David stretches his hand high above his head, anxious to ask Jesus a question. (All teacher and student names are pseudonyms.) Ms. Page’s combination first- and second-grade class has just read the “news” that Jesus narrated earlier to a pair of peer “reporters.” The story dealt with a particularly gory eye gouging: Jesus’s father, a landscaper, had been hit in the eye by a stick while trimming some trees. David, motioning as if pulling out his eyeballs, asks enthusiastically, “¿Tu papá, se le salían así los ojos?” (Your dad, did his eyes pop out like this?) Jesus, pointing to his right eye, responds with equal enthusiasm, “No. ¡No más este!” (No, only this one!)

During two years of research in two primary-grade English immersion classes of Spanish-dominant Latino students, I frequently observed this type of fervent engagement in the classroom activity known as daily news. During each day’s production and sharing of the news, the students eagerly related, scribed, edited, read, and, as in the case above, negotiated understandings of the events that filled their lives outside of school. Furthermore, the activity created an ideal context for the teachers, Ms. Page and Mr. Grant, to foster the students’ language development, provide explicit instruction and meaningful practice in various writing skills, and produce supplemental reading texts that captured their interest. Given the fact that literacy instruction for English-language learners (ELLs) tends to focus on drill and practice of decontextualized skills (Fitzgerald, 1995; Gutiérrez, 2001; Neufeld & Fitzgerald, 2001), daily news stood out as a meaning-centered instructional activity that drew on students’ diverse language resources and created space in the classroom for their unique out-of-school experiences. Consequently, I consider daily news, as I observed it in Ms. Page and Mr. Grant’s classrooms, a valuable example of rich language and literacy instruction for ELL students. In this article I use transcripts of actual classroom interactions to create detailed portraits of key aspects of daily news. These portraits provide concrete examples of the type of principles for teaching ELL students that are often presented in abstract, summary, or hypothetical fashion (Fitzgerald, 1993; Lenters, 2004; Mohr, 2004).

In the following section, I provide a backdrop for understanding the dynamics of daily news by discussing important insights from previous research focusing on language and literacy instruction for linguistically diverse students. Next, I briefly describe the classes in which I conducted my studies. I then offer a series of glimpses into the nature of daily news in the two classrooms, calling attention to the ways that it facilitated the students’ language and literacy learning. Finally, I conclude by highlighting the important lessons that this portrait of daily news offers with regard to constructing rich instruction for young ELLs.

Rich Instruction for Young English-Language Learners

Recent research has demonstrated that children can acquire initial literacy in a language they are just beginning to speak (Fitzgerald & Noblit, 1999; Geva & Zadeh, 2006; Lesaux & Siegel, 2003). Furthermore, several of these studies have shown that the basic processes of children learning to read in a second language parallel those of children learning to read in their first lan-
language, and that explicit instruction in phonemic awareness and word recognition is as crucial for ELLs as it is for young English-speaking children (Geva & Zadeh, 2006; Lesaux & Siegel, 2003). However, numerous scholars have stressed the importance of balancing such explicit, code-based instruction with rich instruction that fosters ELLs’ oral language development, acknowledges their unique linguistic and cultural resources, and provides them opportunities to interact with print in meaningful ways (Fitzgerald, 1993; Gutiérrez, 2001; Lenters, 2004; Lesaux & Siegel, 2003; Moll & González, 1994). Like these scholars, I believe that this type of rich language and literacy instruction is critical to ELLs’ long-term reading achievement, to their development of a positive view toward their primary language and bilingualism, and to their appreciation of the value of literacy within their own social and cultural worlds. In the remainder of this section, I discuss three key themes that I have distilled from previous research on ELL instruction that provide a framework for understanding the special power of daily news as a language and literacy activity.

First, longstanding principles of second-language acquisition stress the critical nature of providing learners with comprehensible input in the target language and of scaffolding their output by providing consistent routines, frequent modeling, familiar and enjoyable topics for discussion, and feedback that causes learners to elaborate on their utterances (Ernst, 1994; Krashen, 1981; Wong-Fillmore, 1985). More recently, Toohey, Waterstone, and Jule-Lemke (2000) have employed the notion of carnival to depict another dimension of robust second-language learning environments. These authors used carnival to describe a classroom interaction that featured an informal tone, spontaneity and playfulness, and students’ active participation. Although such a setting may not represent the full scope of instruction and practice necessary for effective second-language acquisition, robust environments do allow young ELLs to experiment in valuable ways with the forms and functions of and the speaking positions offered by the new language. Therefore, I suggest that powerful second-language instruction should provide ELL students with careful input, modeling, and feedback and foster carnivalesque interactions in which they can engage actively and playfully with the new language.

Second, a number of studies focused on classrooms with native Spanish-speaking students have documented the vibrant nature of instruction that recognizes bilingualism as an emblem of academic competence and fosters students’ biliteracy development (Manyak, 2004; Moll & Dworin, 1996; Moll & Whitmore, 1993). For instance, in previous work, I described a primary-grade classroom in which young bilingual students frequently engaged in acts of translation during literacy activities (Manyak, 2004). By acting as translators, the students facilitated class literature discussions and demonstrated a special linguistic ability that captured the attention of their monolingual peers. Furthermore, many students composed bilingual books by translating stories written in one language into the other, a practice that led to simultaneous development of literacy in Spanish and English. These examples highlight the unique linguistic potential of ELL students and suggest the importance of using and extending this potential in the classroom.

Third, research has revealed that students from culturally and linguistically diverse families possess a wealth of cultural knowledge and experiences that can be used to enhance their literacy development (Moll & González, 1994). Instruction that brings together the official school curriculum and these students’ out-of-school knowledge, activities, and purposes often generates deep engagement in significant meaning-making processes (Gutiérrez, Baquedano-Lopéz, & Tejada, 1999). For instance, Moll and his colleagues (Moll, Amanti, Neff, & Gonzalez, 1992) documented the vast funds of knowledge, or “socially distributed cultural resources,” possessed by Mexican immigrant families in Tucson, Arizona and then worked together with teachers to create literacy instruction units that built on these funds of knowledge. These units produced dynamic contexts for students’ literacy and content learning.

Taken together, these themes suggest the linguistic and literate potential of ELLs and underscore the multiple factors that teachers must consider when seeking to provide these students with rich instruction. I believe that daily news, as I documented it in Ms. Page and Mr. Grant’s classrooms, represents an exemplary
literacy activity that demonstrates how skillful teachers can simultaneously create the kind of interaction patterns important for second-language acquisition, acknowledge and use students' diverse linguistic and cultural resources, and provide meaningful, engaging, and instructive experiences with print.

The Research Settings and Method

My research in these two classrooms followed the passage of California's Proposition 227, the voter initiative that mandated English immersion schooling for the state's large number of ELL students. Early research revealed that this mandate was interpreted and implemented in widely divergent ways across and within districts and schools (García & Curry-Rodriguez, 2000). I specifically chose to study classes taught by former bilingual teachers who remained committed to valuing and using their students' knowledge of Spanish and to providing meaning-centered literacy activities. In particular, I sought to document literacy activities that allowed for students' full participation regardless of their level of English proficiency, created conditions for English language development, and effectively supported the students' initial steps toward literacy in two languages.

During the 1998–1999 school year I conducted research in Room 110, a first- and second-grade English immersion class at Adams School, and the following year I studied Room 12, a first-grade English immersion class at Foothill School. (All school names are pseudonyms.) The schools were both on the outskirts of Los Angeles and served large numbers of impoverished Latino students. Ms. Page, the teacher in Room 110, was a middle class white woman in her second year of teaching. She approached fluency in Spanish and had taught a bilingual K–1 class the previous year. Her class included 15 first-grade and 5 second-grade Latino students, all of whom spoke Spanish as their primary language and had little or no instruction in English literacy. Mr. Grant's first-grade English immersion class consisted of 20 Latino students whose home language was Spanish. Eighteen of the students had attended English immersion classes at Foothill School the previous year. Mr. Grant, a middle class white man, was fluent in Spanish and had taught in bilingual programs for five years prior to the advent of Proposition 227.

In order to richly describe the classroom communities, I used a qualitative approach to data collection and analysis. I made 165 research visits to the two classrooms. In both classes I acted as a participant-observer, typically sitting alongside the students, taking notes and asking simple questions while they worked on reading and writing activities. To supplement these observations, I also frequently audiotaped classroom literacy activities. My analysis of this data was ongoing during the collection phase in both studies. On a weekly basis I coded field notes and transcripts and used these codes to identify key themes that captured and explained the important storylines of the classroom instruction that I observed. In this article, I present findings detailing four such themes related to daily news.

An Overview of Daily News in Rooms 110 and 12

Although daily news occurred every morning in both classrooms, it is important to note that it was just one part of the teachers' comprehensive literacy instruction. Ms. Page and Mr. Grant each implemented versions of shared and guided reading, word study, interactive writing, writing workshop, and literature study units. Although there were a few subtle differences in the way that each class conducted daily news, the activity followed the same basic sequence in both classes. This was largely because I had recommended the activity as I had observed it in Ms. Page's room to Mr. Grant prior to my research in his classroom. During the first semester in each class, the teachers and the students met on the rug to write daily news together. The entire session typically lasted about 15 minutes. During the activity a pair of students volunteered to share news about events from their home or school lives and the teachers, after prompting the students to clarify and add detail to their narratives, scribed the stories on a large sheet of lined paper. As the teachers wrote, they called attention to particular spelling patterns and punctuation and frequently asked the students to participate by stretching out words and offering spelling suggestions. The class then read the news chorally. Although some of the volunteers shared their stories in Spanish, Ms. Page wrote in English, asking the students for help in translating their peers' words. Both teachers saved each day's version of daily news and, at the end of the
month, bound them into a book that was added to the class library. At the beginning of the second semester, both teachers turned the task of writing the news over to the students. This evolution resulted from their growing competence as writers and the teachers’ desire to, in Ms. Page’s words, “let them take responsibility and to feel what it is like to be a writer.”

The second stage of daily news provided the students with new and more central roles and responsibilities. Every morning at the beginning of the literacy block, the class helper-of-the-day chose a partner to share the job of reporter and two peers who served as news givers. The two student reporters then called back each news giver and scribed their narratives without the teachers’ supervision. This part of the activity typically took about 15 minutes, during which time the classes continued with their introductory routines and moved on to their writing time. When the class reconvened on the rug at the end of their literacy block, the teachers briefly engaged the class in editing that day’s news and then the authors recopied the revised version for inclusion in the monthly volume. In both classes, the reporters were free to work in English or Spanish.

This sketch provides a skeletal outline of daily news, but it only hints at the rich tapestry of explicit instruction, scaffolding, collaboration, and playfulness that the event produced. In the following sections I flesh out this outline, presenting detailed portraits of the teachers and students’ words and actions.

Scaffolding Participation and English Language Development

During the first months of school, the teachers established the ground rules for daily news, teaching the children how to share and elaborate on their news, coaxing them to participate in a variety of ways, and fostering an enthusiasm for the event. For instance, Mr. Grant explained to the students several times that “we tell things that we’ve done, important or exciting things.” Additionally, he encouraged the children’s participation in translating and dictating their peers’ narratives, offering spelling suggestions, and reading the finished news. For example, he often stopped the choral reading to remind the students. “I want to hear everybody reading.” Both teachers also taught the students how to elaborate the important details of their experiences, frequently prompting them with who, when, where, and what questions. Along with this explicit instruction, the teachers encouraged the students’ co-participation in various phases of activity. For instance, the teachers used oral cloze as a strategy to involve the students in dictating the words of the news givers’ narratives as they wrote. They responded eagerly to this strategy, filling in the appropriate words whenever the teachers hesitated. In addition, the teachers regularly prompted the students to question the news givers about their news, to offer spelling suggestions during the scribing process, and to join in each day’s choral reading of the news.

By allowing the students to share their news in Spanish, the teachers enabled even the most limited English-speaking students to participate in daily news. This situation also created conditions that benefited the students’ acquisition of English. The teachers often used English to question students who then shared news in Spanish. On one typical occasion, I observed as Roberto shared in Spanish that his parents were buying him a skateboard. Ms. Page, indicating that she had not heard well, questioned him:

Transcript 1 (Manyak, 2001, p. 448)
Ms. Page: They are buying you it?
Roberto: Sí.
Ms. Page: Hey Roberto, are you going to wear a helmet, un casco, when you ride it?
Roberto nods.
Ms. Page: That’s good. You wouldn’t want to fall down and hit your head.
Roberto smiles and nods.

Because Ms. Page’s questions and comments centered on the topic of Roberto’s own narrative, they were comprehensible to him and he responded appropriately through gesture and Spanish. This form of teacher response exemplifies the condition known as semantic contingency. Semantic contingency is a key strategy for making language comprehensible to a learner, because the learners themselves establish the topic of conversation and thus have a clear sense of the meaning of a contingent response. Although semantically contingent talk appears to be somewhat rare in classrooms (Wells, 1986), daily news provided Ms. Page and Mr. Grant with many opportunities to prompt their students to elaborate on their self-chosen topics.

By encouraging the students to translate their own and their peers’ Spanish narratives, Ms. Page also challenged them to produce comprehensible output in
English. The translations often developed into a collaborative production in which their voices overlapped and intertwined. This collaboration pushed the limits of the students’ English, allowing them to perform beyond their individual levels of competence. For example, after Ana had shared in Spanish that she was going to the movies, Ms. Page challenged the students to act as translators.

Transcript 2 (Manyak, 2001, p. 444)
Ms. Page: Let’s try to do that in English. Ana, can you help me out and think how to say that in English?
Ana shakes head, “no.”
Karen raises her hand.
Sandra: Ana went to a movie.
Karen: Is going to a movie.
Student 1: A movie.
Student 2: The movies.
Ms. Page: The movies. Which day is she going to the movies?
Students: El sábado.
Ms. Page: On Saturday. Ana is going to the movies on Saturday. OK, all eyes up here on the board. Ana, help me out with the words. (Ms. Page begins to write.)

This transcript demonstrates how the children built on one another’s efforts to produce a translation. It also highlights how Ms. Page worked to scaffold the students’ efforts by providing key phrases and weaving together the various contributions into sound grammatical utterances.

These brief examples illustrate some of the many ways that daily news provided developing bilingual students with opportunities to extend their English and to engage in sophisticated language practices like translation. Perhaps more important, they also suggest how even those students who knew little English were able to participate fully in the event, sharing news in Spanish and experimenting with English by mouthing words silently, imitating a peer, or interjecting a word or phrase during the translation, dictation, or choral reading.

Building Bridges and Creating Carnival
Because daily news revolved around episodes from the students’ lives outside of school, it served to bridge home and school worlds. Ms. Page identified this as one of her main objectives for the activity, noting that it made experiences that occurred outside the school into things that can be talked about in school. As a consequence of the union between the formal school curriculum and familiar world of the children, the activity prompted the children to weave reading and writing into the fabric of their daily lives. The exchange about Jesus’s father’s eye injury that opens this paper demonstrates how the familiar content of the news captivated the children and frequently led to an enthusiastic negotiation of meaning. By sanctioning such subject matter as appropriate for classroom literacy tasks, daily news repositioned the children’s sociocultural experience as a legitimate source of knowledge and demonstrated to them that literacy was an effective tool for recording and reflecting on their lived experience.

Furthermore, the activity was characterized by a particularly comfortable and lively atmosphere. The teachers clearly enjoyed and contributed to this atmosphere. For his part, Mr. Grant established a familiar and playful tone by offering humorous responses to the children’s stories. For example, when Marisol shared that her mother was going to take her to Disneyland, Mr. Grant asked if she was “going to take the whole class?” This sense of familiarity and playfulness quickly permeated the practice of the daily news and intensified when the children began to write the news independently. As children in both classes worked on the news, they engaged in lively discourse saturated with humor and local knowledge. Even the students’ physical positioning during the activity—they often sprawled on the table to get a good look at the scribe’s work—testified to its unceremonious nature and, equally, to the children’s intense engagement in it.

Fostering Productive Collaboration
From the outset, daily news was a highly interactive and collaborative activity. When the students took over the task of writing the news independently, I regularly observed them, without the teachers’ supervision, engage in a dense, web-like pattern of collaboration. Their shared history with the activity appeared to guide them as they worked. The student reporters knew to begin by writing the title and date at
the top of the page, to question the news givers in order to elicit more detailed accounts, and to use environmental print as a resource for spelling. For their part, the news givers spoke in phrases or dictated word-by-word so that the reporters could more easily record their narratives. Thus, although the students worked relatively independently, they evidenced a sense of commitment to producing the public document expected of them. This is not to say that disputes, teasing, and critiques of others’ efforts did not occur. Still, the students’ clear sense of their task and of the multiple ways to contribute to it tended to prompt quick and relatively equitable resolutions of conflict.

Every day, students helped their peers by guiding a hand to form letters correctly, stretching out syllables for the writer to hear the sounds, spelling out a word, pointing to necessary letters or words in environmental print, or taking the pen to write a difficult part of a word. Although struggling writers received a great deal of support from their partners, just as frequently the shifting patterns of collaboration placed such students in a position to provide expert help. The following excerpt from my field notes captures a typical moment in which assistance flowed in all directions during the composing of the news.

Field notes: Room 12

Edgar says, “I want to write, ‘On the last day of this week, it’s going to be my happy birthday.’” Yesenia shouts, “The date!” and puts the date on the top of the page. Sergio dictates the words for Marisol, stretching them out, “O-o-o-n. La o.” Marisol writes, “On the L;” and Edgar tells her to make “la chiquita” [the lower case l]. Marisol now writes Edgar’s name. Yesenia runs to the name cards on the wall and shouts out the letters to Marisol, “La g, la a, la r.” [The g, the a, the r.] Edgar is also telling her the letters. Marisol writes is and then begins going. Edgar tells her “That’s the word!” after go. She says, “Going?” and completes the word. Yesenia writes her name at the bottom of the page. Marisol continues to write as the other two stretch out the words and suggest letters. Edgar then adds, “They are going to take me to Mountain Water.” Marisol says, “They, I don’t know how to write they.” Edgar begins to spell it for her, “T…” A moment later Edgar turns to me and asks, “Mr. Manyak, how do you write Mountain Water?” I write out the words on a piece of paper and Edgar spells it out for Marisol.

In this brief exchange Edgar shared news, corrected Marisol when she made an upper case letter, and offered spelling support; Yesenia added the date, dictated a spelling using environmental print, and later sccribed for the next news giver; and Marisol served as the scribe, disregarded Edgar’s incorrect advice on going, and asked for his help on they. I was even called upon to contribute a difficult spelling to the group. The episode demonstrates the distributed nature of expertise that epitomized the writing of the daily news. During such interactions, no one student laid exclusive claim to a high ground of competence vis-à-vis his or her peers. As a result, the students appeared intensely engaged in the collaborative work, each waiting for opportunities to momentarily display their expertise.

Focusing on Writing

During the first stage of daily news, the event functioned as a shared writing experience. At this point, the teachers’ objectives were, in Ms. Page’s words, “to model the thought processes that occur while writing: the editing decisions, the connection between speech and the written word” and “to teach the school register, the formal speech that occurs at school: speaking loudly, clearly, giving details.” As they sccribed the students’ news, the teachers modeled and commented upon numerous aspects of the composing process. This instruction was highly contingent on the text that they were writing and on the students’ comments and questions. For instance, on one occasion Marisol informed Mr. Grant that he had forgotten the “little mark” at the end of a sentence. Because the sentence was a question, Mr. Grant had used a question mark and he then discussed this usage.

When they took over the responsibility for writing the news, the students benefited from the focused writing practice and the satisfying experience of creating a document that had an ongoing and highly visible presence in the life of the class. In fact, the students reveled in fulfilling the reporter job. In another particularly poignant case, I observed Daniel, one of Mr. Grant’s most reluctant writers, enthusiastically embrace the role of reporter. After successfully completing the news and boasting about how long it was, he raised his hand to be a reporter again the following day. When Edgar remarked, “You already went,” Daniel responded, “I wanna go again.”

The daily editing sessions were another powerful dimension of the activity. Each day the teachers and students corrected various errors in spelling and punctuation from that day’s news. Although the teachers
provided specific instruction during this time, students also offered solutions to spelling and grammar problems. Late in the year the reporters, anticipating this editing conference, often reread their work and made their own corrections. For instance, in the editing session in mid-March, Mr. Grant emphasized replacing and with a period to break up run-on sentences. The next week I observed Edgar, David, and Jessica apply this lesson as they wrote the news in Spanish.

**Transcript 3**

Edgar (rereading what he has written): En la casa David estaba haciendo un libro de perros. [David is making a book about dogs at home.]

David (continuing to dictate): Y todavía no lo acabó. [and I still haven’t finished it.]

Edgar & David (as Edgar writes): Y-y-y. [And.] Jessica: No, es—[No, it’s]

David: ¡Un punto! [A period!]

Jessica: ¡Un punto! [A period!]

David: ¿Te acuerdas? Un punto. [Do you remember? A period.]

Jessica: Y después de hacer un punto, verdad que empiezas con una letra más grande. [And after making a period, you start with a bigger letter.]

David: Más grande. [Bigger.]

This transcript demonstrates the students’ developing ability to edit their own writing as they applied the lessons that they learned during the class’s editing sessions.

Overall, with regard to writing instruction, daily news represented an exceptional example of the principle of the gradual release of responsibility (Pearson & Gallagher, 1983). Throughout the first semester, the teachers provided clear models of and contextualized instruction in spelling and composing. As the students’ knowledge of reading and writing increased, they assumed the roles and responsibilities previously performed by the teachers. However, even during this period of independent writing, the teachers continued to share their special knowledge of writing conventions through the class editing session.

**Rich Instruction for ELLs: Lessons From Daily News**

Although previous scholars have outlined a number of excellent teaching and learning principles to guide teachers in their work with ELL students (Fitzgerald, 1993; Lenters, 2004; Mohr, 2004), I have taken a different and complementary tack in this article. I have tried to portray, in rich detail, an activity that incorporated many of these principles and that created deep engagement and learning in two classes of young Spanish-dominant students. I hope that this portrait has captured the imagination of my readers and that they will embrace the challenge of developing similarly robust instruction for their ELL students. To conclude, I would like to highlight several key lessons from daily news that might guide teachers in this task.

First, given the fact that teachers have at times relied on simple, repetitive instruction with young ELLs (Fitzgerald, 1995; Neufeld & Fitzgerald, 2001), I hope that my portraits of the students at work during daily news demonstrate that ELLs can engage in and learn from sophisticated, meaning-centered language and literacy activities. Although I would again stress that recent research clearly indicates the value of solid phonemic awareness and phonics instruction for young ELLs (Lesaux & Siegel, 2003), I believe that these children’s participation in rich activities such as daily news is equally crucial to their long-term language and literacy development.

Second, I believe that daily news provides an important example of a robust context for second-language acquisition that simultaneously provides ELL students a comfortable, familiar environment to try out English and allows them to work carefully with the teacher to elaborate on their utterances and see their words set down in print.

Third, I believe that the process of peer translation that occurred during daily news represents an intriguing instructional tool. Although this process may not be possible in every classroom or appropriate for every activity, in specific settings such as daily news it has the potential to bolster the participation of students with limited English skills, validate students’ competence in their primary languages, and create a rich occasion for language acquisition. My own research occurred in classrooms where the teachers were bilingual, but I suggest that even a monolingual teacher, after getting the gist of a peer translation, could then help the students refine it much the same way that Ms. Page did in Transcript 2.

Fourth, Ms. Page and Mr. Grant’s bilingualism contributed in important ways to their students’ participation in daily news, underscoring the value of teachers
who speak the language of their ELL students. However, clearly, there are numerous cases in which teachers have little or no knowledge of their ELL students’ primary languages and there is no possibility for peer translation. Although this situation requires somewhat different interaction patterns than those that I documented, I believe that there are still several reasons to consider daily news as a valuable tool for supporting ELLs’ language and literacy development in such settings. The familiar content typically produced during daily news (i.e., birthdays, trips to favorite spots) and the comfortable atmosphere are important elements of positive second-language learning environments. The process of scribing the words typically results in careful and deliberate rehearsal of the narratives, further enhancing their comprehensibility for English learners. The scribing of the news makes visual the act of translating speech into print, thus making more comprehensible the teacher’s real-time commentary on his or her writing processes. Also, daily news provides ELLs very low-risk forms of participation—chorally dictating words as they are scribed and joining the choral reading of the news—that pave the way to more central participation as their English competency grows.

Fifth, the students in these classrooms negotiated the challenges of peer collaboration created by daily news in a largely positive way and often contributed to one another’s language and literacy development. I concluded that this productive collaboration was strongly influenced by the shared history of practice resulting from the long period during which the classes produced the news together and by the fact that the activity provided for various forms of participation. Thus, I suggest that a shared history of practice, which makes clear to all participants the nature of the task and the various ways to contribute to it, serves as an important resource for students in overcoming the social and technical challenges of student-directed literacy tasks.

Finally, although research has documented the rich resources for learning that linguistically diverse students acquire in their homes and communities (Moll & Gonzalez, 1994), visions for using these resources have often been large-scale projects involving researchers (Gutiérrez et al., 1999; Moll et al., 1992). I believe that daily news presents a valuable model of how teachers might incorporate diverse students’ out-of-school experiences with classroom instruction in a more practical way.

In conclusion, my experiences as a teacher and later as a researcher in multilingual classrooms have acquainted me with the challenges of providing rich language and literacy instruction for young ELLs. It is a weighty task to enable students who may understand and speak little English to participate fully in classroom activities, create the conditions that facilitate language acquisition, appreciate and use the students’ unique cultural and linguistic resources, and provide excellent beginning literacy instruction. By taking readers inside the classrooms of two skillful teachers and offering glimpses of young ELLs at work in an engaging, language-rich literacy activity, I hope that this article both encourages and informs educators committed to undertaking this urgent task.

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