

Bean, T., & Rigoni, N. (2001). The impact of a multicultural young adult novel on intergenerational dialog discussion journals. *Reading Research Quarterly*, 36, 232-248.

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Summary: During a classroom reading of Soto's *Buried Onions* (1997), a group of ten high school sophomores exchanged dialogue journals on a weekly basis with members of a graduate content literacy course who were also reading *Buried Onions*. Through the examinations of these journal responses, researchers gained insight into the students' understanding of ethical and sociocultural issues through multicultural literature.

Assumptions:

- Close and interpretive reading provides an opportunity for students to draw relationships between text and their own lives.

Results:

- Students made connections between their lives and the story lines.

Conclusions:

- Because of the greater degree of critical examination of not only the factual aspects but also the sociocultural issues that were represented in the story, a greater degree of scaffolding and understanding was created.
- The intergenerational nature of the exchanges may have facilitated the great depth of understanding and scaffolding.

Suggestions for Teachers:

- Include discussion and /or written dialogue on multicultural literature to gain insight into students' ethical and sociocultural understandings.

Suggestions for Literacy Leaders:

- Provide access to multicultural literature.
- Provide professional development for teachers' effective implementation of student dialogue about multicultural texts.