence.

5. The scaffolds are temporary and easily removed when students no longer need them.

Teachers can incorporate literacy scaffolds to help students develop literacy abilities in either their first or second language. Patterned reading and writing are sentence-level scaffolds that make use of repeated phrases, refrains, and sometimes rhymes. The predictable patterns allow all beginning readers and writers to become immediately involved in whole language activities. Sentence patterns that serve as springboards allow students successfully to create rhythmic writing that becomes poetic. Students can share and edit their poems with peers, and the products can become classroom publications.

Many effective patterns can also be found in predictable literature stories that children are fond of hearing and reading numerous times. When the pattern becomes familiar, children can use it as a model for creating, publishing, and sharing their own stories and books. The pattern that begins as a scaffold is abandoned naturally when the child no longer needs it and is ready to venture out on his or her own, to experiment with new patterns and ideas.

Literacy scaffolds also make use of discourse patterns that go beyond the sentence level and focus on the structure of a whole story or text. Helping students understand story structure by use of predicting strategies or story mapping

will enhance the overall comprehension of what they read and improve the composition of what they write.

Repetitive Patterns: Dramatization and Extended Writing Activities

Presenting literature that has repetitive language patterns makes stories and poetry more accessible to second language students. The students can initially enjoy the literature purely for the sound of the language and can gradually come to understand the meaning through dramatization and extended writing activities. This strategy works well with the story King Bidgood's in the Bathtub written by Audrey Wood and illustrated by Don Wood.

Begin with the questions "If you were king or queen, what would you do all day to have fun? What orders would you give to the knights and ladies of your court to have them help keep you entertained?" Allow the students time to brainstorm, and record their responses.

Present the title and cover of the book King Bidgood's in the Bathtub. Discuss the Caldecott Award (Honor Book) for art work, and other books by the same author/illustrator team: The Napping House (Winner: New York Times Best Illustrated Children's Book Award) and Heckedy Peg.

Discuss the responsibilities of a Page, a Knight, a Duke, and others at court. Who would they expect to have the

most clever ideas or suggestions if a problem involving the King needed solving?

Display and read the repetitive lines "Help! Help! King Bidgood's in the bathtub, and he won't get out! Oh, who knows what to do?" on a chart that a student can hold or on an overhead projector. Practice reading the lines in unison one or two times. Tell students that an appropriate signal will be given for them to help repeat the lines during the story. Ask the students to look and listen for signs that the day is passing by as the story progresses.

As the book is read, encourage the children to join in on the repetitive lines. Allow sufficient time for them to enjoy the detailed art work, but also suggest that they can closely study the illustrations during future independent readings. As the children discover the silly things King Bidgood wishes to do in the bathtub, ask for predictions of other activities that he might demand of his court members.

Patterns must change or break in order to end the story. In this book there is a subtle break when it is no longer the Page, but members of the court who cry, "Help! Help!...", so that the Page can give the final response. Point this out to students if they do not notice the change themselves. Before revealing the surprise ending, ask students if they can discover from the illustration or the text which character has a solution to the problem (the Page). How can they tell

from the illustration? from the text? What will the solution be?

After the students have heard the story two or more times, they may be ready for a simple dramatization. Make simple character signs for students to wear or hold: King Bidgood, Page, Queen, Knight, Duke, and Court (four or five). With masking tape, measure out a large rectangle on the floor to represent the dimensions of the bathtub, and place two chairs in the "tub". Ask for volunteers for each role; a simple "try-out" can be one or two quick repetitions of their line, such as "I do! Get out! It's time to fish!" (Duke), or "Come in! Today we fish in the tub!" (King Bidgood). The Page should be a student who can read the repeated lines from the chart independently and the members of the Court should practice their lines, "We do! Get out for the Masquerade Ball!", in unison. As the dramatization progresses, the actors should pantomime the activities of doing battle, fishing, eating, and dancing, and The Page should pantomime cleaning up after each activity in the tub.

Using different students as the actors, repeat the dramatization continuing to follow the original story line; students might want to refer to their original brainstorming or prediction ideas and add new activities for the king to demand be carried out in the tub (count his money, have a jousting contest, enjoy a parade).

After dramatizing the events of the story, there is a follow-up writing activity that can take advantage of the repetitive language pattern as the students put themselves into the story:

Help! Help!

King/Queen (student's own name) is (participating in an activity)

and he/she won't (stop the activity) !

Oh, who knows what to do?

Younger children can each write and illustrate one page and contribute to a class book entitled "Oh, Who Knows What to Do?". Older children may want to write and illustrate several pages about themselves and create their own book. Student example:

KING WALTER
by Walter, fourth grade

Help! Help!
King Walter is in the card shop and he won't come out!
Oh, who knows what to do?
Help! Help!
King Walter is shooting hoops and he won't come home!
Oh, who knows what to do?
Help! Help!
King Walter is watching TV and he won't turn it off!
Oh, who knows what to do?
Help! Help!
King Walter is reading and he won't put the book down!
Oh, who knows what to do?
Help! Help!
King Walter is deep sea swimming and he won't come out of the water!
Oh, who knows what to do?

Children who find King Bidgood delightful will probably also enjoy the poem about "a silly young king/ Who played with the world at the end of a string" in Shel Silverstein's "Peanut-Butter Sandwich." This is a poem that can be entertaining because of its silly premise, its rhythmic language, and its possibilities for dramatization.

Teachers can use this strategy with books that take advantage of repetitive language and that also lend themselves easily to dramatization: John Patrick Norman McHennessy-the boy who was always late by John Burningham, Big Pumpkin by Erica Silverman (an ESL teacher in Los Angeles), Hattie and the Fox by Mem Fox, and What Do You Do With a Kangaroo? by Mercer Mayer. A good example of a book that takes advantage of English/Spanish cognates as well is *Un Cuento de un Pez Grande* [A Big Fish Story] by Joanne Wylie. Teachers or students can easily adapt any one of these books to a Readers' Theater format to allow for a different performing experience.

John Burningham's book also lends itself to some enjoyable writing activities for individuals, pairs, or groups, and could easily be done in more than one language. Children will enjoy creating wonderfully wild excuses for being tardy, for not having work completed, or for forgetting to return a library book, especially when the excuses can be purported as valid and woe is the fate of the adult who questions the child's honesty. A picture book about over-due

library books, Sorry, Miss Folio! by Jo Furtado offers excuses that are difficult to argue against. It also provides a pattern for an ongoing writing activity. When students really do have over-due books for some quite ordinary reasons, it is a challenge to fabricate imaginary alibis, make them into a collection, and present them to the librarian at the end of the year.

There are many poems that have an appeal for all children because of their repetitive language patterns, and offer a particular connection for second language students because they can quickly grasp the rhythm, rhyme, and meaning.

"The Little Turtle" by Vachel Lindsay is a poem that children can quickly learn by individually pantomiming the activities of the turtle: "swam," "climbed," "snapped," and "caught." It is easy to dramatized the poem by again using small signs for the actors to wear or hold: turtle, mosquito, flea, minnow, and "me". Actors can use simple props such a cardboard box, a construction paper "puddle" and butcher paper "rocks". Afterwards, students can make mini-books by illustrating each line of the poem on small squares of paper, then assembling them in order. Children enjoy reading their copy of the poem to other students and to adults. Each "listener" can sign their own name on the back page so the reader feels real accomplishment.

"Rain on the Green Grass", an old rhyme, is a poem that students quickly learn by the addition of simple hand movements to each line. Afterwards students can brainstorm a list of other places where the rain can fall, perhaps using Peter Spier's wordless picture book, Rain, for inspiration. This easily lends itself to more than one language. If each student illustrates one idea, class books can be created. If a larger format is used, the result can be class big-books.

The poem "Spider on the Floor" and be spoken or sung and is a natural way for second language students to learn the names of body parts as an imaginary spider crawls from toe to head before jumping back onto the floor. Children can make small spider finger puppets or rubber stamp a spider print onto the end of a tongue depressor to use as a prop while singing the verses. Students enjoy creating additional verses by brainstorming a list of other body parts and rhyming words, and putting them together.

Student example:

SPIDER SONG
written by small groups of kindergarteners

There's a spider on my back
I hope it won't attack.

There's a spider on my arm
I'm going to ring the alarm.

There's a spider on my shoulder
I'll hit it with my folder.

There's a spider on my chin
It's as big as a hen.

There's a spider on my cheek
It's been there about a week.

There's a spider on my nose
Let's wash it with a hose.

There's a spider on my ear
Oh, I can hardly hear.

There's a spider on my hair
Oh, I don't really care.

There are poems with repetitive and predictable patterns that appeal to older children and provide models and frameworks that allow students to express their own thoughts or clever ideas. Using poetry models encourages social interaction as students work in small groups to brainstorm for ideas, share rough drafts, and illustrate published copies. They provide the necessary writing scaffold that ensures success and consequently boosts self-esteem. Such poems as "Tube Time" by Eve Merriam, "If I Were in Charge of the World" by Judith Viorst, "Homework" by Jane Yolen, and the old rhyme, "A Peanut Sat on a Railroad Track" invite students to produce entertaining results.

Teachers should introduce each of the poems by permitting repeated readings: silently, orally as an echo of the teacher, and/or orally by individuals, small groups or in unison. When students seem comfortable with the language in the poem, discussions about meaning, purpose, structure, rhythm, and rhyme scheme can take place in small groups or with the whole class. Teachers can present the format that

students will use to create their own versions of the poem on an overhead projector or a chart. During the first opportunities that students have writing poetry following a pattern, the brainstorming should be teacher directed whether with the whole class or with a small group. The class or group can write a poem together which gives students a sample to refer to when their own version. The students will feel more comfortable with the writing process after having experienced it several times with others. After more practice, students can do their own planning and writing in small groups, in pairs, or individually.

Understanding Story Structure

Prediction Strategy

This strategy works particularly well with books where the story seems to be heading toward a very predictable ending, but may instead have a surprise ending. Children can learn to begin thinking divergently and how to generate several possible ideas for endings.

A classic story that lends itself perfectly to this strategy is The Biggest Bear by Lynd Ward, a Caldecott Award Winner. The setting of this story is in New England and includes several concepts with which children growing up in Southern California are probably unfamiliar. Consequently, take the time to discuss nailing a bear skin to the barn wall

to dry, getting maple sap from maple trees, curing meat in a smokehouse, and maintaining fruit orchards. Then ask students to make a prediction orally, in writing, or with illustrations about the story based on the information given them, the title of the book, and the cover illustration. This can involve large group discussions, cooperative groups of 2-4 students, or individuals. After a large group or cooperative group discussion, ask individuals to make a commitment to an idea by recording it in writing or with an illustration.

Read the story up to the part where Johnny is taking the bear north into the woods for the last time. Ask for a prediction as to how the story will end. Encourage discussion to generate many possible endings and then ask for an illustrated prediction that includes a caption. Ask the students to complete this activity individually or in pairs. Students can dictate the caption or write it using invented spelling if necessary; they can write in a primary language even if the story was presented in English. Allow ample time for students to add as many details to their predictions as they would like.

Collect the predictions and keep them until the next day. Review the concepts from the day before, reread the story to the point where you previously stopped, present the students' predictions to the whole group, and then finish reading the story. Then ask the students to make a

comparison between their predictions and the story ending: how are they the same or how are they different?

This process is successful with the book, The Mitten by Jan Brett, stopping at the point when the mouse approaches the mitten, with Arthur's Halloween by Marc Brown, stopping just as Arthur is about to follow his sister into a haunted-looking house, and with *Un lazo a la luna* [Moon Rope] by Lois Ehlert, stopping when Fox and Mole begin to climb the rope that the birds had carried to the moon. An alternative for second and third grade students is to use the form entitled "Book Diary" that allows for written predictions before the book is started and as the book is being read. It also asks students to compare their own prediction with actual events in the story and to relate their favorite part. After some guided practice using the form, students can use the form as they read books independently.

Story Mapping

This strategy works with stories that present a definable problem and subsequent solution. In some stories the solution creates a new problem or leads to the continuation of the original one. This often occurs in multiples of three. In still other stories, there may be only one problem, but the main character searches for multiple solutions.

In the story High-Wire Henry by Mary Calhoun, children discover that animals have feelings of jealousy. When Buttons, the puppy, gets stuck on the second-story ledge, Henry, the cat, must overcome those feelings and help with the rescue. Before reading the story, help the children create a Venn diagram comparing the likenesses and differences between dogs and cats. This can be done on a chart or overhead projector and can be added to after the story is completed. When the children are familiar with the sequence of events, perhaps through subsequent readings, divide a large sheet of butcher paper into four sections labeled setting, characters, problem, and solution. Leave room at the top to record the book title, author, and illustrator. As the students provide the ideas, complete the chart by recording pertinent information. Review each section as it is completed and again when the whole chart is finished. Then give students each a miniature sheet of drawing paper, 4" x 4", and ask them to illustrate something from one of the sections. Each student is then responsible for determining where on the chart it is appropriate to attach their depiction of story setting, characters, or events. As children become familiar with this format, they can do it on a smaller scale in cooperative groups, in pairs, or individually.

This process is appropriate with Julius, Baby of the World by Kevin Henkes, where Lily is enormously jealous of the new baby, Julius, and does whatever she can to sabotage his happy new life; with Jumanji by Chris Van Allsburg, where Judy and Peter, bored and restless, have inadvertently created a mysterious and mystical jungle in the house while their parents are away; with Fritz and the Beautiful Horses by Jan Brett, where Fritz, the sure-footed pony, was not allowed inside the walls of the city and cannot give rides to the children all because he is not beautiful; with Amazing Grace by Mary Hoffman, where young Grace, who has a vivid imagination, has been told by classmates that she cannot possibly be Peter Pan in a play because she is a girl and is black; and with *La Noche de las Estrellas* [Night of the Stars] by Douglas Gutiérrez and María Fernanda Oliver, where an old man wants to bring light into the total darkness of night. An alternative for second and third grade students is to use a form entitled "Sentence Map," that asks the students to describe the problem, the solution, and the ending of the story. After some guided practice using the form, students can use the form as they read books independently.

More elaborate story maps can be created using stories with multiple problems or solutions. In Winnie the Witch by Valerie Thomas, a very colorful Winnie is constantly tripping over or sitting on her black cat, Wilber, because it is

impossible to see him in her all black house. Each effort to magically solve the problem creates a new problem for her or for Wilber. By the end of the story many children can predict the delightful, obvious resolution. For this type of story, set up a linear map: setting, characters, problem, solution, new problem, next solution, new problem, final resolution. Again, children can dictate the events to be recorded on the map and then illustrate one or more parts.

In the story Chrysanthemum by Kevin Henkes, Chrysanthemum has the problem of being teased because of her name over three different days at school, with events on the third day leading to resolution and events in the epilogue confirming that resolution. Again, a linear map is appropriate: setting, characters, problem, day one, day two, day three, resolution, epilogue.

In Wilfrid Gordon McDonald Partridge by Mem Fox, young Wilfrid adores many of the residents that live next door in a retirement home. He is distresses to learn from his parents that his favorite resident, Miss Nancy, has lost her memory. So Wilfrid goes in search of the answer to the question "What's a memory?", and receives a wide variety of responses from his elder friends. He then seeks out possessions of his own that will qualify as memories and takes them to Miss Nancy. At first Miss Nancy thinks it is strange that Wilfrid has brought her these things, but of course each treasure allows her to remember a significant event in her life and

happily her memory has been found again. The story map for this book can be set up almost like a data base, and is perhaps something older students could do on the computer. The categories can be titled "Wilfrid's Friends," "Special Characteristics," "What is a Memory?" "Treasures found by Wilfrid," and "Miss Nancy's Memories." This activity expands easily into a written response. To be most effective the teacher should model the pre-writing preparation by sharing from their own life "something warm," "something from long ago," "something that makes you cry," "something that makes you laugh," and "something as precious as gold," and tell the tale that goes with each treasure. Encourage the students to go home and earnestly search for symbolic treasures from their own lives. Allow them to share the tales from their memories orally and/or in writing. The sensitive results can be very powerful.

Circle Stories

This strategy works well with stories designed as a series of events where each incident leads logically to the next, and eventually back to the beginning episode.

In the story Ollie Forgot by Tedd Arnold, Ollie has forgotten why his mother has sent him to the market. As he travels along the road, he meets several strangers and can only think to repeat the last words he has heard. These

words turn out to be inappropriate for his current situation and consequently get him into trouble. He safely escapes each time, eventually hears his mother's original words, and is able to complete his task.

When children become familiar with the story, guide them in creating a list of the events in the story. As they begin to understand the structure, it becomes easy to arrange the events in order. The class can work in cooperative groups to create a class mural, each group illustrating one event of the story. An alternative is for students to work in pairs or individually drawing on strips of paper (register tape works well) to produce their own "filmstrips" of the story.

This process is appropriate with If You Give a Mouse a Cookie and If You Give a Moose a Muffin by Laura Joffe Numeroff, The Three Sillies retold by Paul Galdone, The Keys to My Kingdom/A Poem in Three Languages by Lydia Dabcovich, and Lazy Jack (two versions: one by Tony Ross, the other by Kurt Werth). After being exposed to a variety of circle stories, students who understand and enjoy this structure may wish to write their own. It is best to begin with brainstorming a list of possible events that lead logically from one to another, and then work those events into a story. Students can be successful with some strong peer editing and appropriate guidance from the teacher. The results can be entertaining and amusing.

Social Interaction

In whole language classrooms students frequently are involved in activities that require social interaction that helps to develop and improve language proficiencies in a natural environment. Such activities may include writing pen pal letters, working with a cross-age tutor, or exploring questions with a cooperative group. Each of these activities requires careful organization, but the rewards are great and students have opportunities to use oral and written language for authentic purposes. Long lasting learning takes place when the activities are meaningful to the student.

Pen Pal Letters

Teachers can organize the exchanging of pen pal letters in a variety of ways: students in one classroom can write to students in the same grade at the same school, at a different school within the same district, or at a school in a very different location; students can exchange letters with older or younger students, or with adults who have a particular interest in children (perhaps the elderly at a nursing home or adults involved in teacher preparation classes). Who the recipients are of the children's letters will determine much of the organization of the program, but there are many advantages to be gained in any case. Writing pen pal letters will give students an audience that they don't have in their

classroom. For second language students this can mean an audience of fluent English speakers, thus increasing their motivation to improve their vocabulary and use conventional English. For students writing and receiving letters in their primary language, the exchange can reinforce the importance and legitimacy of their native language. The letters primarily help students improve writing proficiency, but they provide opportunities for them to talk and read as well. The interest and support generated by the letters empowers all students, including those who are bilingual. They often put more energy into reading and writing letters than into other language arts assignments.

Cross-age Reading and Writing

Cross-age tutoring is another activity that allows second language students to increase their language proficiency as they engage in authentic social interaction. There can be little doubt that young children benefit from being read to during their early years, but there is also great potential for older students to become more effective readers (Labbo & Teale, 1990). By using the framework of storybook reading, students are encouraged to improve upon their reading fluency and to focus on comprehension. The older students also become more effective in handling the content materials they encounter in their regular classroom work.

Like pen pal programs, cross-age tutoring programs must be well-organized to be successful and beneficial. The first step is thorough preparation. The teacher can help the older students (Readers) select appropriate books from the school or classroom library, books that appeal to them personally, that have elements in the story with which the younger students (Listeners) can identify, and that have illustrations that complement the story by giving clues to meaning and understanding. The older students can be very successful with books written for younger students because those books often follow predictable patterns. This would be a good time to introduce books written in two languages to provide primary language support and respect for home cultures. Some books such as *Abuela* [Grandmother] by Arthur Dorros, intersperse two languages within the story. Others such as *La mujer que brillaba aún más que el sol* [The Woman Who Outshone the Sun] by Alejandro Cruz Martinez, and *Esta casa está hecha con lodo* [This House Is Made of Mud] by Ken Buchanan are written in two languages simultaneously. Then the teacher must allow time for repeated readings of the selected books during class to practice fluency. When the Readers feel comfortable with the books, the teacher can help them decide how to introduce each book and discuss it with the Listeners. Spending time focusing on questions and comments that would help involve the Listeners as real

participants, rather than as observers only, enhances the interactive nature of this activity.

The second part of the preparation involves small group collaboration among the Readers. During this time the students can set personal goals, try out ideas for questions and comments, and receive and give feedback on their fluency and expressiveness. This reinforces the concept of having a genuine purpose for investing the time and energy in repeated readings.

The next step is for the older students to present their books to the younger students. The Readers may work with the same Listener each time, or they may meet with different students in subsequent sessions and read the same book to different children. At times the roles can be reversed, allowing the younger students to share something they have written or learned to read.

An important step in the process follows the actual reading. The teacher needs to assist Readers in developing strategies that will allow them to improve subsequent readings. The teacher can model such strategies as predicting what might happen in the story based on prior knowledge, understanding motives and actions of characters, and identifying simple story structures such as problems and solutions.

Cross-age tutoring programs do not have to be limited to shared reading experiences. Students make social and

cognitive gains as they work together for other purposes as well (Morrice & Simmons, 1991). Because reading and writing are related and mutually reinforcing, there are several writing activities that address purposes which benefit both the younger and older students. Older students can become authors of books to read and then present to younger student buddies. One way to ensure success is to select a genre that is readily available, is easily imitated, can work in more than one language, and is appropriate to the needs of younger students. Counting books and alphabet books meet these criteria. Alphabet books are necessarily more difficult because of length, but collaboration could surmount that obstacle. Counting books are more flexible because the author can determine the length and the numbers involved (i.e., counting by 2's, 5's, 10's, etc.).

To begin, expose older students to a wide variety of counting and alphabet books so they can begin to understand the structure and to see how the books often, but not always, follow a theme. Next the older students must make authoring decisions: which kind of book will they write; will they work alone or in collaboration; and in which language(s) will they write. If students wish to collaborate, they could write a draft together and later each illustrate a separate version to present to their younger buddy. Bilingual students may wish to collaborate on ideas and then produce books in different languages. Some students may wish to

publish one version in English and a second version in Spanish, or a single bilingual edition.

After students have taken their ideas through the writing process, they can publish their books in a variety of ways. If the text is handwritten, students must keep their audience in mind and use manuscript. Computer generated text might be a more satisfactory option. Authors can add illustrations with drawing, painting, collage, or computer generated designs. This is a good time to include discussions about parts of a book that they, as authors, may want to incorporate: cover, title page, dedications, publishing company, and copyright date.

Another alternative would be for teachers to expose the younger children to several counting and alphabet books and then the two groups of students could collaborate on text and illustrations and publish a book together. During the year, students could continue to collaborate on other publications such as big books, pop-up books, shape books, and books relating to social studies or science themes. Older students could present stories to the younger ones using Readers' Theater or dramatic performances.

There are underlying, intrinsic rewards of a well-organized cooperative buddy system involving older and younger students (Morrice & Simmons, 1991). Sometimes introverted students and, conversely, those who frequently exhibit inappropriate behavior demonstrate special talents,

especially artistically or dramatically. Older students often quickly discover the value of toleration and compromise when working with younger students. Older students with low self-esteem gain a renewed confidence through the respect offered by their buddies. Younger students feel good about their achievements because of the one-to-one attention they receive.

Cooperative Learning Structures

Whereas cross-age tutoring provides social interaction across grade levels, cooperative learning provides for interaction within the classroom. The three benefits of cooperative learning for second language students are increased academic achievement, improved ethnic relations, and prosocial development (Kagan, 1990). This indicates the importance of cooperative social interaction in classrooms with high numbers of second language students (Freeman & Freeman, 1992). Like other strategies that promote social interaction, cooperative learning activities must be well-organized to be successful.

A writing activity that uses Kagan's (1990) cooperative learning structures of "roundtable," "roundrobin," "group discussion," "simultaneous share," "inside/outside circle," and "partner editing" makes use of the poem "I Meant to Do My Work Today" by Robert Le Gallienne. Arrange students in

groups of 4-6, combining native English speakers with second language learners at varying levels of fluency.

Begin with a "roundtable" question: what jobs do the students have at home or at school? Students in each group have a single sheet of paper and a single pencil with which to record responses. Team member #1 in each group divides the paper vertically into two columns, and labels the first column "Things I have to do." Team members circulate the list several times, record their ideas, and may assist the one who is responding if help is requested. Next, share the poem, "I Meant to Do My Work Today" with the class and discuss the poet's reasons (excuses) for not doing his work. Team member #2 should label the second column "Excuses" and then begin the "roundtable" process again, trying to include some non-standard excuses. Remind students to refer to their job list to help them think of more excuses. When groups have several responses recorded they can begin a "group discussion" responding to the question: which excuse is your favorite? As each team makes a decision, team member #3 records their choice on a class "EXCUSES" chart ("simultaneous share").

Share the frame or pattern of the poem with the class, supplying each team with one copy.

I meant to do my work today

But _____,

And _____,

And _____,

And _____,

So what could I do but laugh and go?

Each team may use its own list of excuses, the class list, and any other ideas as they "roundrobin" to create one or more team poems. The team reads line one in unison, then beginning with member #1, orally completes each line with an excuse, and finishes by reading the last line together. After doing the "roundrobin" activity two or three times, each team decides which combination it likes best and using the "roundtable" structure, record a team poem to share with the class.

There are a variety of ways that teams can share their poems: orally through choral reading or Readers' Theater (after a brief rehearsal time), in writing on chart paper and displayed in the classroom, or handwritten and passed from group to group. In the beginning, the teacher should select the method of presentation; as students become more comfortable with these strategies, they can choose their own method. After the team presentations, students independently write their own version of the poem, extending beyond the six line frame if they choose. During this time the students should have access to the teams' lists of excuses, the class list, and the team poems.

The opportunity to share individual poems involves the structure "inside/outside circle" where students form two

concentric circles facing each other. Each student reads their poem to a partner and the partner shares which excuse they enjoyed hearing. The circles rotate in opposite directions ("pass 3 people to the left" or "pass 2 people to the right," etc.). The students share and respond again with a new partner four or five times.

The final step is "partner editing." Working in pairs, the students will coach each other while editing their poems for format, punctuation, capitalization, and spelling. This coaching occurs in four rounds, each time with a different partner. Until students have had extensive practice with coaching, it is best for the teacher to model each round so students are aware of what their behavior should look and sound like. To edit this poem for format, punctuation, and capitalization, students should refer to the original poem and the team poems. The most efficient way to edit for spelling is to read the poem backwards, circling any questionable words, and later using resources (dictionaries, peers, tutors, aides, teachers) to correct or verify marked words. Students can then publish final copies.

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APPENDIX B: POETRY PATTERNS

TUBE TIME

by Eve Merriam

I turned on the TV
and what did I see?

I saw a can of cat food talking,
a tube of toothpaste walking.

Peanuts, popcorn,
cotton flannel.
Jump up, jump up,
switch the channel.

I turned to Station B
and what did I see?

I saw a shampoo bottle crying,
a pile of laundry flying.

Peanuts, popcorn,
cotton flannel.
Jump up, jump up,
switch the channel.

I turned to Station D
and what did I see?

I saw two spray cans warring,
a cup of coffee snoring.

Peanuts, popcorn,
cotton flannel.
Jump up, jump up,
switch the channel.

I turned to Station E
and what did I see?

I saw dancing fingers dialing,
an upset stomach smiling.

Peanuts, popcorn,
cotton flannel,
Jump up, jump up,
turn off the set.

PATTERN FOR STUDENTS

I turned on the TV
and what did I see?

I saw _____ing,	(items seen on televisions ads; line ends
a _____ing.	with a gerund)
_____, _____,	(junk food items; 4 syllables)
_____.	(4 syllables; rhyme with channel)
_____ up, _____up,	(synonyms for "jump")
_____ the channel.	(synonyms for "switch")
I turned to Station ___	(any letter or number)
and what did I _____?	(rhyme with preceding line)

I saw .... (continue pattern for two to four verses)

TUBE TIME

by Teresa, fifth grade

I turned on the TV
and what did I see?

I saw a plastic flower dancing,
a mechanical Barbie prancing.

Candy, cookies,
Magic candles.
Leap up, hop up,
Flip the channel.

I turned to Station 9
and what did I find?

I saw colored juice boxes rapping,
some brand new hand gloves clapping.

Candy, cookies,
Magic candles.
Leap up, hop up,
Change the channel.

I turned to Station 1
and said, "This isn't much fun."

I saw a married couple kissing,
plus a rattlesnake hissing.

Candy, cookies,
This is easy.
Leap up, hop up,
Turn off the TV!

IF I WERE IN CHARGE OF THE WORLD

by Judith Viorst

If I were in charge of the world
I'd cancel oatmeal,
Monday mornings,
Allergy shots, and also
Sara Steinberg.

If I were in charge of the world
There'd be brighter night lights,
Healthier hamsters, and
Basketball baskets forty-eight inches lower.

If I were in charge of the world
You wouldn't have lonely.
You wouldn't have clean.
You wouldn't have bedtimes.
Or "Don't punch your sister."
You wouldn't even have sisters.

If I were in charge of the world
A chocolate sundae with whipped cream and nuts
would be a vegetable.
All 007 movies would be G.
And a person who sometimes forgot to brush,
And sometimes forgot to flush,
Would still be allowed to be
In charge of the world.

PATTERN FOR STUDENTS

If I were in charge of the world
I'd cancel _____,
_____,
_____, and also
_____.

(brainstorm 6 or more possible ideas; select the 4 best)

If I were in charge of the world
There'd be _____,
_____, and
_____.

(brainstorm 5 or more possible ideas; select the 3 best)

If I were in charge of the world
You wouldn't have _____.
You wouldn't have _____.
You wouldn't have _____.
Or "_____."
You wouldn't even have _____.

(brainstorm 5 or more possible ideas for lines 2-4; line 5 should be about a rule to follow; line 6 should relate to line 5)

If I were in charge of the world
A _____would be a vegetable.
All _____ would be _____.
And a person who sometimes forgot _____,
And sometimes forgot _____,
Would still be allowed to be
In charge of the world.

(brainstorm 3 possible vegetables, 3 things to change for the better, and 5 things you forget to do)

IF I WERE IN CHARGE OF THE WORLD

by Ramiro, fifth grade

If I were in charge of the world
I'd cancel mistakes,
Spinach and squash,
Bossy people, and also
Wearing shoes.

If I were in charge of the world
There'd be bigger ice cream scoops,
More cartoons on TV, and
Better parks for kids to play in.

If I were in charge of the world
You wouldn't have endangered animals.
You wouldn't have medicine that tastes awful.
You wouldn't have nightmares,
Or "Don't forget your homework."
You wouldn't even have homework.

If I were in charge of the world
My Mom's special fudge would be a vegetable.
All cars would be for kids.
And a person who sometimes forgot to practice piano
And sometimes forgot to turn off the light
Would still be allowed to be
In charge of the world.

PEANUT POEM

an old rhyme

A peanut sat on a railroad track,
It's heart was all a-flutter.
The 5:15 came rushing by;
TOOT! TOOT!
Peanut butter!

STUDENT PATTERN

A _____ sat on a railroad track,
_____.
The 5:15 came rushing by;
TOOT! TOOT!
_____!

Step 1: Brainstorm a list of fruits and vegetables.
Step 2: Select one fruit and one vegetable and create a list of several things that each one could turn into.
Lemon: lemonade, lemon jello, lemon pie
Carrot: carrot juice, carrot salad, carrot cake
Step 3: Select one idea from Step 2; fill in lines 1 and 5.
Step 4: Brainstorm a list of words to rhyme with line 5.
Step 5: Write a funny idea for line 2 and make it rhyme with line 5.

STUDENT VERSIONS

AVOCADO

by Stacy, fifth grade

An avocado sat on a railroad track,
Pretending to be a goalie.
The 5:15 came rushing by;
TOOT! TOOT!
Guacamole!

GRAPE

by Danny, fourth grade

A grape once sat on a railroad track,
At the sun it was a-gazing.
The 5:15 came rushing by;
TOOT! TOOT!
It was a raisin!

HOMEWORK

by Jane Yolen

What is it about homework
That makes me want to write
My Great Aunt Myrt to thank her for
The sweater that's too tight?
    What is it about homework
    That makes me pick up socks
    That stink from days and days of wear,
    Then clean the litter box?
What is it about homework
That makes me volunteer
To take the garbage out before
The bugs and flies appear?
    What is it about homework
    That makes me wash my hair
    And take an hour combing out
    The snags and tangles there?
What is it about homework
You know, I wish I knew,
"Cause nights when I've got homework
I've got much too much to do!

Writing activity:

Step 1: Brainstorm a list of chores or tasks that suddenly become more appealing when there is homework waiting.

Step 2: Select four or five ideas and record what makes the chore unpleasant.

Step 3: Arrange the ideas following the format of the poem.

WHAT IS IT ABOUT HOMEWORK?

by Jessica and Sandy, fourth grade

What is it about homework
That makes me want to
Mow the lawn
And I can't even turn on the motor?
When I do the grass makes me sneeze!
And my shoes turn green!

What is it about homework
That makes me want to
Clean my room
And take out the stinky, smelly trash?
I hate to stick my hand under the bed.
I'm afraid I'll find spider webs there!

What is it about homework
That makes me want to
Wash the dog and he shakes the water off
And it gets me all wet?
He runs away and then the fleas get on me!

What is it about homework
That makes me want to
Clean the fish tank
And I have to scrub off the algae?
I never know where to put the fish!

I MEANT TO DO MY WORK TODAY
by Richard Le Gallienne

I meant to do my work today
But a brown bird sang in the apple tree,
And a butterfly fluttered across the field,
And all the leaves were calling me.

And the wind went sighing over the land,
Tossing the grasses to and fro,
And a rainbow held out its shining hand--
So what could I do but laugh and go?

STUDENT PATTERNS: ENGLISH AND SPANISH

I meant to do my work today
But _____,
And _____,
And _____,
And _____,
So what could I do but laugh and go?

Pretendía trabajar hoy
Pero _____,
Y _____,
Y _____,
Y _____,
¿Entonces, que podría más que reírme y salir?

LAUGH AND GO

by Barbara, fifth grade

I meant to do my work today
But the sand on the beach called for me to make footprints,
And the shells on the shore called my name,
And the waves in the ocean pleaded for me to follow--
So what could I do?
Just laugh and go!

I meant to do my work today
But a tree's branches beckoned to me,
And the clouds asked me to take a ride,
And my shadow challenged me to a game of chase--
So what could I do?
Just laugh and go!

APPENDIX C: CIRCLE STORIES

(following the patterns in the stories

If You Give a Mouse a Cookie, Ollie Forgot,

and Lazy Jack)

IF YOU GIVE A DUCK A CRACKER

by Sarah, first grade

If you give a duck a cracker, she will want a glass of strawberry kool-aid to go with it.
After the kool-aid, she will probably want to take a bath and will need a towel to dry off.
When she's finished getting dressed, she will want to visit her friends.
They will want to play the game "Duck, Duck, Goose."
Playing the game will make them thirsty, so they will ask for some nice, cold lemonade.
Of course, they will want a cracker to go with it.

JESSICA FORGOT

by Jessica, second grade

One day I forgot to bring my pencil to school. I looked in my pocket, but it wasn't there. I looked in my desk, but it wasn't there. I looked in my lunch pail, but it wasn't there. I looked under the table, but it wasn't there. I looked on the chalk tray, but it wasn't there. I looked in the closet, but it wasn't there. I looked in my coat pocket, but it wasn't there. I looked under the rug, but it wasn't there. I looked in my backpack, and THERE IT WAS!!

LAZY JACK 2

by Daniel, fifth grade

After Lazy Jack and the princess got married, everything was great until the princess was crowned queen. Then she said, "Jack, you are becoming far too lazy so tomorrow you must get a job, OR ELSE!"

"But, honey...," said Jack.

"OR ELSE!"

"Oh, man!"

So the next day Jack went to work with the castle vet and his pay was a dirty pig. Jack carried the dirty pig home in his arms to their chamber.

"PEA BRAIN!" cried the queen. "You should have dragged it here on a rope. Now your clothes are filthy."

"All right," said Jack. "Next time I will."

The next day Jack went to work for the castle cleaners and his pay was an expensive sweater. Remembering the queen's words, Jack dragged the sweater on a rope to their chamber.

"PIN HEAD!" wailed the queen. "You should have carried it over your shoulder. Now you have ruined the sweater.

"All right," said Jack. "Next time I will."

The next day Jack went to work at the castle bakery and his pay was a beautifully decorated cake. Remembering the

queen's words, Jack carried the cake over his shoulder to their chamber.

"FAT HEAD!" shrieked the queen. "You should have stopped and eaten it. Now the cake has crumbled to pieces."

"All right," said Jack. "Next time I will."

The next morning Jack went to work for the castle printers and his pay was a bottle of ink. Remembering the queen's words, Jack stopped and ate it, and then returned to their chamber.

"SIMPLETON!" moaned the queen. "You should have carried it in your hands. Now your mouth is stained black."

"All right," said Jack. "Next time I will."

So the next morning Jack went to work for the castle gardeners and his pay was a flower pot filled with beautiful flowers. Remembering the queen's words, Jack carried the flower pot in his hands to their chamber and presented them to his wife.

"FINALLY!" declared the queen. "Now you'll never have to work again. Thank you for the lovely flowers."

Lazy Jack and the queen were both happy once again.

APPENDIX D:

STORY STRUCTURE FORMS

BOOK DIARY

Book Title:_____

Author: _____

I predict this story will be about _____

_____

_____

READ AND THINK

I think this will happen next _____

_____

READ AND THINK

My prediction was/was not like the book because _____

_____

_____

My favorite part of the book was when _____

_____

_____

Name _____ Date _____

STORY MAP

Title _____

Author _____

Setting

Problem

Characters

Solution

SENTENCE MAP

Title _____

Author _____

The story takes place _____

_____.

_____ **is a character in the story who**

_____

_____.

A problem occurs when _____

_____

_____.

The problem is solved when _____

_____

_____.

The story ends _____

_____

_____.

Name _____ **Date** _____

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