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Teachers' Experiences Incorporating English Language Learners Funds of Knowledge Into Scripted Curricula

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ACCEPTANCE

This dissertation, TEACHERS' EXPERIENCES INCORPORATING STUDENTS' FUNDS OF
KNOWLEDGE INTO SCRIPTED CURRICULA, by JAMES MEAD, was prepared under the
direction of the candidate's Dissertation Advisory Committee. It is accepted by the committee
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The Dissertation Advisory Committee and the student's Department Chairperson, as
representatives of the faculty, certify that this dissertation has met all standards of excellence and
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TEACHERS' EXPERIENCES INCORPORATING STUDENTS' FUNDS OF KNOWLEDGE WITHIN SCRIPTED CURRICULA

by

JAMES MEAD

Under the Direction of Cathy Amanti

ABSTRACT

In recent years U.S. schools have both increased the homogeneity of curriculum through the use of standards and at the same time experienced a growth in the population of students labeled as English language learners (Sleeter & Carmona, 2017). In contrast to scripted curricula that frequently emphasize White and middle-class values (Heath, 1983; Smagorinsky, 2006), students who are in the beginning stages of acquiring English have different needs from the general curriculum and pacing (Lopez et al., 2015).

Through a social constructionist lens (Berger & Luckmann, 1966; Crotty, 1998; Fish, 1980; Geertz, 1973; Gergen, 2004; Lyydon, 1995), this qualitative study investigated four teachers' experiences of incorporating English Language Learners' funds of knowledge into a scripted writing program. Using an intrinsic case study methodology data collection methods included interviews with teachers, observations, and artifact collection. The major findings from this study

were threefold. First, teachers' experiences, both in their personal backgrounds and training, affected how they implemented or approached implementing the scripted writing program. Second, teachers encountered obstacles incorporating students' funds of knowledge into the scripted curriculum, with the main obstacles being the relevancy of examples in the lessons and pacing. And third, teachers actively modified the scripted program to meet students' needs.

INDEX WORDS: Funds of Knowledge, English Language Learners, Scripted Curricula, Multilingualism, Social Constructionism, Writing Instruction

TEACHERS' EXPERIENCES OF INCORPORATING STUDENTS' FUNDS OF
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by

JAMES MEAD

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DEDICATION

This dissertation is dedicated to my wife, Nova, and my grandmother. To Nova for giving me the motivation and drive to begin this journey and to my grandmother for always supporting me.

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1 THE PROBLEM

Overview

Students labeled as English language learners (ELLs) represent a growing percentage of students in K-12 education in the United States (Batalova & Zong, 2016; Garcia, Arias, Murri, & Serna, 2010; Lopez, McEneaney, & Nieswandt, 2015). Students labeled as ELLs are described as "students whose native language is other than English and whose English proficiency is not yet developed to a point where they can profit fully from English instruction or communication" (Garcia et al., 2010, p. 132). This labeling of students as ELLs by schools takes a deficit approach that highlights what students do not have versus a term that embraces the positives of being a multilingual learner (Colombo, Tigert, & Leider, 2018). Much of the literature concerning students labeled as ELLs explicitly uses the term ELL to label students when in contrast terms such as bilingual or multilingual learners take an additive approach to educating these students (de Jong, 2011). In this study many sources of literature referred to students who are emergent multilinguals as ELLs, and for consistency, both the terms ELLs and multilingual students will be seen throughout this study.

As the number of multilingual learners continues to grow, issues concerning the "achievement gap" between multilingual learners and their monolingual peers have become a focus in education. The achievement gap in schools is typically described as the statistical gap in achievement between races (Carpenter, Ramirez, & Severn, 2006). Factors contributing to the achievement gap include family structures, socioeconomics, and schooling conditions (Lee, 2002). Some scholars have argued that the lack of equitable access to educational resources is the predominant cause of the achievement gap (Truscott & Truscott, 2005). Results of these thoughts have led to a focus on how schools fail children and as a partial result school reforms have been implemented.

The implementation of the No Child Left Behind Act (2001) led to changes in U.S. education and changes that are of significance to this study include increased numbers of school reform models, scripted curricula, and standardized testing taking place. Research suggests that these changes are not of benefit to all students, and in this case, multilingual students of color. Many school reforms have been implemented in urban areas of high poverty (Durden, 2008; Trushnet et al., 2004). Hanushek, Peterson, Talpey, and Woessmann's (2019) review emphasizes that the impact of school reforms over the past fifty years has had little impact on closing the achievement gap. Additionally, the usage of the term achievement gap is problematic in itself. In turn, scholars argue that there is in fact an "opportunity gap" where assumptions are made that students come from homogenous backgrounds with equitable opportunities, when in fact schools and policies ensure that the playing field is uneven for students of color (Ladson-Billings, 2006; Milner, 2012).

To examine the impact of curricular changes, including the introduction of school reforms and scripted curricula, this research study took an intrinsic case study methodology approach. This intrinsic approach arises from a need to investigate a case, and not necessarily just to provide comparisons to other cases (Stake, 1995). The purpose of the case was to investigate teachers' experiences incorporating students' funds of knowledge within a scripted writing program (González, Moll, & Amanti, 2005; Moll et al., 1992; Vélez-Ibáñez, & Greenberg, 1992). The incorporation of students' funds of knowledge was a focus in this study because of its' potential to build bridges between minoritized students' lived experiences and school curricula. The student population this study specifically focused on was multilingual students, commonly labeled ELLs.

Researcher Positionality

The drive for this study comes from my experiences both as an English to Speakers of Other Languages (ESOL) teacher and my experiences using a scripted writing program. In my teaching, I have observed a disconnect between my multilingual learners and the scripted writing program implemented. This led to my desire to examine teachers' experiences using a scripted writing program with multilingual learners.

I have spent the previous five years as an ESOL teacher at one of the schools in which this study takes place. During this time, I have had the opportunity to teach in all grades K-5 and work within multiple subject areas. The majority of students I work with come from working-class, Spanish speaking households. I have worked with students from diverse linguistic back-grounds and differing school experiences with some students attending school in the U.S. since pre-school and others immigrating to the U.S.

I have had several experiences working with scripted curricula and specifically with the scripted writing program being examined in this study. My experiences began as a student teacher in a small school system in a metropolitan area in the Southeast. During this time, the school I was student teaching at was demographically different from my current position. Within the school, the student population was predominantly White and upper-middle-class and there were no multilingual students in my classroom. My role during student teaching was as the general education teacher and I implemented both a scripted phonics program and the Lucy Calkins Writing Units of Study. With the scripted writing units, I followed the protocol and pacing, as well as reading the scripted Mini Lessons as stated in the teachers' manual and copying the anchor charts. I remember the students responding well and feeling comfortable using this scripted

writing unit. As an inexperienced teacher, it made things easy for me to plan and to keep the students moving through the unit plans. I recall students engaging in the lessons and making connections to their prior experiences.

Moving forward five years, I have now implemented the same scripted writing curriculum in a school with the majority of students being multilingual learners. During my second year at the school, the scripted writing curriculum was implemented, and I began working in the writing period using the push-in model of ESOL. The push-in model of ESOL is where the ESOL teacher comes into the general classrooms and works with students classified as ELLs in the content area being taught.

This new experience of using the scripted writing program with multilingual learners contrasted with my previous experiences. Using the scripted curriculum in the same manner as I had previously was not working. Observing the homeroom teacher use the references and examples given from the scripted teaching manual highlighted to me the lack of relevancy to my multilingual lingual students' experiences. As a result, many ESOL students were confused and as the ESOL teacher, I found myself reteaching everything the general education teacher went through in the Mini Lesson because my students had not understood. I frequently found myself working with a small group of ESOL students at the same time as the homeroom teacher taught the Mini Lesson. I would teach at a different pace and work to co-construct understanding of the lesson by letting students make connections to their own experiences, which seemed more effective than the general classroom teachers' implementation of the units. These experiences in teaching led to my understanding that knowledge is socially constructed, and our experiences and communities help shape our understanding of reality. Students bring this everyday knowledge (Vygotsky, 1978), or knowledge learned through experiences into school. Therefore,

when working with multilingual students an important part of school is building a bridge be-
tween home and school and making connections to this everyday knowledge. By connecting
ideas to concepts students are familiar with, they can situate new information in a way that
makes sense. Essentially, we must build upon the knowledge that students bring with them to
school. These new experiences of using a scripted curriculum in a different context made me
question the appropriateness of using a scripted writing curriculum with multilingual learners
and led to the research questions guiding this study.

Research Questions

      With schools experiencing growing cultural and linguistic diversity, the response to 'fix'
schools deemed as failing is to turn to school reforms including scripted curriculum. Using an
intrinsic case study, the goal of this study was to find themes regarding opportunities and obsta-
cles teachers face when incorporating multilingual students' funds of knowledge within a
scripted writing program.

      This research study sought to answer the following questions:

1. How do teachers approach implementing a scripted writing curriculum with mul-
   tilingual learners?
2. What are teachers' experiences with incorporating multilingual learners' funds of
   knowledge within a scripted writing curriculum?
3. What opportunities and obstacles for incorporating students' funds of knowledge
   arise in the usage of the scripted writing units with elementary multilingual learn-
   ers?

Study Purpose

In contrast to a scripted curriculum that emphasizes White and middle-class values (Smagorinsky, 2006), scholars such as Lopez et al. (2015) argue that students who are in the beginning stages of acquiring English have different needs from the general curriculum and pacing. Lopez et al. further discuss the idea that a curriculum designed to increase student achievement does not necessarily meet the needs of ELLs because of a need to develop both students' language and content development concurrently. Lopez et al. examined and rated state policies for language support services and their findings demonstrate that states that are more responsive to providing bilingual education and support systems for ELLs show greater growth in students' reading development. An additional problem with the implementation of reform or scripted programs is that many teachers are self-professed as not prepared to teach ELLs (Garcia et al., 2010). Alternatively, scholars suggest that when working with multilingual learners, there need to be culturally relevant pedagogical (Ladson-Billings, 1995) practices put into effect, along with plans that build students' language development coincidingly with academic content (de Jong, 2011;Vaca et al. 2011). Research also supports schools viewing the knowledge students bring with them from home as an asset (de Jong, 2011). Ideally, the knowledge students learn in school will be connected with knowledge students have from home (McIntyre et al., 2001; Vygotsky, 1978). Within this literature on scripted curriculum, there is a gap concerning the impact of implementing a scripted program with multilingual learners, that this study will seek to address.

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Theoretical Framework

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The approach taken to investigate the incorporation of multilingual students' funds of knowledge within scripted curriculum in this study was informed by a social constructionism framework. As defined by Lyydon (1995) "social constructionism is a variant of constructivist

thought that draws attention to the socially constituted nature of psychological realities" (p. 581). The premise of social constructionism is that everything people consider to be real is socially constructed and relative to cultural traditions (Berger & Luckmann, 1966; Crotty, 2004; Gergen, 2004). Social and cultural experiences shape people's understandings. When given a similar situation, people from different cultures may make different meanings based on cultural relevance and experience. In agreement, Geertz (1973) says that humans depend on culture to direct their behavior and understand their experiences. Geertz (1973) further discusses that we are born into a world that has significant symbols and these symbols have been given meaning by culture and society. Fish (1980) highlights the idea that objects are made and not found. Human beings construct meanings for objects or ideas and these meanings are shaped by culture and society. Culture is a key aspect in people's construction of knowledge and according to Crotty (1998), "culture is best seen as the source, rather than the result of human thought and behavior" (p. 53). Social networks help shape the acquisition and transformation of knowledge Moll (2014). According to Vico (1982), it is also important to understand that human nature is not fixed. As people act on the world they change it and their needs and understandings change based on these new understandings.

Multiple social contexts are involved in peoples' experiences and their construction of knowledge (Lock & Strong, 2010). In this research study, the social context that multilingual learners experience includes their homes, communities, and schools.

Berger and Luckmann (1966) highlight the importance of language to the construction of knowledge and the usage of language to order objects into a way that has everyday meaning for individuals. The everyday life experiences of people inform how people situate new experiences. These everyday experiences are described as being normal for individuals, but they are rooted in

particular socio-historical situations. When individuals experience something outside of their everyday knowledge they will try to position the new experience within their everyday knowledge. This knowledge coming from families and communities stems from what Scheutz (1953) terms social stocks of knowledge. Vygotsky (1978) further details these ideas and introduces the concept of scientific concepts as knowledge that is learned in school, while everyday concepts are acquired outside of school. Vygotsky posits that ideally, there will be a reciprocal nature between the two experiences, with experiences in schools building upon knowledge gained through everyday life.

In the case of scripted curriculum, for minoritized students there is a lack of connection between school and home knowledge. This study seeks to examine the inclusion of everyday knowledge into classrooms by exploring teachers' experiences incorporating students' funds of knowledge into scripted curriculum. Funds of knowledge are described as a form of household knowledge, that are informed by historically and culturally accumulated experiences (Moll et al., 1992). Funds of knowledge often are shown in the form of household knowledge that may be shown through knowledge from labor or economics. Household funds of knowledge may include knowledge pertaining to labor such as agriculture or construction, or economics such as business and finance. In the context of my study, I seek to examine how teachers incorporate students' funds of knowledge into a scripted writing program.

Significance of the Study

This significance of this study, in part, comes from the fact that as of 2019 ELLs are the fastest-growing student population in the U.S. (Artigliere, 2019). This study looked to examine teachers' experiences with their ELL students and the implementation of a scripted writing program. Scripted programs often embrace White, middle-class, Christian values (Smagorinsky,

2005). According to McIntyre et al. (2001), this is of significance because students from White, middle-class, Christian homes often find school to be an easy transition, where they frequently understand what teachers are doing and they find that they are able to relate to their teachers. In contrast, students of color, working-class, and second language learners can find school confusing and unrelatable. All children acquire knowledge from home, but White, middle-class, Christian students often find their knowledge more closely aligned with school. The alignment of school programs with White, middle-class, and Christian values perpetuates the opportunity gap between students of color and White students (Ladson-Billings, 2013; Milner, 2012; Welner & Carter, 2013). Scholars emphasize that with growing diversity, not all students should be taught in the same way and students' funds of knowledge should be emphasized (Sleeter & Carmona, 2017). A review of the literature conducted during this study showed the gap in studies focusing upon multilingual learners and the implementation of scripted writing curricula. There has been much research conducted on each topic separately, but little in conjunction.

Through data collection methods including interviews, observations, and document analysis this study provides an in-depth examination of teachers' experiences incorporating students' funds of knowledge into scripted curricula. This study provides an examination of teachers' thoughts, planning, and implementation of a scripted program with multilingual learners with the intent to report upon opportunities and obstacles teachers face. What follows is a review of literature pertaining to relevant topics in this study. Chapter 2 will review literature concerning funds of knowledge, scripted curricula, writing instruction, and strategies for working with multilingual learners.

2 REVIEW OF THE LITERATURE

Introduction

To examine teachers' experiences of incorporating students' funds of knowledge within a scripted writing program, I first reviewed literature about writing instruction in the U.S. concept. Next, to provide context for this study, literature examining scripted programs was reviewed. The final sections of this literature review cover the social and cultural dimensions of students' writing, as well as a review of funds of knowledge and relevant research studies.

Writing Instruction in the United States

In the early 19th century writing instruction in the U.S. focused upon penmanship, handwriting, and transcription (Russell, 2005). It was in the 1830s that a new movement in schools is documented where pupils began to write about topics such as their experiences or different things in their surroundings. This reform was part of a new movement in writing education, described by Schultz (1999), as a reform where students began to write about lived experiences that may help prepare them for life. Still, during this time writing was considered a mechanical process with a heavy emphasis on grammar (Russell, 2005).

The early 20th century saw writing instruction begin to be seen as more of a social activity (Behizadeh & Engelhard, 2011). In the 1930s there was less of a focus on mechanics and a movement towards creativity. A new focus on ideas emerged, yet a heavy emphasis on grammar and error frequency remained (Braddock et al., 1963). From the 1950s through 1980s writing education underwent several shifts in approaches. The 1950s saw a back to basics and form-based ideology dominate writing instruction, while in the 1970s and 1980s a cognitive approach emerged. The beginnings of a socio-cultural approach to writing emerged in the early 1980s and became popular in the early 1990s (Behizadeh & Engelhard, 2011). A sociocultural approach to

writing education is described as an approach that recognizes the range of literacy experiences that children bring with them from home (Heath, 1983). Writing instruction has evolved over the past two centuries, with shifts between a focus on form and mechanics, to emphasis on creativity, and a sociocultural approach. Sociocultural approaches to writing are still prevalent today, but increased pressures including accountability and concerns regarding the achievement gap in education have led for many urban areas to find instructional decisions coming in the form of a reform model that often presents itself through the use of scripted curricula (Durden, 2008; Trushnet et al., 2004).

Scripted Curricula

The purpose of this study was to examine teachers' experiences incorporating students' funds of knowledge within scripted curricula. Specifically, this study focused on two schools with a high population of ELLs in which a scripted writing program had been implemented. This section provides details about what scripted curriculum is, how schools come to adopt them, critiques of scripted curriculum, and studies examining the impact of scripted curriculum.

Scripted Curricula Overview

Many schools that fail to meet progress under the adequate yearly progress requirements from the NCLB (2001) are implementing school reforms (Durden, 2008). Currently, under the Every Student Succeeds Act (ESSA), schools must set goals for student progress in reading and math. The implications of school reforms are that there has been a large increase in prepackaged educational programs being purchased and used by school districts (Kavanaugh & Fisher-Ari, 2018). Many of these prepackaged programs are scripted curriculums. According to Milner (2013), scripted curriculum embraces the idea of telling teachers what to say, when to say it, and

what to do. Ede (2006) describes the purpose of scripted curriculum as focusing on explicit instruction that is professed to work towards closing the achievement gap between students living in poverty and more affluent students and raise standardized test scores.

Milner (2013) noted that these programs may be beneficial in some ways with novice teachers or when there is a lack of resources. However, they can cause problems within the classroom, notably when working with diverse learners. The next sections will discuss reasons and benefits of schools adopting scripted curricula, as well as, a critique of scripted curricula.

Proponents of Scripted Curricula

Reasons that schools often adopt scripted curricula include the support offered to new teachers, alignment to curriculum, and the fact that steps are provided for implementation and assessments (Davis, 2012; Squires, 2014). Davis (2012) outlines the benefits of using a scripted curriculum from the viewpoint of teachers. From the viewpoint of new teachers, she emphasizes that teaching is one of the few professions where you are expected to be an expert and implement all aspects of your job in the first year. She claims that expectations are similar for first-year teachers and thirtieth-year teachers. Davis stresses the positives of mentor teachers but acknowledges that due to funding many schools lack appropriate programs for new teachers. Without this support, having materials and curriculum determined for them can ease the transition into teaching for novice teachers. The use of scripted curriculum can also increase collaborative planning amongst team members. For example, Davis describes the difficulties teachers may encounter when teaching the same subject using different materials. Scripted material can alleviate this problem. It can also provide more consistency amongst teachers and even the field between strong and weak teachers to create a more consistent staff. When working to create a stronger staff through the use of scripted programs, professional development is also an important part of

implementing the program. Davis describes effective professional development as being ongoing, job content related and fostering reflection upon teaching practices. It is claimed that the benefits of effective professional development and the adoption of a scripted program can lead to school turn around.

Squires (2014) describes the implementation of scripted programs and school reforms from the lens of schools at a district level. He describes the purpose of implementing a scripted program as such: delineating a time limit for lessons, deciding upon content for instruction, alignment with curriculum standards, development of tools to monitor class progress, and an annual review process. The purpose of creating time limits is so that all teachers are in the same place and finish each unit at the same time. Squires posits that by using a scripted curriculum, the teacher is limited in their choice of how or what to teach. He says this positively encourages teachers to make sure they fully implement the curriculum and ensures consistency from teacher to teacher. Squires describes the purpose of this by describing the structure of schools and how students move upward from one grade level to the next. Because of this trajectory, if teachers on a grade level each have different beliefs and approaches there will be different outcomes. These outcomes will lead to problems in the next grade levels when not all students have the same skills and he argues that this necessitates the standardization and scripture of programs.

According to Martins (2014), the implementation of a scripted curriculum involves four principles in order to be successful. First, there needs to be a common target and goal for a school. Second, teachers should be involved in the monitoring of the usage of the program and recommending improvements. Resources must be allocated appropriately along with training and support for teachers, administrators, and support staff. Lastly, individualized support and plans

should be implemented for schools and principles in addition to school-wide professional development opportunities. Martins builds upon Schmidt and Logan's (2009) study findings that show that increased correlation of a written curriculum to the standardized test leads to increased student achievement on the standardized test. The end result of fully implementing a scripted curriculum will be for a school's test scores to increase (Martins, 2014; Squires, 2014).

Zavadsky (2014) expands upon the discussion concerning the implementation of scripted programs by examining program implementation in an urban school district. The study examines teaching and learning through a positivist approach that views the district as a whole and does not view students individually. The school district examined was located near Houston, Texas with student demographics that were approximately two-thirds Hispanic and one-third African American. Roughly thirteen percent of students in this school district were receiving English language support services. To promote the implementation of the program benchmarks, assessments, and walkthroughs were conducted quarterly. The purpose of these was not to find faults with teachers but to provide curricular interventions from administrators and support specialists. The use of a scripted program was described as beneficial to teachers, and in particular new teachers. Teachers reported feeling that the curriculum provided clarity on what to be taught and the pacing. To ensure the pacing was being kept and the entire curriculum was being covered data was collected. A common data source collected came from unit assessments. Results from assessment data demonstrated which teachers were not teaching the entire curriculum or were off with their pacing. The study emphasizes that students performed poorly on an assessment when the teacher did not cover the entire curriculum or was behind pacing. It was also noted that having all teachers in the same place at the same time was beneficial because when students transferred schools within the district they may continue with the same lessons and content.

Critique of Scripted Curricula

With the increase in scripted curriculum it has become evident that it is does not meet the needs of all learners. Durden (2008) highlighted the fact that many schools purchase these programs without doing due diligence to the role of the program or the appropriateness of the curriculum for its students. While not focusing specifically on multilingual students, Durden explored how the deficit approach may be built into curriculum reform models. Durden analyzed the characteristics of scripted programs being implemented in schools and compared the characteristics to those of culturally relevant teaching. She describes aspects of culturally relevant teaching that should be included in programs as: including allowing students to work with the native language and in cooperative groups, to build a bridge between home and school experiences, and for the program to be representative of multiple perspectives and experiences. Her findings demonstrated that the characteristics of scripted programs did not match up with the culturally relevant teaching practices. Additionally, the needs of students of color and lower socioeconomic status were not addressed with these programs.

According to Smagorinsky (2006), scripted programs focus on the values of White and middle-class Americans. Milner (2013) questions how can a school district require the use of the same program at the same rate and even time of day for schools in different areas with different student bodies? The issues arising with the implementation of these scripted curriculum units are the lack of connection to students, the curriculum pacing, and the restriction of teachers' use of culturally and linguistically relevant practices (Milner, 2013).

Lopez et al. (2015) argue that by using such a curriculum model that was developed for monolingual English speakers, schools are not meeting the needs of ELLs. Rather than incorporating students' funds of knowledge through an Additive approach, which embraces knowledge

and skills students bring to school with them (de Jong, 2011) scripted programs reinforce the opportunity gap by marginalizing multilingual students' funds of knowledge. Durden (2008) says that by marginalizing multilingual students' knowledge, schools are drawing upon a subtractive approach. A subtractive approach involves denying cultures and languages within schools and a lack of care from teachers who dismiss educational practices that students are familiar with (Valenzuela, 2005).

In this section, I draw upon three studies that examine the impact using a scripted curriculum has on diverse learners and teachers. Timberlake, Burns, and Barrett's (2017) study and Fisher-Ari, Kavanaugh, and Martin's (2017) study examined teachers' practices when working with students from poverty, minoritized cultures, or special needs background. Wyatt's (2014) study discusses the need for a balance between a scripted curriculum and using culturally relevant practices.

Scripted Curricula's Impacts

Obstacles demonstrated in Timberlake et al. (2017) included the de-emphasis of teachers getting to know their students, families, and communities when implementing a scripted program. Through interviews, it was determined that teachers were less likely to examine socio-cultural factors that may influence students' learning. Many teachers defined the concept of equity as giving every student the same thing, even when issues arose in the usage of the program such as pacing. In both this case and others, teachers expressed that they did not feel the need to adapt to meet the needs of their students and they did not view the usage of the program as inequitable. Teachers viewed teaching and learning through a positivist lens where the same knowledge was deposited in all students (Timberlake et al., 2017).

Fisher-Ari et al. (2017) brought the teacher voice to the forefront of implementing scripted curriculum. Within their study, teachers' voiced that even while teachers were aware of the idea of working with families and integrating students' funds of knowledge into lessons, they were often unable to do this because of factors including funding, time constraints, and lack of professional development. Teachers' voiced that they felt restricted due to heavy accountability with standardized testing and the scripted nature of the program used in the study, Success For All (SFA). However, they attempted to build connections to students' lives and incorporate their experiences into the content of the lesson. Teachers had a hard time doing what was required and what they felt was best for the students and many attempted to modify their curriculum and use it as the base of the lessons, while also making connections to students' funds of knowledge. Fisher-Ari et al. argue that these modifications to the scripted lessons were necessary because of the disconnect between the material and the students.

In contrast to Timberlake et al. (2017) and in support of Fisher-Ari et al.'s (2014) arguments for modifications, Wyatt (2014) demonstrated opportunities for teachers to incorporate students' funds of knowledge within a scripted program. Wyatt's report framed opportunities teachers found for practicing culturally relevant teaching in a scripted unit. This study is of significance because of its positive approach to using students' funds of knowledge within a scripted curriculum. Wyatt found that teachers were able to do so in Hawaii while implementing America's Choice program. In this study, teachers had the discretion to modify the timing and pacing of such units and did not report on external pressures such as administration. Teachers experienced opportunities for incorporating students' funds of knowledge within small group teaching moments and by using the scripted curriculum as a guide, and not following it step-by-step. Timberlake et al.'s (2017) and Wyatt's (2014) studies both highlight the importance of

teachers' beliefs when working with diverse learners and how a scripted curriculum impacts their teaching practices.

Two different themes emerged from the studies emphasizing obstacles and opportunities teachers face with incorporating students' funds of knowledge into scripted curricula. The first theme that emerged was that obstacles including relevancy and pacing arise in the usage of a scripted curriculum. The second theme was the usage of modifications was beneficial to meet students' needs.

Oftentimes the use of a scripted curricula leads to a disconnect between students and the material. This is further perpetuated, according to Street (2005) by school policies that embrace the ideals of the dominant culture and are often reflected within our curriculum (Smagorinsky, 2006). From a review of the literature many researchers have argued that obstacles that occur in the implementation of a scripted program include student disconnect, the relevancy of topics, pacing, and assumptions of prior knowledge.

When reviewing the literature concerning scripted curricula and multilingual learners there is a gap in the literature. The subjects of multilingual learners and scripted curricula exist singularly, yet there is little research specifically examining the implementation of a scripted writing program with multilingual learners. This study seeks to address that gap.

The Scripted Writing Program: The Lucy Calkins Units of Study

In this study, the scripted writing program implemented with multilingual learners was the Lucy Calkins Units of Study. The Lucy Calkins Units of Study were first implemented in New York City in the early 1980s as consultations to local elementary schools and by the early 2000s developed into a complete writing program (Feinberg, 2007). The teaching units were developed through the Teachers College of Columbia University. The goals of the units, described

on the Teachers College website, include accelerating students' development as readers and writers and helping schools improve teaching and learning (Calkins, 2016). Today, schools across the U.S. use the Lucy Calkins Units of Study, with over 150,000 students in New York alone.

At the elementary level, the Lucy Calkins Units of Study, writing program takes a writer's workshop model that is divided into four units for each grade level. Each unit covers a genre of writing and is intended to last nine weeks. Within each unit, lessons are broken down into bends, which are subsections of the overall unit and have a stated purpose. Within each bend are sessions, which are daily lessons to be taught. It is within these sessions that the teacher script is written and intended to be implemented.

Feinberg (2007) provides a critique of the development and implementation of the Lucy Calkins Units of Study. Feinberg describes that, as a researcher, Lucy Calkins in her works takes an approach that emphasizes student voice and choice in writing but when looking into the implementation of the writing program this does not happen. Feinberg asserted that while the messages and purpose statements behind the Lucy Calkins Units of Study promote student choice and freedom, the program is in fact stifling students. The rigidity and formatting and a one-way approach allow for little teacher choice. Teachers lamented upon the idea of having children reflect on their growth as writers in kindergarten when in reality children are still overcoming the emotions of being away from home for the first time. There is little consideration for different environments and situations that teachers experience. By asking teachers to keep a diary of the impacts of bureaucracy on teachers, common feedback found was issues with mandated teaching of the Lucy Calkins Units. Overall, Feinberg discussed that through the creation of a scripted program, the Lucy Calkins ideals for writing became more rigid, strict, and scripted over time.

Grounded in a sociocultural perspective, Lensmire (2000) critiqued the approaches of writing workshops in general and noted the power relationship within these units of study that privileges certain students and limits others. Lensmire (2000) argued that teachers using the workshop approach must critically address the issues of identity, power, and equality of access within workshop models and must work for balance for all students' voices to be heard. Furthermore, he argued the pacing of a scripted presentation lesson does not appropriately allow for deviations for individual students' needs and the teaching points often contain references that are not culturally relevant to students.

Often the case of implementing a writers workshop falls under the umbrella of presentational style writing lessons that do not promote culturally responsive teaching practices (Gay, 2002), where teachers work to build upon students' funds of knowledge and bring student experiences and voice into lessons. The presentational mode of instruction is described as clear and teacher-led discussion with a scripted teaching point and lesson (Hillocks, 1986). Models such as anchor text and/or charts are used to discuss the specific teaching point of the day. There may or may not be a small discussion amongst students about the specific topic of the day. After a mini-lesson covering the topic, students engage in the work period or writing time, and feedback of writing samples comes predominantly from the instructor. Presentational writing instruction is reminiscent of banking education (Freire, 2000) with educators depositing information into students. Students are either prepared to file away the information because it builds upon their experiences or they are not, and the lessons continue without establishing a strong foundation or connection to students.

Social and Cultural Dimensions in Children's Writing

In contrast to approaches that deemphasize students' individuality, many scholars work with a sociocultural paradigm to acknowledge the social and cultural dimensions of children's writing. Communities socialize children and impact their language development. Heath (1983) documents this influence and how it manifests as students enter into public education and the different experiences they bring with them to school. Language patterns are reinforced through other cultural patterns students experience in their communities. These differences in experience are highlighted once students begin school with people from different backgrounds. Smagorinsky (2006) expands upon this by describing schools as "normalizing White middle-class values and the opportunity gap created for socially, economically, racially, and culturally marginalized groups in schools," (p. 7). Different backgrounds of socialization and experiences with language result in students with different literacy experiences upon arriving in school, but the curriculum focuses on building upon prior experiences associated with being White middle-class, which leaves students who do not fit this label at a disadvantage.

Children from different backgrounds come together within schools and when "children and teachers share the social places we call classrooms, social and cultural dimensions of children's writing are intrinsically linked with contexts, tasks, and teachers' actions," (Smagorinsky, 2006, p. 15). Children bring with them to school prior knowledge that impacts their acquisition of new knowledge (Smagorinsky, 2006). This prior knowledge is shaped through experiences within social and cultural contexts and students' funds of knowledge or strategic and cultural resources students bring from home (Vélez-Ibáñez and Greenberg, 1992).

In addition to the experiences children bring with them at home, the context of school and the environments in which children write also play a role in the outcome. Reither's (1985) study

expands upon this to review the impact of the social situations in which writing is done. There are conditions that enable writers to write as they will and influence the motives behind a writing piece. Writing begins as a natural process that calls upon memory and academic writing is described as collaborative and a social processes. Reither (1985) highlights that in the teaching of writing there must be significant weight given to the idea that social knowledge impacts writing and should be used as a resource in our teaching of writing.

Factors influencing students' writing include environmental and instructional reasons (Braddock et al., 1963). Environmental factors including students' socioeconomic status, prior experiences, and interests in writing impact student learning and writing ability. According to Braddock et al. (1963) with many writing units privileging White-middle class backgrounds, there is a connection between socioeconomic status and writing performance on writing assessments (as cited in McClellan, 1956). Research shows that in recent years schools have begun to shift towards a sociocultural approach to writing and giving consideration for environmental factors influencing students' writing (Behizadeh and Engelhard, 2011).

Braddock et al. (1963) highlighted instructional methods as a second factor behind student writing performance. The term cultural modeling is described by Lee (2002) as the use of students' background knowledge as a scaffold for instructing students. Essential components of writing that must be included within instruction include form, ideas and content, and sociocultural context (Behizadeh & Engelhard, 2011), which means that both environmental factors and instructional factors should be included within writing instruction.

With the impact of environmental and instructional factors shaping students' writing and the importance of recognizing the sociocultural impact on students' writing, scholars (Behizadeh & Engelhard, 2011; Heath, 1983; Smagorinsky, 2006) argue that the use of presentational,

scripted writing program is inadequate for the instruction of multilingual students. In contrast to scripted curricula, an approach that acknowledges the social and cultural dimensions within children's writing and the social construction of knowledge is a funds of knowledge approach.

Funds of Knowledge

A goal of the present study was to examine how teachers incorporate students' funds of knowledge into a scripted writing program. The original idea of funds of knowledge was discussed by Vélez-Ibáñez and Greenberg (1992) as an anthropological term regarding what resources and knowledge families and households encompass. Vélez-Ibáñez and Greenberg argued that schools ignore the funds of knowledge students are exposed to in their homes, resulting in issues of instructional practices not correlating to students' family and community experiences. Instead of ignoring students' funds of knowledge, Vélez-Ibáñez and Greenberg insist these funds should be looked at as a valuable resource within schools. Further, by understanding the social relationships students encounter within their households and communities, and the historical context in which they develop, they argued that one can begin to understand the construction of cultural identities amongst Mexican-American students. Countering Mexican-American students' identity development are educational settings and policies that do not look upon cultural identity as a resource in schools.

In their seminal work focusing on the concept of funds of knowledge, Vélez-Ibáñez and Greenberg emphasized the historical context that shapes families' funds of knowledge and, in their work drew on the case of Mexican-American families in the historical setting of the United States and Mexican borderlands. They highlighted that funds of knowledge are developed through its reciprocal nature and the interchanges of resources, skills, and knowledge. Funds of knowledge are rooted in daily life skills that vary and are transmitted generationally. Through an

examination of one Mexican-American family, the Serrano family, Vélez-Ibáñez and Greenberg observed that children learn from their families through helping with daily activities and routines. For example, within the Serrano family, the children learned computational skills from their grandmother who worked as a bank teller, and were introduced to carpentry by their grandfather who had a workshop and had expanded their family home. The impact of the transfer of funds of knowledge generationally, highlights the contrasts between the socio-cultural conditions in which Mexican-American children existed within their homes and communities and the different conditions in schools with their teachers. Within Mexican-American households, many activities are done in groups and cooperatively with sharing, while in school many assignments are done in isolation.

In sum, the disconnect between schools and Mexican-American students is created because there is no connection between students' homes and communities and the school. In response to this disconnect Vélez-Ibáñez and Greenberg posit that three things are necessary to incorporate students' funds of knowledge within schools. The first is that more cooperative learning opportunities that replicate students' social experiences at home should be created. This may relate more to students' experiences at home and also increase interethnic cooperation. Next, there needs to be greater outreach and communication amongst teachers, parents, and students. The schools are demonstrating the opposite of the social and cultural norms of the Mexican-American students' home lives by having singular relationships between teachers and students, rather than working together to share funds. Finally, Vélez-Ibáñez and Greenberg recommend that teachers be trained in the practice of understanding students' funds of knowledge and working to include it into school.

The concept funds of knowledge was chosen for this study because a funds of knowledge approach takes a focused viewpoint on students' lives and how to elicit information from students and apply it to classroom teaching and learning. This links to the theoretical underpinnings of this study because of the social construction of people's stocks of knowledge and spontaneous knowledge. Social constructionism emphasizes that culture is a source of meaning, while funds of knowledge entails an approach to dig deeper than the broad definition of culture and examine people's lived experiences. What follows in the next section are research examples of the application of funds of knowledge into schools.

Incorporating Funds of Knowledge in Schools

One of the first to operationalize funds of knowledge in their research, Moll et al.'s (1992) study drew on the work of Vélez-Ibáñez and Greenberg. Moll et al., based their study on the assumption that households have knowledge that is influenced by historical and cultural conditions and is socially constructed. According to Moll et al., household funds of knowledge may be seen through family labor histories such as what types of professions and skills families possess and/or material knowledge such as labor or economics. These points of emphasis contrast with traditional views of culture that take a more surface-level approach and include things such as folk tales or holidays. Gonzalez (2005) describes funds of knowledge as an alternative perspective from culture for viewing students' lives. The idea was not to replace the concept of culture but instead to focus on the everyday lived experiences of students and to provide a viewpoint that digs deeper than assumptions based upon cultural heritage. Amanti (2005) further adds to this discussion by describing the lens through which culture is normally viewed. She says that culture is frequently recognized in terms of special events or holidays and this viewpoint may perpetuate stereotypes. In contrast to a general view of culture, Moll et al.'s sought to incorporate

students' lived experiences into classrooms. Further, Moll et al. argued that a funds of knowledge approach is in contrast to the deficit lens in which working-class families are viewed in school. Instead, Moll et al. insist that by utilizing household and community resources, classroom instruction can be designed that exceeds the quality of instruction that is commonplace in school.

In order to incorporate students' lived experiences into their classrooms, the teachers that participated in Moll et al.'s study used ethnographic techniques to investigate how families create thick, multi-stranded social environments that support the development and exchange of funds of knowledge. Following Vélez-Ibáñez and Greenberg, they noted that these relationships are in contrast to the school environment where schools and teachers are isolated from the households and communities where students live, and teachers only know students in their roles as students. Generally, teachers do not see the social and cultural knowledge children come to school with. Teachers may have a thin teacher-student relationship but by building strong relationships with students and families teachers may then identify and incorporate students' funds of knowledge into classrooms.

A prime example of utilizing funds of knowledge in the classroom comes from Hensley's (2005) accounting of her participation in the Funds of Knowledge project. Hensley's experience focused on her interactions with a specific parent from her kindergarten class named Jacob. Initially, Hensley was apprehensive about interviewing and conducting a home visit with Jacob because of his lack of involvement with the school. This view was consistent with the overall school's view of parents in the community. However, Hensley's home visit proved to be illuminating and she was able to identify funds of knowledge Jacob possessed. She determined something Jacob was knowledgeable about, music, and the reasoning behind his lack of attendance at

school functions. Later in the study, Jacob began writing songs for the students that connected with the curriculum and performing them in class. As his time at the school increased, so did Jacob's involvement and he became the PTA president. Conducting home visits proved to be an integral part of the original Funds of Knowledge project and Hensley was able to bring in parents and community knowledge into lessons.

Another example from the original funds of knowledge project is described by Sandoval-Taylor (2005). Sandoval-Taylor's participation in the funds of knowledge project came in the role of a second-grade teacher. Her goal, after conducting ethnographic home visits was to design a school unit that incorporated students' funds of knowledge. From her home visits, she learned that many of her students' families worked in the construction business and some students even had their own construction tools. Armed with this knowledge, Sandoval-Taylor began developing a cross-curricular math unit for the following semester. As a part of increasing family and community involvement a beginning part of unit required for students to survey their parents about things they had built for their homes and to invite several parents into the classroom to share their knowledge. During the process, she points out that she felt her students were internalizing what they were learning because of the funds of knowledge they brought from home. As in these examples, specific funds that are derived from families labor histories, skills, and economics are funds of knowledge that I looked to see if teachers were able to incorporate into a scripted writing curriculum in this study.

Funds of Knowledge in Writing Class

Additional research beyond the original study examining the impacts of funds of knowledge in schools has been documented. In this next section, I will review studies that examined funds of knowledge and ties to writing education.

One example comes from Flint and Fisher-Ari (2014), who introduce their study by high-lighting that with the growing number of bilingual students in the United States, teachers must become trained in strategies that promote cultural relevance and are prepared to teach in diverse environments. They argue this because it is still common for a deficit view to be taken of the funds of knowledge that immigrants and ELLs bring with them to school. Instead, Flint and Fisher-Ari say a classroom should celebrate students' funds of knowledge and work to build a classroom community. Their study focused on teachers' different approaches to implementing writer's workshop with multilingual learners.

Throughout Flint and Fisher-Ari's (2014) study two teachers, Jeffrey and Susan, participated in professional development with university literacy professors. Early in the study, Jeffrey and Susan's writing practices involved teaching skills in isolation and providing students with external prompts. At the beginning of the study, writing was viewed in a positivist lens and over the course of the study Jeffrey and Susan's teaching practices evolved to take a funds of knowledge approach. As the study progressed, Jeffrey and Susan developed a deeper understanding of their students' lives. During writing, the teachers allowed for more student voice in writing and began to draw upon students' families and communities as sources of knowledge. As they reflected, Jeffrey and Susan noted the impact of students' familial, linguistical, and cultural knowledge. Flint and Fisher Ari note that students' backgrounds inform the social constructs of the classroom and that by shifting the approach of the teachers from who gives the information to who receives the information transforms the writing process and empowers students in their writing.

Street (2005) contributed to the discussion of taking a funds of knowledge approach in writing through his work with secondary students. Street emphasizes that through writing about

their lives and experiences, students can teach their teachers about their funds of knowledge. Letting students express themselves through writing may convey more information about students because they may be more willing to share. The benefit for the teacher when implementing this strategy was shown through his move from a presentational approach of himself lecturing in front of the room, to a role in the classroom of facilitator, where he could move from student to student to offer support and allow them to work at their own pace. By taking a funds of knowledge approach, Street shifted the style of writing instruction in the class and encouraged student participation, motivation, and completion of a final writing product. Street argues that both changing the topics and methods of instruction were important when incorporating a funds of knowledge approach in writing. A disconnect is created when students are not interested or do not understand the writing topics assigned (Street, 2005). Allowing students to co-create meaning with the instructor and work through shared writing are ways for students to both share and inform the teacher and help peers through the writing process. Street says that working to co-create meaning emphasized the social constructions of knowledge and acknowledges that students' experiences are informed by their families and communities. For example, Street emphasizes that when given the genre of informational writing, allowing students to engage in shared writing with the teacher about a topic they are knowledgeable about will engage students more than being assigned an informational writing topic that may be irrelevant.

Dworin (2006) argued through his research that biliteracy development offers a wider range of social and cultural resources that build upon students' funds of knowledge. Rather than following a school model that emphasizes homogeneous standards, he worked to incorporate students' funds of knowledge and build pride within students of their cultural identities. The idea of

building pride in students' bilingualism countered the deficit approach taken to scripted curriculums that are informed through a White, monolingual lens. Dworin observed in the classroom that writing was done predominantly in response to prompts, with students following a similar format for each piece. With the teacher reporting that she felt confined to these approaches due to standards, curriculum, and preparation for state-mandated testing, the researchers then designed a new writing unit to implement. The purpose of the assignment was for the students to interview their families about a true story and write about it. During the writing process, the majority of students wrote in Spanish and then worked to translate the story into English. Dworin argued that it was important for students to write these types of stories that are based upon real events and their real lives. This project was also a way to embrace the cultural norms of families and communities and encourage family involvement within assignments and the school. Overall, the students' funds of knowledge were a key source of this writing project and the teacher noticed the positive change in students' writing from the previous format used. A source of these changes came from the change in audience for the writing prompts. Rather than writing in response to a prompt with the teacher as the audience, the family stories project changed the audience to the students' families and peers. Additionally, the focus shifted from an emphasis on syntax, grammar, and writing mechanics that were geared towards the upcoming state-mandated testing to a focus on students' experiences and knowledge. Students' produced greater output in their writing, more details, and positive feedback from parents. Additionally, the bilingual aspect of this project helped to further students' learning and demonstrated the importance of this sociocultural aspect of children's lives.

Within Dworin's study, parental involvement in the storytelling process and the creation of funds of knowledge is apparent. This generational and transnational approach to the acquisition of funds of knowledge is a key part of the transfer of funds (Jiménez, Smith, & Teague, 2009; Kasun, 2014). The idea of transnational literacy refers to the written language practices of those who cross borders. In addition to funds of knowledge being passed generationally, they are also passed transnationally (Dworin, 2006; Vélez-Ibáñez & Greenberg, 1992). The transfer of funds of knowledge to children is complicated, with children being exposed to multiple situations and funds of knowledge and needing to experiment with different concepts and funds they are exposed to. This complicated transfer of funds can become difficult when involving children in public school institutions. With the importance of English for many functions, the transfer of funds of literacy in Spanish is often lost through generations, with many children only being oral literate in Spanish. Dworin (2006) continuously advocated for the use of biliteracy approaches within schools while Jiménez et al. (2009) argued that teachers should be able to take advantage of these family and community literacies to build bridges between schools and students' funds of knowledge.

Flint and Fisher-Ari (2014), Street (2005), and Dworin (2006) are studies that begin to explore strategies for recognizing students' funds of knowledge and ways to incorporate them into school. The section that follows explores additional strategies for instructing multilingual learners and ways to embrace their cultural and linguistic knowledge.

Instructional Practices for Multilingual Learners

Building upon the incorporation of students' funds of knowledge as an appropriate instructional choice for multilingual learners, and the incorporation of students' first language

knowledge, this section reviews research on strategies for multilingual learners. This section reviews empirically validated approaches to instructing multilingual students that emphasize including students' funds of knowledge and provide alternative approaches to using scripted curriculum.

De Jong (2011) defines the Principle of Affirming Identities as an approach to teaching and learning that values cultural and linguistic differences and places them in a positive light. Implementation of the Principle of Affirming Identities involves accessing students' funds of knowledge. According to de Jong this approach values student voice and experiences. Within schools, this approach to affirming identities may take shape through the promotion of Additive Bi/Multilingualism. This concept is described by de Jong as showing respect for all languages and having students build upon the linguistic knowledge they come to school with. By not allowing for students to build upon their linguistic funds of knowledge promotes a deficit approach to bilingual students. De Jong says this deficit approach is shown through practices such as teaching students at a lower academic level, simply because they are not yet fluent in English and is also shown through limiting resources to support learning English and resources in students' primary language. Incorporating an Additive Bi/Multilingualism approach in conjunction with the Principle of Affirming Identities offer a resource for incorporating students' funds of knowledge within a curriculum and units of study.

Table 1.

Principles of Schooling for Multilingual Students

Principle	Key Ideas
Principle 1: Striving for Educational Equity	Includes the creation of a school environment that respects linguistic diversity within classrooms and is reflected in educational policies.

Principle 2: Affirming Identities	Educators respect and allow for students' knowledge of language and culture to have a safe, purposeful place within the classroom.
Principle 3: Additive Bi/Multilingualism	Educators value and incorporate students' knowledge of language and culture within the classroom.
Principle 4: Structuring for Integration	Educators work to create a learning space that does not require assimilation of language and cultural minority students to the preexisting structures and works to create a culturally responsive system for all students.

Note. Principles of Schooling for Multilingual Students key ideas adapted from de Jong, E. (2011). *Foundations for Multilingualism in Education: From Principle to Practice* Philadelphia, PA: Caslon.

De Jong´s principles of multilingual education provide an outline for schools to begin incorporating students´ funds of knowledge by beginning individual classrooms and moving towards school-wide responsive practices.

The concept of emergent literacy perspective (Teale & Sulzby, 1986) highlights the concept that literacy development occurs in social settings and literacy can develop more fully in contexts that promote meaning and purpose in writing. In the case of ELLs, the use of students' primary language has been shown as a resource for beginning writing in English. "Students whose home languages, cultural experiences, and literacy practices are valued as resources in academic contexts are more apt to succeed in school," (Cushman et al., 2006, p. 205). Within Dworin (2006) the use of writing stories in students' primary language was an approach that allowed for greater family support and viewed students' bilingualism as an asset. In many instances, the opposite of this ideal is perpetuated with a deficit approach taken to students' home cultures and teachers viewing cultural and linguistic differences as traits that are a problem that must be changed (Smagorinsky, 2006). These two approaches to educating historically marginalized groups demonstrate the positive results of incorporating students' funds of knowledge

within school and the deficit mindset a scripted program has with its focus on the experiences of a few privileged students.

Moll (2014) expands upon the need for drawing upon students' funds of knowledge in the writing curriculum within schools because of the knowledge it can bring to teachers as well. He describes that household funds of knowledge can become resources for teachers in the classroom. He says the social and cultural-historical influences of communities and families are knowledge funds teachers need to access when working within children's writing.

Teacher Agency

The concepts of fund of knowledge and methods of incorporating students' cultural and linguistic knowledge into classrooms often run into roadblocks with the implementation of scripted curricula. When facing using a scripted curricula teachers respond in different ways, with teacher agency being a factor in the response to meeting the needs of multilingual learners. As previously written, teachers who were able to incorporate students' funds of knowledge into scripted curricula did so by modifying the curriculum and reinforcing the ideas that students' home lives, families, and communities are relevant and important.

The concept of agency is described by Hadar and Benish-Wiseman (2019) as how people do not just react to a given practice and repeat said practice. In contrast, people adjust and make changes based on their experiences. Specifically, in the case of teacher agency, it may manifest itself through teachers' actions and/or stance towards teaching practices. They claim that "teachers' competencies and motivations can function as individual affordances or resources for the contextual, political and social aspects promoting the practice of professional agency," (Hadar & Benish-Wismenan, 2019, p. 155). Within the classroom level this is seen through teachers' making

changes and trying new ideas or approaches. Fairbanks et al. (2010) emphasize that teachers' personal experiences and backgrounds, including initial teacher preparation, have a strong impact on their agency in the form of how they act and to what extent. In this context, teachers' perceptions of language and instruction were of importance. Barros et al. (2020) reaffirm this in their study when they discuss monolingual teachers' approaches to instructing multilingual learners is impacted by a feeling of unpreparedness for responsively teaching students whose primary language is other than English. They further cite that there is a lack of literature concerning the preparation of monolingual teachers to instruct multilingual learners and this in turn my significantly impact teachers' agency and responsiveness to meeting the needs of their students.

The strategies discussed in the previous section, including the affirming identities and additive approach, are both approaches that take teacher agency to make changes to curricular approaches. Likewise, the decision to take a funds of knowledge approach in a classroom is an example of teachers' responding and adjusting to their situation to meet the needs of their students.

Discussion

The literature shows the benefits of acknowledging students' linguistic and cultural knowledge within writing instruction. Specifically, applying de Jong's (2011) principles of instruction for multilingual instruction reinforces the idea that incorporating students' funds of knowledge and embracing students' identities within writing instruction are beneficial approaches when instructing ELLs. By bringing students' funds of knowledge into the classroom, teachers can provide more opportunities for students to construct knowledge based upon their social stocks or everyday knowledge (Scheutz, 1953; Vygotsky, 2012).

Issues with using scripted curriculum that are demonstrated through literature include schools continuing to perpetuate the opportunity gap between multilingual students of color and

limit access to the curriculum. With the lack of incorporating students' funds of knowledge into the curriculum and the reinforcement of ideals through materials and textbooks, U.S. schools are creating unequal opportunities for ELLs to use their funds of knowledge and schools are maintaining the dominant group in power.

Throughout the literature most relevant to this study, there was a gap in discussing a funds of knowledge approach in connection with scripted curriculum. Many sources discuss one or the other and may or may not concern ELLs. More concerning is the lack of student voice in the use of scripted programs and their opinions. Student voice on the connection they feel in school to their families and communities is also missing, especially for elementary-aged students.

3 METHODOLOGY

This chapter discusses the methodology rationale for this study, the research design, data collection, data analysis, and projected limitations. It also provides context for the study, participant criteria and selection information, and discusses the researcher's subjectivities.

This study took a qualitative approach to explore teachers' experiences with implementing a scripted writing program with multilingual learners. Qualitative inquiry is best for acquiring a deep understanding of social situations and emphasizes exploration, discovery, and description (Bloomberg & Volpe, 2012). In this study, I explored teachers' experiences of incorporating multilingual students' funds of knowledge within a scripted writing program.

A qualitative approach benefited this study because of the opportunity to generate description and meaning from human experiences in specific settings, portray multiple perspectives, and flexibility in design (Rahman, 2017). Specifically, I used an intrinsic qualitative case study to answer this study's research questions:

1. How do teachers approach implementing a scripted writing curriculum with multilingual learners?

2. What are teachers' experiences with incorporating multilingual learners' funds of knowledge within a scripted writing curriculum?

3. What opportunities and obstacles for incorporating students' funds of knowledge arise in the usage of the scripted writing units with elementary multilingual learners?

Case study is a common methodology used to conduct qualitative research (Yazan, 2015). The case for this study was to examine four teachers' experiences, within two schools, as they implemented the Lucy Calkins Writing Units of Study program with multilingual learners.

Case study was used as the research methodology because it encourages a description and analysis of social phenomena through social units or systems including a program, institution, or process (Bloomberg & Volpe, 2012). Because case study research is rooted within the epistemological stance that reality and knowledge are constructed by individuals as they interact within social environments (Merriam, 2007; Stake, 1995), using a case study aligned with the theoretical framework of this study, social constructionism, and allowed the researcher to examine teachers' experiences of making connections to students' funds of knowledge, families, and communities.

This case fits within the term intrinsic case, where the case is predetermined to be investigated. Stake (1995) describes intrinsic case studies as being enacted, not to learn about and compare the case to others, but because of a need to study the particular case. He further says that the purpose of the case study is not to provide generalizations but to provide 'particularization' on the case. In this case, the program examined was the Lucy Calkins Units of Study writing program and the institution was schools. Using a holistic approach, (Stake, 1995) I examined teachers' experiences as they planned for instruction and as they actively instructed multilingual students using the scripted writing program. Stake discusses cases as working within a bounded system. Stake posits that a student may be a case, a school or program may be a case, but they are not labeled a case without specific bounds. Cases can be bound within different categories. Baxter and Jack (2008) offer examples of case boundaries as time and place, time and activity, or definition and context. This study was bound through time, place, and activity with the study lasting eight weeks, within two school settings, and examining teachers' implementation of one writing program.

Data sources included documents such as the Lucy Calkins Writing Teachers' Manual and teachers' lesson plans, interviews, and field observation. Data was analyzed thematically to

provide an in-depth understanding of the incorporation of students' funds of knowledge in the Lucy Calkins Units of Study.

Research Design

This study was implemented during the spring of 2020 upon receiving approval from the GSU and DeKalb County Institutional Review Boards. The research design section discusses the contexts of the study, participants, data collection methods, and data analysis.

Context

The first school, where this study took place, East Elementary (pseudonym), is the school setting where I am employed as an ESOL teacher. I specifically looked for a second school setting that had similarly high numbers of multilingual students and implemented the Lucy Calkins Units of Study. West Elementary (pseudonym) fit that criteria.

East Elementary is a Title I elementary school in an urban Southeastern area. East Elementary is a part of the Community Eligibility Program (CEP) which means that all students enrolled in the school are eligible for free breakfast and lunch. The surrounding area of the school is urban with the majority of students living in apartments near the school. The school community is situated within an area that is rapidly developing housing and a rising cost of living. School zone lines allocate the majority of apartment complexes in the area to attend the school setting in this study while neighborhoods composed predominantly of houses are zoned to another elementary school. Students' funds of knowledge within East Elementary are informed by their families' skill sets, labor histories, and involvement with La Confianza (pseudonym), a local community hub where many families work, and resources are provided to the community. Specific knowledge students possess include knowledge of small business, translation, immigration, and skills such as roofing, painting, and construction. Much of this knowledge I have

gained through interactions with students, including working on narrative and informational writing on their experiences. Additionally, through conferencing and other encounters with students and their families I have gained insight into family labor histories and skills.

During the course of this study, East Elementary School underwent an administration change. With this administration change came a different approach to teaching writing. The methodology section of this study was written under an administration that emphasized the implementation of the scripted program with fidelity but once data collection began a new administration was in place that allowed more teacher choice. As a result, I was able to observe as teachers explored using the scripted curriculum in a new way and made choices in how they wished to implement the program.

There were forty-three certified staff members including general education PK-5, special education, ESOL, and specials teachers at East Elementary at the time of this study. The majority of staff members at the school were Black females (see Figure 1) with only two members of staff being male.

Figure 1.

East Elementary Teacher Demographics 2019-2020

Teacher Demographics 2019-2020

Hispanic
5.0%

Asian/Pacific Islander
7.0%

White
30.0%

Black
58.0%
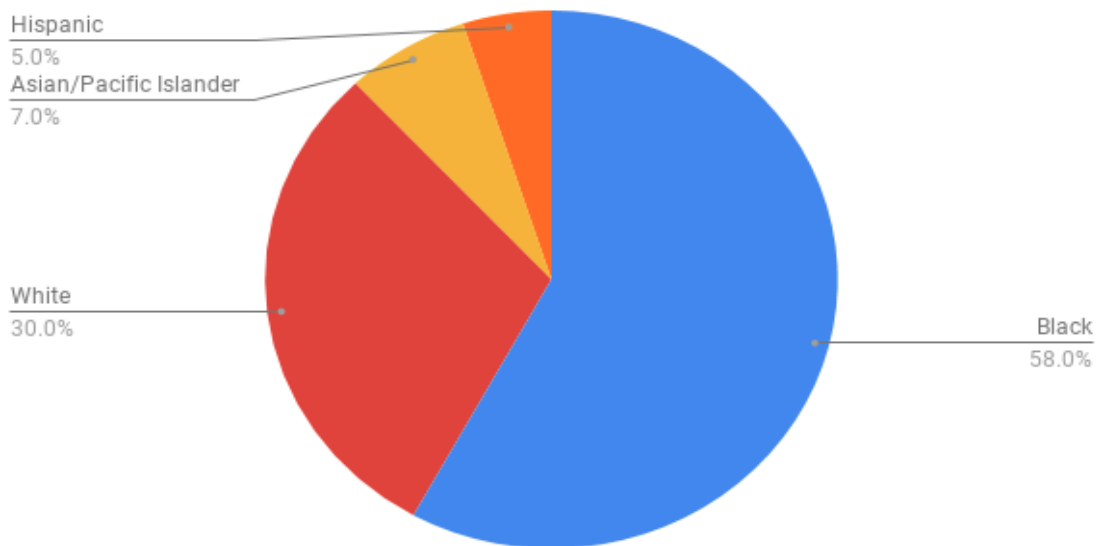
Coinciding with turnover in leadership has been turnover in teachers, which resulted in several teachers being hired on provisional teaching licenses. Provisional teaching licenses are granted to teachers who are not certified to teach and may be in the process of becoming certified. The purpose of granting provisional teaching licenses as an alternative method of certification is to speed up the process of certification and address teacher shortages (Consuegra, Engels, & Struyven, 2014). Issues that arise with alternative methods of certification include difficulty for new teachers becoming experts in their subject area, developing problem solving skills, organization, and communication skills (Consuegra et al., 2014).

Along with the high turnover rate and teachers working on provisional licenses, East Elementary's College and Career Ready Performance Index (CCRPI) score has been amongst the lowest in the district over the past five years with a score of 60.1 out of 100 for the 2018-2019 school year. This score led to increased levels of observation and focus walks by school district officials. Schools are considered failing if they achieve a score of sixty or lower on the CCRPI index (Arp & Hand IV, 2015). Demographically, the school's student body was predominantly

Hispanic students with many students receiving ESOL services. The majority of multilingual students at the school were born in the U.S. and were predominantly Mexican-American, Honduran-American, and Guatemalan-American origin.

Figure 2.

East Elementary Student Demographics 2019-2020

Student Demographics 2019-2020

White 0.8%
Black 5.5%
Hispanic 92.6%
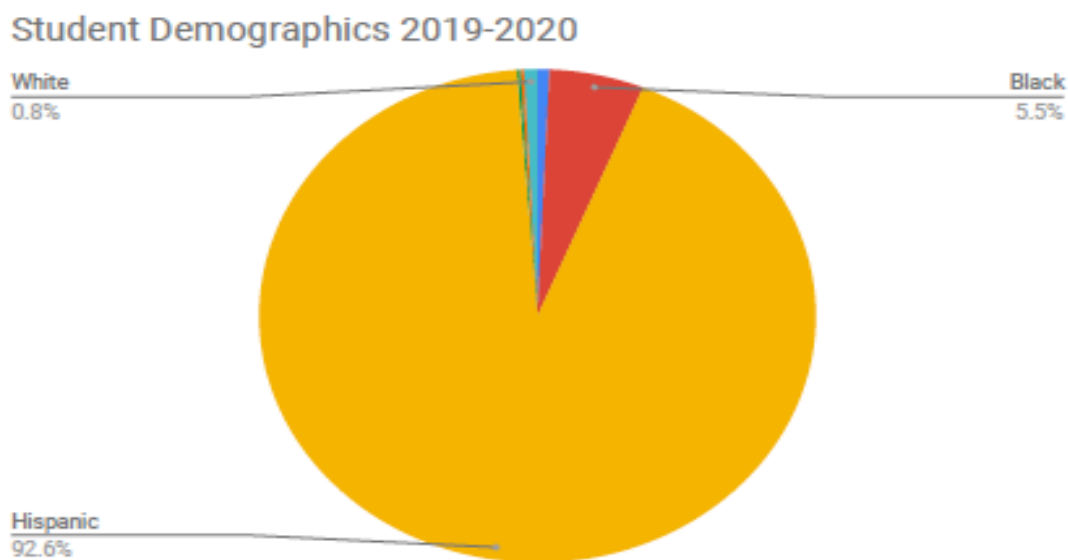
Multilingual students who are classified as ELLs are enrolled in general education classes. During the school day, ELL students receive instruction from general education teachers in all subject areas and are provided with ESOL support for forty- five minutes per day for students in grades kindergarten through third and ESOL support for one hundred minutes per day for students in grades four and five. ELLs receive ESOL support from ESOL teachers through the push-in model. The push-in model is designed so that the general education teacher teaches curriculum-based lessons and the ESOL teacher provides differentiated instruction within the general classroom to ESOL students that focuses on the same content.

Figure 3.

East Elementary Student ESOL Status 2019-2020

ESOL Status 2019-2020
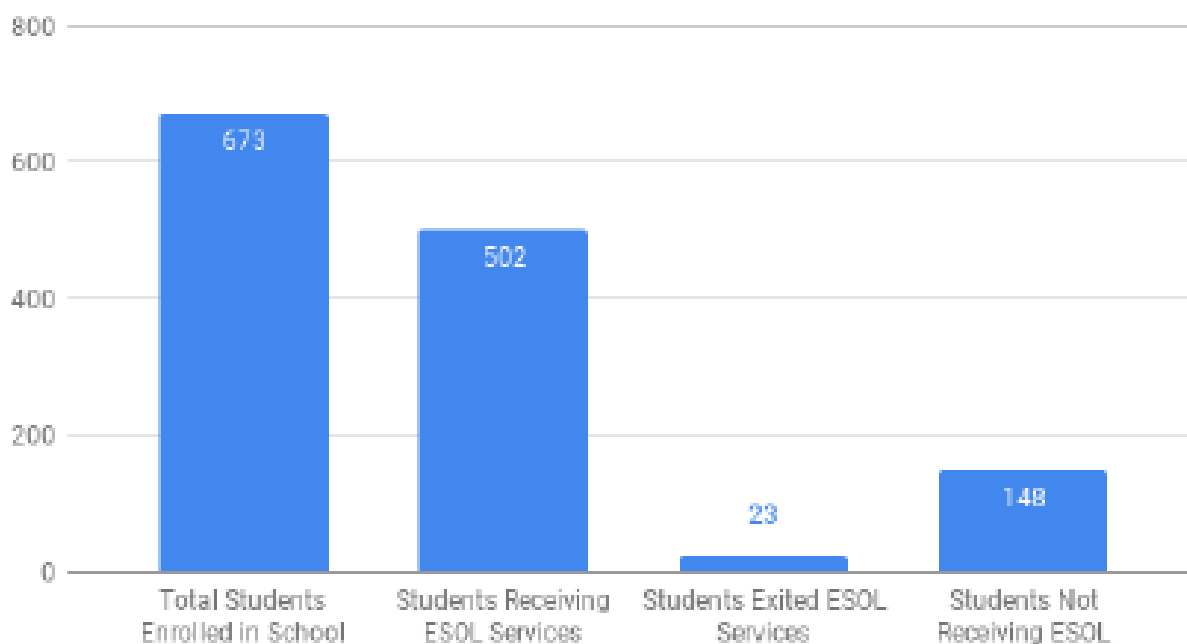
Writing Instruction Context for Multilingual Students at East Elementary

This study focused specifically on writing instruction for multilingual students. In this section, an overview of the school's writing protocol for the entire school is described, as well as writing instruction for multilingual students.

The Lucy Calkins Writing Units of Study were implemented in the school district during the 2016-2017 school year as a result of a district-wide shift that emphasizes the writer's workshop model of instruction. During the first year of implementation professional development was given several times along with focus walks and observations by professional development personnel. After the first year of implementation, there was less professional development in the following years. With the high turnover rate of teachers at East Elementary, this led to an increasing number of teachers having little to no training with the scripted curriculum.

During the second year of implementing the scripted curriculum school leadership decided that students would receive ESOL support during writing segments. The ESOL teacher

provides English language support to students during the writing process, while the classroom teacher implements the Lucy Calkins lessons through the writer's workshop approach. The ESOL teacher works within the classroom during the writer's workshop and the Lucy Calkins Units of Study (see Table 2).

Table 2.

ESOL Push-In During Writing Routines per District Policy

ESOL Push-In During Writing Routines

Before the lesson, ESOL teachers may:
- Front load vocabulary for the mentor text or lesson
- Review content and language objectives
- Review anchor charts, word walls, and previous lessons that will assist ELs during the workshop

During the lesson, ESOL teachers may:

Writing Workshop	The content area teacher may . . .	The ESOL teacher may. . .
Mini Lesson (Whole Group Instruction) (8-12 minutes)	**Connect** • Activates prior knowledge – reminds students of past-mini lessons and tells them why you are teacher them (what) 　○ "Yesterday, we..." 　○ "I noticed..." 　○ "Today I want to teach you..." • Ends by announcing your teaching point (why) **Teach (how)** • Teacher demonstration, guided practice or mentor texts 　○ "Watch me" 　○ "Today, I am going to teach you . . ." • Teach one thing only! **Active Engagement (how)** • Guided practice • Allow students to begin what you've just taught them • Turn and talk to partners 　○ "Now it's your turn to try..." 　○ "Turn to your partner..." **Link** • Summarize lesson in 1-2 sentences. • Link to ongoing work – "So whenever you're writing and you want to ____, you can use ____." • Dismiss students to write -- "It's time to write"	• Assist with presenting mini-lesson/present mini-lesson • Show/draw/points to visuals for more understanding • Model expectations • Show examples • Scribe specific words or phrases • Sit close to ELs to guide them during the active engagement
Independent Writing (Student Writing Time) (25-40 minutes)	• Work with small groups • Conference with individual students • Provide one-on-one support • Monitoring student work	• Provides small group instruction with ELs assigned during segment • Reinforce concepts from mini-lesson using: 　○ *Bilingual Dictionaries* 　○ *Word walls* 　○ *Graphic organizers* 　○ *Anchor charts* • Provide targeted language development instruction (However, students must still participate in the writing process.) • Conference with individual students or small groups of students • Prepare students to share their work (using sentence frames)
Sharing (5-10 minutes)	• Highlight the work of a student • Prepare for the next workshop session • Highlight a "daily edit" focused on grammar or conventions	• Assist with presenting share segment • Show/draw/points to visuals for more understanding • Scribe specific words or phrases • Sit close to ELs to guide them during the sharing segment • Reviews content and language objectives

During data collection, observations at East Elementary were conducted during the writing period with both the ESOL teacher and classroom teacher present. With reading segments being coded as Early Intervention Programs (EIP), the school could not allow ESOL teachers to implement the push-in model during the reading segment because it would result in double funding, which is prohibited by both the district and federal government. The purpose of the EIP program is to provide interventions for students who are at risk of not maintaining or making grade-level progress. Due to this scheduling, English support services are provided to students during the writing segments of their schedules.

The use of a six-week time period, with one observation per week, allowed me to observe teachers and students working through different writing prompts. This also allowed me to examine modifications teachers made to multiple sessions and see the beginning, middle, and end of writing projects. Even with the manual and lesson plans beforehand, observations still revealed new instances of teaching and learning, and I sometimes found myself wondering what had exactly taken place the day previously. It would have been interesting to observe daily lessons, but the six-week time period provided an overall picture of the writing process from beginning to end.

West Elementary School

The second school setting, West Elementary (pseudonym) is similar to the first school setting because it is within the same region of the school district and also implements the Lucy Calkins Writing Units of Study. The second school setting was selected through the following criteria:

1. Classified as an elementary setting serving grades kindergarten through fifth

2. Located within the same school system

3. Implement the Lucy Calkins Units of Study

4. Serve a student population that includes at least forty percent ESOL students

Figure 4

Student Demographics West Elementary School
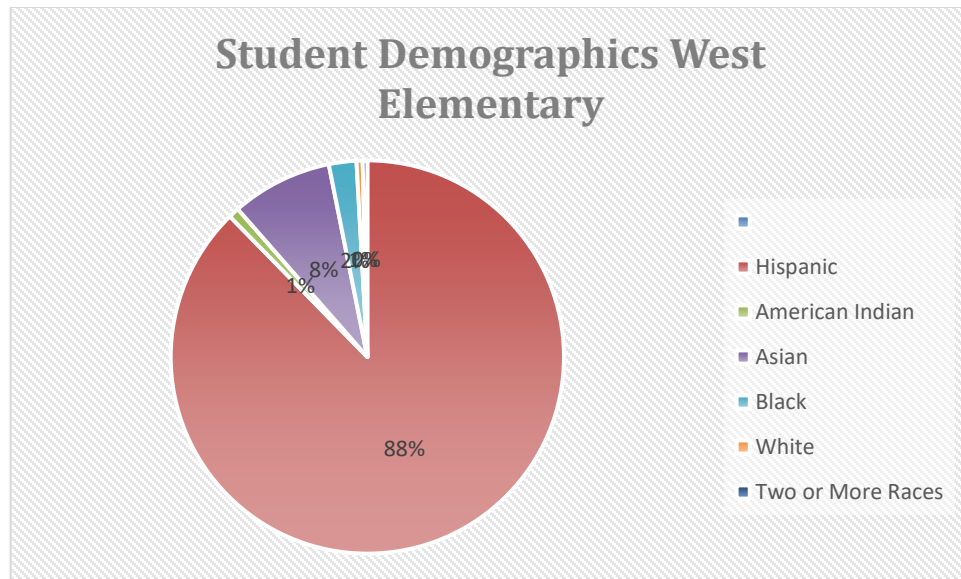
Figure 5

West Elementary Student ESOL Status 2019-2020
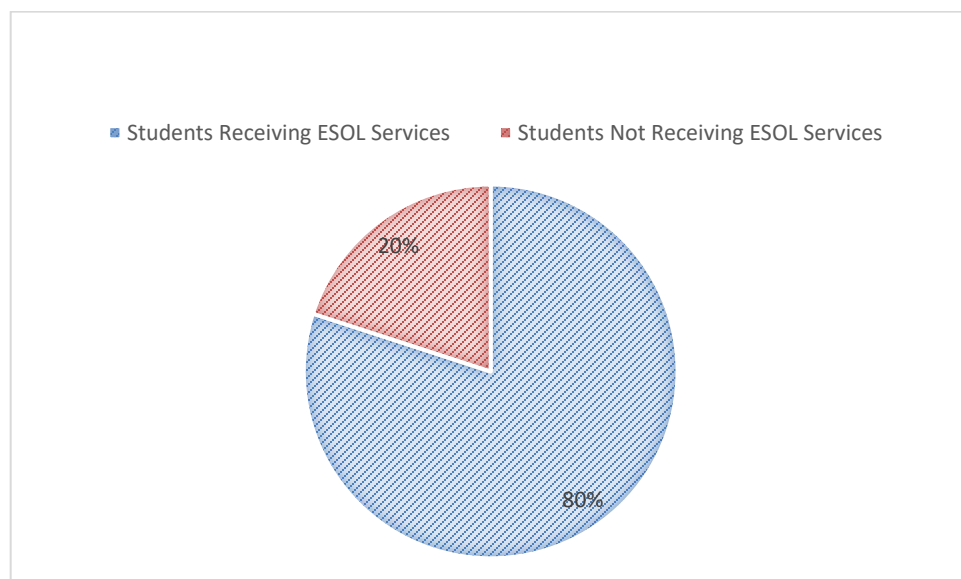
The student demographics of West Elementary School were similar to those of East Elementary School. The majority of students were Hispanic, with eighty percent of students receiving ESOL services. West Elementary's CCRPI score for the 2018-2019 school year, 69.9, was in the same score range as East Elementary School.

Figure 6

West Elementary Teacher Demographics 2019-2020
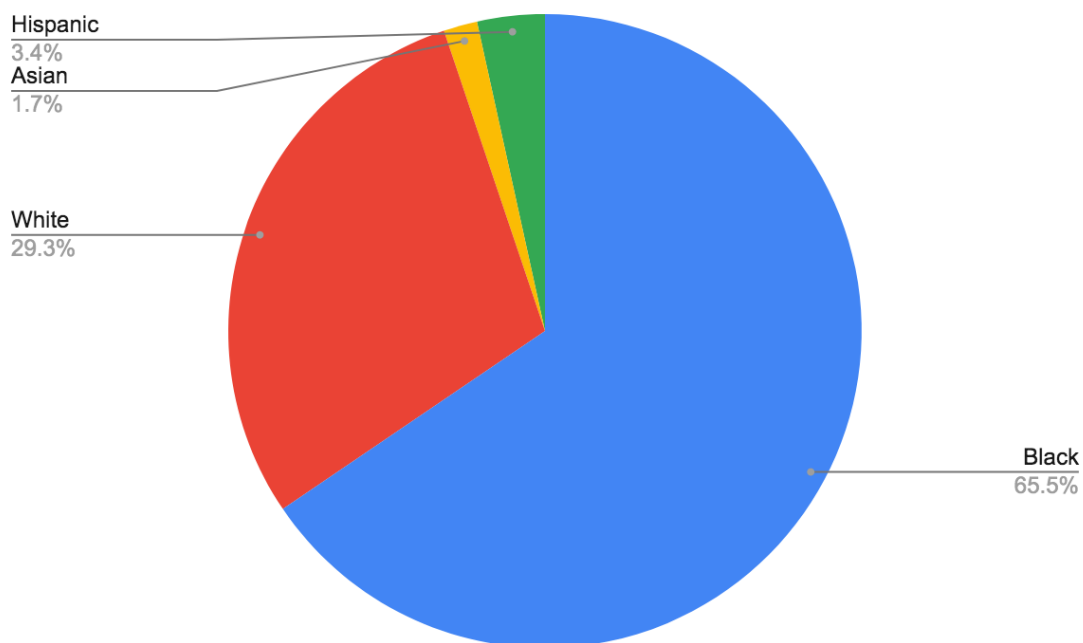
West Elementary is described in a different light from East Elementary regarding the teaching staff and teacher turnover. For the participants in this study, they have only worked under one principal and state that not many people leave the school. There are many teachers who have worked at the school for ten years or longer and there is an established mentor program for new teachers.

Writing Instruction Context for Multilingual Students at West Elementary

In contrast to previous years, ESOL instruction was received during the reading block at West Elementary for the 2019-2020 school year. In previous years, ESOL was served during the writing segment, however, a change was made for the 2019-2020 school year. This means that the general classroom teacher was instructing using the Lucy Calkins Units of Study solo. Similarly, to West Elementary, the implementation of the Lucy Calkins Units of Study was described as being given with little to no support or training by participants. Over a course of six weeks, I was able to observe six lessons at West Elementary from each participant during their scheduled writers workshop.

Participants

I selected a range of participants for this study, including two teachers from each school. To best understand the experiences teachers, have with using scripted curriculum with multilingual students, selective purposive sampling (Bloomberg & Volpe, 2012; Merriam, 2002) was used. Selective purposive sampling involves intentionally selecting participants because of criteria and qualities that they possess, and who can best inform the researcher about the research questions being investigated (Cresswell & Poth, 2018; Tongco, 2007). I selected two teachers from each school. The criteria used to select participants included:

1. Participants will have worked at the same school setting in this study for at least the past two years.

2. At least one participant between grades K-2 and one participant between grades 3-5.

3. Participants must teach ELA/Writing segments.

4. Participants must be certified in Elementary Education (P-5)

The criteria established was purposeful because the use of participants within multiple grade levels allowed for an examination of instruction with multiple age groups of ELLs, as well as different stages of the Lucy Calkins Units of Study. Having a range of participants within multiple grade levels and with different levels of experience offered multiple perspectives of teachers' experiences incorporating students' funds of knowledge within scripted curriculum. Additionally, the amount of professional development and experience with using the writing program varied which may have impacted teachers' experiences. After receiving IRB permission, I found participants through the use of a recruitment email to all certified teachers within the school that briefly described the study, the criteria for participation, and the opportunity to volunteer for participation. The next step was to meet individually with teachers who responded to the recruitment email and who met the participation criteria. During this meeting, an overview of the purpose of the study, as well as teachers' involvement including the time commitment, interviews, observations, and sharing of lesson plans were shared. I explained that participation was voluntary, and teachers may withdraw at any time; also, that information would be kept confidential and pseudonyms would be used to preserve participants' privacy. During this meeting participants had the opportunity to ask questions and informed consent documentation was shared. The last part of this meeting was to obtain signed informed consent from the four participants who voluntarily agree to participate and met the criteria. By selecting teachers using the established criteria and through the use of interviews and observation I hoped to generate thick and detailed descriptions of teachers' experiences.

	Table 3. Participant Demographics						
Participant	*Gender*	Ethnicity	*Education*	*Years in Education*	*Grade Level Taught*	*ESOL En-*	*Years using Lucy Calkins*

						dorse-ment Y/N	
Ms. Walker	Fe-male	African-Ameri-can	Bachelors	2	5th	Y	2
Ms. Thomp-son	Fe-male	Euro-pean-American	Masters	2	Kinder-garten	N	2
Ms. Johnson	Fe-male	Euro-pean-American	Bachelors	4	1st	Y	3
Ms. Garcia	Fe-male	Mexican-American	Bachelors	4	1st	N	3

Ms. Walker. The first participant in this study is Ms. Walker. Ms. Walker is an African American female from Georgia. My initial impressions of Ms. Walker were that she was very outgoing and inviting into her classroom. Ms. Walker was open to me visiting her classroom and sharing her lesson plans with me, along with conducting interviews. As we moved into the initial interview phase of the study, my sense of Ms. Walker was of someone who was empathetic to her students need and was honest with herself. She wanted to meet the needs of her students, but also understood that to do that she needed to learn from her students about their experiences. As she later described it, she viewed her role in teaching as finding a way to make a connection to her students and finding a way to help her students reach her goals. Throughout our conversations her discussions about students and their families were spoken in a positive manner and she frequently commented on things her students did well and how she tries to build upon their strengths. Ms. Walker also reflected on her journey to becoming a teacher and how this has shaped her lens through which she views teaching.

To start, Ms. Walker discussed how she was very family oriented during childhood, with her family doing most things together. Because she came from a Southern family, Sunday church and dinners were weekly activities. The ideas of family and community are important to her as an adult and are reflective of the school's community. Ms. Walker attended private school in the Metro Atlanta area until the seventh grade when she switched to public schools. She attended public schools through high school graduation where she graduated from the International Baccalaureate Program.

Ms. Walker attended South University (pseudonym) where she majored in German and Linguistics, with a minor in teaching English to Speakers of Other Languages. After graduating from South University, she spent some time working in a corporate role before wanting to return to her interests in linguistics. To follow these interests, she joined a program to teach English in Korea. During her time in Korea she taught at a private academy for high school aged students. The teaching program provided a curriculum and materials that she used as her guide for instruction.

Once her time in the teach abroad program was over Ms. Walker returned to the U.S. where she decided to work in elementary school. Currently, she is enrolled in her Masters of Arts of Teaching program through another university and holds an ESOL endorsement teaching certification. Her first teaching job in the United States was at East Elementary, where she began in 2017 as a fifth grade math and science teacher. During this study Ms. Walker taught reading, writing, and social studies. At the time of this study, her classroom consisted of twenty seven students. Twenty four students were identified as Hispanic and three students as African American. Twenty of the students were enrolled in the ESOL program with four students having previously exited the program and three students identified as native English speakers. The students

were with Ms. Walker during reading, writing, and social studies and transition to her partner teacher for math and science.

Ms. Thompson. The second participant was Ms. Thompson, a White female who also teaches at East Elementary School. Ms. Thompson grew up in Southeast Georgia with her parents and younger sister. She went from Kindergarten through twelfth grade there and lived in the same house the entire time. Teaching runs in her family with her mother being a teacher in the elementary school she attended for thirty years. Ms. Thompson recently completed her Masters degree in Elementary Education. She currently teaches Kindergarten and had previous experience teaching fourth grade. Her Kindergarten class consists of twenty-three students. Twenty-one students are Hispanic, and two students are African American. Seventeen students are receiving ESOL support services.

Ms. Thompson was also very open for discussion during interviews and happy to share her thoughts. During the course of the interview, it was my impression that Ms. Thompson wanted to express that she felt out of place at East Elementary. She expressed this is multiple ways, predominantly by discussing her difficulties with the language barrier between herself and students and their families. She also discussed how different the student demographics were from her own childhood and preservice teaching experiences. Additionally, her students' English language development and access to resources at home were expressed as obstacles by Ms. Thompson. She viewed them as challenges, and did seem to view students' emerging multilingualism or familial knowledge as an asset.

Ms. Johnson. The first participant from West Elementary was Ms. Johnson. Ms. Johnson was a fifth-year teacher and all of her teaching experience has been in first-grade at West Elementary. Ms. Johnson is from South Georgia and spent her entire childhood in one town. She has

a Bachelors degree in Elementary Education and also holds an ESOL endorsement. Ms. Johnson's first teaching position was at West Elementary where she has spent the past five years teaching first grade. Within her classroom at the time of this study, she had twenty-three students. Twenty students identified as Hispanic and three students as African American. Eighteen of her students were receiving ESOL services.

Overall, Ms. Johnson freely discussed her teacher preparation and students but was more hesitant when discussing West Elementary and the Lucy Calkins program. Her views on her students focused on their strengths and she emphasized that her students were very capable and that she has high expectations. Several times she mentioned that some of her students may have different needs but that she wants to push all of them and have high expectations. When discussing West Elementary, Ms. Johnson was positive but did not go into great detail about writing instruction. Her comments on the Lucy Calkins program focused on positive moments and when asked she did not go into much detail about how her school prepared her for implementing the program.

Ms. Garcia. When I first met Ms. Garcia, the first thing I understood was that she wanted everyone to know that her multilingual learners and their families were smart and successful. Ms. Garcia displayed a lot of empathy for her students throughout this study and she credits her background for this. As a child Ms. Garcia attended schools in both the U.S. and Mexico. She strongly relates to her students' backgrounds and makes a lot of effort to connect with students' families throughout the year. She stressed that parents may have a difficult time helping their students with school, but they are instilling knowledge in their children all the same.

At the time of this study, Ms. Garcia had a Bachelors degree in Elementary Education and was in her fourth-year teaching first grade at West Elementary School. Within her classroom

she had twenty-one students. Eighteen students were identified as Hispanic, two as Asian, and one as African American. Nineteen students were receiving ESOL services.

<div align="center">

Data Collection

</div>

To gather an in-depth collection of information and multiple perceptions concerning teachers' incorporation of funds of knowledge within the Lucy Calkins Units of Study, a variety of qualitative data collection methods were employed. This section will review the data sources and methods of collection for this study. The three data sources came from document collection, interviews, and observations.

Procedures

This study took place over an eight-week time period. During this time period I conducted interviews, observations, and collected documents. Document collection was ongoing throughout the study and documents collected include the Lucy Calkins teachers' manual and teacher's lesson plans. I conducted two interviews in a semi-structured format to inquire as to how teachers approach using the scripted writing program and what considerations of students' funds of knowledge and language skills go into their lesson plans. The first interview took place the week before observations began and the second interview took place after observations were completed. The final data source was lesson observations where I wrote field notes. Observation occurred within each participant's classroom once per week during the writing segment over a period of six-weeks.

Documents. The purposes of collecting the teachers' manual and lesson plans as sources of data were because they represent the phenomena being explored, the text themselves can be studied, and the context of their usage directly impacts teachers' experiences.

These documents served to provide insight on what was planned to happen during the observed lessons and what was intended to be taught through the teachers' manual. Lesson plans were turned in weekly to administration and sometimes shared amongst grade level team members. I was given access to each teachers' lesson plans at East Elementary and lesson plans from participants at West Elementary were emailed to me prior to observations.

The Lucy Calkins teachers' manual was available per grade level within East Elementary. For kindergarten, the writing unit and manual collected were from unit three, "How-To Books;" for first grade, unit three "Writing Reviews;" and for fifth grade, unit four, "The Research-Based Argumentative Essay." As also stated in Chapter 3, during the course of observations, I looked for themes concerning teachers' experiences incorporating students' funds of knowledge within a scripted curriculum. The section that follows will discuss the document analysis of the Lucy Calkins teachers' manual and lesson plans and provide a description of classroom observations and teachers' commentary concerning the implementation of the program.

The Lucy Calkins teachers' manuals are organized by grade level and units. Within each grade level there are four units. The first unit examined in the kindergarten manual was unit three, "How-To Books." Prior to specific lessons, the first part of the document provides an overview of the unit. Here, the unit is explained as intended to be used with descriptors for each bend. Bends are sections that divide each teaching unit. There are four bends in the Kindergarten unit three and each bend has a main focus throughout its lessons concerning writing how-to books (see Appendix B). Within each bend are specific sessions or lessons that tie into the main focus of the bend. The bends that I observed over the course of this study were Bend I: Writing How-To Books, Step by Step and Bend II: Using Mentor Text for Inspiration: Revisiting Old

How-To books and Writing New Ones. Within the overview, Bend I is described as the introduction to how-to books, and recommends that the teacher does not teach each step and cover each detail. Instead, the overview states that the teacher should show the students both a how-to text and a narrative text. The goal is to challenge your students to tell the difference between the two texts which children should have no problem doing. Then the teacher is instructed to tell children to "go for it" (Calkins, Pessah, & Moore, 2013, p. vii) and write their own how-to text. The teacher should then examine what the students do. During the process of writing how-to books, "children will be writing about things they know how to do, and this means they will bring their areas of expertise into the classroom," (Calkins et al., 2013, p. vii). Bend II emphasizes the use of mentor text and read-alouds where students examine texts and learn that they can use mentor text as examples to help them.

Over the course of six observations, I observed session four and five from Bend I and sessions eight and ten from Bend II. Each session is divided into three parts: the Mini Lesson, Conferring/Small Group Work, and Share. Further, the Mini Lesson is broken into four parts: A Connection, Teaching Point, Active Engagement, and Link.

Figure 7.

Researcher's Depiction of Writer's Workshop Flow Chart
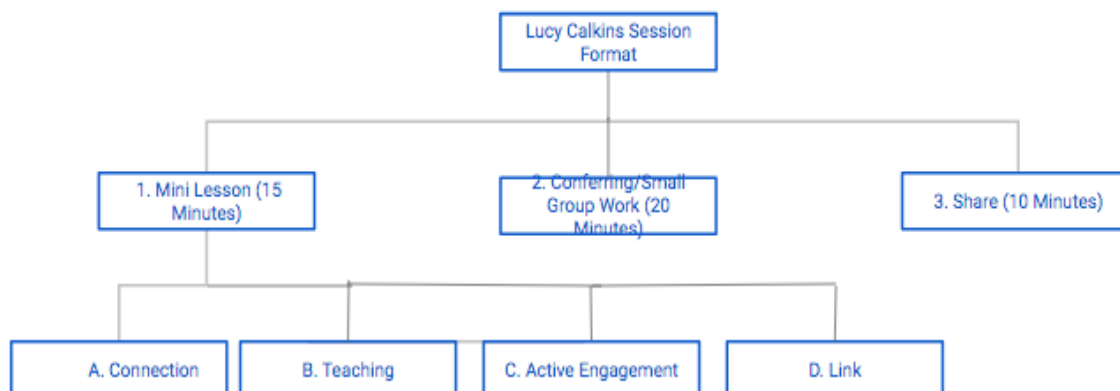
Within session four, the Connection, Teaching Point, and Link are scripted in the manual with quotations. The Active Engagement has a prompt and is a time for students to engage with peers or respond to the teacher. The Mini Lesson begins with a connection to a previous idea. Within session four, the Connection is for the teacher to reread a how-to book to the class. For example, the scripted Connection is written by Calkins, Pessah, and Moore (2013) as:

> When the children gathered, I made myself busy rereading our class how-to-
> book, "How to Have a Fire Drill." I first flipped my pencil around and used the eraser to
> reread, pointing to each word, fixing up a small thing or two as I reread. Then I started to
> reread a second time, acting out the steps as I read them. Partway through this, I feigned
> finally noticing the kids that were all waiting on me. 'Oh, so sorry. I didn't notice that
> you all were here. I was so busy rereading. Readers, I know some of you have been re-
> reading your how-to books too. How many of you have reread them with your magic
> pencil, touching each word and fixing things up if you see that you left something out?'
> The children signaled that they had, and I nodded, then added, 'How many of you reread

your book to someone else checking in to see if they could follow your directions?'

Again, many children signaled they had done that (p. 28).

Teachers in this study have experienced using the scripted program both verbatim and as reference material. Initially both East and West Elementary implemented the program with teachers using the script verbatim before loosening the guidelines after two to three years. The verbatim implementation of the program is discussed by Feinberg (2007) as being common in the implementation of the Lucy Calkins program even though the manual itself does not state its overview that the scripted components should be read verbatim.

After making a Connection, the next step in the scripted program is for the teacher to name the Teaching Point. For session four, the Teaching Point was that writers are lucky to have readers who ask questions when they are confused about what they have read. The teacher is then directed to work with a model student to demonstrate the teaching point. Moving through a scripted task, the teacher is intended to read the steps to making a peanut butter and jelly sandwich (PB&J). The script directs the teacher to intentionally make a mistake and be unclear when discussing the steps of creating a PB&J. It is expected that students catch on to the mistakes and ask questions. The manual states that these actions are intended to demonstrate the importance of being clear in writing. There is a side note at the end of the Teaching Point section, which mentions that the teacher should choose a topic that is meaningful and familiar to students. This is of significance because of the potential for teachers to make modifications to the scripted portions of the units and plan to meet the needs of their students. Teachers may invoke strategies to make the material more culturally relevant for students, however, in instances where teachers are directed to use the script verbatim this opportunity is lost.

After the Teaching Point is made, the Active Engagement begins, where students engage with peers. In session four, the prompt was for students to generate ideas about how to be helpful partners. The Active Engagement transitions to the Link where the teacher makes a connection from the Active Engagement to what students are supposed to be doing with their writing that day.

At the conclusion of the Mini-Lesson, the Conferring/Small Group session of the workshop begins. During this portion of the session, the teacher is directed to conference in small groups with students about their writing. Session four of the teachers' manual describes an example scenario of how to conference with a student and provides an anchor chart that students may use as a reference for how-to writing. Following the Conferring/Small Group comes the final phase of the workshop, Share. During this stage, most sessions conclude with students sharing what they have completed for the day either with peers or in front of the class. For example, in session five of unit three the emphasis is for students to share with expression.

Overall, over the course of six weeks, I observed kindergarten students work through four sessions that covered topics ranging from writing the steps of a PB&J sandwich, writing from a mentor text, to writing about their own topics.

The first-grade manual follows the same formatting as the kindergarten manual. I examined unit three, "Writing Reviews," and observed sessions from Bend II: Writing Persuasive Reviews. The overview of the unit describes introductory activities as well as goals of the unit. The introductory activity to the concept of writing reviews calls for students to bring in a collection of items as an introduction to writing reviews. Students are intended to review their collection and make choices about which items are the best and in writing identify why those items are the

best. This is intended to introduce students to the ideas of reviewing and creating reasons and opinions.

In addition to the introductory activity the overview of the unit also describes the goals and expectations of the unit. The overview of the unit describes the goals of the bend are described in the overview as demonstrating the essentials in opinion writing including claims, reasons, and explanations. It is also mentioned in the overview that over a ten-day period, students should be able to write at least six lengthy reviews. Specifically, the overview also discusses that the standards covered in the unit often exceed those of first grade and how to address writing mechanics including grammar and punctuation. There is no explicit teaching of grammar or punctuation but if it is noticed then a review may be implemented.

During the course of this study, I observed sessions eight, nine, and ten from Bend II. Sessions eight, nine, and ten introduce why we write reviews, how to talk to the reader, and making comparisons. Within session eight's Mini Lesson, the teacher practices reading reviews from a variety of sources and students discuss the reviews and how they are written. After being introduced to reviews and instruction is modeled, students choose topics about which to begin writing their own review. During the Conferring/Small Group portion the expectation is for students to begin drafting a review of their chosen topic. Session eight ends with a sharing activity on sticky notes where students write ideas for topics to review.

Session nine continues with writing reviews, but the Teaching Point is to use a voice that talks to the reader. The Teaching Point provides a draft of a review to be shared with students that the teacher works through, modeling their thought process. The chosen topic to be reviewed is Pinkberry, a franchise of frozen yogurt shops. The Active Engagement for the lesson is for students to orally practice convincing their reader of their opinion.

Session ten introduces writing comparisons in opinion writing. The lesson continues to build upon the example of Pinkberry and the Teaching Point is that writers sometimes can compare their subject to others to convince their reader. During the Teaching Point the teaching manual guides the teacher through writing an example comparison between Pinkberry and another ice cream store. The Active Engagement directs students to practice comparing their topic to another with a partner. This practice transitions to the Link that students will now go to their seats and begin writing comparisons.

The fifth-grade classroom I observed was working within unit four, "The Research-Based Argument Essay." The welcome to the unit portion of the overview emphasizes the importance of teaching argument writing. Calkins et al. (2013) claim that "because your students will enter this unit positioned to meet the fifth grade standards, and because the expectations of middle school students are facing them, this unit goes well beyond fifth-grade standards alone," (p. vi). She continues to say that the unit will reach up to seventh grade standards. Throughout this unit, students will engage in writing argument text, debates, critical reading, and using technology for research.

The overview of the unit describes that the unit has been piloted by many participants and over one hundred teachers. It was found that the beginning section of persuasive writing was difficult. Therefore, the question of "should chocolate milk be served at lunch" has been provided as the first writing topic students will draft. It is noted that teachers may choose an alternative topic. Over the course of the unit students will learn to write persuasively using evidence and begin to write about topics of their own choosing. In addition to writing, the unit overview describes that skills such as debate, and critical reading will also be a part of the writing process by serving as methods of teaching students to stake their claims using evidence and logic.

The unit begins with Bend I: Establishing and Supporting Positions. Session one begins with the Teaching Point that as students begin to share their opinions, they must also begin to have reasons and evidence to back up their reasons. The second Bend: Building Powerful Arguments builds upon Bend I and works towards students developing their writing for a larger audience. Bend III: Writing for Real-Life Purposes and Audiences is when students begin to choose their own topics and apply the writing practices they have learned in Bends I and II to address real-life issues.

During the course of this study I observed different aspects from several sessions and bends of the teachers' manual. Prior to beginning observations, a segment of the initial interviews was dedicated to the topic of teachers preparation for implementing the Lucy Calkins program. To further examine this study's purpose of examining teachers' experiences using a scripted writing program with multilingual learners, I investigated how participants learned to implement the program.

Lesson Plans. During the course of this study, I collected lesson plans weekly during the observation period for a total of six weeks. I observed lessons weekly and collected lessons weekly to allow me to observe teachers working through multiple sessions and topics. Being able to observe multiple lessons provided me with different opportunities to observe teachers' experiences implementing the scripted writing program and instances or opportunities where students' funds of knowledge may have been incorporated.

The only lesson plan subject I collected from participants was writing, however, I did receive the whole weeks' worth of plans which helped me to prepare for observations. It was important to collect the entire weeks' worth of lesson plans in the event that teachers changed the pacing or were off schedule. I collected lesson plans with the purpose of examining how teachers

approached implementing the scripted program with their multilingual earners. I also wanted to see what changes they made from the teachers' manual to their lesson plans and how these lesson plans would play out into live teaching sessions.

Interviews. Participants participated in the interview process after giving informed consent to the researcher. Interviews were my predominant form of communication with the participants after the initial meeting to obtain informed consent. Through interviews, I hoped to gain an understanding of teachers' experiences incorporating students' funds of knowledge within scripted curriculum. Berg (2009) generalizes interviews as the act of conversation with the purpose of gaining information. According to Roulston (2010), by using a constructionist's conception of interviews, the data provided by participants was an account of their experiences and reflected what they believe, have seen, and done in regards to their experiences of using scripted curriculum with multilingual students. When using interviews as a data collection method it is important to collect multiple, and sometimes contradictory points of view, to preserve the case (Stake, 1995).

The interview protocols (see Appendix A) were designed with the intent of using open-ended questions to generate conversation with the participants. The purpose of using open-ended questions was to allow interviewees to provide answers in their own words to a topic selected by the interviewer (Roulston, 2010). By using probes that reflect upon the participant's responses more description and detail may be generated. The interview protocol was applied using a semi-structured approach. The purpose of the semi-structured interview was to have a predetermined purpose and, in this case, premade questions (DeWalt & DeWalt, 2011). Within the premade purpose and questions the interviewer may alter, modify, and change the course of the interview throughout in response to participants' engagement (Berg, 2009). Semi-structured interviews

with open-ended questions were chosen for this study because each participant has had different experiences and participants' responses and the use of probes guided the interview questions. The use of a structured interview with fixed questions would not have allowed for probing of further details and the use of an unstructured interview may have limited my goal of understanding teachers' experiences of using scripted curricula with multilingual students. The most appropriate choice was a semi-structured interview that had questions intended to answer this study's research questions but allowed for follow up and probing of participants' responses.

Interview Procedures. The initial interview informed me during the observation period by providing a context for the preparation and training the participant received for using the Lucy Calkins Units of Study. The follow-up interview took place the week after observations concluded. The follow-up interview focused on the participants' understandings of students' families and communities, as well as teachers' experiences with making connections to students' lived experiences within lessons. During the interview, the term funds of knowledge was not explicitly discussed and instead I referred to how do teachers understand, consider, and incorporate students' cultural and linguistic experiences. I did not want to assume prior knowledge of the concept of funds of knowledge. Instead by focusing the interview on teachers' experiences of considering and incorporating students' cultural and linguistic experiences, I wanted to achieve my goal of examining teachers' experiences using scripted curriculum with multilingual students. Additionally, questions were formatted for individual participants based on observations of lessons and were asked during the follow-up interview.

For both the initial and follow-up interview, the setting was after school hours in the participants' classrooms. Each interview lasted for approximately one hour and the interviews were

audio-recorded. I then transcribed the audio recording and during transcription and analysis, a pseudonym was created for each participant to ensure anonymity.

      Observations. Observations were used as another data source to further examine teachers' experiences of incorporating students' funds of knowledge within the Lucy Calkins scripted writing curriculum. By using observation, I was able to triangulate and offer another perspective of teachers' experiences, alongside interviews and document collection. In order to study teachers' experiences, the observation in this study was a naturalistic observation where I tried to have little influence on the observed situation (Vogt et al., 2012). The observation was overt, with participants aware of my purpose in the classroom. However, I tried to remain in the background. Observation was an appropriate choice for this study because of its' purpose of examining phenomena as they occur and developing thick description of specific context. The purpose of developing thick description is described by Vogt et al. (2012) as depicting a phenomenon in context so that it can then be analyzed and interpreted. When conducting case study research the context provided a distinction for the case and its' uniqueness that helps to provide the particulars of the case, descriptiveness, and reinforces readers' understanding of the phenomena (Yazan, 2015).

      To capture the context and teachers' experiences I wrote field notes during observations that included but were not limited to: teachers' adherence to or deviations from the lesson planning and Lucy Calkins writing teachers' manual, connections made to students' lives and experiences, teacher interaction with students during the lesson, and student responsiveness. Field notes were written in a two-column format with the left-hand column being descriptive notes and the right reflective notes. During observation jot notes or key words, phrases, and events were documented including the physical setup of the classroom. I documented what strategies were used and what attempts at incorporating students' funds of knowledge were present, such as what

the participant said during instruction and what reactions the students had to the lesson. Student engagement and responsiveness was also noted. A comparison list was created as a guide to highlight changes between the Lucy Calkins manual, teachers' lesson plans, and what actually occurred during the observation. Immediately following each observation, I expanded the jot notes into expanded field notes. Within the expanded notes, the second column of notes were reflective notes of the observation and made connections to other data sources.

Over a six-week period, I observed the writer's workshop with the intent of viewing a new writing piece from beginning to end. I chose to observe one teacher per day during my planning and lunch times to ensure I did not miss instructional time from my students. The format of the writer's workshop and Lucy Calkins lessons involve a three-part process including the Mini Lesson, Conferring/Small Group Work, and Share. All three parts of the lesson needed to be observed during this time period. Each participant was observed once per week for the entirety of the writing block, which was forty-five minutes. This allowed me to see each aspect of the writer's workshop and have a total of five and a half hours of observation for each participant. During observations I was a non-participant in the classroom, meaning I was not actively teaching, but rather I was observing the lesson. I arrived prior to the beginning of the writing segment and during the Mini Lesson I positioned myself behind students so that I was not in students' sight lines to avoid causing distraction. During the work period, I moved to observe the teachers as they worked in small groups or conferencing settings.

Data Analysis

I engaged in qualitative analysis of study data. Qualitative analysis is described by Flick (2011) as "classification and interpretation of linguistic (or visual) material to make statements about implicit and explicit dimensions and structures of meaning-making in the material and

what is represented in it" (p. 5). According to Flick, using qualitative analysis can create meaning through describing issues and providing generalizability through examination of multiple sources, cases, or texts. The data collected in case studies that provide descriptions of experiences are common and can be analyzed for themes and patterns (Bloomberg & Volpe, 2012). In this case, data collected to be analyzed included interviews, observational field notes, and documents, which were coded for themes concerning teachers' experiences of incorporating students' funds of knowledge within Lucy Calkins writing lessons. Specifically, thematic analysis which examines the content of what is written, said, or shown was used (Reissman, 2008). Using thematic analysis allowed for the categorizing and coding of data sections which were then compared for similarities and differences.

I approached my data analysis by first organizing my data and transcribing interviews. Interviews were methodologically triangulated with observation and document collection in this study to ensure that findings were not made solely from claims during the interviews. The use of observation in particular expanded upon what participants said they believe or do during interviews concerning their experiences of using a scripted curriculum with multilingual students.

After organizing and transcribing my data I next read through my data, created memos, and applied a priori codes including pacing, relevancy, connection to students' lives, teacher choice, change from manual to lesson plan, change from lesson plan to lesson, and assumptions of prior knowledge. During the rereading of my field notes I wrote memos. Within my field notes, I documented observational notes and what exactly happened during the course of observations. I also wrote down questions and instances where teachers may have or potentially could have incorporated students' funds of knowledge. My memos expanded upon my field notes and

served as an initial analysis of my findings. Within my memos I began to write my understanding and impressions of my observations and make connections to my research questions and literature.

My a priori codes were determined before the start of field work and in this study they were developed through themes identified in the literature concerning incorporating students' funds of knowledge within scripted curriculum. The a priori were determined by key ideas and themes that emerged when reviewing similar studies that investigated the use of scripted curriculum, multilingual learners, and funds of knowledge. When using a priori coding, it was important to report findings exactly as they were and to be able to identify emergent themes along with priori codes (Saldaña, 2016).

After applying a priori coding I reread my data and generated emergent codes. Emergent codes that were generated when analyzing data included: personal experiences, strategies for multilingual learners, training, and agency. Agency is similar to my a priori code of teacher choice, yet I chose agency because to me it symbolized that the teacher was actively making a change to their practice to meet the needs of their students.

Once data was coded with a priori codes and emergent codes I then moved from the coding stage to analyzing for themes or patterns. Thematic analysis provided descriptions and key experiences, as well as showed multiple perspectives of how different people and different data sources depicted the experience. During emergent coding of interviews, observation field notes, lesson plans, and the teachers' manual I looked for recurring themes or big ideas. Descriptors were made from instances noted within my data that were recurring and that I determined were themes.

The themes that I identified from my data sources formed my findings. There were three findings that emerged from my data. The first finding was that certain experiences impacted how teachers' approached implementing the scripted writing program with multilingual learners. Particularly during interviews, teachers referred to past experiences as explanations for making the choices they did or explain their thoughts. Codes that contributed to this finding included training and personal experience. The second finding was that teachers' faced difficulties with using the scripted writing program. These difficulties were described in different ways and what teachers referred to during interviews was reflected within the teachers' manual and my observational field notes. Codes that contributed to this finding were relevancy, pacing, and assumptions. The final finding that emerged was that teacher participants made many changes and modifications to the scripted writing program. All participants discussed ways in which they modified the scripted writing program and these changes were seen in both examination of the teachers' manual and my observations. Codes that contributed to identifying these occurrences include connections, changes, teacher choice, strategies, and agency.

In addition to identifying these findings that emerged from multiple participants and multiple data sources, I also analyzed my findings to see their connection to literature reviewed concerning multilingual students and funds of knowledge within scripted curriculum. The next step in my data analysis was to report my findings in detail, which will be seen in Chapter 4.

Subjectivities

Before designing this research study, beginning data collection, and entering the field, it was important to address my own subjectivities. In this section, I discuss my positionality within the schools, my subjectivities, and the impact they may have had on this study.

When conducting qualitative research, it is important to examine the role of the researcher and the impact this role may have on the study (Peshkin, 1988). My role within the first school building and life's experiences as a White male from a middle-class background influenced my interactions with participants, as well as the lens through which I observed and interpreted data. I have worked within East Elementary for the past five years and hold a degree in Elementary Education, as well as an ESOL Endorsement. During this study, my role at East Elementary was as the department chair for ESOL. My responsibilities included scheduling and record keeping for ESOL teachers and identifying students who may require ESOL services, testing, and ensuring students receive correct services. Though I am the department head for ESOL, when it comes to the general education participants in this study, I was not in a leadership role. In contrast, during my normal work day, I worked within a grade level to provide ESOL services during writing instruction. Even though I was not an authority figure over general education teachers, a potential bias was how would they respond knowing that the department chair for ESOL is looking at how they work with multilingual students? It may have been perceived that I am in a position of authority and as someone who may have more expertise in working with multilingual students. Because of this potential bias may have occurred if participants shaped their responses to questions and actions in a way that they thought I wanted to see. Or possibly participants may have been reluctant to participate in interviews and observation because they felt like they were being judged or evaluated as a teacher.

The second school setting is located in an elementary setting with similar student demographics. I was an insider in regards to the school being within the same school system, usage of the same writing program, and a similar student demographic makeup. I may also have encountered teachers at the secondary school setting over my years of employment in the school

system. Many aspects of the second school setting, while in a different location, with different individuals are similar to the setting of school one.

I was both an insider and outsider within the context of this study because of my position in the first school and the second school setting being new to me but within a similar context. As an insider, I have worked with the scripted curriculum during the last several years within multiple grade levels, as well as working with multilingual students. Overall, I have worked five years within the first school in the role of ESOL teacher. Before working in the school, I did field experience work for my undergraduate teaching degree at the same school. The benefits of being an insider included easier access to the group being studied, possession of a priori knowledge which may have led to more meaningful questions, and potentially more trust with participants (Holmes, 2014). Through working with multiple grade levels, I have had interactions with many members of staff and have established relationships with many teachers. I have not worked with participants in previous school years through the use of the push-in model of ESOL, but I had worked with the same grade levels. This led to an established relationship prior to interviews and observation. Having an established relationship with participants may have increased their willingness to participate and be involved in the study.

As an outsider, the second school setting was different and there could have been difficulty in building trust and finding participants (Fine, Weiss, Weseen, & Wong, 2003). Outsiders often try and situate the unknown with situations to which they are familiar, and my stance from the first school setting may have impacted the lens through which I examined the second school setting (Cresswell & Poth, 2018). Throughout the study, West Elementary was an inviting environment for me and I felt welcomed into both Ms. Johnson's and Ms. Garcia's classrooms.

Throughout observations and interviews I felt a rapport was established and communication was smooth.

As a White male, my experiences may have been a potential bias and may have impacted how I interpreted and understood participants during interviews and how I viewed observations. Growing up middle class and White was a different experience from the context of this study and the experiences students go through. My view of this study came through an etic lens in the sense that my upbringing was in a predominantly monolingual setting and many experiences I had as a child are reflected through a curriculum that emphasizes a White and middle-class upbringing (Smagorinky, 2006). I did not experience a disconnect between my life and school. My knowledge from my home and family transferred into school and this may very well not have been the case of teacher participants and the students they teach. All teacher participants in this study were female and two participants were teachers' of color. Coming from a country that has a hierarchical privilege for being White and male, this may have impacted my interaction with participants (Stewart & Tran, 2018). Stewart and Tran (2018) discuss that institutional discrimination and hierarchal policies maintain privilege for White males in the U.S. and this could have impacted my relationship with participants in this study. Frequently, in educational research, researchers have privileged White beliefs and ideologies over those of people of color (Milner, 2007; Tillman, 2002). Through this study, I tried to be mindful that my experiences and beliefs about learning and teaching have been shaped by my experiences and participants' experiences have likewise been shaped through their own lives. It was important to be mindful of different perspectives and give voice to all participants and remember my role within the school and relationship to participants.

Trustworthiness

To review the trustworthiness of this study, I examined its credibility, dependability, transferability, and confirmability. Trustworthiness refers to the quality with which a study has been conducted and the confidence in the data, methods, and analysis (Connelly, 2016). Credibility is described by Bloomberg and Volpe (2012) as how the researchers' representation of participants' perceptions aligns with what participants tell them. To ensure credibility, it was important to clarify bias, discuss involvement in the field, and use multiple sources of data and collection methods. I have expressed my own experiences with using the scripted curriculum being investigated and the questions that came from my experiences. Specifically, because interviews were used as a data source it was important for me to discuss in detail my subjectivities and positionality to the research. To limit bias, I used open-ended questions that did not lead the participant towards responding in a way they may think I wanted them to (Roulston, 2010). The use of multiple interviews also allowed for multiple opportunities for participants to express themselves and/or change their accounts. My own opinions of students' learning and what is appropriate when working with multilingual learners have been stated to show my position on the usage of scripted curriculum. To ensure credibility the length of time for the study was eight-weeks, including six-weeks in the field and data came from multiple sources to provide perceptions from multiple participants from different backgrounds and teaching experience. With the use of a priori coding, there were expected themes and actions that may have emerged, and to add credibility, instances that do not support expected findings were reported as well.

Dependability requires that the processes and procedures can be tracked and explained in detail (Bloomberg & Volpe, 2012). Detailed explanations were given of how data sources were chosen and the procedures for how data was collected including criteria for participation, reasons

for interview structure choice, procedures for observation and field notes, and methods of data analysis.

The background information within the context of this study was described in detail to help ensure transferability. Transferability encompasses how well readers may use this study to inform a future study (Bloomberg & Volpe, 2012) and how useful this study may be to others in a different setting (Connelly, 2016). To provide researchers with a thick description, the context of this study included student demographics, teacher demographics, background information on the school's functioning and description of data sources, methods of collection, and analysis.

Confirmability is the degree to which findings are consistent and can be repeated and the objectivity or limitations of bias in the study (Connelly, 2016; Bloomberg & Volpe, 2012). To ensure confirmability the researcher was reflexive during the study process and kept records of field notes and transcriptions to allow the readers to inspect the findings displayed in the study.

In the chapters that follow findings will be presented from multiple perspectives and include perspectives of each participant, findings from observations, and document analysis. Additionally, Chapter 5 will discuss the implications of these findings and how they answer this study's research questions.

4 Findings

Overview

The purpose of this study was to investigate teachers' experiences incorporating multilingual learners' funds of knowledge within a scripted curriculum. An intrinsic case study methodology was implemented, and this chapter reviews the major findings from this study.

Data collection in this study occurred in two elementary settings within kindergarten, first, and fifth grade classrooms. Both East Elementary School and West Elementary School (pseudonyms) are located within the same school system and feed into the same middle school. Demographically, the schools are similar with predominantly Hispanic student bodies and large numbers of students identified as ELLs.

As outlined in Chapter 3, data collected and analyzed during this study included interviews, observational field notes, and document collection. During the course of two interviews, participants were asked to share about themselves. This resulted in the discussion of a range of topics from where they grew up, experiences working in their current school, to their training experiences with Lucy Calkins, the scripted program that is the focus of this study. The documents collected in this study were teachers' lesson plans and the Lucy Calkins scripted program manuals.

After concluding data analysis, the major findings from this study were threefold. First, teachers' experiences, both in their personal backgrounds and training, affected how they implemented or approached implementing the Lucy Calkins Units of Study. Second, teachers encountered obstacles incorporating students' funds of knowledge into the scripted curriculum, with the main obstacles being the relevancy of topics and pacing. And third, teachers actively modified the scripted program to meet students' needs. During the modification of the scripted program

teachers often made lessons more culturally relevant, but they did not really attend to students' funds of knowledge. What follows is a discussion covering how the data speaks to these findings and how these findings answer this study's research questions.

Finding 1: Teachers' Experiences

Four teachers participated in this study. Two of the participants worked in East Elementary School where I work as an ESOL teacher. The other two teachers worked at West Elementary. In their initial interview, three out of four participants discussed the fact that there was little to no training on how to implement the Lucy Calkins curriculum, no discussion concerning modifying instruction for ELLs, and that there were changes over time related to the fidelity of the programs implementation. In this section, I will review experiences relayed by participants concerning their teaching of multilingual learners. I also review each participant's training experiences, and the impact their personal experiences and training had on how they approached implementing the Lucy Calkins Units of Study with multilingual learners.

Ms. Walker

Ms. Walker frequently draws upon two bodies of knowledge during her teaching. The first comes from her experiences during her high school years when she spent a lot of time at La Comunidad (pseudonym), the local community hub. Within the community surrounding both East and West elementary school there is a central community area where a large population of Hispanic families operate businesses including grocery, retail, auto repair and more. There are also legal services and agencies to help families by providing resources and opportunities for employment. Many students' families are employed within this center and many students spend time after school and on the weekends there. Being familiar with this place is a connection that Ms.

Walker makes with her students because when they share about their weekend or something going on in the community she knows what they are talking about.

Secondly, Ms. Walker draws upon her experiences in a teach abroad program in Korea. She says that while her students in Korea were older than her current students, she still invokes many similar strategies to ensure her students have opportunities to practice and develop English skills while learning academics. Ms. Walker stresses the importance of making connections to ideas and experiences that students are familiar with and working to incorporate strategies into lessons that she learned through her experiences teaching in Korea.

I observed the impacts of Ms. Walker's experiences during her lessons with her references to specific community places and the connections she made to students' lives. Ms. Walker's familiarity with La Comunidad and interactions within the school's surrounding community surfaced with her lesson topic choice and specific references to experiences students may have had.

Ms. Thompson

Over the course of her interviews Ms. Thompson repeatedly emphasized how much of an adjustment it was for her to become comfortable working with multilingual learners. When describing her childhood schools, she says that demographically they were about fifty-fifty African American and White. Her purpose in this comment is to point out that " it was not at all like the demographics here. Like with a lot of Hispanics. Like this was not something I grew up in." After high school she attended North University (pseudonym) where she received a Bachelors degree in Elementary Education. Ms. Thompson stated that she loved her undergraduate program at North University, but it did not prepare her at all for teaching at East Elementary. She says if she

was in a school that was similar to her experiences growing up then she might have been more prepared. She says that

> I thought it was great and I think if I was in a different school, similar to what I grew up in I would have been more prepared, but they don't prepare you for the minority students and they don't prepare you for the not so normal schools, which I would consider this not normal because it's not like what I grew up in. Um, so I don't think or feel that I was prepared and again for parent conferences they don't prepare you for that. They teach you how to write lesson plans and then your kind of on your own for the rest. They don't teach you all of the ends and outs of really like a day to day in the life of a teacher.

When asked about how she felt when she moved and began working in the Metro Atlanta area she says it was, " total culture shock. I was like what in the world? You have to call a translator or just hope they understand at least five words you say. So, yeah, that was a complete culture shock for sure." Ms. Thompson expressed how she was unsure of how to begin reaching out to parents because of the language barrier, although she says this year has been an improvement over previous years. Overtime she says that she has worked harder to initiate communication and consistently reach out to parents. Additionally, she has grown to know her students and the area in which they live better which she keeps in mind when planning for instruction.

Ms. Thompsons' background and lens through which she views East Elementary and her students were shown throughout the course of this study. In particular, when reviewing her lesson plans and teaching points there were opportunities for her to incorporate students' funds of knowledge. She could have chosen specific activities for how to writing or invited students' families to share about activities that they have knowledge about. However, perhaps in part to her

unfamiliarity with her students' backgrounds and her uncomfortableness with the language diversity of her parents, she frequently planned for lessons that contained generic topic choices such as animals and foods. Additionally, her lesson plans often included students working on their own writing piece, but in actual lessons there were several instances of the class working together on one writing piece and students concluding the lesson by copying the shared writing.

Ms. Johnson

Ms. Johnson is originally from South Georgia and similarly to Ms. Thompson she describes her experiences with moving to a Metro area as a culture shock. She says that " I grew up in a small Georgia town. My graduating class had about twenty-five kids in it." She continues by describing her preservice teaching experience as a beneficial opportunity because she was introduced to many different school settings with varying demographics. In particular, she felt she benefited a lot from her preservice program because she felt she was taught the "why" and not just the "how" of teaching. Additionally, she also received her ESOL endorsement from her preservice program, along with courses on multicultural education.

Similarly to Ms. Thompson, there were opportunities for Ms. Johnson to incorporate students' funds of knowledge within lessons. Topic choices she chose included fast food restaurants and movie princesses, which were not specifically relevant to her students. She also discussed that while she lived a short commute from the school, she spent very little time in the surrounding community, which may have limited her understanding of her students' funds of knowledge.

Ms. Garcia

Ms. Garcia shares a background that is similar to her students in many ways and feels that she definitely understands where the students are coming from and how families operate. Ms. Garcia was born in California but moved to Mexico at an early age. She attended schools in

Mexico and spoke Spanish at home before moving back to the United States in the third-grade. As a multilingual educator and as someone who relates to her students' experiences, she "feel(s) a sense of responsibility to be an advocate for the students and the community." In addition to her role as a first-grade teacher, she runs the after-school program for West Elementary. "I really get to know more families that way and since I speak Spanish, kids do know that, and the parents know that they can always talk to me and message me." Working afterschool provides Ms. Garcia more opportunity to communicate and interact with families because students must have a parent or guardian pick them up from afterschool. In contrast, the majority of students from both East and West Elementary ride the bus home. Ms. Garcia's work in the afterschool stems from her earlier experiences as a high school student where she worked as a volunteer at a homework club at the elementary school next to her house. She believes in providing a safe and supportive space for students after school. She says that

> I definitely understand that these kids are really not getting help at home, and not necessarily because parents don't want to help them. But they don't know how, or they don't have time. You know, the kinds of jobs they have to do are not like a nine to five job, you know. Sometimes they have to have multiple jobs just to keep going. And I also feel like I know it's hard for the kids to process and I know sometimes they want to say things and they're just shy and they're afraid to say something wrong. And so, they'd rather just not try so um, even though I speak Spanish and whenever I hear a kid, you know, sometimes I'll answer them in Spanish and then I'll just teach them the English word and kind of do that. I don't teach in Spanish but sometimes if there's a word in English that they don't know but they might know In Spanish, I'll tell them the Spanish word and I think that

helps them, you know, just to know that the can, like, translate back and forth and so I definitely think it helps.

Ms. Garcia's insider knowledge to her students' experiences provides her with unique insight when planning for instruction using the Lucy Calkins program for her multilingual students. She credits her background and involvement with families through the afterschool program with helping shape her decisions for planning instruction for her students. Her communication with families provides her with an in-depth understanding of families sources of knowledge and what her students' may be familiar with. Additionally, she has spent time in the surrounding community area, including La Comunidad, and she tailors many of her lessons to have specific reference points that her students are familiar with.

Training

Three of four participants reported that they were given little or no training for implementing the Lucy Calkins Units. In general, participants felt that they were not supported when implementing the Lucy Calkins Units and as Ms. Walker puts it, the approach at East Elementary was "it's a script. Just read it and go for it." Also, of importance, each participant noted the change over time regarding the fidelity of implementing the unit. This section will further detail how teachers felt during training and how this informed their instructional decisions moving forward.

When asked about their training experiences at East Elementary, both Ms. Walker and Ms. Thompson asserted that they received very little training. Ms. Walker states that, "I was given very little training in my opinion." This made her feel uncomfortable, she was unsure of where to start, and she recalls her first time implementing the program and how the lack of structure surprised her. Ms. Thompson concurs and points out that because she previously taught

Math and Science during the program's roll out at East Elementary she attended no workshops or professional development meetings to learn about the program before implementing it.

When describing how she did learn how to use the program Ms. Thompson said she learned by working with her grade level team. The kindergarten teachers would meet as a grade level and look through the teachers' manual together. First, they would look at what was to be taught during the unit and what was in each lesson for the units. Next, the team would try and exclude lessons that they felt would be too difficult for their students and would pick a few lessons per unit that they felt were appropriate and would plan to extend those lessons. The kindergarten team also began looking for alternative resources online that may have been modified. When planning for writing instruction Ms. Thompson and the kindergarten team changed the focus of many lessons to emphasize drawing, especially earlier in the school year. The reasoning for this she says is that "we are working on illustrating and tell me about your picture so that they're using that vocabulary and then once they build up their vocabulary and can explain their illustrations and then we can start on words." With many students developing English the focus of planning for instruction is on vocabulary and illustrations.

The narrative from West Elementary with Ms. Johnson and Ms. Garcia contained similarities to East Elementary, with some differences. At West Elementary School both Ms. Johnson and Garcia have been using the Lucy Calkins Units of Study for three years. Ms. Johnson says that at West Elementary the staff started the program a few months into the first school year, but they did have training. Formal Professional Learning (PL) opportunities were given throughout the first school year and there was a full day provided for teachers to work with their grade levels to plan out the curriculum. Additionally, a teacher leader modeled a lesson for each grade level. Ms. Garcia confirms that there was a full day of planning, but during this time when they were

supposed to receive their kits or Units of Study many were missing, and she did not receive one that school year. Ms. Garcia says that, " I would have to go get the books from other teachers to teach it because they wanted me to teach it. But they didn't have the materials for me to teach it."

This is the fourth year of Lucy Calkins implementation at both East and West Elementary Schools. All participants noted changes overtime regarding the fidelity of its implementation. Ms. Thompson noted changes at East Elementary in her two years of using the program. She says that the previous principal required the use of Lucy Calkins. She recalls,

> the previous principal required the use of Lucy Calkins and we were not allowed, it wasn't used as a resource. It was a must. You must use this with fidelity. We must use Lucy and the ordering of how she does it.

Moving forward to the 2019-2020 school year there has been a different administrative position where teachers are allowed more flexibility in the implementation of the program. Ms. Thompson describes the change as

> we are allowed to kind of use it as a resource and tailor it how we want. Being told you have to use Lucy and not really loving it, it's hard when, um, we felt that we needed to skip lessons or extend lessons because we felt it would be more difficult. The ability to really use what works for us has been much better.

According to Ms. Garcia the administration at West Elementary made a big push for Lucy Calkins the first two years and even had ESOL support coming in during writing. After two years it began to die down and the school shifted gears with a new emphasis on strategies for ELLs. During the first year the administration made the use of Lucy Calkins mandatory, however, in the years following they have allowed for teachers to take what they find useful and use it to meet the needs of ELLs. Referring to the using the script with fidelity, Ms. Johnson says," I

think that going through the program the first year helped me understand Lucy Calkins better and it helped me understand what I liked and didn't like and what I can adapt and change to my teaching style better and what fits my population of students better. But I do enjoy the freedom that we have now."

Finding 1 Summary

The first research question this research study sought to answer was how do teachers approach implementing a scripted wiring curriculum with multilingual learners? Interviews with participants showed that both personal experiences and training impacted the lens through which they not only approached implementing scripted writing curriculum but teaching multilingual learners in general. The teacher participants' abilities to make connections to their students were informed by their personal experiences, with Ms. Thompson and Ms. Johnson recalling the adjustment they went through when moving from small towns in Georgia to a Metro Atlanta school district with a high population of multilingual learners. This adjustment manifest itself in the ways in which Ms. Thompson and Ms. Johnson make connections to their students. Opportunities for incorporating students' funds of knowledge are missed in part because of the lack of exposure Ms. Thompson and Ms. Johnson have to their school's communities and families.

In contrast, Ms. Walker and Ms. Garcia drew upon their experiences and used them as a basis to make connections to their students and help inform their instructional planning. Ms. Walker and Ms. Garcia drew upon their insider knowledge to draw upon their students' funds of knowledge and make connections to their students.

A final point from teachers' experiences was the impact of teacher preparation programs. These were specifically discussed by Ms. Thompson and Ms. Johnson as important in their pre-

paredness and approach to working within their current positions. Ms. Johnson credits her preservice experience with providing her with multiple experiences, whereas Ms. Thompson describes how her preservice teaching would have been beneficial if she worked in a demographically similar school.

Adding onto participants experiences working with multilingual learners was the addition of a scripted writing program, which overall, three of four participants claimed they were not trained to use. As a result, teachers relied upon coworkers for support, and after the lessening of the strictness to adherence to the manual, their own personal beliefs and experiences to shape their implementation.

Finding 2: Teachers' Encountered Obstacles

As the teacher participants in this study implemented the Lucy Calkins Units of Study they began to encounter obstacles. Specifically, the topic choice and pacing of lessons were emphasized as problems by all participants, and document analysis of the teachers' manuals revealed instances of assumptions of students' prior experiences.

Topic Choice

An obstacle commented upon by all participants were the topic choices within the teachers' manuals. The topic choices provided an obstacle for teachers' to incorporate their students' funds of knowledge because the topics were often not relatable to students' lived experiences. For example, within the first grade "Writing Reviews" unit, the first bend and lesson introduce the experience of being at a dog show. The main idea behind this lesson is that people collect things and can write about their collections. During the course of this lesson, students are also to bring in collections of objects that they may want to write about. Ms. Johnson's reaction is that "my students have never been to a dog show before and they don't understand. And it would be

hard for them to make their opinions about a dog show, so just making it more friendly to what they have for like their references they have in their knowledge pool." Topics that I observed Ms. Johnson use instead to introduce opinion writing include favorite colors, restaurants, and movie characters. Another early lesson in the unit discussed by Ms. Johnson is where students are asked to bring in a bag of items from home to write about. Ms. Johnson recalls that "I've tried to do that activity in prior years and not a lot of students bring things, or they will bring things that are not super important to them. Like they will bring five things or toys and I want my students to be like passionate about something." She further explains that this is why she chooses topics such as movie characters and restaurants because she hears her students discussing them and she knows they are topics her students are passionate about. The idea behind this is to take what experiences students have and to build upon them and make connections.

During my own observations of the second bend, the focus for first grade was on writing reviews. Ms. Garcia discusses how she has implemented the writing program and how she approaches topic selection. She says

> I have done it both ways. Where I have the script in hand and I'm reading it, but then it's like I'm not connecting to the students and a lot of times the references that she uses are just not, the kids have no background on. Like, one of them that comes to mind is she was talking about her experiences at Pinkberry, which is a yogurt place, and these students have no experience with that kind of restaurant, so you know, if I follow the script just like it is I felt like I'm not going to be able to connect to my students. And so, I'm just kind of, you know, taking the teaching points where I've done my own. You know, where instead of saying Pinkberry, I can be like McDonalds or something that the kids recognize.

 Examples shared by students that Ms. Garcia demonstrated writing with included McDonald's, Chuck E Cheese and the Asian Buffet. During my observations of whole group Mini Lessons, I noted the excitement of students when seeing places, they are intimately familiar with and students were eager to share. By changing the topic of the lesson, Ms. Garcia kept to the teaching points of the session, but students' were able to actively apply their experiences to the lesson.

When asked about topic choice, Ms. Thompson said that the goal for the kindergarten team was to choose topics that students would be familiar with. She explained

> We wanted to make sure that was something they were familiar with so that they would have an idea of what it looked like and how to do it. So, we know that PB&J is a common lunch item and we knew that specifically with the cultural background of student that we have more than likely most of them have made a taco themselves or they have at least eaten a taco and seen what was on it and what it looks like. And then as far as animals go, that's just a topic that kids at the age of five and six just love to talk about. They love to talk about animals at home, animals that they saw, so we knew that they would have a lot of background knowledge on those topics.

The changes of topic choices to include tacos and animals are not the strongest connections that can be made to students' cultural and linguistic backgrounds, but Ms. Thompson was actively making a change to the teaching manual to attempt building a connection to her students' prior knowledge. She says that discussions with her students help with her planning of topic choices and she asks herself, "have they ever experienced anything like this, what do they know about this topic, and what is their background knowledge of this?" During her shared writing activities covering animals, she frequently let students direct the writing and share what they knew about the example animal.

In fifth grade, Ms. Walker's students were writing argumentative essays. Her lessons were of very different teaching topics from the teachers' manual. When discussing the Mini Lessons and Teaching Points that come with the teachers' manual, Ms. Walker says that while she understands them, and they make sense, they miss the mark with her students. She says that her students do not have a lot of the experiences that are used to contextualize the teaching point and it creates a disconnect for the students. The unit overview does mention that if the teacher does choose to do so there are alternative topic opportunities as an online resource or the teacher may choose another. This is an important note, because many teachers do choose to do so, however, in earlier years of implementing the program participants felt limited to working with the listed topic. Ms. Walker also feels that there is a disconnect during the work period of lessons. She feels that the teaching manual calls for students to produce something, but they have not been given the tools to do so. In a lot of instances, she has to prompt the students and feed them examples which makes her question whether what they're writing is really their experience or something that she gave them. To address this there are several considerations she makes during planning. When planning she starts at the end goal with what students should know from each unit. She then works to make connections to her students that can help them understand the unit and brings in modifications including graphic organizers, anchor text, and anchor charts.

The prompt that I observed Ms. Walker's students working on integrated Social Studies content into the writing block. When asked how she came about her prompt she explained that she tries to incorporate content from other subjects. In this case she combined social studies content about the Civil Rights movement as an anchor text that could be used when writing opinions about how to make the world a better place. During one of my observations, I noticed a shift in

student engagement during the course of the Mini Lesson. During the review of the prompt students were attentive but not particularly engaged. Initial discussions in small group were hesitant, but once Ms. Walker regathered the class as a whole and shifted the conversation towards immigration the student participation grew. Ms. Walker discussed with me that she noticed many of her students were discussing immigration and that she wants the ideas to come from students for her lessons. She says that

> we try and allow them to come up with ideas because if it is coming from them then it is coming from somewhere and that means we are able to talk about it and discuss it more. And it was something that they would be more likely interested in and immigrations big for them because, as you know, most of my kids are from Hispanic descent and most of them are either first or second generation here in America. Um, so immigration is a big topic because it affects not only them but their families, their friends' families, so they have an opinion about that which is why a lot of them choose that as their topic.

When instructing her students Ms. Walker looks for opportunities to increase the relevance of her topics. When planning her lessons, she says she first tries to think about what she needs her students to know and then asks herself how can she build a connection between the content and her students' lives? Using topics that are chosen by students and of significance to them is a primary strategy she uses.

Pacing

Participants in this study emphasized the idea that lessons needed to be both relatable and appropriate for students. When working with kindergarten, Ms. Thompson mentioned that it is difficult to follow the order of the lessons for kindergarteners, especially in the beginning of

the year. Many of her students are developing conversational English and beginning learning letter sounds and words. It can be very difficult to start with narrative writing and have children tell stories, even if the emphasis is on drawing pictures and writing labels. Ms. Garcia followed up with this in first grade by saying that Lucy Calkins introduces a lot of strategies into her lessons and she picks and chooses just a few to focus on and go in depth with her students. The issues with pacing are presented as an obstacle teachers' faced overall in the implementation of the Lucy Calkins program and not specifically as an obstacle for incorporating students' funds of knowledge.

"The pacing is not something that would work in my classroom or in this school just because it's one lesson a day for eighteen to twenty-two days or whatever and um, kids really need time to review," Ms. Garcia shared. Breaking it down was a common thread amongst this study's participants. To do so participants reported that what may be a one-day lesson in Lucy Calkins may be a three- or four-day lesson in their classrooms. This was evident in Ms. Garcia's lesson plans with students working through three reviews over a course of six weeks, comparatively to writing six reviews over ten days as described in the teachers' manual. I observed Ms. Garcia once per week, and I was able to see students continuing with the same writing piece as previous weeks during some observations. Ms. Garcia explains that she is not afraid to go backwards and reteach and make sure students have been given as much exposure as needed before moving forward. Not every student will have had the same experience, but she wants all students to have the chance to put their best foot forward.

When looking at Ms. Walker's lesson plans, she uses different sessions from Lucy Calkins within one unit. She blends together several different ideas and makes them into one lesson.

In contrast, the Kindergarten lessons follow the sessions and topics of the teachers' manual closely, while first grade follows the teaching points with altered pacing.

Obstacles Within the Teaching Manual

Conflicting ideas are demonstrated within the Lucy Calkins teachers' manual for kindergarten, first, and fifth grades. The overviews of each grade level contain wording that is supportive of a sociocultural approach, including the ideas that students should be writing about topics that they are knowledgeable about. The kindergarten manual states within its overview, "Of course, children will be writing about things they know how to do, and this means they'll bring their areas of expertise into your classroom," (Calkins et al., 2013, p. vii). Conflict arises as the teacher moves into the teaching sessions using predetermined examples of writing topics and teaching points. It is here, that within the context of this study, that there is a lack of relevance between the teaching manual's lessons and students' lived experiences. These specific instances are a barrier teachers' face concerning incorporating their students' funds of knowledge. In particular, when implementing the program with fidelity and using the teachers' manual as scripted, there are assumptions that all students participating in the writing program will have had certain experiences and make connections to the lesson. The ideas stated in the overview provide an opportunity for teachers to take an approach that embraces social constructionism, but participants reported that when implementing the unit as written, a barrier to making connections is created for many students.

Finding 2 Summary

The third research question this study examined was what opportunities and obstacles for incorporating students' funds of knowledge arise in the usage of the scripted writing units with elementary multilingual learners? My findings show that teachers' faced obstacles incorporating

students' funds of knowledge within the teachers' manual and the topic choices. The manual created difficulty for teachers to make connections to their students and a general obstacle in the implementation of the program was that the pacing did not meet the needs of multilingual learners. In response to these obstacles, all participants began to make modifications to the scripted writing program and look for opportunities to make lessons more relevant for their students. These modifications will be discussed further as the third finding of this study.

Finding 3: Teacher Modifications

The third finding in this study was that teachers actively modified the scripted program to meet students' needs. They made these changes as they created lesson plans and thought of strategies that best meet the needs of their students. During the implementation of these modifications, teachers often demonstrated a culturally relevant approach to teaching, but the incorporation of students' funds of knowledge was less prevalent. A culturally relevant approach to teaching emphasizes three overarching practices including the development of students academically, embracing cultural competence, and the development of a critical consciousness (Ladson-Billings, 1995). Teachers in this study sought to develop students' academic knowledge by practicing cultural competence. Practicing cultural competence involves finding ways for students to maintain their cultural integrity and integrate it into academics (Ladson-Billings, 1995; Milner, 2010). The predominant ways in which teachers' modified their lessons included changes to topic choice, pacing, the inclusion of supplemental materials, and support in students' home languages.

Analysis of Lesson Plans

To examine ways in which teachers modified the scripted program for their students, I first analyzed their lessons. I analyzed the lesson plans for each lesson I observed and what I noticed was that all teachers modified the topics, changed the pacing, and added many supplemental materials. These changes were also evident during my observations of each teacher.

The formatting of all participants' lesson plans were compatible with the district issued lesson plan template which includes an opening, work period, and closing for the writing section. For all participants there were several things added to the Lucy Calkins sessions and some things within the sessions were not present in the lesson plans. Ms. Johnson says of the sessions that she, "kind of tweaks them to fit what my students need. So, I might focus more on the vocabulary and what I think they need some extra support with." Overall, there was little to no script used in the lesson plans, Mini Lessons were condensed for kindergarten and first grade, supplemental materials such as graphic organizers, sentence stems, and video links were included, and time for shared writing was built into Mini Lessons. Ms. Walker explains that she added a graphic organizer to fifth grade because, "it really allowed the kids to get their thoughts down on paper without having the constraint of oh my gosh I have to write an essay." Many of the Teaching Points were the same as the Lucy Calkins units and the same formatting, such as making a Connection, Teaching Point, Active Engagement, Link and transition to work period were present.

When examining the kindergarten lesson plans, there was no script from the Lucy Calkins material, but the topic and Teaching Point was the same for session five. The lesson plan followed the example from the teachers' manual to step by step create a PB&J sandwich. The lesson plan called for the teacher to skip a step with the purpose of demonstrating how important

explaining steps correctly is. Session eight and ten followed the same teaching points but the lesson plan used different materials and introduced new anchor charts. Within each lesson, time was included for teacher modeling of a sample and shared writing activities. There was also time built in for students to practice verbally what they would be writing when they transition into writing. The pacing was altered to spread out a session over multiple days and to take less time each day.

First grades lessons included many references to resources such as sentence stems, anchor charts, and links to reviews online. Mini Lessons consisted of the same Teaching Points from the teachers' manual, however, the topic choice was modified for each lesson by both Ms. Johnson and Ms. Garcia. Each teachers' lessons also provided an opportunity for students to practice speaking using sentence stems. Ms. Garcia's lesson plans brought in supplemental materials including reviews from online that the class would read together, anchor charts to complete in a whole group, and shared writing activities. Throughout the study I observed students work through three Lucy Calkins sessions over a course of six weeks and complete three writing pieces. The pacing of the first grade lesson plans were changed from the expected six reviews over a course of ten days described in the teachers' manual.

The fifth-grade Mini Lessons called for review each day, with discussion of essential questions, and vocabulary review. During the work period, time was built into several lessons for reading and annotating text to be used as a resource during persuasive writing. The fifth-grade lesson plans moved sequentially and provided a structured approach to formatting a persuasive essay. Through each week's lessons, it was written for students to move through reading mentor text, chosen by the teacher, to completing a graphic organizer. Completing different parts of the graphic organizer, including introduction, body paragraphs, and conclusion were included as the

work period. Ms. Walker says that her reasoning for adding in these graphic organizers were to help scaffold students through the writing process and break it down. She further says she has noticed that her students have lots of ideas but struggle with expressing them in writing and the graphic organizer is a resource to help her students during writing.

Through analysis, lesson plans demonstrated noticeable changes from the teachers' manual. Common changes made by all participants included pacing, topic choice, and the incorporation of supplemental resources. The next step in this study was to observe the implementation of lessons with students and document what occurred.

Modifications

I observed each teacher's class once per week over a period of six-weeks. During my observations I watched as teachers implemented the Lucy Calkins Units of Study within kindergarten, first grade, and fifth grade classrooms. I spent forty-five minutes during each observation and observed the writer's workshop from beginning to end each time. Common modifications I observed included changes in topic choice, the incorporation of supplemental materials and students' home language knowledge. The first portion of this discussion will review changes teachers made to topic choice and the Mini Lessons and the second portion will review teachers' approaches to the Conferring and Small-Group Work time of writer's workshop.

Over the course of six-weeks, I observed kindergarteners complete three writing tasks. The first writing task was how-to make a PB&J sandwich, second was how-to make a taco, and third was all about an animal. The beginning of each class started with students on the carpet. Each lesson began with Ms. Thompson making a Connection to what students had done the previous day. Graphic organizers and visuals played a role in every Mini Lesson, generally in a format that had pictures and spaces to write beside the pictures. After making a Connection to the

previous day Ms. Thompson introduced the Teaching Point. Within her lesson plans, Ms. Thompson follows the Lucy Calkins teachers' manual with the teaching activity for the teacher to model the steps of making a PB&J sandwich and to skip a step. Ms. Thompson did not do this in her actual lesson, instead she used a graphic organizer to write out the steps of making a PB&J sandwich. She used a shared writing approach, where she allowed students to share what they wanted to write, and she wrote down the sentences for them. She led students through the steps of making a PB&J sandwich by first reviewing their vocabulary words: first, next, then, and last. As students guided her through the steps she constantly prompted them to be more specific. For example, when a student said, "first, you get the bread," she replied by prompting, "I get all of the bread?" Students corrected her to say she should get two pieces. She guided students towards being more specific in their directions and reinforcing writing structures including two finger space, capitalization, and punctuation.

During some of the Mini Lessons students who were still new to English sat with a partner who translated parts of the lesson for them. Some days these students worked with the ESOL teacher to review phonics and conversational English instead of participating in the Mini Lesson. During my observations of kindergarten, the how-to make a PB&J was the only lesson that had the same topic as the Lucy Calkins program. How-to make tacos and all about animals were topics chosen by Ms. Thompson. As stated earlier, Ms. Thompson mentioned that tacos should be something students are familiar with. This is reminiscent of beads and feather approach as discussed by Amanti (2005) that conveys a surface level approach to incorporating students' cultural and linguistic backgrounds into lessons. That being said, Ms. Thompson did make the choice to change to topics that she felt many students would have prior knowledge of and be able to make a connection to. Interestingly, she provided an opportunity for incorporating students'

funds of knowledge during her interview when she said that it would be interesting to have parents come share during the How-To writing unit because many students' parents work in construction. She mentioned this to follow up on her observations that several students were discussing how to build houses. The inclusion of family and community knowledge into a lesson would have been a strong connection to students funds of knowledge and something to encourage in the future.

Ms. Thompson's approach to implementing the Lucy Calkins Units of Study showed a shift from the teachers' manual, to her lesson plans, and into her actual classroom. Her main shifts included the changing of topic choice and different strategies such having students participate in shared writing. Her topic choices were a nod towards acknowledging students' cultural backgrounds, but they did not specifically address students' experiences within their family units and community.

Similarly, to Ms. Thompson, Ms. Johnson's modifications were done with the idea of using content that students would be more familiar with than what was written in the teaching manual. When it came time for students to write their own reviews she encouraged students to select topics that they were comfortable with and could relay to others. Ms. Johnson did modify lessons with the thoughts of using examples based upon ideas/places that students would have prior experiences with, however, she did not address specific funds that may contribute to the well-being of her students and families such as labor or economic knowledge.

In contrast, Ms. Garcia specifically chose restaurants and places in the community for students to discuss. When beginning their opinion pieces on restaurants and places to eat she began by allowing students to generate a list of topics, which she wrote on a chart. Ms. Garcia expanded and gave suggestions for places in the community surrounding the school that students

were familiar with. Students were very engaged and excited to share about places they knew and visited. The next step for Ms. Garcia was to visit yelp.com where she and the class searched for restaurants in the community. Students were excited to see pictures of places they had been and were eager to share whether they agreed with the reviews or not. Ms. Garcia built upon this excitement by describing how restaurants receive star ratings and allowed time for students to discuss how many stars they would give local restaurants. This inspired a lot of debate amongst students and after sharing their opinions they were off to their seats to work on writing their opinion and reasons. Ms. Garcia's lessons focused on specific community places that provided the livelihoods for many students' families. The student engagement in her lessons was high with students being excited to share their insider knowledge of many restaurants within La Communidad and the surrounding area.

Within Ms. Walker's class, students did not begin with a specific topic but were instead given a prompt. The prompt given to students was "how can we determine the most effective way to bring change to our neighborhoods, our nation, and our world? What strategies are best for bringing about the changes we want to see?" This prompt provides an example of Ms. Walker working to make the lesson topic culturally relevant to students' lives. She opens up an avenue for students to make connections to aspects of their own lives and as the work to answer the prompt an opportunity arises for students to incorporate their specific funds of knowledge into argumentative methods for bringing about change.

Ms. Walker began the lesson by reminding students that they had brainstormed ideas the day before. Using a graphic organizer Ms. Walker began with the thesis statement of her argument: "the most effective way to bring change to our neighborhoods, our nation, and our world is

_____. The best strategies to bring about this change are to ____ and ____." She reminded students that yesterday she decided to write about ending world poverty and that her next step was to come up with reasons or ways to make her change happen. Students discussed amongst peers and offered reasons to Ms. Walker which she wrote on her graphic organizer. The ideas offered by students were to change how much things cost, add more food banks, and create more jobs. Students then broke off into small groups to finalize the issue they wanted to write about. Ms. Walker worked with a small group that began by discussing immigration. As the small groups worked, many students within different groups appeared to be discussing immigration, so Ms. Walker stopped the group work and brought the class together to work through the brainstorming process of changing immigration policies together. The topic of immigration was culturally relevant to students and of personal significance. The class began by sharing ideas for why they wanted to change immigration policies and their position was that immigration should be easier. Reasons students came up with included being able to see grandparents and other family members, to help people work and make money, and to help poor people. As a whole group they continued to work towards strategies they could use, and students came up with changing the laws and removing the fence between the United States and Mexico. It was during these discussions that students were given the opportunity to bring their funds of knowledge concerning immigration, family history, personal experience, and knowledge of immigration procedures.

Conferring and Small-Group Work

Each participant approached the work period differently. In Kindergarten and first grade the students worked in whole group during the Mini Lesson for longer periods than fifth grade. After transitioning into the Conferring/Small Group Work portion of the workshop teachers also

took different approaches, although all participants utilized the graphic organizers and worked with small groups.

As I observed Ms. Thompson during the work period there were varying levels of expectations and support offered to students. For several lessons, students worked to copy the shared writing created during the Mini Lessons. Many students had a hard time copying the writing from the board. When working in groups the ESOL teacher rotated different small groups throughout each day's work period and Ms. Thompson either kept a small group or conferenced with one or two students at a time. During small group time with the ESOL teacher, students did not always work on their writing. During some rotations they worked on phonics lessons or practiced conversational English including colors, days of the week, and classroom objects. After working with the ESOL teacher they would return to working on their writing either independently or with Ms. Thompson. Ms. Thompson's groups were given varying levels of support with some students verbally telling her about their illustrations and she would write their words on a sticky note for them to copy. For some students she would write one or two words while for others she would write the complete sentence. Students who were not working with a teacher led group had a difficult time with writing and focused on illustrations. Students frequently worked together to create their illustrations and writing. When working together the students conversed in Spanish but were writing English words.

Writing was the last subject of the day for Ms. Thompson and each day the lessons ended with students collecting their writing folders to turn in and a transition into packing up. There were no closings or share outs to end the writing lessons. The Mini-Lessons frequently lasted longer than the anticipated ten to fifteen minutes in the teachers' manual and the afternoon announcements began during the work period during my observations.

I observed both Ms. Johnson and Ms. Garcia guide their students through a variety of opinion writing topics. Each teacher used similar strategies and structure in their writer's workshop, but there were several differences in approach that distinguished each participant. Each teacher provided their students with anchor charts, word walls, and writer's checklist that did not come from the Lucy Calkins teachers' manual. The lessons chosen came from the Lucy Calkins teachers' manual, but each teacher chose different topics for their students. Ms. Johnson chose generic topics that might be familiar to any children including princesses, restaurants, and pets. Ms. Johnson's Mini Lessons revolved around writing her own example and using a shared writing strategy to work on her example. She included sentence stems that students practiced verbally with partners before sharing with her what they thought she should write. After practicing in whole group students would move to their desks to do the same thing about their own topic.

The work period of the workshop was similar for Ms. Johnson and Ms. Garcia, with the majority of students working in their table groups and a small group being instructed by the teacher. Both teachers worked to redeliver the Mini Lesson to the groups they gathered, and Ms. Garcia instructed students in Spanish on occasion. During the work period each teacher provided students with a graphic organizer that was similar to the one observed in kindergarten. Each day students had a goal of working through one part of their graphic organizer.

The closings of each writer's workshop were exciting for both first grade classes. Each day, between five and ten minutes before the end of the writer's workshop the students gathered on the carpet. Some days individual students shared in front of the whole class and other days students shared with partners, but each day students were able to share or discuss their writing.

The lessons I observed in fifth grade combined teaching points from multiple Lucy Calkins sessions but did not follow the procedures from any of them. The first day of observations

happened to be the day students were writing concluding arguments to their writing pieces. Students had graphic organizers on their desks that were completed by most students up to the conclusion section. Ms. Walker opened up the class by reviewing the graphic organizer and emphasizing that the conclusion paragraph should draw connections from students' earlier paragraphs. She then prompted students by asking what they know about lawyers and courtrooms. This provided an opportunity for several students to share what courtrooms looked like and what the purpose of a lawyer and judge was. The main point behind Ms. Walker's example was to demonstrate that lawyers make arguments to a judge to convince them of their opinion. Ms. Walker then showed students a short video of a lawyer in a courtroom giving a closing argument. After a discussion of what students noticed in the video she then instructed her students to take a few minutes and think that if they were in a courtroom and they only got one more opportunity to say something, what would they say? Students shared out, and then transitioned into the work period of the lesson. During the work period students worked with "peer tutors" to draft their conclusions. Both Ms. Walker and the ESOL teacher worked with small groups at their kidney tables during this segment.

Week two of observations was the beginning of a new writing piece that lasted through week-six of my observations. During the time period of my observations the class was studying the Civil Rights movement in social studies. Ms. Walker selected three passages to share as mentor texts for the research-based argument essays. The first passage's content was on Martin L. King Jr., the second Malcolm X, and the third was a comparison of Martin L. King Jr. and Malcolm X. Ms. Walker opened up the first day's lessons by introducing the goal of the readings as being to examine MLK Jr. and Malcolm X's different perspectives on Civil Rights. Using the

mentor texts as evidence, students would soon be moving into their own writing. With their partners, students were directed to annotate in the margins and discuss the viewpoints represented, connections and/or ideas they had with their partners and write these down as notes.

In addition to the changes of topic choice, teacher participants also made additional modifications and implemented different strategies to their teaching of the Lucy Calkins writing program. In the section that follows I will further examine these changes.

Discussion: Explanations of Modifications

There were several changes made to the Lucy Calkins writing curriculum that all participants made in the lessons I observed and that they discussed making from the teaching manual to their lessons during their interviews. The primary changes made were reminiscent of the obstacles faced in finding two and included: topic choice, pacing, and changes in instructional materials. Other changes included offering primary language support and including strategies for multilingual students. During the course of making these changes, teachers made choices through a sociocultural approach. Questions they frequently asked themselves included what prior knowledge will my students have concerning this topic or how can I make a connection to my students' experiences in this lesson?

Supplemental Materials

All participants in this study introduced additional materials and instructional strategies to those discussed in the Lucy Calkins teachers' manual. Common materials introduced by participants included sentence starters and graphic organizers. Additionally, all participants made considerations concerning their students' language development.

When asked about her considerations for her students' cultural and linguistic backgrounds, Ms. Thompson said that she does a lot of planning that considers her students' language

development. Using sentence starters is a strong way to support her students beginning to express themselves in English and she says that she works to get students talking before writing. It is also important to make sure that students have a connection to what they are writing about because the more knowledge they have, the more likely they will have vocabulary about it. She continues to think about what her students know when she is choosing which lessons to cover, and she says that she asks herself what knowledge or experiences her students do have before beginning a topic.

Ms. Garcia and Ms. Johnson also used a lot of sentence starters with their first-grade students. Ms. Garcia elaborated that students may learn some content specific vocabulary, but they have a hard time putting all of their words into complete sentences. Sentence stems give them the tools to get something down on paper. Ms. Garcia says that she also finds it better to use graphic organizers with her students because it works as a brainstorming. Students work by creating illustrations first and labeling. They can then write about the illustrations and begin to combine the different pages into a story. Ms. Johnson adds that using illustrations is also a positive way for students who are new to English to get their thoughts on the paper and begin developing stories.

All participants introduced graphic organizers with each writing piece that they did. The fifth-grade teachers' manual called for session two to be a flash draft. A flash draft is where students begin to write their thoughts without brainstorming and planning. Students are intended to write and get everything out. Ms. Walker specifically addressed this idea and intentionally skips this session. Ms. Walker says that she used graphic organizers because they're, "a visual construction that helps them make their paragraphs and make sense of their essay." She further discussed that when looking at the teaching manual she felt that the lessons instructed her to tell students to begin writing but she did not feel like she had given them the tools to do so.

Home Language Support

Offering support in students' first language is also something all teachers in this study encouraged. During observations, I observed students translating for one another in every class and during the work period many student conversations were in Spanish. When introducing new vocabulary Ms. Johnson encourages students to teach her the new word in Spanish. Ms. Garcia does the same and as a Spanish speaker she often translates new words or concepts into Spanish for her students. She says that "I don't teach in Spanish. But sometimes if there is a word in English that they don't know, but they might know in Spanish. I'll tell them the Spanish word and I think that helps them." Ms. Walker contributed that often students have ideas but may struggle to express themselves in English, so she encourages students to discuss with classmates in Spanish and for certain students they do some of their writing pieces in Spanish first. She says this is important because some students

> have these great ideas in their mind and they may even have them in Spanish, but they don't have the English just yet. So, if they are able to talk to their friends, their neighbors about okay, what's this word or how do I say. You know they are able to construct writing pieces. I believe they are maybe able to do it in Spanish, but they are not able to do it in English. So, we are like providing another aid to them to equalize their language usage.

The common theme concerning students' home language is that teachers viewed it as a resource to make connections and build upon when teaching.

Finding 3 Summary

Teachers' experiences with incorporating students' funds of knowledge into the scripted writing program came largely in the form of modifying the program itself. During the course of

these modifications teachers made many attempts to make lessons more culturally relevant and responsive to students' multilingualism. However, there were not many instances of teachers' incorporating students' funds of knowledge within the scripted writing program.

The teacher participants in this study actively modified the Lucy Calkins Units of Study to meet the needs of their students. During the implementation of the Units of Study, participants faced obstacles and their modifications were made in response to these obstacles and as an attempt to meet the needs of their students. The modifications made were done in a positive manner with the intent to create lessons that better met the needs of students. The primary changes made were the changes to topic choice and pacing, while modifications were added to the Units of Study including the addition of supplemental materials and acknowledging/supporting students primary home languages. Teachers made a strong push to make lessons more culturally relevant for their students by focusing on topics they felt students would have background knowledge and sometimes that were local. Additionally, the allowance of student choice was important for allowing students to make their own connections and build upon their own experiences. There were many instances that demonstrated teachers' attempts to make lessons more culturally relevant for students, however, there were less instances that addressed the concept of funds of knowledge. In this study, funds of knowledge are detailed as specific funds that relate to household well-being including social, economics, and skills-based.

Findings Conclusion

After analyzing data from sources including interviews, observational field notes, and collected documents, three key findings emerged. Teachers' experiences, both in their personal backgrounds and training, affected how they implemented or approached implementing the Lucy Calkins Units of Study. Teachers encountered obstacles incorporating students' funds of

knowledge into the scripted curriculum. Lastly, teachers actively modified the scripted program

to meet students' needs. In Chapter 5, I will discuss these findings in relation to this study's re-

search questions, connections to literature, implications of these findings, and ideas for future re-

search.

5 DISCUSSION

Introduction

Using an intrinsic case study approach, I observed and interviewed four elementary teachers for the purpose of examining their experiences using a scripted writing program with multilingual students. Additionally, I analyzed documents including teachers' lesson plans and the scripted writing program manual. Over the course of eight-weeks I sought to answer this study's research questions:

1. How do teachers approach implementing a scripted writing curriculum with multilingual learners?

2. What are teachers' experiences with incorporating multilingual learners' funds of knowledge within a scripted writing curriculum?

3. What opportunities and obstacles for incorporating students' funds of knowledge arise in the usage of the scripted writing units with elementary multilingual learners?

Throughout this chapter I will discuss this study's findings in relation to its research questions, literature review, implications, and considerations for future research. The three key findings within this study were:

1. Teachers' experiences, both in their personal backgrounds and training, affected how they implemented or approached implementing the Lucy Calkins Units of Study.

2. Teachers encountered obstacles incorporating students' funds of knowledge into the scripted curriculum.

3. Teachers actively modified the scripted program to meet students' needs.

Approaches to Implementation of the Program

Teachers in this study approached implementing the scripted program with multilingual students in similar ways. Over the course of interviews participants discussed in detail both their personal experiences in their schools and the surrounding communities and how this impacted the way they approach working with multilingual learners. This section will detail participants' experiences and how these shaped their implementation of the scripted program with their multilingual students.

Personal Experiences

Chapter 4s findings demonstrated that teachers' experiences in their personal lives, and teacher preparation had a direct impact on how teachers approached incorporating students' funds of knowledge within a scripted writing program. Teacher preparation was discussed by each participant and was found to be of significance each participants' preparation for implementing a scripted writing program with multilingual learners. For example, Ms. Thompson stated that she loved her undergraduate program at North University, but it did not prepare her at all for teaching at East Elementary. She says if she was in a school that was similar to her experiences growing up that she might have been more prepared. Ms. Walker often draws upon her experiences working with English learners in Korea when thinking of strategies for working with her students, but she also says she took an untraditional route to becoming a teacher without formally student teaching. For both Ms. Thompson and Ms. Walker, their preparation for teaching influenced where they stand when preparing for teaching their students. Ms. Johnson and Ms. Garcia reported more comfort with beginning to teach, with ample student teaching experiences. Yet, Ms. Johnson notes that as much as you can prepare and practice, there is still something different about being in charge of your own class. Ms. Garcia also credits her relatability to her students' experiences as a positive impact on her preparation for teaching her students.

Of significance to this study's guiding research question is the concept of funds of knowledge. A key component of Moll et al. (1992) research on funds of knowledge was home visits and this was something participants were asked to discuss during interviews. Only Ms. Walker has been on a home visit, with Ms. Johnson and Garcia citing that their school administration discouraged home visits. Ms. Thompson did not visit a student's home but had some experiences in the community that impacted her perception of her students. For the teachers who were able to visit students' homes there was a significant impact, as related by Ms. Walker.

One experience in particular defined how Ms. Walker views her students and it stemmed from a home visit. After which she said, "I now understand, like the factors that come into play when I was able to go and talk to his mom and see his sisters and see the other kid that was there." To elaborate on this comment, she meant seeing the apartments and how families share within one apartment opened up her eyes to the struggle and what was normal to students. Further, Ms. Walker stated:

> I would say this made me more conscious, about you know, I mean people always say these kids have a lot going on, but until you are able to actually see what's going on I don't think you can really plan for it and I don't think you can really understand what's going on until it's like right there in your face.

Ms. Walker elaborates that students share things from their lives and as a teacher she tries to acknowledge and find ways for students to address things through her lessons and when planning. Ms. Walker's experiences in visiting her students' home led to her reflecting more upon her students' lived experiences. This knowledge serves as a stepping stone in the concept of funds of knowledge. Further investigation concerning how families operate and provide economic stability within their communities would be beneficial to gaining a true understanding of

her students' funds of knowledge. However, the initial home visits serve a purpose of encouraging Ms. Walker to consider what she knows of her students when planning for instruction.

Ms. Thompson has also had many experiences within the community surrounding the school and frequently sees students when grocery shopping or going to the gym. Something that further opened her eyes was when she visited several apartment complexes. In the process of putting out flyers for a lost cat, she and another teacher decided to visit the apartment complexes where her students live and hang flyers. They did not go into any of the students' apartments but in the common areas they were able to see and talk to several students and parents. She says that "being able to see where they live definitely gives a perspective to what they have at home." This change in perspective has also led her to think more about what her students' lives are like when she plans for them.

While these home visits were not made with the same intentions as the funds of knowledge study, the lasting impact they had was that the experience was in teachers' minds as they planned for their students. As Ms. Walker stated, "I try to take into account what I want them to accomplish at the end of the day and then I think about how I can help them accomplish that, and how can I make it relate to them and how can I make it make sense to them?" As Gonzalez et al. (2005) emphasize by taking advantage of the household and community knowledge available, teachers can design more effective instruction. The lasting impact of home visits are reminiscent of the development of teacher relationships described by Moll et al. (1992) and how teachers may develop thicker relationships with students when they bring in their funds of knowledge to school. Ms. Walker emphatically described her relationship as changed with the student whose home she visited. She says her communication with the student has both increased

and become deeper. The student frequently shares with Ms. Walker about events occurring in his home and community life.

In contrast to teachers from East Elementary School, both Ms. Garcia and Ms. Johnson had minimal experience with home visits. Ms. Garcia described that she had done home visits with a student before who was ill and was completing Hospital-Homebound coursework, but overall, she says that her administrative has not seemed supportive of home visits whenever the topic has risen. The lack of visiting of homes and time spent in the community is in stark contrast to the funds of knowledge study where the knowledge gained from students' homes and families played an integral role in the integration of students' experience's into school.

Lesson Planning

Teachers approached lesson planning armed with their own experiences and with their knowledge of their students. By examining how teachers' planned for instruction, I sought to answer research question one: How do teachers approach implementing a scripted writing curriculum with multilingual learners?

Over the course of the study, commonalities emerged amongst all participants concerning their planning for implementation of the program. All lesson plans were compatible to the school districts template that includes an opening, work period, and closing. Noticeably all participants' lesson plans included both additions and subtractions to what the teachers' manual called for. Additions that were frequently added included additional anchor charts and supplemental materials including sentence stems, readings, and graphic organizers. Vocabulary was more explicitly listed, particularly in Kindergarten lesson plans. Similarly, to the Lucy Calkins sessions the mini lesson topics and teaching points were listed in the lesson plans but they were

frequently changed. The pacing was changed by all participants and there was no inclusion of the scripted sections from the Lucy Calkins sessions.

This study shows that both personal experiences and training have an impact on how teachers approach implementing a scripted writing program. Personal experiences, including family demographics, exposure to diverse groups of people, and teacher preparation shaped the lens through which participants in this study viewed implementing the scripted writing program. The lack of training also played a role in teachers' approaches. The different approaches taken by participants were demonstrated through teachers' lesson plans and the actions they took to meet the needs of multilingual learners within a scripted writing program.

Teachers' Experiences Incorporating Multilingual Learner's Funds of Knowledge Within a Scripted Program

The second research question this study sought to examine was what are teachers' experiences with incorporating multilingual learners' funds of knowledge within a scripted writing curriculum?

Over the course of interviews and observations, I identified several instances that occurred amongst all participants concerning their experiences in implementing the Lucy Calkins Units of Study. Many of the instances came in the form of changes teachers made from the teachers' manual, to their lesson plans, and finally into what they actually did in the classrooms with their students. Many of these changes stemmed from teachers initial implementation of the writing program with fidelity and their observations that many of their multilingual students were experiencing difficulties. Participants voiced these difficulties during interviews as problems with pacing and relevancy of topics to students. Faced with these difficulties, the partici-

pants in this study began to make modifications and changes to how they used the scripted program with their students. Many of the modifications made came from teachers' experiences working with their students and were made with the intent to make a connection to students' lived experiences and build a bridge between students' and the scripted program. It is of significance that the majority of changes made were done to make content more culturally relevant to students and few changes accessed specific funds of knowledge students may possess.

Similarly, to (Flint & Fisher-Ari, 2014) teachers made changes in pacing, topic choice. The usage of script was a direct issue that contributed to issues with relevancy. Even with the teachers' manual noting that teachers may change the topic, when mandated to use the scripted program as is participants reported a disconnect to students. As administrative positions at both participating schools changed, participants reported feeling that choosing alternative topics was beneficial to students. Similarly, to Dworin (2006) instead of using topics that were predetermined the use of topics that were relevant and acknowledging of students' cultural and linguistic knowledge made for greater student connection to material according to participants. It is noteworthy that in contrast to Feinberg (2007), which directly examined the implementation of the Lucy Calkins Units of Study in New York, this study shows that schools lessoned the mandatory application of the units and began to allow for greater teacher choice. In contrast, Feinberg describes the increasing controlled nature of the implication of the program in New York schools.

<center>**Opportunities and Obstacles**</center>

The third research question this study examined was what opportunities and obstacles for incorporating students' funds of knowledge arise in the usage of the scripted writing units with elementary multilingual learners? This study sought to examine specific funds of knowledge, including social, economics, and skills-based that relate to a households well-being. This study did

not seek to examine the incorporation of students' culture broadly into curriculum, but knowledge that is socially constructed and is informed by family skills and material knowledge. Moll et al. (1992) examined how families create thick, multi-stranded social environments, similarly to La Comunidad, that contribute to the transfer and exchange of funds of knowledge. It is in this sense that this study examined the incorporation of students' funds of knowledge within a scripted writing program. It was my positionality, developed from my owen experiences and shown in literature, that instruction that seeks to incorporate students' funds of knowledge will be more effective (Moll et al., 1992; Vélez-Ibáñez & Greenberg, 1992). Because of these beliefs I felt that I would be able to observe instances of students' funds of knowledge or at least opportunities where they could be applied.

From this examination, this study demonstrated that teachers actively sought to incorporate students' cultural and linguistic knowledge into their writing lessons. They did so through incorporation of student choice in topics, inclusion of examples relevant to students lives, and supporting students language development in both Spanish and English. However, specific knowledge gained from experiences within students' homes and with their families was not seen frequently. Some teachers in this study had experiences within the students' homes and community but they did not enter these domains with the intent to gain understanding of students' funds of knowledge and did not have prolonged experiences. In addition, teachers from West Elementary reported that the administrative position was not supportive of teachers conducting home visits, which were an integral part of Moll et al.'s (1992) study.

In a sense, this study found many ways that teachers' strove to meet the needs of their multilingual students through approaches that valued and recognized students' cultural and linguistic backgrounds. A few instances occurred of teachers' delving into students funds of knowledge, which will be discussed further in the next section.

Opportunities for Accessing Students Funds of Knowledge

Many decisions made by participants in regard to implementing scripted curriculum were influenced by their personal experiences, as well as their experiences with their students and the surrounding community. From these experiences, participants then worked to modify topic choice, make lessons more relevant and incorporate strategies that addressed their students' cultural and linguistic experiences. From a social constructionists lens, teachers in this study recognized that there are multiple social environments informing their students construction of knowledge. Social constructionism also posits that people attempt to situate new information within information we already know (Berger & Luckmann, 1966). As a result, teachers in this study made conscious attempts when modifying topic choice to use ideas that were familiar to students so that they may use those ideas as building blocks to construct new knowledge.

Key aspects of a social constructionism stance were evident in teachers' lessons including the concepts of contextualizing the learning, making input comprehensible and acknowledgement of the impact of language in the construction of knowledge. Teachers in this study contextualized lessons through changes made to topic choice. Social constructionism posits that people build upon their prior experiences and everyday knowledge. By taking students everyday knowledge, the teachers in this study had a building block to make connections to. It would be difficult to construct new knowledge when it does not connect back to students' experiences. To make the content comprehensible, all teachers in this study made modifications to materials in

the lessons. Materials introduced included visuals, anchor charts, graphic organizers, and sentence stems. Further, to support student's language development, all teachers modified the pacing of the lessons and in some instances, participants omitted certain lessons due to topic choice that they felt was not relatable to students or did not address their needs. Vocabulary acquisition was discussed frequently by Ms. Thompson in Kindergarten and Ms. Johnson and Ms. Garcia in first grade. Teachers in this study mentioned during interviews the importance of teaching students vocabulary and working through topics that students had prior vocabulary about. A common strategy for teachers in this study was for students to understand new words in both Spanish and English. Sentence starters also served to provide familiarity with high frequency words and opportunities to practice speaking, reading, and writing.

From the analysis of teachers' lesson plans and their actions during teaching, it was apparent that this study's teachers incorporated strategies that valued students' experiences and linguistic knowledge and are consistent with a social constructionists stance. Specifically, aspects of de Jong's (2011) Principles of Schooling for Multilingual Students were incorporated in lessons.

De Jong's first principle is the creation of an environment that respects linguistic differences. This was evident within all teachers' classrooms with the acknowledgement of students' home languages and the view of bilingualism as an asset rather than deficit. Specifically, both Ms. Walker and Ms. Garcia commented during their interviews that allowing time for students to discuss and plan or to offer direct translation of vocabulary provided a deeper understanding of the lesson for some students. The second principle is that educators recognize and create a purposeful approach to students' linguistic and cultural knowledge in their classrooms. Through lesson planning and modifications of lessons teachers demonstrated an understanding of students'

knowledge and how to use students' knowledge as an asset. Building upon this step, principle three emphasizes the incorporation of students' linguistic and cultural knowledge in the classroom. Teachers demonstrated this through encouragement of conversation and writing in students' primary language and the incorporation of student voice in topic choice and teaching points. The final principle is the creation of an environment that does not force the assimilation of linguistic and cultural minority students into an existing system. The modifications teachers made to the scripted program demonstrated that they did not want to continue with and reinforce lessons that were culturally irrelevant to their students and in contrast create an environment that builds upon students' funds of knowledge. These findings are supported by Dworin (2006) in his study that identified the benefits of a bilingual approach. Dworin's study emphasized that writing should focus on topics of relevance and the promotion of students' bilingual knowledge will be beneficial to students' learning.

An opportunity that was shown during observations of all participants was after the modeling of a Mini Lesson and Teaching Point students in all classes were allowed to choose their own topics. Teachers felt that by allowing students to write about topics they knew were familiar with they would receive a greater output. Particularly, in kindergarten and first grade, teachers felt that students would have a greater vocabulary and a starting point for their writing. Additionally, the allowance of students to choose their own topics provides opportunities for the teacher to learn from students (Street, 2005). Within his study, Street, argues that the allowance of student choice of relevant topics helps to build a bridge to students and promotes student engagement in lessons.

Within Moll et al. (1992) study, they specifically examined the social networks that connect families within different social environments. Within these networks they further examined

how these networks facilitated the exchange of resources. Of importance is the concept that these relationships are thick and multi-stranded, meaning families have encounters with people in different roles in the community. For example, a family member may be a part of a child's experiences in multiple ways as the person who attends their birthday parties and the person who teaches them a trade. Moll et. al posit that the roles individuals play in the transmission of funds of knowledge contrast with the thin relationships created in school where teachers do not often bring in resources from students' social networks into class.

In this study, instances that specifically accessed students' funds of knowledge, or sense made connections to activities and knowledge including social, economics, and skills-based that relate to a households well-being, included specific references to La Comunidad and immigration policies. Ms. Garcia and Ms. Walker both specifically reference and refer to La Comunidad in their teaching. La Comunidad is a community center for students at both East and West Elementary and is a center of both social activities and economic activities. Students experience many social outings and spend time at La Comunidad after school and on weekends. In addition, La Comunidad is also a place of employment for many students' family members. La Comunidad offers many services and both its' customers and employees live in the surrounding area. The concept of confianza (mutual trust) or reciprocity is evident in the workings of La Comunidad with many businesses coming in the form of booths or stalls and neighboring vendors often working in collaboration and offering support through trade and bartering. The referencing of restaurants and experiences students have within La Comunidad refer specifically to the activities and functions that directly influence the economic well-being of many students at both East and West Elementary.

A second instance of incorporating students' funds of knowledge occurred within Ms. Walker's teaching points on argumentative writing. Within her lessons, Ms. Walker focused her topic upon immigration, which draws upon many students' experiences and that directly impacts many students' families. Many students have first-hand experience with the workings of immigration and associated legal aspects. Within Moll et al's. (1992) research home visits were an integral part of data collection where teacher researchers sought to gain insight into their students' funds of knowledge. An example from Moll et. al is teacher researcher, Cathy Amanti's, discourse concerning her field work with a students' family. During her field observations she witnessed her student, Carlos, selling candy and in collaboration with another teacher she found a parent who was an expert in making candy. Using the insight she gained from her field observations she and her coworkers designed a lesson focusing on making candy. In my study, Ms. Walker did not gain her insight on students' knowledge through home visits but she was able to tailor her writing lesson to her students' experiences by listening to their discussions and allowing for student choice in topics.

Obstacles With Incorporating Funds of Knowledge

Regarding the third question that guided this study, teachers in this study faced several obstacles when implementing the scripted writing program with multilingual learners. In addition to obstacles with the program, teachers also faced obstacles incorporating students' funds of knowledge into lessons. The first obstacle facing teachers in this study was a lack of conceptual tools to actually incorporate students' funds of knowledge into the scripted curriculum. What this means is that most participants lacked exposure to the concept of funds of knowledge and were not supported by their schools to attempt learning more about their students and school commu-

nity. In addition, teachers faced a lack of training to implement the program, questionable appropriateness of pacing, and the ordering of units or lesson topics. Obstacles teachers faced for incorporating students' funds of knowledge included the relevancy of topics, and limitations to home visits for West Elementary School teachers.

Issues teachers expressed through interviews with the scripted writing program were consistent with the literature. Fisher-Ari et al. (2017) reported that a lack of training and access to materials was common in the implementation of scripted programs. Three out of four teachers reported that they had little to no training. At East Elementary, both Ms. Thompson and Ms. Walker taught subject areas other than writing in the scripted programs introductory phase, and as a result they did not receive training. During subsequent years once they began using the scripted program, they expressed that they still did not receive training and learned from colleagues. Ms. Garcia added that when she began using the scripted program she did not have the materials needed and had to rely upon making copies of materials.

The predominant issues expressed by teachers included the lack of relevancy with topic choice and the pacing of the scripted program. Similar to literature, school administrations played a large role in teachers implementation of the scripted program, however, in contrast to literature, teachers found over time that they were allowed more flexibility to modify lessons to meet the needs of their students. Literature, including Colombo (2018), de Jong (2011), & Durden (2008) emphasize that multilingual students of color's knowledge are marginalized in scripted curriculum. This was experienced by teachers in their early usage of the scripted program when implementing it with fidelity. Teachers expressed a disconnect between the lessons and their students and expressed their difficulty in implementing the program as written. Unlike Timberlake et al. (2017), this did not lead to teachers de-emphasizing making connections to

their students. In contrast, teachers in this study proactively sought to modify and make connections to their students. When given the liberty to make these modifications, teachers reported more positive feedback in their writing instruction which is reminiscent of Wyatt's (2014) study that reflected positive usage of a scripted program after teachers implemented modifications.

The lack of relevancy in topic also discouraged the incorporation of students' funds of knowledge. Funds of knowledge are socially constructed and rooted in historical and cultural conditions. Household funds of knowledge are often shown through families professional and skills-based knowledge related to labor or economics. These funds are often transferred generationally, and students arrive in schools with these funds of knowledge. A problem arises when lesson topics are not relatable to students' funds of knowledge because, as social constructionism emphasizes, people make meaning by making connections to what they already know.

Both document analysis and interviews correlated with literature discussed by Feinberg (2007). Document analysis showed that there were assumptions in the teachers' manual that students had certain prior experiences and funds of knowledge within some lessons. While the Lucy Calkins Units of Study may have been written with a sociocultural approach, with the increased rigidity of the implementation of the program, student voice and teacher choice are stifled. In a similar thread, teachers choice is removed through the mandatory usage of the program and lessons become stiff and rigid. The Lucy Calkins Units of Study may intend to promote student voice but instead they seem to have little consideration for diversity and fall into a common occurrence of adopting White, middle-class ideals (Smagorinsky, 2005). For example, when examining the kindergarten teachers' manual, the overview states that students "will bring their areas of expertise into the classroom," (Calkins et al., 2013, p. vii). In this instance the teachers' manual provides for an opportunity to incorporate students' funds of knowledge. Through interviews

with teachers it is shown that during the implementation of the program the topic choice within lessons is something that students do not have a connection to. The overview of the units speaks to a constructionist view of learning and a sociocultural approach to writing instruction. But during the implementation of the program teachers in this study felt the topic choices were not relevant and changes were needed.

In addition to difficulty connecting students' funds of knowledge to the teachers' manual, the participants from West Elementary faced an obstacle of administration discouraging home visits. A key aspect of the original funds of knowledge study was home visits, so that the teacher-researchers may gain a better understanding of their students and build stronger relationships with families. Teachers in this study were disadvantaged from accessing their students' funds of knowledge by being limited to access to the community.

Conclusions

Implications

This study's implications impact multiple aspects of K-12 education, including teacher development and curriculum development, along with future research. This section will explore in greater detail, the implications for each group.

The first key finding in this study was that teachers' experiences in their personal lives, including teacher preparation, and training to use the scripted writing program, impacted how they approach working with multilingual learners. This is reaffirmed through literature, specifically, Barros et al. (2020) reaffirm that preservice teachers' views concerning language and multilingualism affect their professional identities. Further, Barros et al. note the increasing importance of providing opportunities for preservice teachers to have experience working with second language acquisition and learning to make connections to students' cultural and linguistic

knowledge. Barros et al.'s comments are relevant to my study's findings because of the ways in which teachers approached making connections to multilingual students and implementing a scripted curriculum were influenced by their experiences. Through interviews with participants, it was demonstrated that teacher preparation programs were viewed as positive experiences, however, they were not seen as always adequately preparing teacher candidates for becoming teachers. Specifically, Ms. Thompson and Ms. Johnson emphasized the difficulties they had in adjusting to working with multilingual learners.

An essential research question of this study was what are teachers' experiences with incorporating multilingual students' finds of knowledge into a scripted writing program. Similarly, to Wyatt (2014) and the funds of knowledge study (Moll et al., 1992) teachers in this study found that they could design instruction that was more effective when it acknowledged and incorporated students' cultural and linguistic knowledge into classroom instruction. A next step is for teachers to explore and be trained in recognizing students' funds of knowledge. Students' funds of knowledge were touched upon in this study but not fully reached. Because of this study's finding that teachers' background experiences impact how they approach implementing a scripted writing program with multilingual learners, a need is highlighted for preservice teachers to be exposed to multiple teaching environments and trained in the concept of funds of knowledge before entering the work force.

This study also holds implications for school district curriculum development. Schools and school districts should be thoughtful when selecting resources for instruction and methods of implementation. While proponents of scripted curricula, including Squires (2014) and Martins (2014), emphasize the ability to maintain consistency and help novice educators, the question must be asked is if that is what is best for students? If students' experiences shape their

knowledge then instruction needs to be planned for by teachers' with their students in mind and not predetermined by a teachers' manual. If a program is implemented there is a need for curriculum developers to prepare and continuously support teachers. Teachers in this study reported a lack of support, training, and resources for implementing the Lucy Calkins Units of Study.

Finally, this study may be used as a guide to help shape future research. This study focused on two elementary schools with predominantly Hispanic students. To strengthen this study's findings the expansion to include different student demographics and age levels would contribute to the discussion. Continuing with the idea of demographics, something else to consider studying is the relationship between teachers' cultural and linguistic backgrounds and students. Over the course of this study, I noticed during lesson plan analysis and observations that the two white teachers often chose generic topics when modifying lessons such as princesses or chain restaurants. In contrast, the two teachers of color were more specific in their references to community areas and experiences of their students. Future research that delves further into the impact of teachers' working with students from different cultural and linguistic backgrounds as themselves and what impact this has on teacher's attempts to make connections to students' funds of knowledge would be beneficial.

Another gap in the literature when examining the topics of funds of knowledge, scripted curriculum, and multilingual learners is the inclusion of student voice. Feedback concerning students' opinions about topic choice and how they felt their experiences were included in the classroom would be beneficial information. A study that expands to focus on students' viewpoints of the lessons and feedback.

Finally, when conducting my literature review I frequently found literature on multilingual learners and funds of knowledge together. When I expanded to include scripted curricula

there was less mention of funds of knowledge and multilingual learners. Many studies that discuss scripted curricula do so without a focus on multilingual learners. Additional studies, that examine the experiences of multilingual learners within a scripted curriculum would benefit the existing literature. This study focused on teachers' experiences and examined their teaching practices and beliefs.

Limitations

Delimitations or choices that I made that defined the context of the study included examining one writing program within two school settings. The use of two school settings provided examples from multiple settings and in different learning environments. The participant sample size included two participants from each setting and participants from a variety of grade levels to develop multiple perspectives. Within qualitative research issues that can arise in researcher-participant relationships can include privacy, honest communication and misrepresentation (Sanjari et al., 2014). The concept of participant reactivity may have occurred in this study due to the participants from East Elementary knowing the researcher (Bloomberg & Volpe, 2012). There also was potential for interview responses to be influenced or changed. Not having a prior relationship or experience within the second school setting may have worked to limit the impact of these issues.

In qualitative studies a prominent limitation is researcher subjectivity and bias with assumptions, perceptions, and theoretical lens shaping the view of the research process. In this study, my familiarity with East Elementary and preconceived ideas of the Lucy Calkins Units of Study were a limitation for how I viewed observations. To counter this limitation, this study expanded to include a second school setting with participants I did not know prior to research. To counter the lens through which I viewed the scripted writing program, portions of the teaching

manual were described and shared in both my methodology and findings. Additionally, the use of multiple data sources including interviews, observations, and document collection served to provide multiple perspectives on the case. When presenting my findings, I was transparent with the description of my research design, data collection and analysis methods.

During observation, a limitation to using field notes to collect data was that I chose what to document when observing there can be issues with the accuracy of recording (DeWalt & DeWalt, 2011). To limit bias, triangulation of data sources was used to provide multiple sources and perspectives of the case. The use of a priori coding assumed that certain themes would emerge during data collection and it was of importance to document events as they occurred even if they did not fit with the a priori codes. In response, emergent coding was implemented to account for events that did not fit with the a priori codes.

Concluding Remarks

In conclusion, this study found that its teacher participants did not passively implement the scripted writing program with their multilingual students. This was expected after literature review emphasized many instances where teachers' responded to the constraints of a scripted curriculum. Some literature, in particular Timberlake (2017) emphasized that a scripted curriculum creates a lack of need for teachers to get to know their students, but a greater volume of literature demonstrated ways in which teachers counteracted the scripted approach to curriculum. I witnessed teachers take action to create more relevant lessons that drew upon students' cultural and linguistic experiences. Teachers stepped away from the scripted portions of the teachers' manual and made their own decisions with regards to the topic choices, pacing, and implementation of the program. Teacher agency was heavily demonstrated as a response to teachers' experiences and obstacles they faced with implementing the Lucy Calkins Units of Study with their

multilingual learners. Building upon their own teaching experiences and by connecting with their students' experiences, teachers in this study made a strong push to create writing lessons that were culturally relevant and acknowledged the cultural and linguistic backgrounds of their students. This contrasts heavily with the ideas of a scripted program that insist for all teachers and students to maintain the same pacing. Simply by getting to know their students, families, and communities in depth resulted in different funds of knowledge being revealed within each participants classroom and necessitates differentiated approaches and negates the idea of using a scripted program with the same topics and instruction.

Specifically ways in which teacher agency manifested included teachers identifying students' needs and making modifications to the scripted writing program. Participants consciously reflected upon their community experiences and their students' cultural and linguistic backgrounds. Additionally, teachers thought about resources and strategies that could be brought into the classroom. During teaching of the scripted writing program, teachers acknowledged students' cultural backgrounds and viewed their linguistic backgrounds as an asset. In contrast to ideals that proponents of scripted curriculum promote, that are teacher and test result focused, this study demonstrates strategies teacher participants used that are student focused and promote the incorporation of students' cultural and linguistic in schools. Much of the teaching observed in this study was done off script with the teachers' manual viewed as more of a resource than a script. Teachers in this study approached planning and teaching with their students' cultural and linguistic backgrounds first and loosely followed the scripted writing program. In Ms. Walker's case she disregarded the writing program in its entirety. Participants in this study demonstrated that the usage of a scripted program is inappropriate for meeting the needs of students and they worked to create instruction on an individual level that was tailored to meet the needs of their

students. Instances that highlight the inappropriateness of using a scripted writing program with multilingual learners include issues of pacing, topic choice, relevancy, and assumptions of prior knowledge and experiences.

While teachers aptly incorporated students' cultural and linguistic knowledge into lessons, specific household funds of knowledge were less frequently seen. Instances, that were present predominantly arose in teachers references of La Comunidad and fifth grade students' experiences with immigration knowledge. To provide further opportunities for incorporating students' funds of knowledge and instead of using a scripted program, I recommend schools should follow Vélez-Ibáñez and Greenberg's (1992) recommendations for increasing family and community outreach. By increasing family and community outreach, along with in-depth teacher training for understanding students' funds of knowledge instruction can be made that builds upon students experiences. In doing so, I believe more teachers can view multilingual learners linguistic and cultural backgrounds as an asset to be brought into the classrooms, rather than an obstacle to overcome. An additive approach (de Jong, 2011) that views students' backgrounds as an asset and building block to construct knowledge upon can be taken and as Gonzalez et al. (2005) surmised, schools can develop a more effective curriculum through embracing students' funs of knowledge in classrooms. Specifically, in this case the next steps that are necessary for teachers to truly access students' funds of knowledge are to provide in depth training and increased participation within the community. The visitation of homes will be able to provide teachers with a more specific idea of the household funds of knowledge students' possess and develop relationships that may encourage parent and community participation in the classroom. By immersing themselves further into students' social networks the participants can continue building their cultural competence and begin to design instruction in conjunction with students' social networks.

In regards to writing education in general, I do not believe the use of a scripted writing program is beneficial and in the months following this study's data collection new information has been published concerning the Lucy Calkins Units. According to APM Reports, the author and developer of the program, Lucy Calkins, has announced that both her reading and writing programs will be reviewed and undergo changes. This comes in a time when many school districts throughout the country are dropping her programs. Once schools move on from the scripted programs I believe they must now take the opportunity to reembrace a sociocultural approach to writing. This approach should focus on the social and cultural factors that impact students' writing and at the same time empower teachers to develop curriculum that actively responds to their students, families, and communities.

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APPENDICES

Appendix A

Initial Interview Protocol.

Part 1. Participant Demographics

1. Can you tell me about yourself, maybe a little about your family and cultural back-ground?

2. Can you tell me about your education and teacher preparation experience?

3. Can you tell me about your teaching experience?

4. When planning writing instruction, what considerations go into the lesson plans?

Part 2. Lucy Calkins

5. How long have you been teaching using the Lucy Calkins Units of Study?

6. What training did you have for using Lucy Calkins?

7. What is your opinion of the pacing of the Lucy Calkins Units of Study?

8. What do you think of the mini-lessons and teaching points in the lessons?

9. How do your ELL students respond to the mini-lessons and teaching points in Lucy Calkins?

10. Can you describe your experiences with your ELL students during the work period of the writer's workshop?

Follow Up Interview Protocol.

Part 1. FOK

11. How do you get to know your students each year?

12. Tell me about the contact you have with students' families throughout the school year?

13. Can you tell me about your experiences with the school's neighboring community?

14.   What do you think about conducting a home visit with your students?

15.   Describe (if applicable) your attempts at incorporating students' funds of knowledge or cultural and linguistic knowledge and experiences within school in any lesson or subject.

Part 2. Incorporation of FOK and Lucy Calkins

16.   How do students' funds of knowledge or cultural and linguistic knowledge and experiences factor into lesson planning?

17.   When implementing the lessons with students, what experiences have you had with making connections to students' funds of knowledge or cultural and linguistic knowledge and experiences?

18.   When implementing the lessons, what impacts your choices and opportunities to refer to or connect to students' funds of knowledge or cultural and linguistic knowledge and experiences?

Appendix B

Overview for Kindergarten Unit 3, *How-To Books: Writing to Teach Others*

Overview for Kindergarten Unit 3, *How-To Books: Writing to Teach Others*

	Session/Minilesson	Conferring and Small-Group Work	Mid-Workshop Teaching	Share
BEND I: Writing How-To Books, Step by Step				
1	Writers Study the Kind of Writing They Plan to Make	Welcome Approximations, Inviting Children into the New Work	Help Children Carry On with Independence	Compare How-To Writing with Familiar True Stories and Notice Differences
2	Writers Use What They Already Know: Teaching and Telling the Steps across the Pages	Varying Small-Group Methods and Structures	Writers Need Not Sound Out Every Word; Some Words They Know in a Snap	Checking Your Writing against the Anchor Chart
3	Writers Become Readers, Asking, "Can I Follow This?"	Anticipating that Some Children Will Need Scaffolds and Supports to Access High-Level Work	Writers Say It a Different Way If a Partner Doesn't Understand	Envisioning the Steps in a How-To Book and Revising If They Don't Make Sense
4	Writers Answer a Partner's Questions	Conferring with Writing Partners	Writers Not Only Revise Old Books; They Also Write New Books	Getting the Most Out of Extended Writing Time
5	Writers Label Their Diagrams to Teach Even More Information	Building Vocabulary and Developing Language	Writers Use the Detailed Words in Their Diagrams to Write Sentences that Explain Their Steps	Writers Read Their Writing with Expression
6	Letter to Teachers: Writers Write as Many Books as They Can			
7	Writers Reflect and Set Goals to Create Their Best Information Writing	Helping Writers Keep Everything They've Learned in Mind as They Work	Writers Want Feedback on Their Hard Work	Getting How-To Books into Readers' Hands
Bend II: Using Mentor Texts for Inspiration: Revising Old How-To Books and Writing New Ones				
8	Writers Emulate Features of Informational Writing Using a Mentor Text	Using Mentor Texts to Confer	Collecting Ideas from Mentor Texts: Using Capital Letters for Emphasis	We Can All Be Mentor Authors
9	Writing for Readers: Using the Word You	Helping Children Apply and Transfer Strategies for Spelling Trickier Words	Writers Are Resilient and Work to Solve Their Own Problems	Noticing More Ways Writers Talk to Their Readers
10	How-To Book Writers Picture Each Step and Then Choose Exactly Right Words	Supporting Students Who Need Extra Help Choosing Exactly Right Words	Partners Can Help Each Other Revise for Clarity by Listening to and Acting Out Each Other's Books	Writers Practice Picturing a Step and Choosing Exactly Right Words
11	Elaboration in How-To Books: Writers Guide Readers with Warnings, Suggestions, and Tips	Coaching Students to Use Many Revision Strategies, Not Just One	Adding Advice and Warnings for Your Reader	Writers Use Particular Words to Convey Warnings, Suggestions, or Tips
12	"Balance on One Leg Like a Flamingo": Using Comparisons to Give Readers Clear Directions	Gathering a Group of Writers with Similar Needs	Writers Can Use New Strategies to Revise Old Work	Writers Celebrate all They've Learned from Mentor Authors
Bend III: Keeping Readers in Mind				
13	Writers Write How-To Books about Things They Learn throughout the Day and from Books	Coaching Conferences	Getting Ideas for How-To Books	Thinking about Potential How-To Books Across the Day
14	Writing a Series or Collection of How-To Books to Teach Others Even More about a Topic	Helping Students Stay Independently Focused on Writing Work	Turning a Series of How-To Books into One Big How-To Chapter Book	Making Sure All Books in a Collection Go Together
15	Writers Can Write Introductions and Conclusions to Help Their Readers	Teaching the Writer, Not the Writing	When Necessary, Writers Unstick Themselves by Skipping the Introduction	Writing Conclusions
16	Using Everything You Know to Make Their How-To Books Easy to Read	Using the Information Writing Rubric (and/or Benchmark Samples) to Guide Conferring and Small-Group Work	Writers Look Back through Old Work to be Sure They've Finished All They Can	Celebrating Finishing the Class How-To Book
Bend IV: Giving How-To Books as Gifts				
17	How-To Books Make Wonderful Gifts!	Supporting Students as They Revise Books Selected for Publication	Choosing a Piece to Give as a Gift	Self-Assessment and Goal Setting
18	Preparing for the Publishing Party: Writers Do Their Best Work Now to Share It Later	Differentiating the Final Work of the Unit	Writers Add On to Their Own Checklists	Reading Aloud
19	Letter to Teachers: Publishing Celebration: Writers Are Teachers			