

A LITERATURE APPROACH TO WRITING A
GRADE FOUR REMEDIAL CLASS

CENTRE FOR NEWFOUNDLAND STUDIES

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LINDA HOUSE



A LITERATURE APPROACH TO WRITING
IN A GRADE FOUR REMEDIAL CLASS

By



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A Thesis presented in partial fulfillment
of the requirements for the degree of
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ABSTRACT

The purpose of this study was to investigate the success of using children's literature as a stimulus and a model for creative writing with a group of grade four remedial students.

Selections from literature were read to the children over a five-month period and specific literary techniques in the stories were discussed and analyzed. The techniques studied were beginning, sequence, ending, names, characterization, title, sentence structure, vocabulary, dialogue, personal/emotional quality, and sensory impressions.

Samples of the students' own writings were collected and assessed to determine any indication of growth or improvement during the study. Analysis of their stories showed that all students in the group imitated some of the techniques that had been studied in the literature. The extent to which this occurred and the continued inclusion of the particular literary elements in their own stories varied among the children in the group.

A positive change in the students' attitudes towards creative writing was also detected.

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CHAPTER I
THE PROBLEM

Children in remedial classes exhibit difficulties in reading and their teachers spend a great deal of time and effort in attempting to overcome these weaknesses. These same children experience equally severe problems in writing skills. Unfortunately, rather than encouraging poor readers to write, teachers often keep to a minimum activities which involve independent writing (Smith, 1982).

Elementary students are rarely required to consciously consider the actual process of writing narratives, although such consideration would enable them to become aware of techniques they could employ in making their compositions more effective (Stewig, 1976). Students are often not aware of specific elements of writing such as figurative language, dialogue, descriptive vocabulary, and detail which they could use in their own writing.

When children are expected to write creatively, they frequently experience feelings of uncertainty about how to begin their story and what to write about (Nilsen & Greenwell, 1977). Many elementary students require ideas and suggestions to stimulate their thinking and to guide writing.

The writing produced by children is influenced by the writing samples that they read or hear and utilize as models (Allen, 1976; Hennings, 1976; Huck, 1979; Tiedt, 1970; Wilcox, 1977). The format and style used by elementary students in their writing resemble the format and style in their basals (Eckhoff, 1983). Remedial pupils are usually provided with basal readers which are on their instructional reading

levels and are, therefore, exposed to language patterns which are simpler than they are capable of handling. These books, however, are designed for younger children and contain sentence and story structure models which are too simple. If pupils are exposed only to this type of model, their own writings will resemble these simple stories. When these children listen to pieces of children's literature, they hear sentence structure and vocabulary which are more advanced than they read in their basal readers. For example, two paragraphs from the Open Highways reader Seeking Adventure read:

"Come on, Tim. Let's go!" Ronnie called. Ronnie was on his bike in front of Tim's house. He rang his bicycle bell to get his friend to hurry.
 Ronnie knew something was wrong when he saw Tim. "What's the matter?" Ronnie asked. "I thought you said we'd leave at eight o'clock."

In contrast, a paragraph in the children's book Amos and Boris by William Steig reads:

Swimming along, sometimes at great speed, sometimes slowly and leisurely, sometimes resting and exchanging ideas, sometimes stopping to sleep, it took them a week to reach Amos's home shore. During that time, they developed a deep admiration for one another. Boris admired the delicacy, the gemlike radiance of the mouse. Amos admired the bulk, the grandeur, the power, the purpose, the rich voice, and the abounding friendliness of the whale.

This book is very interesting and suitable for reading to a fourth grade class. The sentences are longer and more complex than those found in the basal reader. Also, the vocabulary is quite rich and vivid.

A problem for many remedial students is that they do not receive the writing instruction they require. Also, they may not hear or read quality literature which can stimulate ideas for self-expression as well as provide models of story and sentence structures, literary

style, and rich vocabulary.

Purpose

The major intention of this study was to expose a group of remedial students to writing models containing linguistic structures on an appropriate level of complexity and to encourage the children to use specific literary techniques in their own writing. This was accomplished by reading literature selections to the students on a regular basis. The discussions which followed the reading of the stories attempted to focus the students' attention on the specific literary techniques of plot, detail, characterization, and style used in the literature they heard. These activities provided opportunities for the students to become acquainted with a variety of writing patterns and devices which they were encouraged to use as models for expanding the format and style used in the stories they created.

A further intention of this experience was to expose the students to language and sentence patterns which did not occur in their natural speech or in their readers. When the children did write on their own, they had heard a variety of literary samples which they could use as models. They could imitate specific sentence structures and literary devices such as characterization and descriptive vocabulary, after hearing it in the literature.

Children's literature was also utilized in an attempt to inspire ideas for self-expression. The motivation to write frequently came from stories they heard and discussed.

An additional aim of this study was to stimulate interest and enjoyment in children's literature. Students listened to stories regularly from literature which they found interesting and appealing. These samples of children's literature were kept in the classroom, accessible to the students.

Need

Program of Studies, developed for 1986-1987 by the Department of Education, Government of Newfoundland and Labrador, states that the Open Highways series is available as a remedial language arts program for students in grades four, five, and six. However, the objectives listed in the Open Highways manuals do not mention developing proficiency in writing ability. The Networks program, used in the elementary classrooms in Newfoundland and Labrador, does contain a writing component and attempts to establish learning strategies for reading and writing. Therefore, the language arts program designed for elementary students functioning on, or near, their grade levels emphasizes writing as well as reading. However, the program designated for remedial students aims to develop reading skills but appears to neglect the writing component. Each individual remedial teacher must become responsible for planning and implementing appropriate writing activities.

All children in elementary grades need adequate opportunities to write. If writing activities are limited, as the children grow older their problems in writing will be compounded and their ability to

write will fall well below their potential. The child in the remedial class must receive at least as much time and as much instruction in writing as does the student in the regular classroom.

Limitations of the Study

Because this study was conducted as a case study rather than a controlled experiment, it could not be concluded that any growth or improvement in writing skills was directly caused by the writing program. There was no control group with which to compare the subjects.

Organization of the Remainder of the Study

Chapter II of this study contains a review of the related literature and is divided into three main sections, dealing with the use of literature as a model for writing, with using literature as a stimulus for writing, and with writing in a remedial classroom. The subjects, procedure, and evaluative criteria are identified in Chapter III. Chapter IV covers the analysis and evaluation of the writing samples; and Chapter V, observations and recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

The purpose of this study was to establish and implement a writing program using children's literature for a class of remedial students. This chapter is a review of literature related to this concern. The first section deals with the use of children's literature as a model for writing; the second is concerned with using children's literature as a stimulus for creative writing; and the third section considers writing in a remedial classroom.

The Use of Literature as a Model for Writing

Several educators have attempted to assess the effectiveness of using literature as models for writing. For example, in a study by Pinkham (1968), two groups of fifth graders received equal time for listening to literature and for writing stories. In addition, the experimental group received a series of lessons emphasizing the characteristics of good writing as exemplified in the books they heard. In one standardized writing test significant differences were found in favor of the experimental group. On the second test significant differences in favor of experimental groups were found only in the urban subgroup.

Glazer (1973) conducted a study to determine the effect of exposure to literature on students' ability to write stories. The students came from fourth and sixth grade classes and were divided into three groups.

Students in the first experimental group listened to selected books read aloud and participated in discussion in which the teacher, through questioning, called pupils' attention to the style of writing, the development of the characters, the plot structure, and the emotional quality of the story. Children in the second experimental group listened to the same set of books but did not discuss them. Students in the control group had no planned literature program and the books that they were exposed to were not selected on the basis of literary merit.

An analysis of students' writing revealed that in fourth grade the group participating in directed literature lessons made significantly greater gains than did either the group listening to literature or the group with no planned literature program. No significant difference was found between groups listening to literature and those with no planned literature program. There were no significant differences among any of the three sixth grade groups.

According to Glazer, the failure to find differences among the three groups of sixth graders may be attributed to the fact that a greater number of books was read and discussed with the fourth graders. Also, it is possible that the fourth grade students were more open to the ideas, or that their style of writing was at a more formative stage.

Glazer concluded that planned selection of "good" books read aloud, plus directed literature lessons based on these books, appears to be one method of enhancing pupils' ability to write.

From 1968 to 1972, Mills (1974) conducted a longitudinal study using children's literature as a springboard for teaching writing. Although the primary concern was pure enjoyment of the literature for its own sake, Mills was also concerned with determining what the

literature could accomplish as a model to help improve the students' own compositions. Using literature for illustrations, she provided children with instruction in such areas as sentence structure, morphology, figurative language, the differences between realism and fantasy, character descriptions, and vocabulary enrichment. Mills found that there was a positive difference in attitude toward writing and improved quality of written production among those in the experimental group.

Most elementary students do write in the language arts program but they are rarely asked to consider the actual process of composition and how they can make their own narratives more effective (Stewig, 1976). In attempting to overcome this problem, Stewig developed a program in which students were involved in conscious examination of the composition process as a means of improving their writing ability. To understand writing as a process, they considered characterization, dialogue, point of view, setting, and plot.

This program was based on the assumption that writing is a skill and, like all skills, it can be taught and improved, Stewig explained. Children's literature was used as the basis for writing lessons. By immersing children in literature, it was hoped that the knowledge they acquired about narrative prose would transfer to their own writing as students used literature as models. Rather than consciously giving the students large quantities of information, the teachers were instructed to draw out children's reactions to what was read. As well as the literature used as a basis for specific writing experiences, other selections were read solely for fun and enjoyment. Stewig stated that there is some informal evidence that this program is more successful in helping children become more effective

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writers than the approach commonly used in schools today.

Dinan (1977) developed a program in which students were introduced to authors and their works through listening to literature and hearing information about a specific author's personal life. While listening to a story, children were asked to discuss the author's style and techniques in the areas of characters, setting, and language. After hearing literature by two or three authors, children were asked to write or dictate their own stories. According to Dinan, students' initial attempts frequently resembled the stories they had just heard and were often a retelling of these. As the program continued and students were exposed to more literature, they began to develop their own style.

Dinan described the success of this program:

Because of the cumulative effect of these activities, this group of children became remarkably involved with creating and appreciating literature. "Writing books" became one of the most popular activities in our classroom, and many children professed a desire to pursue writing as a career. These children came to conceive of themselves as language-users as well as language-consumers. (p. 755)

In 1977 Moss planned and implemented a program for a group of six and seven-year-old children which consisted of two major components: exposure to stories with a common theme, and the production of creative writing as a natural extension of this exposure to literature. After listening to a story, students were asked questions to aid comprehension and guide discussion. Questions were also posed to draw attention to such specific elements of narrative as form, viewpoint, setting, the differences between fantasy and realism, characterization, author's purpose, and language. These elements would eventually become tools for production of students' own narratives. Using their knowledge of these

literary devices as a framework, students were encouraged to write or dictate their own stories. To incorporate literature into the language arts program in this manner, according to Moss, is to use literature as a "rich natural resource to help children develop effective writing skills and expand their capacity to express themselves creatively" (p. 537).

A writers' workshop was developed by Epstein (1980) to teach the structures and techniques of descriptive writing, characterization, adventure stories and tall tales, plays, autobiography, and reporting. The children involved were fourth through sixth grade students, most of whom were reading one or more years below grade level. During the sessions the literary structure or technique was introduced, a piece of literature was read aloud as an example, the students dictated a group story, then each child wrote his own example.

Epstein concluded that the workshop was a success because the students wanted to come, had a good time, enjoyed feelings of accomplishment, wrote with greater ease, and became increasingly more willing to handle the language creatively by using more imagery, descriptive language, and characterization. Also, students' interest had grown in reading the types of literature used in the examples.

In 1980 Duncan and McLeod designed a writing workshop for a group of seventh grade students. After listening to a piece of literature, students were involved in a targeted discussion of such literary elements as characterization, plot, sequence, vocabulary selection, and detail. This discussion was followed with writing assignments in which the literature selection was used as a model. Duncan and McLeod stated:

The assumption underlying the study is that active comprehension of a distinctive model of literature provides an awareness of the structure of narrative prose which transfers to the student's own writing. Guided verbal interaction focused on story elements brings about deeper understanding of prose construction. (p. 1)

Analysis of students' writing throughout this study indicated varied individual patterns of improvement in writing. Although the good writers showed progress as a result of discussion of narrative elements, the less able writers produced writing which indicated even greater growth. Duncan and McLeod felt that there was greater progress in the less creative students because they were adding new elements to their writing as they were becoming aware of them.

Hennings (1976) discussed the benefits of using literature as models in helping elementary students build writing skills. She stated:

... literature--in which fine writers have handled words skillfully to tell stories and paint word pictures--is a marvelous content for helping children handle words on paper. (p. 3)

Hennings found that literature could be used as an effective bridge to creative expression because it enables the student to gain stronger control over story and language patterns. According to Hennings, teachers who have used literature as models of writing and stimuli for creative expression, have found that it also heightens children's interest in literature.

Jett-Simpson (1981) pointed out that children experience several obstacles when writing a story and are often uncertain about how to plan and organize their writing. This is partly caused by the minimal amount of actual classroom time used to develop stories. Using stories in literature as model structures, Jett-Simpson explained, provides a

support for writing and helps children overcome difficulties with writing.

The use of literature as models for creative expression is advocated by Huck (1979). She stated:

Exposure to much fine literature of increasing complexity will provide children with a cafeteria of forms and examples from which they may choose models for their own writing. (p. 670)

According to Whale (1978) the direct teaching of writing techniques using textbook exercises is an inevitable experience of the school. She explains that one can use good children's literature to teach these skills as effectively as isolated exercises in textbooks, but in a context where children can relate the material to their own experiences.

One of the simplest, but perhaps the most important, requisite in learning to work with written language is to listen to children's literature (McCracken, 1980). When listing the benefits of exposure to literature, Wilcox (1977) stated:

Through good books prospective writers are introduced to form and structure which they will imitate when they begin to create their own stories and poems. Exposure to the fine writing in many children's books can constitute the foundation for a young writer's unique self-expression. (p. 550)

Wilcox pointed out that listening to good literature is probably the most profitable experience for children who are going to write. This is so, she says, because the knowledge gained about the form, structure, and style of literature are soon applied because children are quick to step from enjoying literature written by others to creating their own stories and poems (p. 550).

Golden (1980) contended that quality literature provides models of language in the areas of vocabulary, figurative language, more complex

syntactic structures and imagery. In addition, he points out that exposure to literature helps the child develop an awareness of writing as a natural process for communication.

Children's writing reveals their previous exposure to literature in the use of vocabulary, form, and content (Huck, 1979). According to Inabinette (in Maya, 1979), there is a direct correlation between the amount of exposure to literature and students' writing ability. For this reason, Maya contended that children of all ages should be exposed to literature often. Maya listed the profitable outcomes of reading to children. She said that reading to children:

... fosters their listening facility and enables them to develop sensitivity to language forms, including phonology, syntax, and semantics. It also helps them develop an appreciation for literature. (p. 814)

Allen (1976) also stated that the form and style of children's writing is influenced by what is read to them. He contended that when children hear and read many types of stories, they build a foundation for writing in different forms. Goodman and Watson (1976) said that children who hear prose and poetry written in a variety of moods and styles are being prepared to become authors.

As children listen to stories written by many authors, they are being exposed to sentence patterns and language which may not be characteristic of their natural speech or the language they encounter at home (Allen, 1969; Allen, 1976; Cloer, 1977; Lee & Allen, 1963).

Frequent exposure to well-written material helps students develop a sense of sentence which will enable them to construct their own effective sentences (Petty, Petty & Becking, 1976).

Listening to literature also familiarizes children with the

structure and pattern of narrative prose (Blass, 1979; Moss, 1977).

When students do become aware of the structure of the narrative, Auten (1983) explained, their own writing improves.

When listing suggestions for getting children to write, Applegate (1967) stated, "Read to the children every day if you would have them write" (p. 150). She explained that children can more readily write poetry and prose if they grow up hearing poems and stories. Stewig (1976) also encouraged daily reading to children. He stated:

Twenty minutes per day spent reading to children will result in better writing as they unconsciously assimilate aspects of what they are hearing. (p. 5)

If the literature is to be used to its full potential as a model for creative writing, the program must be planned and coordinated. Through carefully-planned experiences with literature, Moss (1977) explained, teachers can help students discover such literary elements as plot, characterization, setting, and style which they will utilize as tools in creating their own narratives. Careful planning of the presentation of quality selections that are chosen for specific purposes enables the teacher to take advantage of the offering of each selection (Tiedt, 1970).

Such a planned scope and sequence have not been characteristic of the presentation of literature in many classrooms. Loban (1966) stated, "In general, the inclusion of literature in elementary education has been at best irregular" (p. 746). Loban believes that if literature is a part of the elementary language arts curriculum it will advance the students' skills in all areas of the language arts: reading, listening, speaking, and writing.

It is important to have a planned literature program as part of the language arts curriculum but the teacher must also be ready to include incidental, enriching experiences with literature (Tiedt, 1970). A book that is selected spontaneously to tie in with what may be going on in the classroom, Tiedt explained, provides an enriching and stimulating experience which can be labeled "frosting on the cake" (p. 195).

When a literature program is prepared for implementation in a classroom, there are several precautions which should be considered. When describing how to use literature in the content areas, Troy (1977) stated:

We should be aware of the possible danger of making literature too much of a teaching-learning medium which could turn children off to all literature for fun. (p. 474)

Forell and Workman (1978) encouraged the study of such literary elements in a book as plot, setting, characters, and style which lead nicely into creative writing activities. However, they cautioned, "We are warned not to over-analyze literature with children" (p. 20).

According to Groff (1970), students can learn about the forms and conventions of a piece of literature, but educators must realize that "pupils neither grasp nor retain knowledge about literature at a consistent rate" (p. 308).

Wright (1974) warned that often when the topic and form are assigned to children for a creative writing assignment, the writing that results is not necessarily a true representation of the child's creative expression. She explained:

The simplification of the writing process through a prescription of form and theme may make it possible for a child to feel creative, but the creative work of organizing the flux of experience has been done by the teacher in prescribing form or technique. The child has filled out the form of the teacher's constructive imagination with the contents of his own imagination. (p. 550)

Wright (1974) stated that when a child reads a poem with the knowledge of a writing assignment to follow, his attention may be focused on the activity to follow rather than on the work itself. Also, a student may enjoy the reading of a particular poem but may not be interested in using it as a model or stimulus for his own writing.

Nilsen and Greenwell (1977) suggested that writing should not always follow the reading of literature.

Literature is for enjoyment and pleasure, and stories should frequently be read to children with no strings attached. Do not always follow the reading of a story with a writing exercise, and do not make the writing an onerous task or one that must be finished within a given short period of time. (p. 787)

They also state that it is unreasonable to expect every child in a class to write on every story read.

Summary

The studies by Dinan (1977), Duncan and McLeod (1980), Epstein (1980), Glazer (1973), Mills (1974), Moss (1977), Pinkham (1968), and Stewig (1976) suggested that students' writing improves as they are exposed to writing models through listening to literature and discussion of such specific literary elements as characterization, plot, setting, and figurative language. Pinkham (1968) and Glazer (1973) showed that a combination of listening to literature and discussion of the characteristics of good writing, as exemplified in the books heard, was

significantly more effective in improving the quality of writing than listening to literature only.

Glazer (1973) showed that listening to literature and discussing its features was a more effective means of improving the writing of fourth graders than that of sixth graders. Duncan and McLeod (1980) found that less able writers showed greater gains in writing when literature was used as a model.

Programs in which literature is used as models of writing have also been found to heighten children's interest in literature (Epstein, 1980; Hennings, 1976).

Exposure to well written material helps students develop a sense of sentence (Petty, Petty, & Becking, 1976), familiarizes children with the structure and pattern of narrative prose (Blass, 1979; Moss, 1977; Wilcox, 1977), and helps them realize that writing is a natural process for communication (Golden, 1980). Children's writing comes to resemble the writing to which they are exposed (Allen, 1976; Huck, 1979).

A literature program for writing must be well planned and coordinated (Loban, 1966; Moss, 1977; Tiedt, 1970) but must not attempt to "over-analyze" the literature (Forell & Workman, 1978).

Using Literature as a Stimulus for Writing

As well as providing models and examples for writing, literature can supply young writers with ideas for writing and serve as a stimulus for creative expression (Huck, 1979). "Imaginative writing-inspires writing" (Tiedt & Tiedt, 1967, p. 334). Stotsky (1982) stated that the major stimulus for writing should be the written language of others.

Wilcox (1977) pointed out that students' creative writing must begin with ideas and inspiration. Therefore, she suggested, "Saturate them with adventure, fun, excitement, and beauty to be found in stories and poems" (p. 550). Petty, Petty, and Becking (1976) stated that reading by the teacher and children is one of the best sources of ideas for writing. Such reading can provide a springboard for all kinds of imaginative writing. According to Uehara (1978), "People do not write in a vacuum" (p. 17). Listening to stories can serve to stimulate and promote the development of ideas and the expression of thoughts and feelings (Lee & Allen, 1963). There is some indication that children in the intermediate grades write more effectively as a result of vicarious experiences (Stewig, 1976). Therefore, Stewig stated, teachers are justified in using children's literature to motivate writing.

All writers encounter difficulties when starting a story, and books can give students the boost they require in overcoming this initial obstacle (Nilsen & Greenwell, 1977). Nilsen and Greenwell concluded that "the book triggers thoughts and frees the child's creativity" (p. 787).

According to Whale (1978), much of the writing done by elementary children is forced and artificial. This is largely due to the type of stimulation used. Whale stated that literature has the potential to provide children with a genuine desire to write. She wrote:

Children's literature, when appropriately chosen to match the interests and needs of the children in a particular classroom, can be a powerful source of stimulation for open-ended writing experiences. (p. 507)

Dinan (1977) found that listening to the works of a specific author, in combination with considering aspects of the author's personal life, was an effective means of inspiring children to visualize

themselves as authors and to create their own stories.

Donham and Icken (1977) and Abrahamson (1981) suggested that picture books could be used effectively to stimulate creative writing. After using picture books as a resource for ideas to stimulate writing with intermediate students, Donham and Icken stated:

As a result of perusing our collection, we submit that nearly any picture book can offer the teacher starting points for creative activities. (p. 555)

Wordless picture books can be a vehicle for enhancing writing skills with elementary students (Ellis & Preston, 1984). D'Angelo (1979) stated that writing skills of both young children and older students could be developed using wordless books. She explained that most picture books depict action clearly and, therefore, are easy to narrate. Abrahamson (1981) pointed out that these books provide a structure around which the child can create his own stories. Because wordless picture books provide a framework within which children can create stories and receive opportunities to be successful writers, D'Angelo explained, these books also foster positive attitudes about the writing process.

Summary

Children require some form of stimulation to inspire them to write creatively (Nilsen & Greenwell, 1977; Uehara, 1978; Wilcox, 1977). The stimulus for writing and ideas for creative expression can come from hearing children's literature (Huck, 1979; Nilsen & Greenwell, 1977; Petty, Petty & Becking, 1976; Stotsky, 1982; Whale, 1978; Wilcox, 1977).

Ideas for creative writing can also be found in wordless picture books (Abrahamson, 1981; Donham & Icken, 1977). These books provide a

structure within which the students can create stories (Abrahamson, 1981; D'Angelo, 1979).

Writing in a Remedial Classroom

More attention must be placed on writing in the remedial classroom (O'Donnell, 1980). Because children with reading problems usually demonstrate greater and longer lasting difficulties with writing skills, Gaskins (1982) stated that poor readers should be encouraged to write to enable teachers to meet the writing needs of these children. She felt that the remediation of the reading problem is usually given priority in the classroom to such a degree that there is often insufficient time available for the teaching of writing. Smith (1982) suggested that, in many remedial programs, writing is "tacked-on" for special occasions or as something different to do for a change of pace (p. 252).

To help the remedial student most effectively, reading and writing must be taught simultaneously, rather than emphasizing reading only (O'Donnell, 1980). Smith (1982) stated,

...integration of reading and writing, with attention to the interrelationship of the developmental aspects of each, might provide another avenue for assisting the remedial reader, as well as providing additional diagnostic data for the remedial teachers (p. 253)

If students are given opportunities to write, they will develop writing skills (Stotsky, 1982). Because writing improves students' understanding of written language, it will also improve their ability to read (Gaskins, 1982; Smith, 1982; Stotsky, 1982). According to Shuman (1977), the older student who is experiencing difficulties in reading

may overcome many of his problems in writing workshops.

Poteet (1978) studied the characteristics of writing produced by children with writing disabilities. He suggested that instruction should emphasize oral language. Students should listen to sentences that are well written so they can hear what "sounds right". Analysis of vocabulary, word usage, and sentence structure could follow. Poteet also explained that attention must focus on students' oral expression. There is a necessity to develop accurate oral usage of language in children before they can be expected to use the language correctly in writing.

Gillingham and Stillman (1968) explained that children who experience difficulties in writing encounter repeated failure and, therefore, come to associate writing with failure, not with freedom. Sager (1977) stated:

Since children tend to avoid and dislike what they cannot do well, there is a real need to help middle grade youngsters improve the overall quality of their written expression. (p. 760).

Mavrogenes and Padak (1982) suggested that disabled readers have writing problems because, in part, they do not normally read widely and may, therefore, be unfamiliar with the formal language of written narratives. These researchers said that children must understand the more formal aspects of written language while learning to read and write. They suggested that if remedial students simultaneously listen to and read material above their instructional level, they will become more aware of specific syntactic structures. This, Mavrogenes and Padak suggested, may help the students focus on what they have not learned about written language patterns.

Children's writing is influenced by what they read and by what is read to them. Unfortunately, Allen (1976) explained, poor readers are in school for many years before they can read anything worthy of being an influence on their own writing. The teacher can bring to life the author's style by reading aloud in ways that readers cannot when they are struggling. Allen concluded that a large amount of literature should be read aloud to these students to illustrate effective uses of language.

Children with limited writing skills may experience difficulty when attempting to put their thoughts and ideas into writing. Students who are not ready to write on their own can dictate their compositions to the teacher who can then transcribe these stories into writing (Maya, 1979; Moss, 1977; Nilsen & Greenwell, 1977). Dictation of stories, Moss explained, allows students to participate in the experience of creative expression although they may not have adequate writing skills. Gillingham and Stillman (1968) stated that dictation of a story by the remedial student is a very helpful stepping stone to creative writing.

Summary.

O'Donnell (1980) and Smith (1982) pointed out that reading generally receives more time and attention in a remedial classroom than does writing. Both of these researchers state that the most profitable form of instruction is integration of reading and writing. When writing does receive adequate attention and students begin writing regularly, their reading ability will also show improvement (Gaskins, 1982; Shuman, 1977; Smith, 1982; Stotsky, 1982).

When children experience difficulty with writing, they come to associate it with failure and will dislike it (Gillingham & Stillman,

1968; Sager, 1977). Through dictation of stories, poor writers are involved in the process of creative expression which eventually leads to individual creative writing (Gillingham & Stillman, 1968; Maya, 1979; Moss, 1977; Nilsen & Greenwell, 1977).

Remedial students do not read widely and are often unfamiliar with the structure and characteristics of narratives (Mavrogenes & Padak, 1982). Allen (1976) and Mavrogenes and Padak (1982) suggested that teachers should read stories to remedial students to acquaint them with the structure of writing and with effective uses of language.

CHAPTER III

METHODOLOGY

The Subjects

The subjects in this study consisted of six boys and five girls in a grade four remedial class in a school approximately twenty kilometres from St. John's. All children were based in regular grade four classrooms where they received instruction in all subjects excluding language arts, mathematics, and social studies. These students left their regular classroom for work in these three subject areas in a remedial classroom.

Procedure

The study commenced in January, 1985 and lasted for the following twenty-one weeks. For three of these weeks, it was not possible to have the writing lesson because of holidays and activities in the school which necessitated the cancellation of the language arts class. During the eighteen writing periods, the children were involved in composing sixteen writing samples. One of these eighteen writing lessons could not be completed during a single writing period and had to be continued in the writing lesson the following week. The first writing lesson involved only the study of a particular literary device in a specific piece of literature so the children did not have to compose their own stories during this introductory activity. Each writing lesson followed

a similar pattern. The particular book chosen for a specific day was introduced and read to the students. A discussion followed which directed the students' attention toward the literary element to be considered for that lesson.

Students were then instructed to compose a group or individual story or poem. They were reminded of literary techniques that had been studied in previous lessons and it was suggested that they attempt to implement these as well.

During their writing, assistance was provided with spelling when requested. Upon completion of their writing, students were encouraged to proof-read their compositions.

After a specific piece of literature was read, it was placed on a book table in the classroom to allow the students easy access to it. Also, students' stories were often placed on display in the classroom or school library.

Several of the earlier writing lessons involved group dictations. These dictations were carried out because writing lessons prior to the commencement of the study indicated that the majority of these children were uninterested in creative writing, and several disliked it. The dictations were carried out in an attempt to involve the children in a more enjoyable and less tedious form of story writing. A class composition was simpler to compose than one that was written independently. Also, the students seemed to enjoy creating a story that was a combination of ideas from several children and found it more interesting than writing individually.

A second purpose of the group stories was to supply students with direct examples of the procedures involved in story writing. During

these experiences the children were able to observe the writing of sentences and paragraphs to form stories. They could see the development and effective use of such elements as dialogue, setting, and sequence. This was particularly necessary and beneficial for the less able students.

For three of the lessons the children listened to a story which was played on a tape recorder. They were each given a copy of the book so that they could follow the reading. This provided for a combination of listening to the story and following the print.

Rationale for the Books Used

An attempt was made to select books which appealed to children of this age. Because the writing lesson lasted for only one hour, a second criterion for the selection of a specific book was the length of the story. It was necessary that the reading of the book, a discussion of a particular feature in that book, and the student writing be completed within a sixty minute interval. Therefore, the majority of the books were fairly short. Many books were also chosen because they contained an obvious illustration of a literary device to be introduced, such as descriptive vocabulary, sentence structure, or sensory images.

The first book used in the study was Witch on a Motorcycle by Marian Frances. This book was read to illustrate the use of emotional responses experienced by characters. It contained many statements indicating the changing feelings of the main character. At times these emotions were stated outright such as, "But as the days grew shorter and chill winds rustled the trees, Willie became increasingly disturbed."

In other instances her actions or speech indicated her feelings. Examples of this are, "Drats. Cats." She stamped her foot." and "... she pulled out her handkerchief and blew her nose heartily, to catch a big tear." This book was also fast-moving and humorous which appeared to be of interest to children of this age group. Another advantage of using this book was that a taped-recording of the story and several copies of the book were available. This allowed students to follow the text while listening to the story.

The book Rosie's Walk by Pat Hutchins was chosen because of its sentence structure. The book was one lengthy sentence containing a series of prepositional phrases. It read:

Rosie the hen went for a walk
 across the yard
 around the pond
 over the haystack
 past the mill
 through the fence
 under the beehives
 and got back in time for dinner.

This was a short book which served as a relatively easy model for the students to imitate. It also contained very humorous and interesting illustrations of a fox following Rosie around the farmyard.

Runaway Ralph by Beverly Cleary was selected as a longer story to read to the students each day for several weeks. It was chosen because of its interest to children as well as its high literary quality.

The book Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorist was read and discussed during the study. This book contained a description of the situations in which the main character became involved during a specific day. The sequence of events in this story was considered. It was also selected because of the

humour involved in each situation and its use as a motivator for student compositions of similar stories.

The Country Noisy Book by Margaret Wise Brown was used to illustrate the use of sensory images in a story. This story contained an abundance of words describing auditory impressions.

Margaret Wise Brown's book The Runaway Bunny was selected for use in the study because of the sentence structure and dialogue contained in the story. There were several rather long sentences beginning with the conjunctive "if." One example from the book is, "If you become a little boy and run into a house," said the mother bunny, "I will become your mother and catch you in my arms and hug you." Examples of effective and appropriate dialogue could also be studied because the entire story was a conversation between a rabbit and his mother. Through listening to this story and studying the sentence structure and dialogue, it was felt that students could then be encouraged to incorporate these two elements in their own compositions.

I Can Read About Paul Bunyan by Anderson was intended as an effective motivator to stimulate student writing about situations similar to those described in the book. It was thought that the children would enjoy listening to the humorous exaggerations and would then feel inspired to create their own stories about Paul Bunyan. A taped-recording of the story and multiple copies of the book were available, enabling the students to follow the print as they listened.

How the Pig Saved the Day by Thomas Crawford was selected because of its fast-paced action and excitement. It appeared to be an appropriate story for which students could compose their own endings after hearing the first half of the story. Again, a tape and several

copies of the book were available.

Remy Charlip's What Good Luck! What Bad Luck! was chosen because it was an entertaining story as well as one containing a structure and sequence which would be interesting and easy to imitate. For example, this book begins:

What good luck!
Ned got a letter that said, "Please come to a surprise party."
What bad luck!
The party was in Florida and he was in New York.
What good luck!
A friend lent him an airplane.
What bad luck!
The motor exploded.

The Three Wishes by Jean Craig was used because of the characterization in the book. This story provided effective presentations of the wood cutter and his wife with statements describing these individuals and their actions and dialogue. This book was also thought to be an interesting story that the children could be stimulated to copy.

Amos and Boris by William Steig was read and discussed because of the large amount of descriptive vocabulary. Examples of the language in this book are "bursting," "savage," "immense," "daintiness," "overwhelmed," and "flung." After enjoying the reading of this story, it was felt that the children could study examples of the vivid words and then attempt to use more interesting words in their own compositions. Although the vocabulary was the primary rationale for selecting this book, it was also chosen because of the interesting plot and the characterization of the two extremely different individuals in the story.

Spring Is by Janina Domanski was used in this study because of

the descriptive vocabulary and sensory images found in the poem. The format of this poem provided a structure within which the students could write. This poem read:

Spring is showery, flowery, bowery.
Summer is happy, poppy, floppy.
Autumn is wheezy, sneezy, freezy.
Winter is slippy, drippy, nippy.

By replacing these adjectives with their own, students could create new poems. Attention was focused on the appropriate descriptions provided by the adjectives. It was suggested that students select adjectives that rhymed as in the model.

I'm Thankful Each Day by P.K. Hallinan was read to the group during the study. This book contained examples of sentences of greater lengths than the students used in their own writing. It also provided a structure which the students could easily model. Examples from the book are, "I'm thankful each day for the blessings I see and for all of the gifts that are given to me." and "I'm thankful for raindrops and soft summer showers." There was also a wide usage of descriptive vocabulary in this book.

Paul Shower's The Listening Walk was included to provide further examples of sensory impressions. The story was a description of sounds heard on a walk. Some examples are, "his toenails scratch the sidewalk", "The woodpecker sounds like a little hammer." It was also an appropriate preparation for the students' own walk where they could listen and observe sensory stimuli.

Jim and the Beanstalk by Raymond Briggs was selected because of the humor found in the situations described in the book and the possibility of its use as an effective stimulant for creating writing.

This story was very similar to the well-known fairy tale "Jack and the Beanstalk." It was felt that the students would enjoy this alternate version of a familiar story and would become interested in writing their own versions of fairy tales.

The characterization in Sam, Bangs, and Moonshine by Evaline Ness was one reason for selecting this book. It provided a thorough presentation of the main character's personality and the unfortunate circumstances which her behavior leads to. The conclusion of the story portrayed a change in the girl's attitudes and feelings. This book also contained excitement and suspense which the children would enjoy.

Several of Mercer Mayer's wordless picture books were chosen because of the story structure they could supply for the students' own compositions. These books provided interesting and humorous stories for which the students could compose their own narratives.

Writing Activities

Lesson One

Students listened to a tape of the story Witch on a Motorcycle, by Marian Frances, and followed in the read-along books accompanying this tape. When the story was completed the children were asked to describe the witch's feelings during the story. They discussed the witch's changing moods and the causes of these feelings.

Students were then asked to turn to specific pages in the book and locate a word or phrase on that page, indicating how the character felt. They listed these in their exercise books. They included: "quite content with her life", "happily," "increasingly disturbed," "stamped

her foot," "lonely," "sadly," "frozen with fear," "delighted," and "a sigh of relief." The students discussed the use of words to show how characters felt.

This initial lesson did not involve the writing of an actual story but rather, the study of a specific literary technique which adds interest and quality to stories. For this first lesson students were introduced to the idea of studying a literary device without the pressure of composing their own stories.

Lesson Two

The book Rosie's Walk by Pat Hutchins, was read to the class with the book held in a manner which enabled all students to view the illustrations. During this initial reading, there was no discussion or interruption. When the story was completed the students discussed it, explaining what made it humorous. This was followed by a choral reading by the group. Students' attention was drawn to the fact that the whole book was one long sentence. The students noted the one period on the last page. Students then dictated a story following that example, which was written on the board. Their story read:

Tommy's Walk

Tommy the gopher took a walk
 across a street
 into the park
 through the firestation
 through the police station
 into the jail
 through the dumptruck yard
 and got to school in time for recess.

Each student then took a turn reading this group story orally. The students were pleased with and proud of their story.

Each child then dictated a shorter sentence using his/her own name, telling somewhere he/she may have gone. For example: "Brenda went for a walk around the school." These sentences were written on the board.

Students were then given booklets made of eight five-and-one-half inch by four-inch pages stapled together, and were instructed to write individual books, following the example of Rosie's Walk, about another character's walk. They wrote a phrase on each page with an illustration. When the children returned the following day they all read their books to the class.

Lesson Three

During the preceding week students had been listening to a ten-minute daily reading from the book Runaway Ralph, by Beverly Cleary. While the students had been listening to this story the previous day, two children had asked if they could write a story about Ralph. For this particular writing lesson students listened to pages 54-61, which described Ralph, a mouse, being captured by a cat. Students were then asked to discuss some possible ways that Ralph could escape. They suggested words they might use in their writing of Ralph's escape, and these were listed on the board. These words were: "dash," "run," "race," "cat," "truck," "dog," "bike," "motorcycle," "dining hall," "bamboo," "Ralph," "helmet," "gopher," and "peanut butter and jelly sandwich." Students were reminded of the story Witch on a Motorcycle, by Frances, and the feelings experienced by the witch, and were encouraged to describe Ralph's feelings while in the clutches of the cat and also his reaction to his eventual escape. Stories were written describing an escape by Ralph.

Lesson Four

A student in the class was asked to tell what he had done, in the correct order, since awakening that particular morning. The children were told they were going to hear what happened to another child, one day.

The book Alexander and the Terrible, Horrible, No Good, Very Bad Day, by Judith Viorist, was read to the group. Following this reading the students retold the story events, noting the sequence which began in the morning and progressed until bedtime.

The pupils were told that they were going to compose a group story about another person's bad day, beginning in the morning and continuing through the day, and any students who preferred to write their own stories were instructed to take their exercise books to a side table. Two children chose to work individually. The remainder of the group dictated the following story:

Brenda and the Terrible, Horrible
No Good, Very Bad Day

Brenda woke up in the morning and tripped over her school bag.

Her egg got cold and her yolk was broken. Her bacon and toast were burned and her tea was cold.

When she got up on the bus stop her bus was coming and she was in a hurry, and she left her lunch tin on the bus stop. She got sick on the bus.

The teacher yelled at her because she was late. She failed her math test. Someone put a tack on her chair and she sat on it. She was having a terrible, horrible, no good, very bad day.

She didn't have any money to buy her lunch, so the teacher had to buy it for her.

The teacher bawled at her because she forgot to do her homework last night. And she moved to Australia because she had a terrible, horrible, no good, very bad day.

All of the children wanted to take turns reading the story orally. The two students who wrote independent stories read them to the group.

Lesson Five

Students were asked to suggest sounds they might hear in the country. They were then told to listen for the different noises mentioned in the book The Country Noisy Book, by Margaret Wise Brown, as it was read to them. After they heard the story they listed the sounds mentioned in the book.

The children then listened to a tape containing the sounds produced by a doorbell, alarm, toilet flushing, telephone, vacuum cleaner, shower, hairdryer, razor, popcorn maker, and an electric mixer. After each sound was heard, students identified it and gave two or three adjectives to describe it.

The group was instructed to write their own "noisy" story. Titles were suggested and written on the board from which students could choose, or they were free to select an alternate title. Those listed on the board were: "The Circus Noisy Book," "The Farm Noisy Book," "The Zoo Noisy Book," "The School Noisy Book," and "The Kitchen Noisy Book."

Lesson Six

Students listened to the book The Runaway Bunny, by Margaret Wise Brown. They were told that they were going to compose their own story following the format and ideas in the book they had just heard.

They decided to have a bunny also as the main character. After some initial discussion, the following story was dictated.

Runaway Wilbur

Once upon a time there was a bunny who lived on a farm. He wanted to run away because he was eating the farmer's crops and the farmer wanted to shoot him.

He said, "Dad, I want to run away."

"If you run away, I will run after you," said his dad.

"If you run after me, I will jump on the milk truck that comes today to pick up the farmer's milk," said Wilbur, the bunny.

"If you get on that truck, I'll become the truck driver and drive you safely home," said Tom, his father.

"If you do that, I'll jump on a train and go away," said Wilbur.

"Then I'll be the engineer and take you safely home," said his father.

"If you come after me, I will jump on a ferry and sail away," said Wilbur.

"Then I'll be the captain and steer you safely home," said his father.

Wilbur said, "I've run out of ideas. I'll stay home."

When this was completed the students were asked to identify the speakers in the story. The children's attention was directed towards the quotation marks, and they were told how and when these are used. Students received further instruction and practice with the use of quotation marks in their language arts lesson on the following day.

The length of the sentences in the story was discussed and the number of words in the fifth sentence was counted. Students noted that the sentences of greater length began with the word "if". They then gave sentences outside the context of the story beginning with "if."

One example was, "If we miss the bus, we will be late for school."

Their dictated story was typed, sewn together, and bound with a cover made of corrugated cardboard covered with wallpaper. The title page listed all the children in the group as authors. This book was placed on the classroom booktable. After each student had an opportunity to read it, it was placed on display in the school library.

Lesson Seven

The students listened to a tape of the story I Can Read About Paul Bunyan, by Anderson, and followed in individual read-along books. The group discussed the story, describing Paul Bunyan and his activities in the book.

Before students began writing their own stories, ideas were presented through questioning. For example, they were asked, "What might happen when Paul Bunyan hiccups?" and "If Paul went to the dentist, what could the dentist use as a drill?"

Students were instructed to write another adventure about Paul Bunyan.

Lesson Eight

The group listened to a tape of the story How the Pig Saved the Day, by Thomas Crawford, and followed in read-along books. After page 31 was read, the point where a wolf sneaks into the barn, the tape was turned off and the students closed their books.

They were asked to consider the title of the book and then think of possible conclusions for the story. After some group discussion of ideas presented, the children decided on a suitable ending. They were

reminded to include the characters' feelings and any noises that might be heard. They dictated the following ending, which was recorded on the board.

When the wolf took a bite of the lamb, all he got was a mouthful of wool. He started to choke on it. He rolled around on the floor coughing and choking.

As the wolf was on the floor coughing, Herman, the pig, ran as fast as a pig can go to the house to get the farmer. He jumped through the bedroom window and landed on top of the farmer. The farmer was just about to drive the pig out when he heard a commotion in the barn. He ran to get his gun and then hurried to the barn. He saw the wolf and shot him.

All the animals and the farmer and his wife felt happy because the pig saved the day, and the farmer decided not to kill him.

The students then listened to the ending on the tape and compared it to their ending.

Lesson Nine

The book What Good Luck! What Bad Luck! by Remy Charlip, was read to the group. They then retold the story, as they looked back at the illustrations. The importance of the sequence of events was discussed.

Students were told they were going to write their own stories using this book as an example. Before they began writing, the children were asked for ideas that they would consider good luck. They mentioned a blizzard, the bus breaking down, winning a large amount of money, and receiving a Cabbage Patch Kid.

The cover of the book was held up to enable all students to see it, and the exclamation mark in the title was brought to their attention. Its purpose was discussed and students were told that they might wish to use it in their own stories. They were reminded to ensure that each event followed logically from previous happenings.

It was suggested that students sit with a partner with whom they could discuss ideas before commencing the individual stories.

Lesson Ten

The book The Three Wishes was read to the class. The discussion which followed focused students' attention on the emotional reaction expressed by the characters as compared to that in Witch on a Motorcycle; the dialogue as compared with that found in Runaway Bunny; and the sounds as compared with noises in The Country Noisy Book. Students also discussed the personality of the wood cutter and contrasted it with his wife's.

Students were then informed that they would compose a group story following the example. One of the children indicated a desire to write his own story rather than take part in a group dictation. It was suggested that they do another story about a wood cutter or they create a story about a fisherman who catches a magic fish. They chose the latter idea and dictated the following story:

The Three Wishes

Once upon a time, in an old shack by the beach, there lived a poor fisherman and his wife.

One day the fisherman went out fishing and he caught a little gold fish. The little fish said, "Put me back in the water and I will give you three wishes." He was frightened and almost jumped out of his pants. He threw the fish back into the water.

He went home and told his wife. The old woman and her husband thought about their three wishes. After thinking for a long time the fisherman said, "I'm hungry. I wish I had a slice of bread." A slice of bread flew through the window. His wife said, "You crumby thing! You wasted a wish."

Then he said, "I wish I had a motor boat." They heard a motor boat coming in from the sea. They ran to the beach and saw it tied to the wharf. They were so happy they laughed and hugged each other and danced around.

They went back to their old house. It looked so old and

fallen-down. Suddenly the fisherman's wife said, "Wish for a new house!" The old man said, "Okay! I wish for a beautiful new house." There was a crack, bang, splatter. The shack vanished and there was a brand new house there instead.

They walked inside and had supper.

The group read the story chorally. This was followed by individual readings by the students. The child who had composed a story independently read his story to the group.

Lessons Eleven and Twelve

The students listened to the book Amos and Boris, by William Steig. They discussed the story. The group then looked at each page of the book on a transparency shown on the overhead projector. As they listened to the reading they selected "interesting" words found on each specific page. These were underlined and one student recorded them on a large piece of chart paper. Because the children appeared to be enjoying this activity and all students were actively involved in studying each page for words that appealed to them personally, this was continued for all pages of the book. Upon completion, students counted the "interesting" words on the chart.

The sentence "The dog went down the road." was written on the board. Students were asked to help make it more interesting by suggesting words that could describe the dog and the road, and words that could replace the word "went." An example of the sentences that the students created is: "The black furry dog strolled down the dusty road."

Students were told that when they returned on the following school day, they would write stories about two animal friends.

When the group returned they were reminded of the activity the

preceding day and they listened to the words that had been recorded on the chart. They suggested animals to write about and were told to think of names for these characters.

The copy of the first page of the book was shown on the overhead projector and read orally by the group. It reads:

Amos, a mouse, lived by the ocean. He loved the ocean. He loved the smell of sea air. He loved to hear the surf sounds - the bursting breakers, the backwashes with rolling pebbles.

They began their books by following the pattern of the initial sentence in the book Amos and Boris. It was suggested that they then describe the place where their character lived by describing the sights and sounds. When these beginnings were completed they were read orally and compared to the first page of Amos and Boris, which was still showing on the screen. Students then continued with their books.

Their stories were written on pieces of paper measuring eight and one-half by five and one-half inches. The top half of each page was left blank for illustrations and the bottom portion was ruled. When the children completed the writing of their stories, they illustrated them, made covers, and stapled the pages together.

When the period was over, five of the students had not completed their stories and asked if they could be permitted to stay during recess to continue.

Lesson Thirteen

Students listened to the book Spring Is, by Janina Domanski. The poem was then written on the board to allow students to see its form and punctuation. Students were asked to suggest other words which would indicate how things look and feel in each season. Each child then wrote

a poem following the form on the board and included descriptive adjectives. Upon completion each child read his poem to the class. These poems were typed on white paper which was then cut into various geometrical shapes, and mounted on construction paper of assorted colours. This was done to make them look attractive and colourful to the children. They were then displayed on a wall in the classroom.

Students were pleased and proud when they saw their poems on display, and took delight in reading their own as well as those composed by the other students.

Lesson Fourteen

The book I'm Thankful Each Day, by P.K. Hallinan, was read to the group. They were told that they were going to write about some things for which they were thankful.

It was suggested that they attempt to write long sentences rather than a series of short, choppy sentences. These sentences from the book—"I'm thankful for summers and warm golden days."; "I'm thankful for meadows and bright coloured flowers."; and "I'm thankful for friends for laughing and caring."—were read again and written on the board. It was noted how two or three ideas were combined in each sentence.

The children did their writing in their creative writing exercise books and each child's story was then typed and bound. These books were given to the children the following week, at which time they worked at illustrating their books. This was achieved, either by drawing a picture on each page, or by selecting appropriate pictures from catalogues, magazines, and out-dated textbooks to attach to the pages. Students were extremely proud of these books and were delighted to see

their names typed on the title page and their stories bound with attractive hard covers

The completed books were placed on the classroom book-table to enable students to view and read one another's books. This was done with enthusiasm and interest. The following week these books were placed on display in the school library.

Lesson Fifteen

The students were asked to recall the book they had heard entitled The Country Noisy Book and the sounds they had listened to on the tape used with that lesson. They were then instructed to close their eyes for sixty seconds and listen quietly for all the sounds they could hear. Students described the noises they heard during this interval and attempted to identify what had produced each sound.

The children were informed that they were going to listen to a book called The Listening Walk to find out what one child heard on his listening walk, and that they would then go on their own listening walk.

After the book was read one child volunteered to take a notebook and pencil to record all the sounds heard by the group while on the walk. The class took a twenty-minute walk to a near-by beach. As the children heard different sounds they mentioned them to the recorder, while at the beach students were reminded of the book Amos and Boris and the descriptions in it. They were asked to describe how such things as the water, sky, and beach looked. The children thoroughly enjoyed the walk and listened attentively for noises.

Upon returning to the classroom, the sounds that had been recorded in the notebook were written on the board for referral during their

writing. Students were encouraged to think of "interesting" words to describe exactly what they had heard and seen.

Lesson Sixteen

Students listened to Jack and the Beanstalk, retold by Galdone. They then listened to Jim and the Beanstalk by Briggs. They were led through a discussion comparing and contrasting the story events in these two books.

The children were then directed to write a book in which they would retell a familiar fairy tale. They suggested that they revise The Three Bears, Cinderella, The Gingerbread Man, The Three Little Pigs, or Snow White.

Before beginning their stories the students were reminded to include names for the characters, a time and place, a title, interesting descriptive words, dialogue, the feelings of the characters, and sights and sounds. As each of these elements was written on the board, the group was briefly reminded of the book which had been used to exemplify it.

The children began their writing but, because the time was limited, they had to complete their stories the following day. These stories were typed, bound, and added to the classroom library. After the children had sufficient time to read their own books as well as those written by their classmates, these books were added to the school library.

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Lesson Seventeen

Before students heard the book chosen for this lesson, they listened to a short story involving four characters of contrasting personalities. The children then took turns picking cards containing a word or phrase describing a personality trait of one of these four characters and they attempted to match this description with the appropriate person.

Students were asked to think about the different kinds of people in the book Sam, Bangs, and Moonshine, by Evaline Ness, as they listened to it. Following the reading, the children were asked to describe the characters in the book and were asked if they would like to have Sam for a friend. They discussed the change in her at the end of the book.

For their stories, the children were asked to write about two friends. They were told to show what their characters were like by telling what they did. For example, students were asked what kind of people would steal, tell lies, or share, and whether such people would make good friends.

It was suggested that they write about a camping trip, a picnic, fishing, or some other experience shared with their friend. Again, children were reminded to include names, setting, title, descriptive vocabulary, dialogue, emotions, and sensory impressions.

Lesson Eighteen

Children arranged themselves into three groups. Each group selected one of Mercer Mayer's wordless picture books. They chose from A Boy, a Dog, and a Frog; Frog Goes to Dinner; Frog, Where Are You?

Hiccup; One Frog Too Many; and Oops. They went through the book with the members of their group, discussing each picture.

They were instructed to write individual stories to correspond with the pictures in the book. Before commencing with their writing, they were reminded once more to include names, setting, description of the characters, title, descriptive vocabulary, dialogue, emotional response and sensory impressions.

Evaluation of Writing

The evaluative criteria used in this study to assess creative writing are listed below. They have been adapted from the Glazer Narrative Composition Scale which was developed in 1971 to assess the quality of narrative compositions written by elementary students. The items in section 5 were taken from the Schroeder Composition Scale, developed in 1973.

Criteria for Evaluating Creative Writing

1. Plot

- (a) Originality -- the degree to which the story contains a new outlook or original ideas
- (b) Beginning -- the degree of interest and intrigue found at the beginning of the story
- (c) Logical Sequence -- the sequence and cause and effect relationships found in the story
- (d) Ending -- The closure at the conclusion of the story and the degree to which it follows logically from the story.

2. Detail

- (a) Names -- the inclusion of names for the characters in the story
- (b) Setting -- information concerning time and place

3. Characterization -- description of character's physical and personality traits

4. Style

(a) Title -- the inclusion of a title and the degree to which it builds interest in the story

(b) Sentence Structure -- the fluency of sentences and the use of connectives and subordination.

(c) Vocabulary -- the choice of appropriate and descriptive nouns, verbs, adjectives, and adverbs

(d) Dialogue -- the use of natural dialogue which advances the plot

(e) Personal/Emotional Quality -- the expression of emotion and personal reaction

(f) Sensory Impressions -- use of sensory information to add quality to the story

5. Mechanics

(a) Complete Sentences -- the degree to which the narrative contains complete sentences

(b) Capital Letters -- the number of sentences which begin with capital letters

(c) Terminal Punctuation -- the inclusion of correct punctuation at the end of the sentences.

CHAPTER IV

ANALYSIS OF WRITING SAMPLES

Rather than use the stories written by the total class in this case study, it was decided to use approximately one-half of the group and discuss their writing samples in detail. Stories composed by the children whose attendance was the highest for the writing lessons were selected for analysis. One student's writing was eliminated because of her inability to write sentences and stories. This child was later placed in a TMH class.

Quotes from the students' writing, in this chapter, have been written with the correct spelling and with the proper punctuation inserted. Samples of the students' writing have been included in the appendices of this paper.

Student 1

This student was reading approximately one year below his grade level. He displayed a strong interest in listening to stories read in the classroom and showed a keen appreciation for humorous situations presented in these stories. He also expressed an interest in creative writing and was generally very easy to motivate to write stories. On two occasions he requested to write an independent story rather than participate in a group dictation. He completed all stories in the time allotted and was eager to illustrate his work.

The stories he wrote contained original ideas and showed creative

thinking. For example, for writing sample 16 the students were directed to write a story to accompany a wordless picture book, but this child wanted to change the setting. He chose to have his story take place on another planet, in the year 2033. Also, when writing a story about Paul Bunyan, the student stated that the barber had to use a helicopter and a tractor to cut Paul's hair. After completing his story, he drew a picture of Paul Bunyan having his hair cut in the manner described in his story.

Each of his story beginnings was interesting and moved quickly into the story. In most cases, his opening sentences stated the characters and a brief description of the setting. The events which followed occurred in a reasonable sequence and then came to a logical ending. Some of his endings, however, lacked a sense of closure. For example, writing samples 3, 4, 6, 10, and 13 came to rather abrupt closings. Writing sample 3 ended with, "When I got to the bus stop I dropped my favourite dinky and the bus ran over it." Writing sample 4 concluded with, "Chris drove the digger and I drove the loader." It appeared that the writer just stopped writing in the middle of his story. In contrast to these, several stories came to a clever or original ending. For instance, when Ralph the mouse was rescued from the cat and returned home, writing sample 2 concluded with, "and Ralph learned to listen to his mother's advice." Writing sample 14 contained an original ending—"and Jack lived happily ever after. We hope."

In many of his stories this child presented details describing the settings. References to time and location were more prevalent in the stories he wrote later in the study. The description of the time varied from a general indication, such as "One day" in writing sample 14, to

the more specific, "On Friday morning" in sample 13, and "One bright early summer's morning" in sample 15. These stories also contained a statement designating the location. For example, writing sample 9 began, "Once upon a time there was a fisherman and his wife. They lived in an old shack by the sea." Also, sample 13 opened with, "On Friday morning we went on a walk to the pond." This child did make an effort to include sensory impressions in the description of the setting in writing sample 10. He wrote, "Amos was a little mouse that lived in a lighthouse. Every week the lighthouse keeper's wife would bake bread. The bread smelled lovely."

Four of his earlier stories, however, contained only vague references to the settings. Writing samples 3, 4, and 6 contained a very general mention of either the time or the place. Writing sample 3 stated, "When I got up," sample 4 said that the two characters were on their way to the construction yard, and sample 6 said that Paul Bunyan went to the dentist.

This child included titles in six of his thirteen stories. Four of these were clustered at the conclusion of the study. The titles he did select matched the contents of the stories. Although they were appropriate, they were not particularly clever, nor did they indicate a great deal of creative thought. For example, writing sample 6 was called, "Paul's Trip to the Dentist" and sample 13 was named "Our Listening Walk."

This student's writing contained sentences with a variety of connectives as well as phrases and subordinate clauses. There was no indication of growth in this skill during the course of the study, as the level of maturity was fairly consistent throughout his stories. One

sentence from his first story read, "One cat ran up a tree and the others got out of the way when the driver honked the horn." A sentence in writing sample 15 read, "When we finally caught up to them and called the police, they took them away to jail for 6 months."

When the student first wrote his story describing a listening walk it consisted of one very lengthy "run-on" sentence with the connective "and" used repeatedly. When this story was read back to the child, however, he noticed the overuse of the word "and." He then proceeded to rectify that problem by changing the long sentence into several of shorter lengths.

This boy also made attempts to include descriptive vocabulary in many of his stories. He did make some use of adjectives in each of his stories. This ranged from the use of "good" as the sole adjective in writing sample 6, to eight or nine adjectives in samples 9, 10, and 14. Examples of the more descriptive adjectives he selected were "familiar" in sample 2, "enormous" in samples 4 and 10, "shiny" in sample 9, and "wooden" in sample 14. A few of his stories also contained descriptive verbs. These were more prevalent in the story modelled after the book Amos and Boris by William Steig, where the children looked at the "interesting" words in that book and were instructed to include interesting words in their own writing. Two of the stories written shortly after this activity also contained several descriptive verbs. For example, the verbs "zoomed" and "rumbled" were used in writing sample 13 and "appeared" and "chased" in sample 14. His final story, however, contained only common verbs. He also made little use of adverbs other than "suddenly" in writing sample 2, "happily" in samples 9 and 14, and "finally" in sample 10.

Many of the stories composed by this student contained references to sensory images. Of his thirteen pieces of writing, seven included sensory impressions. Four of these were written following specific instructions to include sensory information. When students were establishing their settings for writing sample 10, they were asked to describe sights, sounds, and smells. This child attempted to describe a specific smell found at his story setting by writing, "The bread smelled lovely." Later, in that same story, he included additional sensory information. He wrote,

Amos woke up at the loud engines of the ship. All of a sudden crash! Bang! Amos' boat was crushed. Amos felt cold water.

In writing samples 4 and 13 the children were asked to describe sounds. In sample 4, this child gave a very brief mention of a sound when he stated, "The enormous truck made a loud noise." Although the location of his story, a construction yard, lent itself to descriptive, vivid sensory images, no further effort was made to describe sounds. Later, in writing sample 13, he used descriptive adjectives and verbs to describe auditory impressions. Examples from that story include, "rumbled," "buzzing," "splashing," "zooming," and "putt-putt."

In writing sample 11, students were directed to write poems using words to describe each season. As in the book used as a model, Spring Is by Domanski, this child selected several adjectives which described sensory images. He wrote,

Spring is foggy, rainy, drizzly.
 Summer is happy, hot, sunny.
 Fall is yucky, blucky, gross.
 Winter is no good, cold, and miserable.

This poem also contained strong indications of the student's personal impressions of certain seasons. He used the words "happy," "yucky,"

"gross," "no good," "miserable," and even the invented word "blucky" to express his own feelings toward the cooler seasons.

In writing samples 2, 9, and 14 this child did supply sensory information, although no specific examples of the use of this skill had been studied directly preceding the writing of these stories. In each case this information was very brief. In writing sample 2 he stated, "But suddenly a loud truck engine came!" and later, "the driver honked the horn." In writing sample 9 he wrote, "there was a big boom." His reference to a sensory image in writing sample 14 was found in his use of the word "thump" to describe the sound of the giant stepladder falling to the ground.

It appears that this student made better use of sensory imagery when he was supplied with examples in a particular piece of literature and was then given specific instructions to include sensory information. His use of sensory images in the stories written without specific directions to do so were brief and general. Writing sample 13 contained the most effective and greatest number of sensory images. This particular story was composed late in the study and followed the reading of the book The Listening Walk by Hallinan which contained vivid descriptions of sounds. It also came after a first-hand experience where the student heard sounds which he was asked to describe.

This student made little use of capital letters and terminal punctuation. In most of his stories, the first sentence only began with a capital letter. The final sentence of five stories ended with periods. Writing samples 3, 4, 8, 9, 15, and 16 contained no use of terminal punctuation. However, both capital letters and periods were used correctly in writing samples 11 and 12. The books I'm Thankful

Each Day by Hallinan and Spring Is by Domanski had been used as models for these two pieces of writing. The structure of both of these writing models was fairly simple. The student closely imitated the poem-like pattern in these books which made it very easy to remember to begin each sentence with a capital letter and end it with a period.

In writing samples 2 and 10 this child used exclamation marks. In one place the mark was incorrectly placed but the reader could still see that it was intended to heighten the excitement and suspense. He wrote, "But suddenly! a loud truck engine came!" In writing sample 10, two exclamation marks were used effectively to emphasize a loud noise. The student wrote, "All of a sudden crash! Bang!"

Summary

It is difficult to conclude that this student improved in his use of any of the literary techniques studied. The majority of his stories containing titles, as well as his two uses of dialogue, occurred near the conclusion of the study. This may be coincidental or it may be an indication of growth in these areas. He did make a stronger attempt to include sensory information and descriptive vocabulary when this was specifically requested. His use of capital letters to begin sentences and his terminal punctuation was more accurate when he was copying a specified sentence form or structured story pattern such as a poem or Hallinan's I'm Thankful Each Day.

Student 2

This student was a grade four girl who was working on a low grade two reading level, approximately two and one-half years below grade

level. She had a very limited sight word vocabulary and experienced much difficulty with word attack skills.

She displayed an interest in creative writing and was fairly easy to motivate to write stories or participate in group compositions. This interest did become more acute during the progress of this study, particularly when she was given a typed, bound copy of her story "I'm Thankful Each Day." When she was told one Friday morning, near the end of the study, that it was not possible to do the writing lesson until Monday morning, she groaned and said, "Why not?"

She enjoyed reading the books placed on the book table, and enjoyed looking through the book that had been used for discussion while composing her own story. When she did not complete her story writing or illustration of a story she had written, she was anxious to return during recess to continue with her work.

None of this student's stories opened with a high level of originality or intrigue. They did, however, move fairly quickly into the story events. For example, following the reading of The Listening Walk by Paul Showers, she began her story, "The class went on a walk to the beach. We had fun. We heard ..." Another story began, "Julie and I went camping on Salmonier Line last weekend." The story composed following the reading of Amos and Boris by William Steig, contained a very descriptive beginning with a large amount of sensory information, describing sights and sounds found in the woods.

After listening to Jim and the Beanstalk by Raymond Briggs, she began her own revision of a fairy tale in a manner characteristic of traditional fairy tales--"A great while ago there was a girl."

The beginning of the story written to accompany Mercer Mayer's picture book Oops was somewhat abrupt and lacked an introduction and background information. It began, "The alligator (said), 'Go,' then he said, 'stop.'"

The majority of her story endings were also fairly successful. They followed logically and naturally from preceding events and contained an element of closure. For example, writing sample 16 concluded with, "Well, I have to go. Good-bye." and writing sample 13 ended, "Then we went back to school." Many of her stories also concluded with an expression of happiness. Writing sample 2 ended with, "It was a happy ending.", sample 4 concluded with, "They had fun.", sample 10 finished with, "They were friends forever.", sample 14 ended with, "They went to the barbecue and they had fun.", and sample 15 concluded with, "Then we went home and it was a nice weekend!"

This student omitted character's names in her earlier stories. In writing sample 1 she referred to the character as "he." In her second story she used the name for the mouse that had been assigned by Beverly Cleary, the author of Runaway Ralph, and was not, therefore, required to select a name herself. The writing lesson the following week involved a group dictation rather than independent writing. Therefore, the class, as a group, discussed and selected a name for their main character. In the next composition, writing sample 4, she wrote about "the priest," "the woman," and "the man" without mentioning specific names. The next five stories involved either group dictations where the whole class decided on names or assignment of a certain character such as Paul Bunyan. For each of the remaining stories this child included names for her characters. Before she commenced the writing of each

of these stories she was obviously very conscious of assigning names to her characters. She spent a while considering names to use and would frequently ask for suggestions. She appeared to enjoy selecting these names.

This student seemed to require reminders to include characters' names. It appeared that she needed her attention focused on the inclusion of names in the stories she heard and on those selected by the group during class dictations. Once this had been accomplished, she was always prepared to give names to her characters.

Generally, this child did not include specific or descriptive settings. In her final story she referred to neither the time nor the place. In many of her stories, however, she did present a brief reference to the place where the story occurred. For example, in writing sample 1 she mentioned "the ship" and in sample 6 she referred to "the store," "to the dentist," and "home." In her revised fairy tale she briefly referred to the time in the opening sentence—"A great while ago..." but did not supply the location.

Her description of a listening walk stated both the time and place in the title, "The Walk to the Beach on Friday Morning" but referred only to "the beach" in the actual story. Writing sample 15 also included a statement designating the time and place, but in this instance, they were mentioned in the initial sentence—"Julie and I went camping on Salmonier Line last weekend."

In writing sample 10 this student did not state the time of the story but did give a very descriptive view of the place where the story occurred, including effective sensory information. She began,

Lee, the raccoon, lived in the woods. He loved the sound of the leaves rustling and the water swishing over the rocks in the river. He loved to see the sun shining on the water.

This very successful beginning may have been a result of the amount of time spent discussing the setting in the book Amos and Boris by William Steig, and the length of time given the children with specific instruction to describe the location of their stories. This had not occurred in any previous writing lessons.

Overall, the sentences written by this student were relatively short and choppy with an occasional "and" used as a connective. This was not the case when a particular sentence form was prescribed. After listening to Rosie's Walk by Hutchins, for example, she did include prepositional phrases. She wrote,

He went through the ship
through the water
under the treasure chest
through the water again
and (got) back in time for dinner.

No other prepositional phrases were used in her stories. Also, in writing sample 12 she did make a successful attempt to lengthen her sentences, as suggested. One example is, "I'm thankful for my parents and things they give me."

This student had been called out of the classroom before she had been able to complete writing sample 14. When she returned the following day, she was not interested in writing an ending for her unfinished story. It was suggested that she dictate a conclusion rather than write one on her own. She enthusiastically agreed to this idea. The ending that she dictated contained sentences with a higher level of sophistication. "And" was used more frequently as a connective and subordination was used in the sentence, "When the girls left, Katrina

sat down on the veranda and sobbed and sobbed."

The descriptive vocabulary found in this child's writing was very low. There were very few adjectives and the incidence of adverbs was minimal. The majority of her adjectives were fairly common and unimaginative. Examples included, "black," "big," "late," "next," "soft," "young," "nice," and "little." The poem modelled after Domanski's Spring Is contained more effective and appropriate adjectives as she followed the prescribed form. She wrote:

Spring is rainy, foggy, drizzly.
 Summer is funny, happy, sunny.
 Autumn is chilly, windy, sneezy.
 Winter is icy, freezing, nippy.

A few descriptive adjectives were used in writing sample 13 when she was describing her listening walk. Here she used "roaring," "cawing," and "spooky." Writing sample 10 contained a few descriptive verbs--"rustling," "swishing," "shining," and "celebrated." Other descriptive verbs were "sobbed" in writing sample 14 and "was terrified" in sample 2.

It is apparent that, unless this student was shown an example that contained descriptive vocabulary and was instructed to do the same, she paid little attention to the inclusion of vivid vocabulary in her own writing. When the literary model used during a particular lesson contained a great amount of descriptive words and the class discussion focused on this vocabulary, she made a strong effort to include similar language in her own story.

Many of the stories written by this student contained an expression of an emotional reaction experienced by a character. This contributed positively to the stories. "The cat was terrified" was used in writing

sample 2 and "They had fun" in sample 4. In two stories emotional reactions were given greater emphasis. She stated the actual emotion being experienced as well as presented the character's behaviour which indicated the specific feelings which initiated that behaviour. In writing sample 10 she stated,

Lee the raccoon died. The girls was sad. They missed Lee the raccoon. The girls felt lonely. They told their parents. The parents was sad too. They all went back to Lee's home. When they walked in the home everyone cried.

Several emotions were expressed in writing sample 14. Early in the story the student stated, "Every time they called, Katrina got mad and she made faces at them." Later, she dictated, "Katrina was sad that she couldn't go to the barbecue. When the girls left, Katrina sat down on the veranda and sobbed and sobbed." The emotion changed at the conclusion of the story where the student stated, "...they had fun."

This child included a description of sensory imagery only in the writings where she was specifically instructed to do so. After listening to The Country Noisy Book by Margaret Wise Brown, she made a small attempt to include sound imagery when, in two instances, she wrote, "music was soft." When modelling a story after Amos and Boris by William Steig, she made a strong effort to include both visual and auditory impressions. This was accomplished successfully in her opening paragraph. She referred to "the leaves rustling," "the water swishing over the rocks," and "the sun shimmering on the water." The adjectives selected in her poem of the seasons gave appropriate visual and tactile images. Examples of these are, "sunny," "chilly," "windy," "freezing," and "rainy." Later, in her story of the listening walk, she made three attempts to describe sounds. These were, "The boat made a roaring

sound," "The gull made a cawing sound," and "Raymond and Jamie made spooky noises."

This student included some terminal punctuation in each of her stories and some correctly placed capital letters in all but writing sample 1. However, the majority of the required capital letters and terminal punctuation were omitted. The stories and poems, which closely resembled the literary model being used, contained all of the necessary capital letters and terminal punctuation. These were writing sample 8 which was modelled after What Good Luck! What Bad Luck! by Charlip, sample 11 which was an imitation of Domanski's Spring Is, and sample 12 which followed I'm Thankful Each Day by Hallinan.

Summary

In most cases this student attempted to include in her writing the technique that was under discussion and was being studied in a piece of literature for a given lesson. She continued to include some of the techniques later in the study, even when that technique had not been emphasized. One example of this is the use of emotional expressions. Lesson 1 of the program had consisted only of a study of emotions experienced by characters in a piece of literature. However, this student included a reference to an emotional reaction in writing samples 2, 4, 8, 10, 13, 14, and 15. The practice of assigning names to characters appears to have been developed during the study. The student omitted names in her earlier stories but took care to include them in all stories written toward the study's conclusion.

Other techniques were only included in the stories written following specific and explicit instructions to include a particular technique. This is evident in her use of sensory images, descriptive

vocabulary, and description of setting. Unless one of these elements was studied in a piece of literature and discussed in detail, she neglected to include it in her own writing. Her use of these items appeared to be a result of trying to follow teacher-instructions correctly rather than an internalization of that technique or skill.

Student 3

This student was a ten-year old girl who was reading on a high grade-two reading level. She experienced a great deal of difficulty recognizing words in her reading and possessed a low sight word vocabulary. Her spelling was very weak.

Initially, she exhibited a lack of interest in creative writing but she did display increased interest during the progress of the study. The nature of the story to be written was a strong determining factor in the amount of enthusiasm with which she approached the activity.

All of the stories written by this child contained a fairly interesting beginning which moved quickly into the story. Most of the opening sentences mentioned the main character(s) and provided information concerning the setting. For example, writing sample 14 began, "A great many years ago two old woman lived in a cottage near the edge of the pond.", sample 15 commenced, "Tomorrow me and Debbie are having a cooking contest...", and sample 16 began, "Wilbur the alligator was directing traffic one day in Mount Pearl, Newfoundland." Writing sample 10 began with an attempt to describe the setting with sensory imagery. When describing the character's home the student referred to the smell of the mud and used the word "soggy" to describe the way it felt.

After opening her stories successfully, this student proceeded to relate the story events in logical sequences and then attempted to draw her stories to reasonable conclusions. The majority of her stories did end logically. However, in several instances they lacked a sense of closure. For example, writing sample 13 consisted mainly of one sentence containing a list of the sounds heard on the listening walk and ended, "... and we heard a chainsaw. It went rrrr." Writing sample 16 also lacked an adequate conclusion when it ended,

Then she went to the fruit stand at 4:30 and got an orange from the bottom of the stand and all of the oranges fell out and she (said), "Oops."

Two of her stories ended appropriately and contained an expression of happiness similar to the common "... lived happily ever after" ending.

Writing sample 10 ended,

He got in the car and they went to P.E.I. and they lived happily ever after and the baby pig got married to a girl pig.

Writing sample 11 concluded,

... and then Tammy brought the doll home to Helen and Lisa, and Helen and Lisa said, "You can keep it", and Tammy felt happy.

This child made an effort to include information concerning the setting in each of her stories. In the majority of her earlier stories this information was very limited. For example, writing sample 6 stated only that Paul Bunyan went to school and to the dentist. No other description of the time or place was offered. An attempt was made in writing sample 10 to describe the setting with sensory imagery. She wrote,

Morris the pig lived in the mud. He liked the smell of the mud and the feel of the soggy mud. One day ...

Three of her four final stories contained specific information concerning either the time or place. Writing sample 13 stated the exact date of the listening walk and also briefly mentioned the location—"Friday, May 17th we went on a listening walk to the beach." Writing sample 14 was written following the reading of Jim and the Beanstalk by Briggs and referred to the time in a manner characteristic of fairy tales, "A great many years ago." It then stated the specific location of the cottage where the story occurred, "near the edge of the pond." Writing sample 16 provided a fairly specific statement concerning the place, "Mount Pearl, Newfoundland" and referred to the time as "one day" and "at 4:30."

Although this child did not use much characterization in her stories, she did include more than did the other children in the group. In two instances she referred to a character's physical appearance. In writing sample 6 she wrote, "Paul Bunyan went to school and he was the biggest boy in the school." In writing sample 10 the writer referred to the appearance of the baby pig—"He had the cutest little face and tail you would dream of."

In two other stories a reference was made to a character's psychological disposition. In writing sample 4 the student referred to the aunt in the story as "my crazy aunt." She gave an indication of the personality of one of the characters in writing sample 15 when she described a cooking contest and stated, "I won and Debbie got sooky because she lost." The comment provides the reader with an insight into Debbie's personality.

The sentences in each story tended to be run-on rather than short and choppy with "and" used extensively as a connective. For example, writing sample 2 read,

Ralph was tracked by the cat and the cat wouldn't let Ralph go and Ralph said, "Look at the bird," and Ralph ran away.

The connective "but" was used only twice and both of these occurred in writing sample 4. The only story which contained a series of short sentences was writing sample 8, which resembled the model used for that lesson, What Good Luck! What Bad Luck! by Remy Charlip. She began,

What good luck!
Miss Miller was not sick.
What bad luck!
She was in a bad mood.

Several of her sentences contained phrases and clauses. Writing sample 4 included a sentence beginning, "Before she was going to get married," sample 6 contained, "After school," a sentence in sample 10 began, "Twenty years later," sample 14 contained sentences beginning, "A great many years ago," and "one day," and sample 15 began, "Tomorrow."

Writing sample 1 consisted of a sentence containing several prepositional phrases as in the model Rosie's Walk by Hutchins. Later in the study this student included another prepositional phrase. In writing sample 14 she wrote, "a cottage near the edge of the pond." Her opening sentence of writing sample 10 followed the prescribed form as in the beginning sentence of Amos and Boris by Steig. That book began, "Amos, a mouse, lived by the ocean." The student imitated this sentence structure when she wrote, "Morris, the pig, lived in the mud." Writing sample 16 also contained two additional examples of the pattern—"Wilbur, the alligator," and "a girl, called Lisa."

This student also attempted to follow the instructions regarding

sentence structure in her poem "I'm Thankful Each Day" rather than include very brief sentences. One of her sentences read, "I'm thankful for parents who feed us each day." In each sentence she mentioned a specific person. Rather than terminate the sentence there, she then stated why she was thankful for that particular individual.

There was little use of vivid or descriptive vocabulary in her stories. In most cases common general verbs were used. The few exceptions were the use of "tracked" in writing sample 2, "zoomed" and "caw" in sample 13, and "crashed" in sample 16. Very few adjectives were used. The adjective "crazy" was used in writing sample 4, and "biggest" and "toothless" were used in sample 6. Writing sample 10 contained "soggy," "little," "baby," and "cutest." In sample 14 the words "old," "great," "many," "brown," "yellow," and "red" were used. The only adverb, "happily", was included in writing sample 10 and was a part of the common statement, "They lived happily ever after."

Although several stories contained vocabulary which added quality and interest, most of the more descriptive words were used in writing sample 10 which was written following a study of the effective vocabulary in Amos and Boris by Steig, and specific instruction, to include interesting words.

Dialogue was included in four of this girl's stories although no attempt was made to use quotation marks. In each instance it was appropriate to the story content and served to effectively advance the plot. Although the first example occurred in writing sample 2 which preceded any discussion or study of the use of dialogue, the remaining three instances were used in her three final stories of the study.

Most of this child's stories contained an expression of an

emotional reaction experienced by a character. In most cases this was done very briefly with little or no development. In writing sample 4 she wrote, "her mom and dad were crying." Without specifically stating the emotion being experienced, the author effectively indicated the feeling which initiated that response. Also, in this same story the writer indicated her personal attitude towards her aunt's decision and behaviour by stating, "Then my crazy aunt went back with John." She gave a further suggestion of her own feelings when she concluded the story with, "and this time they better get married."

A change of emotion was expressed in writing sample 10. When the baby pig saw his parents leaving, "he started to cry and he felt lonely." After being reunited with his family and leaving on a family vacation, the story concluded, "they lived happily ever after and the baby pig got married to a girl pig." Writing sample 14 contained one brief expression of emotion when it ended, "and Tammy felt happy."

Sample 16 included a statement of emotion when the writer stated that the traffic director was "mad." This feeling was emphasized by the comment made to the lady when he said, "Go and never come back."

Writing sample 15 contained two emotional reactions. When Debbie lost the cooking contest she got "sooky." Later, when the four friends were chatting, the story said that they all felt happy.

It would have been appropriate to state the character's emotions in writing sample 2, although this student neglected to do so. It had been suggested that the students tell how Ralph, the mouse, felt while being held by the cat. An expression of the feelings experienced by the mouse as he was held captive by the cat or as he later ran to safety, and the feelings experienced by the cat upon being tricked by the mouse, would

have made the child's writing more entertaining.

Only five of this student's writing samples included sensory information. When directed to write a story containing sounds after listening to The Country Noisy Book by Brown, she began writing about events leading up to a specific wedding and appeared to forget about the instructions to include sensory impressions.

When describing the setting for writing sample 10, however, she did follow instructions to include sensory information. She stated, "He liked the smell of the mud and the feel of the soggy mud." The adjective "soggy" provided a very specific and effective tactile image. She also seemed to want to supply the reader with an olfactory image when she wrote, "He liked the smell of the mud." However, she was not as successful here because of the omission of a suitable specific adjective. In writing sample 11 sensory impressions were created by such words as "chilly," "hot," and "slippery."

When writing about her listening walk in sample 13, she did include a variety of auditory images. She wrote,

... and we heard a dog and it sounded like this, "grrr" and we heard a car zoom down the road and heard a gull caw, and then we heard a tractor and its sound is like this, "putt-putt" and we heard a chainsaw. It went rrrrr.

She neglected to include any visual information. Although the children had been told to write about what they saw and heard, the emphasis for the lesson had been placed on the auditory images. The story which followed this contained two references to sounds which were produced by two animals. She wrote, "then the cow started to moo and the pig started to oink." This particular story also included a thorough visual description of a doll's facial features—"for the doll's eyes she used

brown sugar for the eyes, yellow candy for her nose, and red candy for her mouth."

Her two final stories, however, contained no mention of sensory impressions. This child appeared to require examples of sensory impressions and reminders to include them in her stories. Continual referral to examples of sensory imagery in the literature, as well as encouragement to use this technique herself, was necessary.

Most of this girl's correctly placed capital letters and terminal punctuation were used in her writing which more closely resembled the models in What Good Luck! What Bad Luck! by Charlip, Spring Is by Domanski, and I'm Thankful Each Day by Hallinan. Capital letters and punctuation marks were included in several other stories but were used less consistently.

Summary

It is evident that this student made an attempt to include writing elements or techniques in her compositions when these elements had been discussed and considered within a specific piece of literature. For example, it appeared that a much stronger effort was expended towards using "interesting" vocabulary in her story, written when Steig's Amos and Boris was used as a model. Also, she did use characterization and sensory impressions when these elements were considered and examined in a book. Her sentence structure often resembled that in the book being studied on a given day which indicated that she was making an effort to imitate the prescribed sentence structure. Sentence patterns which had been considered and copied on a specific day were occasionally used again later in the study, even though students had not been reminded of them or asked to use them. This recurrence may suggest an

internalization of alternate sentence structures.

There appeared to be a growth in her description of setting as she included more details specifying a story's time and place in her later writings. She also included more emotional reactions as the study progressed. It is difficult to determine development in her use of dialogue. Although three of her four uses of dialogue appeared in her three final stories, the remaining example occurred in writing sample 2 which preceded any discussion or study of this item.

Student 4

This student was reading on a grade two level. He had a limited sight word vocabulary and was particularly weak in word attack skills.

He indicated a fairly strong dislike for creative writing at the beginning of the study and was reluctant to write stories. Although he did show a greater degree of interest in writing as the study progressed, he continued to require motivating ideas and encouragement when beginning his stories.

The majority of the stories written by this child contained little originality. His story modelled after The Country Noisy, by Margaret Wise Brown, was extremely brief and unimaginative. It consisted of one sentence, "I went to my aunt's wedding and I heard an organ and a piano and I heard some music and that was all was in the wedding." His version of a listening walk was also lacking in imagination and was merely a listing of sounds. He wrote:

When we went down to the beach we heard a gull and boat and a truck and a motorcycle and footsteps and a dog barking and a chainsaw rrrrr and waves swish swash, and then we walked and we (heard) footsteps tramp, slap, click.

His revision of a fairy tale, in writing sample 14, was more creative and entertaining than his other stories. In that story a boy climbed a giant tree that had grown from a magic bean. He then arrived at a giant's house. After receiving some food, he accidentally tipped over the jam. This incident was followed by a descriptive and interesting chase: "The giant chased him out the door, across the clouds and down the big tree."

This student included names for most of the characters participating in his stories. In all stories where he was not a participant the main character was named. In writing sample 16 he even assigned a name to the pet frog. This appeared to be a conscious afterthought as the name was not mentioned when the pet was first introduced. He began that story:

Last Friday night Rodney and his parents went to dinner and his frog jumped into his pocket and when they got there his frog named Ray...

Unnamed characters in his stories were the mother and giant in writing sample 14, the cat in sample 15, and the mother, father, and man in sample 16.

In each story this student made a reference to the time, the location, or both. This was done very briefly in earlier stories. For example, writing sample 4 began, "I went to my aunt's wedding." For sample 10 the students had been instructed to describe their settings with sensory imagery. He mentioned the location of the main character's homes but then stated activities which this character enjoyed in this

vicinity. Although the student did not include sensory information as requested, he did write an interesting story beginning:

Dennis, an otter, lived in the water. The otter liked eating the fish in the river. He liked playing in the grass and in the boat.

Other places mentioned in this story were "the ocean," "the beach," "the woods," "up in the mountains," and "in the grass." The only reference to the time was, "One day."

The title of writing sample 13 contained a specific description of the story's time and a general mention of the location. He named this story, "On Friday Morning We All Went to the Beach, Friday 17, 1985." After listening to Jack and the Beanstalk and Brigg's, Jim and the Beanstalk, he began writing sample 14 with a reference to time in a manner characteristic of fairy tales, "Once upon a time." The location was not specified.

Writing sample 15 began with an effective description of both the time and the place, along with sensory information:

Jamie and I decided to go fishing last Saturday morning. We went in the river down by my house. You could hear the fish jumping. Splash. The water was calm.

The time was stated in writing sample 16 as, "Last Friday night." The only comment designating the place was, "went to dinner." This, along with information given later in the story, implied that the story occurred in a restaurant.

This child did make a conscious effort to state and describe the settings in stories written following discussions of settings in the literary models used and teacher instructions for students to describe their own settings. It is evident that he gave more thought and attention to settings in his later stories, which included more details.

The majority of his stories contained rather lengthy run-on sentences with "and" used exclusively as a connective. For example, writing sample 2 read:

Ralph felt terrified. The truck came down the road and the cat had to get out of the way because (of) the truck and the cat had to get out of the way and Ralph got away.

In sample 1 he followed the story pattern in Rosie's Walk, by Hutchins, and wrote a sentence containing several prepositional phrases. Sample 14 also included a sentence with prepositional phrases: "The giant chased him out the door, across the clouds, and down the big tree."

In writing sample 12 he followed the suggestion to write long sentences in which the latter portion of the sentence described the subject. Examples of this are, "I'm thankful for animals that swim in the pond," and "I'm thankful for summer that we have for the flowers that grow."

Several sentences throughout his writing began with phrases. Sentences in writing samples 10 and 14 began "One day." Other similar sentence beginnings were "Once upon a time," and "The next morning" in writing sample 14, "In two or three hours" in sample 15, and "Last Friday night" in sample 16. Also, several sentences beginning with "When" were used in samples 13, 14, and 15. An example from sample 15 is, "When I went, the cat ate all the trout." Overall, the sentences in the stories composed later in the study were more mature and better-written.

There was very little use of descriptive words in this boy's writing. No adverbs and few adjectives were included. The majority of verbs in his stories were fairly common. The bulk of the descriptive vocabulary was used in his four final stories. Although students were

specifically asked to use "interesting" words in writing sample 10, this child appeared to make no effort to do this in that particular story.

His only descriptive verbs were used in writing samples 13 and 14. In sample 13 he used "swish," "tramped," "slapped," and "clicked." In sample 14 he included "flicked," "chased," and "grabbed." Most of his adjectives were used in his last three stories and these were mostly fairly common words. Sample 14 contained "little," "big," "long," and "thump." He used "calm" and "last" in sample 15 and "last", "Friday," and "splash" in sample 16.

Two of this student's stories contained dialogue. Again, this occurred late in the study. Writing sample 14 included an effective conversation between the boy who climbed the beanstalk and the giant he met at the top. This dialogue was very natural and successfully advanced the plot. It read:

... and a big man came to the door and he said, "What do you want?"

Jerry said, "May I come in? That tree was a long climb. May I have something to eat? I'm starving."

The giant said, "Would you like some bread?"

"Yes I would," Jerry said.

This dialogue was found in the portion of the story that the student had dictated rather than in the part he had written himself. The student had been unable to complete that story because he had been called out of the classroom to see the school nurse. When he returned to the Special Education classroom for his next language arts class he had lost all interest in completing the story. When it was suggested that he finish his story by dictating the ending to the teacher he agreed enthusiastically.

His only other use of dialogue was in the closing of writing sample

16. In this story the boy's parents punished him for bringing his pet frog to the restaurant. They said, "In your room for a day." This brought the story to an appropriate conclusion.

This student included an expression of an emotion in only two of his stories. The first instance occurred very early in the study, shortly after lesson one which dealt specifically with characters' emotional reactions. In writing sample 2 the student began, "Ralph felt terrified." Before students began writing this story they were reminded of the main character's feelings in Which On a Motorcycle, by Frances and were asked to describe how the mouse in Cleary's Runaway Ralph must have felt when he was caught by the cat. It was then suggested that students include the mouse's emotions in their writing.

In writing sample 10 he again stated an emotional response. Students had studied the opening of Amos and Boris by Steig. This book began with a description of the main character's feelings regarding his home. This student began his story in a similar manner, stating his character's personal response to his environment. He stated that the individual liked eating the fish in the river, and playing in the grass and tree.

It appeared that this student included a personal or emotional reaction in his writing only in response to a specific reminder or instructions to do so, or when following the example in a literary model expressing similar emotions.

Several of his writing samples, however, included sensory information. Two such stories were written in response to lessons dealing specifically with sensory descriptions. The first was written following a reading and discussion of The Country Noisy Book by Brown.

The student made an attempt to include the sounds heard, but rather than describe them he stated only what produced these sounds. He wrote, "I heard an organ and a piano and I heard some music." His second use of sensory information occurred in writing sample 11. There, students wrote poems, including adjectives describing each of the four seasons, as in the model Spring Is, by Domanski. A few of his adjectives effectively presented a sensory image. For example, he included "cold," "flowery," and "sunny." In writing sample 13 this student used successful auditory imagery in his version of a listening walk. He included such words as "barking," "slapped," and "clicked." This was a far more effective attempt than his efforts in writing sample 4.

The three stories which followed this, writing samples 14, 15, and 16, each contained some reference to a sensory image. In sample 14 he stated that the beanstalk landed with "a big thump." In sample 15 he wrote, "you could hear the fish jumping. Splash." He also supplied visual information in this story by writing, "The water was calm." In sample 16 he stated that the frog jumped into a drink with a "splash."

This student made a greater use of sensory information as the study progressed. The inclusion of such information also began to become a more natural part of the narrative. His initial attempts were in direct response to specific examples and discussions of the use of sensory imagery. Later, however, he included this type of information in his stories without such direct and specific reminders and instructions.

Summary

This student appeared to have improved in several areas during the study. As time progressed, he supplied more details specifying and describing his settings. Also there was a greater tendency to include

sensory images in later writing samples. This added interest and quality to his writing. There was also an increase in the amount of descriptive vocabulary, and both uses of dialogue occurred near the conclusion of the study. Analysis of this student's sentence structure indicated a growth in this area as well. He did tend, however, to incorporate personal responses only when he had received detailed and specific instructions to include them.

Student 5

This student was reading approximately two and one half years below grade level. His major weakness was with word attack and word recognition skills. Early in the study he appeared completely uninterested in creative writing and expressed a fairly strong dislike of the subject. He would begin writing after a great deal of hesitation and would compose very brief stories. A marked difference was detected in this child's attitude towards writing after he received the typed, bound copy of his imitation of Hallinan's I'm Thankful Each Day. He appeared very pleased with his book and took pride in illustrating it.

Before the group began writing sample 14, they were told that it would also be typed and bound. This piece of information appeared to be a very effective motivator for this child, who quickly got to work and periodically showed the amount of writing he was doing. He produced his longest story of the study. He seemed less negative about writing this, as well as the next two stories, which were the final writing samples for the study.

Each of his beginnings moves the reader quickly into the story. A few of his story beginnings were too abrupt and lacked an introduction.

For example, writing sample 13 opened with, "We heard a motorcycle - splash - tractor - boat - gull - truck - dog." His two final stories, however, contained very appropriate and successful beginnings. Writing sample 15 began, "Raymond and I decided to go fishing last Saturday morning. We went in the river down by my house." He then proceeded to describe the setting with visual and auditory information, "You can hear the fish jumping. Splash. The water was calm." Writing sample 16 also commenced effectively with a statement of the time, place, and main characters of the story. It began, "Last Saturday Charlie went to a fancy restaurant." The reader is brought quickly into the action while, at the same time, being made aware of important background information.

The closing of each of his stories followed logically from preceding events. Most of his stories also contained a sense of closure. For example, sample 14 concluded, "He jumped out the window and never came back to the three koala bears ever again." Two of his stories did end abruptly. Writing sample 6 was a very brief description of Paul Runyan and concluded, "His pick is a track for a pick." His listening walk also finished suddenly with, "... and the dog was barking."

This student's initial reference to setting occurred in writing sample 10, where he wrote, "Rod a octopus lived in the ocean. He loved to eat little fish. One day ..." Here he stated the place without supplying any details and also made a vague reference to the time. When composing writing sample 14, the student included two brief comments concerning the time--"Long ago" and "a nice summer day." He also stated that the location was the koala bears' house. His next two stories also specified both the time and the place. This was accomplished

effectively in the opening sentences. This child included more specific statements of setting in the stories which he wrote during the later stages of the study.

Overall, the sentence structure in this student's writing was more advanced than that of the majority of the children's in the group. He used both "and" and "but" as connectives. While several of his sentences were run-on, others were shorter and a few contained subordination. An example from writing sample 2 is, "He tried to get away but the cat put his paw on Ralph again and he flicked Ralph in the air again." Also, in sample 15 he wrote, "When we got home we had about nearly twenty-nine dozen." There is no evidence to show that this student grew in his ability to write sentences on a higher level of maturity. The sentence structure of stories he wrote early in the study was just as advanced as that written later.

This student made little use of descriptive vocabulary, particularly in his earlier stories. The majority of his descriptive words were included in writing sample 13 where he was writing an account of a listening walk. Many of the words he used there were those suggested by the group while discussing their walk. One of the first adjectives he included was "little," in writing sample 10. The adjectives he incorporated into his poem about the seasons were very appropriate and effective. Examples of these are "sunny," "rainy," "snowy," "crunchy," and "blowy." These adjectives portray very specific visual and tactile images. His three final pieces of writing also contained adjectives. In writing sample 14 the student used two fairly general adjectives--"nice" and "summer." Adjectives in writing samples 15 and 16 were more numerous and a few were very descriptive. In sample

15 he used "Saturday," "splash," "calm," "pink," and "good." Sample 16 contained "last," "Saturday," "fancy," "big," and "splash." The incidence of adjectives appeared to be increasing as the study progressed.

No adverbs were used in his writing. The majority of the verbs were common and lacked imagination. Several of his more descriptive verbs were used in writing sample 13. There he included "zoom," "roar," "rumble," "caw," "clatter," and "putt-putt." Many of these, however, had been suggested by students during the discussion of the listening walk.

Three stories contained an expression of a personal or emotional reaction experienced by a character. The first incident occurred near the beginning of the study and the two remaining examples were used in his later stories. Although stated briefly, these feelings did add interest and quality to the writing. Writing sample 2 opened with, "Ralph felt terrified." In sample 14 the reader is told that, when the koala bears could not find their gumdrops, they felt mad. In sample 16 the student used the words "mad" and "angry" to describe the feelings of certain characters in his story.

Four of this student's writing samples contained sensory information. Three of these were written late in the study. His first inclusion of sensory images occurred in writing sample 11 where the student imitated Domanski's poem, Spring Is. There he used such words as "sunny," "crunchy," "freezy," and "muggy" to create sensory impressions. In his account of a listening walk he used several words describing auditory images. In writing samples 15 and 16 he used the word "splash" to express a specific sensory image.

Summary

The major change was this student's interest in and attitude towards writing. Early in the study he was negative about any writing activities. However, he was one of the more enthusiastic writers in the group during the later portion of the study. There was also an improvement in his story beginnings as the study progressed. His later stories began with a statement specifying the main character as well as the time and/or location of the story. A slight increase was detected in his use of descriptive vocabulary. There was a greater tendency for him to use adjectives in his later stories.

Student 6

This boy was reading approximately one and a half years below grade level. His interest in creative writing varied widely from week to week. On several occasions he appeared very hesitant about his writing assignment and wasted a great deal of time. At other times he seemed very interested and anxious to write. For writing sample 3 he even chose to write a story independently rather than participate in the group dictation.

On two occasions this student shared ideas for writing with student 1 before beginning his story. He appeared to enjoy this activity and these discussions helped him formulate his ideas as well as receive alternate suggestions from a peer before beginning the writing task. On both occasions this helped motivate him and he began his writing with some enthusiasm and amusement. For writing sample 8, the two boys agreed that one of the worst things that could happen would be to

receive Cabbage Patch Kids. These students wrote stories describing how they eventually got rid of the dolls and finally received dinkies, in their stories modelled after Charlie's What Good Luck! What Bad Luck!

Overall, the stories written by this child contained a higher level of originality than those written by many of the other students. In several instances he included a creative idea or expressed his ideas in a different and interesting manner. One example is found in writing sample 6 where he was describing Paul Bunyan. To indicate how much Paul Bunyan ate, the student stated that when Paul Bunyan went to MacDonald's, he put them out of business. In sample 14, he said that Jim cut the giant vine down with a chainsaw. In sample 3 he expressed anger towards the younger brother in his story by writing, "When I got home I could have killed my little brother." Writing sample 8 contained an amusing account of a child's attempts to get rid of a doll that his mother gave him. When the doll was dropped in the fan of a truck, "it wasn't hurt very much." When the doll was dropped from an airplane into a large pond it was recovered and the story made the news. The story character did receive some good luck at the conclusion of the story when his mother gave him a gift that he did want--a dinky.

One skill which seemed to develop during the study was his description of settings. This student included a greater number of specific statements about the settings in his later stories. In writing sample 10 he included sensory information in his description of the location. He wrote, "Charlie the chipmunk lived in a tree... Charlie the chipmunk loved the smell of the fresh air he loved the trees blowing." In this story, however, he was very vague about the time when he wrote "one day." In sample 13 he specified the time, "Friday

morning," but neglected to state the location. In sample 14 the student referred to the time in a manner characteristic of fairy tales, "Once upon a time," and later he wrote, "one day." In his final story he specifically stated the time, "Last Saturday night," and also established the place, "a fancy restaurant."

In several of his earlier stories information describing the setting was more general. In writing sample 3, for example, the place was not specified and the time was given as "today." In sample 6 there was no reference to the time, and two separate locations were mentioned. The student briefly referred to the character's visits to the dentist's office and to MacDonald's.

The majority of the sentences composed by this student were longer than those written by several of the other students in the group. He used the connective "and" frequently, which helped lengthen these sentences. A sentence in writing sample 2 read, "The cats ran and Ralph got away." An example from sample 3 is, "I stepped on a thumbtack and I jumped and fell down the steps again." A longer sentence can be found in sample 14, "Then Jim ran down the vine and then he got the chainsaw and sawed it down and Jim lived happily ever after." This was the only run-on sentence found in his writing samples.

In writing sample 1 this student imitated the use of prepositional phrases in the model Rosie's Walk, by Pat Hutchins. He did not, however, use prepositional phrases in any of his later stories. He also copied the format of sentences in I'm Thankful Each Day, by P. K. Hallinan, in writing sample 12. Rather than a series of short choppy sentences, he included such sentences as, "I'm thankful for spring and hot sun shining" and "I'm thankful for animals that we love and care for

everyday."

On several occasions he lengthened sentences by beginning with a phrase noting the time. Some examples are, "The next day" and "At recess" in writing sample 3; "One day" in sample 10; "On Friday morning" in sample 13; "Once upon a time," "One day" and "The next morning" in sample 14; and "Last Saturday night" in sample 16.

It is difficult to conclude that this student improved in the area of sentence structure. Writing sample 2 consisted of four fairly short sentences:

The cats were still flicking Ralph around. Ralph was terrified. The dog came out. The cats ran and Ralph got away.

Writing sample 3, however, contained several long sentences. The student wrote,

When I got up today I stepped on my little brother's car and I fell down over the stairs and broke my arm and I was in hospital 3 weeks. When I got home I could have killed my little brother. The next day I got up. I stepped on a thumbtack and I jumped and fell down the steps again....

The difference in the length of this story and its sentences as compared to the previous story could be a result of the interest the student had in the writing task and the effort with which he then completed the story. When composing writing sample 2, this child was not very enthusiastic and eventually completed his story with the aid of a great deal of encouragement. Sample 3, however, was written voluntarily while the majority of the class was involved in a group dictation of a similar story. He enjoyed the humor in the model Alexander and the Terrible, Horrible, No Good, Very Bad Day by Viorst, and then enjoyed a discussion with a classmate of this story as well as ideas for his own story.

The sentence structure in several of his later stories was similar to

that found in writing sample 3.

There were very few descriptive words in this student's writing. The majority of those he did use were concentrated in his later stories. The only adverb he included was "happily" in writing sample 14. He used it in the commonly used ending, "lived happily ever after." The greater portion of his verbs were fairly common. He did, however, include a small number of more descriptive verbs. In writing sample 2 he used "was terrified" and "flicking." In writing sample 10 he included "chipping" and "discover." He used "zoomed" in writing sample 13.

Very few adjectives can be found in his earlier stories. In writing sample 1 he used the word "city" to describe the hotel, and "little" was used in sample 3. Sample 10 and the stories and poems which followed it contained a higher incidence of adjectives. Examples of these were "fresh," "next," "slippery," "new," "freezing," "huge," "big," "nasty," and "fancy." Although many of these are somewhat general and common, a few such as "slippery" and "nasty" are more descriptive and imaginative.

Writing samples 10 and 14 were the only stories written by this child that contained dialogue. In both instances the conversation was natural and appropriate. Writing sample 10 contained an interesting conversation between Charlie the chipmunk and a fisherman. The student wrote,

Charlie the chipmunk said, "What is this slippery thing," and a fisherman said, "It is fish, Charlie." He said, "Can you eat it?" "Yes you can. Do you want me to cook you some?" "Yes please." ssssss "Do it taste good?" "ccc yes." "Don't cough charlie."

This conversation added quality to the story and successfully advanced the plot. Writing sample 14 contained dialogue occurring in three

separate situations:

One day Jim's grandfather said, "Jim go in to town tomorrow."

The next morning Jim started on his way. He seen a old woman. She said, "I'll give you 6 berries. Jim said, "Yes."

When he got home his grandfather said, "That's no good."

Although written as three separate, very brief conversations, this dialogue also added interest to the story. The student did not attempt to use quotation marks in either story.

Several of the stories composed by this child contained an expression of a personal or emotional reaction. In each case this was accomplished with a brief statement but did add interest by allowing the reader to see how the main character reacted emotionally to the situation. The first example was found in writing sample 1, which was written the week following the lesson on emotional reactions where the book Witch on a Motorcycle, by Frances, was examined. This student concluded his story by writing, "got home for supper and had a good time." Although the literary model for this story Rosie's Walk, by Hutchins, had ended only with, "and got back in time for supper"; this student went a step further by stating that his character had enjoyed his day.

In writing sample 2 he stated exactly how the character felt by writing, "Ralph was terrified." He described the character's emotion in writing sample 14 by concluding the story with, "Jim lived happily ever after." In writing sample 3 this student effectively presented an emotional reaction. He indicated the character's intense anger towards the younger brother by writing, "I could have killed my little brother." Rather than naming the emotion being experienced, the student stated what the anger made the story character want to do. Later, in that same

story this student wrote, "I was very hungry. I could ate my brother." Here, he indicated the feeling of hunger experienced by the character as well as hinting again at his feelings concerning the younger boy.

In three of his stories this child included a description of a sound. This was done initially in writing sample 1, when he wrote, "rrrrrt," in his attempt to represent the sound produced by a racecar, which occurred before any lesson involving sensory impression was taught. In sample 10 he described the sound of fish cooking by writing, "ssssss," and also the sound of the character's coughing with "ccc." In his description of a listening walk, he wrote:

I heard a dog barking and a car going fast. The car zoomed on the main road. We heard a dumptruck on the dock and we heard a motorboat coming in. The motorboat's motor went putt-putt.

Students had been encouraged to spend time describing their settings for writing sample 10, using sensory information as in the model Amos and Boris, by Steig. This child referred to an auditory, an olfactory and a visual impression. He mentioned someone was singing a song, the smell of the fresh air, and the trees blowing. Sensory impressions were also found in his poem about the seasons in writing sample 11. He used such words as "sunny," "rainy," "foggy," "colder," and "freezing." These words supplied visual information and tactile feelings rather than auditory impressions. He also included the adjective "hot" in writing sample 12.

The majority of the sensory images used by this student described sounds. Both of his writing samples containing visual and tactile information were written late in the study.

Summary

This student attempted to include in his own writing several of the

literary elements that were studied. He used a greater amount of descriptive vocabulary in his later writing samples. There was also a greater use of sensory imagery in the stories he wrote in the second half of the study. A difference was detected in his story beginnings and description of setting. His earlier stories lacked statements specifying and describing the location and time. In writing sample 10 he used sensory information in his description of the setting. This student often included a statement indicating story character's personal or emotional reactions.

There was no evidence to suggest a growth in his use of other literary techniques. At times he included such elements as a title, dialogue and character names, but there was no apparent pattern in their usage and they appeared to be haphazard rather than planned and deliberate.

CHAPTER 5

OBSERVATIONS AND RECOMMENDATIONS

This program was highly motivational for many of the children participating in the study. Children who had initially expressed a fairly strong dislike for creative writing, later indicated a more positive attitude towards the activity. Comments made by student 2, for instance, showed that she enjoyed the weekly writing activities and was disappointed when one of the scheduled writing lessons was postponed. Also, students 4, 5, and 6 no longer expressed a feeling of disappointment and reluctance when confronting a writing assignment. Earlier in the school year these three boys seemed very uninterested in creative writing and had begun each of their stories after a great deal of hesitation.

One major factor contributing to this change appeared to be the presentation of several of their stories in the form of books. This procedure was extremely motivating, particularly when the stories were typed and bound with a hard cover. Students appeared to enjoy the idea of writing a book and showed preference for writing on paper stapled together to form a rather simple booklet over writing in their exercise books. Before beginning to write story 14, student 5 asked if it would be made into a book. When he learned that it would be, he quickly and eagerly began writing and composed his longest story of the year.

When the students' books were placed in the school library, teachers and other students in the school expressed a great deal of

interest in them. This added to the sense of pride that the children had in their work.

The children were encouraged to understand that they were going to read, or listen to, a book written by another author and then they were going to compose their own books. This idea appeared to heighten the interest of several students towards the writing activity.

The use of samples of children's literature as examples and models for writing was effective. A specific literary element, such as the use of sensory impressions, could be considered within the context of a story. Also, students could be reminded of writing techniques considered in previous lessons by referring to the book that had been used as an illustration of that specific technique. For example, students were encouraged to include noises in their later stories and were reminded of the book The Listening Walk, by Showers. This allowed for a continual review and use of all skills throughout the program.

Other skills often came out of the study of a particular book. For example, the book I'm Thankful Each Day, by Hallinan, led to a discussion of contractions. Such instruction was unplanned and occurred incidentally.

Stated criteria for the evaluation of creative writing provided the instructor with a list of techniques and skills to discuss and exemplify through literature. They helped the teacher by supplying a statement of what to look for in children's writing, and also of what to teach and encourage prior to a writing activity.

This writing program also necessitated the planning and organization of literature to be used and skills to be taught. The creative writing lesson could not consist merely of directions to write

a story given a list of topics or titles from which students would choose.

Several students displayed a keen interest in independent reading of the literature that was placed on the book table following its study in class. They also enjoyed reading the work composed by their classmates.

The children appeared interested in creating group stories and became active participants in this activity. Upon completion of these compositions, each child requested an opportunity to read the story individually to the remainder of the class.

A few of the students were interested in reading their completed stories to the teacher. As they did this, they detected errors in their writing and attempted to make suitable alterations.

Many of the children appeared to require specific guidelines and suggestions prior to their writing. All of them were fairly quick to commence the writing of their story using one of Mercer Mayer's picture books as an outline. They seemed to find it less difficult to write a story when they were provided with a fairly specific story structure.

Many of them were slow to begin their stories following the reading of Margaret Wise Brown's The Country Noisy Book. For that particular lesson the instructions for writing had been less specific.

The effectiveness of the program in improving writing varied among the students in the group. All of the children appeared to make a conscious effort to write a story which contained the literary technique which had been studied on a given day. On a few occasions only, some students did appear unconcerned about this and set to work composing a story making no use of the device that they were instructed to include.

As well as following directions to include a specific technique on a particular day, the students all incorporated some of the literary techniques in future writings. The extent to which they used the literary devices later in the study varied, from a greater use of titles and dialogue by student 1, to improved story beginnings, settings, sensory impressions, dialogue, descriptive vocabulary, and sentence structure by student 4. It seems apparent that each student did internalize a few of the ideas for improving their story writing. Certain children made a far greater use of the writing elements later in the study. This may have been a result of a greater effort to follow the teacher's directions or it may be an indication of an internalization of these writing skills.

The children whose writing showed the most growth were those who had expressed the greatest amount of dislike towards creative writing prior to the commencement of the study. These children appeared to require specific instructions for a writing assignment and seemed to find it much less difficult to write a story following a model or example in a story read to them and discussed with the group. This may also be responsible for the improved attitude towards writing by these particular children:

Recommendations

Because there was no control group, it is impossible to conclude that this particular type of writing program is more effective in improving students' writing skills than a more traditional method. Any improvements and growth in writing ability may be due to some unidentified factor or may have occurred regardless of the format of the

writing lessons or program.

A study which could establish a control group with all variables equal to that of the experimental group, with the exception of the type of writing program, could provide evidence of the effectiveness of a writing program which uses literature as a stimulus and model.

A program extending for longer than a five-month period would allow a greater concentration on and review of techniques which received minimal attention such as sequence, characterization, and the expression of a personal or emotional reaction.

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APPENDIX A

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APPENDIX B

WRITING SAMPLES COMPOSED BY STUDENT 1

Sample 2

Ralph was caught in the cats paw But suddenly! a loud truck engine came! it was a big truck the cat's were terrified! one cat ran up a tree. and the others got out of the way When the driver honked the horn but there was something familiar about, the driver it was Mat! Ralph couldn't believe his eyes! Mat stoped the truck and got out He picked up Ralph and his motorcycle and Mat gave Ralph a big, peanutbutter and jelly sandwitch and drove back to the hotel and Ralph learned to listen to his mothers advice the end.

Transcription of Sample 2

Ralph was caught in the cat's paw. But suddenly a loud truck engine came. It was a big truck. The cats were terrified! One cat ran up a tree and the others got out of the way when the driver honked the horn. But there was something familiar about the driver. It was Matt! Ralph couldn't believe his eyes. Matt stopped the truck and got out. He picked up Ralph and his motorcycle, and Matt gave Ralph a big peanut butter and jelly sandwich and drove back to the hotel, and Ralph learned to listen to his mother's advice.

Sample 3

Philip and the very yucky yucky day

When I got up I stepped on a sandwich that my little burthe left. When I got to the bus stop I dropped my farte dinky and the bus ran over it

Transcription of Sample 3

Philip and the Very Yucky Yucky Day

When I got up I stepped on a sandwich that my little brother left. When I got to the bus stop I dropped my favourite dinky, and the bus ran over it.

Sample 4

Me and Chris wher driveing along we were going to the construction yourd today was are farst day on the job we to the bsess office to get our job the enormous truck made a loud nose Chris drove the diger and I drove the lodar

Transcription of Sample 4

Me and Chris were driving along. We were going to the construction yard. Today was our first day on the job. We (went) to the boss' office to get our job. The enormous truck made a loud noise. Chris drove the digger and I drove the loader.

Sample 6

Paul's trap to the dentist

Paul started off with a good brikfest with 50 truck load's of fried eggs and a oil truck' load of orage juice and a brad truck load of toast and he was off to the dentist the dentist said he had to get a filling in

his tooth so the dentist had to get a jack-hammer. When got out of the dentist he went to the barber the barber had to use a helicopter and a tractor.

Transcription of Sample 6

Paul's Trip to the Dentist

Paul started off with a good breakfast with 50 truck loads of fried eggs and an oil truck load of orange juice and a bread truck load of toast, and he was off to the dentist. The dentist said he had to get a filling in his tooth so the dentist had to get a jack hammer. When (he) got out of the dentist's he went to the barber. The barber had to use a helicopter and a tractor.

Sample 8

O wat baad luck my mother bought me a cabbage kid

O wat good luck it was bonfire night

wat bad luck i was out of matches

wat good luck i got the trucker and back and back and back over it and got redd of it.

wat bad luck there was to much left of it

wat good luck i sent wat was left of it to Hong kon and burt it

wat good luck my mother bouht me dink

Transcription of Sample 8

Oh, what bad luck! My mother bought me a Cabbage Kid.

Oh, what good luck! It was bonfire night.

What bad luck! I was out of matches.

What good luck! I got the truck and backed and backed and backed over it and got rid of it.

What bad luck! There was too much left of it.

What good luck! I sent what was left of it to Hong Kong and burned it.

What good luck! My mother bought me (a) dinky.

Sample 9

Once upon a time ther was a fisherman and his wife they lived in a old shak by the sea they were vary poor one erly moring the fisherman waint on the water He cought a maigik fish the fish sad of you put me back in the water i wale give you 3 wiche so the fisherman put the migik fish back in the witer as the fisherman was coming back in he sad I head a bigger and bitter traip boat all of a suddon his old tub turend in to a bran new shiny new trap boat with a shine new 50 Hp mercury moter but at the same time his wife wished for a new stove wean the fisherman got back to shor thay wher vary happy thane wiched for butful new house ther was a big BOOM butful new house opped thay were so happy thay forght abot supper so the fisherman and his wife lived hpply ever after

Transcription of Sample 9

Once upon a time there was a fisherman and his wife. They lived in an old shack by the sea. They were very poor. One early morning the fisherman went on the water. He caught a magic fish. The fish said, "If you put me back in the water, I will give you three wishes." So the fisherman put the magic fish back in the water. As the fisherman was coming back in he said, "I (wish I) had a bigger and better trap boat." All of a sudden, his old tub turned into a brand new shiny new trap boat with a shiny new 50 hp Mercury motor, but at the same time his wife wished for a new stove. When the fisherman got back to shore they were very happy. Then (they) wished for (a) beautiful new house. There was

a big boom. (A) beautiful new house appeared. They were so happy they forgot about supper, so the fisherman and his wife lived happily ever after.

Sample 10

Amos was a little mouse that lived in a lighthouse. Every week the lighthousekeeper's wife would bake bread the bread smelled lovely but mouse longed to go to sea one day the mouse made up his mind the mouse started construction on a boat by day the mouse worked on a boat by night the mouse started navigation finally Amos finished the boat and Amos climbed aboard his boat Sunday a huge wave washed Amos and his boat out to sea Amos sailed all long till it got dark then Amos fell asleep at the wheel but dawn came and Amos was still asleep But suddenly out of nowhere a huge enormous oil tanker came it was heading straight for Amos Amos woke up at the loud engines of the ship All of a sudden Crash! bang! Amos's boat was crushed Amos felt cold water Amos caught on to a crack up beet up bored of his boat that floating in the water Amos was drifting as the ship was going by a crew member there was hanging down a string of the huge ship Amos grabbed the string and the man pulled Amos up up

Transcription of Sample 10

Amos was a little mouse that lived in a lighthouse. Every week the lighthouse keeper's wife would bake bread. The bread smelled lovely but (the) mouse longed to go to sea. One day the mouse made up his mind. The mouse started construction on a boat. By day the mouse worked on a boat. By night the mouse studied navigation. Finally Amos finished the boat and Amos climbed aboard his boat. Sunday a huge wave washed Amos and his boat out to sea. Amos sailed along until it got dark. Then

Amos fell asleep at the wheel but dawn came and Amos was still asleep. But suddenly out of nowhere a huge enormous oil tanker came. It was heading straight for Amos. Amos woke up at the loud engines of the ship. All of a sudden crash! Bang! Amos' boat was crushed. Amos felt cold water. Amos caught on to a cracked up, beat up board off his boat that (was) floating in the water. Amos was drowning. As the ship was going by a crew member there, was throwing down a string off the huge ship. Amos grabbed the string and the man pulled Amos up, up.

Sample 11

Spring is foggy, rainy, drizzly.

Summer is happy, hot, sunny.

Fall is yekey, buuy, grose.

Winter is no good, cold, and, minbril.

Transcription of Sample 11

Spring is foggy, rainy, drizzly.

Summer is happy, hot, sunny.

Fall is yucky, blucky, gross.

Winter is no good, cold, and miserable.

Sample 12

I'm thankful for frends that play wath me.

I'm thankful four truckes and cars a tractors and sun
and summer and swing and the rainy days of spring.

I'm thankful four wanter and going in the wood's
and I'm thankful four evry thing.

Transcription of Sample 12

I'm thankful for friends that play with me.

I'm thankful for trucks and cars and tractors and sun
and summer and swimming and the rainy days of spring.

I'm thankful for winter and going in the woods
and I'm thankful for everything.

Sample 13

our Lissing walk.

On Friday morning we went on a walk to the pond and we listened to different sounds. We herd footsteps and tilking and a car zoomed up the road and a lumber truck rumbled down the road and we heard a chansaw buzzing and we heard a dump truck on the wirf and I wilked in the water and it made a splshing nose then we heard boat it made a zooming nose I herd a putt putt boat going by and we heard tractor putting along in a gadden and just as we got in the scool yeard we heard a motorcycle zoom up the road

(After listening to a reading of his story, this student made alterations, then submitted the following.)

On Friday morning we went on a walk to the pond and we listened to different sounds. We herd footsteps and tilking. A car zoomed up the

road and a lumber truck rumbled down the road. We heard a chainsaw buzzing and we heard a dump truck on the wharf. I walked in the water and it made a splashing noise. Then we heard a boat. It made a zooming noise. I heard a putt putt boat going by and we heard a tractor putting along in a garden and just as we got in the school yard we heard a motorcycle zoom up the road.

Transcription of Sample 13

Our Listening Walk

On Friday morning we went on a walk to the pond and we listened to different sounds. We heard footsteps and talking. A car zoomed up the road and a lumber truck rumbled down the road. We heard a chainsaw buzzing and we heard a dump truck on the wharf. I walked in the water and it made a splashing noise. Then we heard (a) boat. It made a zooming noise. I heard a putt putt boat going by and we heard (a) tractor putting along in a garden, and just as we got in the school yard we heard a motorcycle zoom up the road.

Sample 14

Jack and Stepladder

One day Jack was walking to the hardware store to get a garden hose and he ended up with a magic stepladder and when Jack got home he told himself some bargain this stepladder won't do anything and Jack heaved it out his bedroom window that night the ladder grew and grew and grew that morning when he woke up he got dressed climbed up the ladder when he got to the top he saw a little wooden log which he looked to the door a little midget dropped in the doorway Jack asked if he could stay for the night the little man said sure when Jack finished his supper that the little man

gave him the little man turned into a big ugly furry when wife he chased
 Jack over the clouds and Jack ran down stepladder and before the when
 wife could get down stepladder Jack grabbed a hacksaw sawed down the step
 ladder it landed with a thump and Jack lived happily ever after we hope.

Transcription of Sample 14

Jack and (the) Stepladder

One day Jack was walking to the hardware store to get a garden hose and
 he ended up with a magic stepladder, and when Jack got home he (said) to
 himself, "Some Bargain. This stepladder won't do anything," and Jack
 heaved it out his bedroom window. That night the ladder grew and grew
 and grew. That morning, when he woke up, he got dressed, climbed up the
 ladder. When he got to the top, he saw a little wooden log shed. He
 knocked to the door. A little midget appeared in the doorway. Jack
 asked if he could stay for the night. (The) little man said, "Sure."
 When Jack finished his supper that the little man gave him, the little
 man turned into a big, ugly, furry werewolf. He chased Jack over the
 clouds and Jack ran down (the) stepladder. Jack grabbed a hacksaw,
 sawed down the stepladder. It landed (with) a thump and Jack lived
 happily ever after. We hope.

Sample 15

a morning at the trap

One bright early summer morning me and Chris decided to go out to the
 trap but when we got out there there was a man trying to seal our trap so it
 was too man it was Rained and Jamie then I saw Donnice and Plime then Kim
 and Wane and Tammy and Brend and we all joined in the chase when we finally
 caught up to them and called the police they took them away to jail for

6 months that night we went over to Chris's house and cooked up supper and ate it and everybody was happy

Transcription of Sample 15

A Morning at the Trap

One bright early summer's morning me and Chris decided to go out to the trap but when we got out there, there was a man trying to steal our trap. No, it was two men. It was Raymond and Jamie. Then I saw Donnie and Pamela. Then Kim and Wayne and Tammy and Brenda, and we all joined in the chase. When we finally caught up to them and called the police, they took them away to jail for 6 months. That night we went over to Chris' house and cooked up supper and ate it, and everybody was happy.

Sample 16

50 years in the future

Charlie went to lunch in the best restaurant in Okeazey. Charlie told his pet plutonian, Chair, not to go but he jumped into his space suit and they jumped into spaceship and took off. When they got there his pet plutonian, Cherer, jumped into the man's space saxophone and got blowing into a man's space drink and the man drank it and pet plutonian jumped out and they were kibeked out and when they got home he had to go to his room and they laithed and laithed

Transcription of Sample 16

50 Years in the Future

Charlie went to lunch in the best restaurant in Okeazey. Charlie told his pet plutonian, Chair, not to go but he jumped into his space suit. They jumped into (the) spaceship and took off. When they got there, his pet plutonian, Cherer, jumped into the man's space saxophone and got

blown into a man's space drink, and the man drank it and (the) pet
plutonian jumped out, and they were kicked out and, when they got home,
he had to go to his room and they laughed and laughed.

APPENDIX C

WRITING SAMPLES COMPOSED BY STUDENT 2

Sample 1

The Pirate and Parrot

he went through the ship
 through the water
 under the treasure chest
 through the water again
 and back in time for dinner.

Sample 2

Ralph terrified ride

Ralph ran and ran he ran as fast as he could after the cat the cat
 went back to Ralph the cat was terrified the cat found Ralph. Saw the
 cat Ralph ran he jumped on his motorcycle he drove out of site the cat
 and dog was happy it was a happy Ending.

Transcription of Sample 2

Ralph's Terrified Ride

Ralph ran and ran. He ran as fast as he could after the cat. The cat
 went back to Ralph. The cat was terrified. The cat found Ralph.
 (Ralph) saw the cat. Ralph ran. He jumped on his motorcycle. He drove
 out of sight. The cat and dog was happy. It was a happy ending.

Sample 4

At the Wedding

The wedding music was soft the priest as the woman and man will you married each other. they said yes and they kissed then they went to the reception they danced to the music the music was soft. they had fun.

Transcription of Sample 4

At the Wedding

The wedding music was soft. The priest asked the woman and man, "Will you marry each other?" They said, "Yes," and they kissed then. Then they went to the reception. They danced to the music. The music was soft. They had fun.

Sample 6

Paul Bunyan goes to the dentist

On the way to the dentist Paul walked to the dentist then he had to kneel down to get in to the door. he had to sit on the floor to get his teeth checked he had to use a jack hammer to fill his teeth it did not hurt. then he got out of the dentist he went to the store to get some ice cream. he went home.

Transcription of Sample 6

Paul Bunyan goes to the Dentist

On the way to the dentist, Paul walked to the dentist then he had to kneel down to get into the door. He had to sit on the floor to get his teeth checked. He had to use a jack hammer to fill his teeth. It did not hurt. Then he got out of the dentist. He went to the store to get

some ice cream. He went home.

Sample 8

What good luck! the school burned down.

What bad luck! it was a another school.

What good luck! me and Kim where in the snad class.

What good luck! it is a have of day

but Blair came and it was a terrible, horrible, no good, very bad day.

Transcription of Sample 8

What good luck! The school burned down.

What bad luck! It was another school.

What good luck! Me and Kim were in the same class.

What good luck! It is a half of (a) day

but Blair came and it was a terrible, horrible, no good, very bad day.

Sample 10

Lee, the Raccoon, lived in the woods. He loved the sound of the leaves rustling and the water swishing over the rocks in the river. He loved to see the sun shining on the water.

Lee the Raccoon, Had a mask. His mask was black. a gril fand him. He whent with wher there thay whent an a adventure. thay had a good time. the gril's name is Bonnie her sister name is, Brenda.

Lee the Raccon, dide the grils was sade thay mis Lee the Raccon the grils felt lonely thay told thar parents. the parents was sade to thay wall whent back to Lee home when thay wooked in the home evenone cried.

then they found a other Raccoon that was happy. they calls the Raccoon Lee the Raccoon. they celebrated they was happy.

on the same day it was the girl's birthday Lee the Raccoon and the girl's birthday the parents had a big cake. they wher friends for ever.

Transcription of Sample 10

Lee, the raccoon, lived in the woods. He loved the sound of the leaves rustling and the water swishing over the rocks in the river. He loved to see the sun shining on the water.

Lee, the raccoon, had a mask. His mask was black. A girl found him. He went with her. Then they went on a adventure. They had a good time. The girl's name is Bonnie. Her sister's name is Brenda.

Lee, the raccoon. The girls felt lonely. They told their parents. The parents was sad too. They all went back to Lee's home. When they walked in the home, everyone cried.

Then they found another Raccoon. They was happy. They called the Raccoon Lee, the Raccoon. They celebrated. They was happy.

On the same day, it was the girls' birthday. The parents had a big cake. They were friends forever.

Sample 11

Spring is rainy, foggy, drizzly.

Summer is funny, happy, sunny.

Autumn is chilly, winedy, sneez.

Winter is icy, freezing, nippy.

Transcription of Sample 11

Spring is rainy, foggy, drizzly.

Summer is funny, happy, sunny.

Autumn is chilly, windy, sneezy.

Winter is icy, freezing, nippy.

Sample 12

I'm Thankful Each Day!

I'm Thankful for myu parents and thing thay give me.

I'm Thankful for automobiles that bring me places.

I'm Thankful for the flowers that grow.

I'm Thankful for the school I get taught at.

I'm Thankful for I am in Life.

I'm Thankful for my friends I play whit.

I'm Thankful Each Day!

Transcription of Sample 12

I'm Thankful Each Day.

I'm thankful for my parents and things they give me.

I'm thankful for automobiles that bring me places.

I'm thankful for the flowers that grow.

I'm thankful for the school I get taught at.

I'm thankful for I am in life.

I'm thankful for my friends I play with.

I'm thankful each day!

Sample 13

The walk to the beach on Friday morning.

The class went on a walk to the beach we had fun we heard a boat the boat made a roaring sound. Then we heard a gull The gull made a cawing sound. Then we went to a old shed a Raymond and Jamie made spooky noises. Pam and Kim was afraid. Raymond and Jamie laughed Then we went back to school.

Transcription of Sample 13

The Walk to the Beach on Friday Morning

The class went on a walk to the beach. We had fun. We heard a boat. The boat made a roaring sound. Then we heard a gull. The gull made a cawing sound. Then we went to a old shed and Raymond and Jamie made spooky noises. Pam and Kim was afraid. Raymond and Jamie laughed. Then we went back to school.

Sample 14

Katrina

A great while ago there was a girl her name was Katrina. She was a maid. She had three sisters. even time they called Katreina got mad and She made faces at them.

(The remainder of the story was dictated by the child.)

One day one of the sister's friends invited everyone to a barbecue. The sisters wouldn't let Katrina go. Katrina was sad that she couldn't go

to the barbecue. When the girls left, Katrina sat down on the veranda and sobbed and sobbed. A young man was driving down the road and stopped. He backed up the driveway and asked her what was the matter. Then Katrina told the man what was wrong. The man said, "I'm on my way to a barbecue. Do you want to come?" Katrina said, "Yes. I would love to come." So Katrina went in and got ready for the barbecue. They went to the barbecue and they had fun.

Transcription of Sample 14

Katrina

A great while ago there was a girl. Her name was Katrina. She was a maid. She had three sisters. Every time they called, Katrina got mad and she made faces at them....

Sample 15

our camping-treap

Julie and I went camping on Salmonier line last weekend. we had a barbecue it was light when we finish eating we had to sleep in the same bed it was 12:00 o'clock the next morning we got up we got our clock on it was 10:00 o'clock we had to go to the store to get some bakeon for our breakfast we had bakeon for our breakfast then we went out doors to play then it start to rain it start rain wheat thunder it thunder hard we had to run to the truck then we to my Aunts cabin we had diner there there we play house weas my cousins then we whent home and it was a nise weekean!

Transcription of Sample 15

Our Camping Trip

Julie and I went camping on Salmonier Line last week-end. We had a

barbecue. It was late when we finished eating. We had to sleep in the same bed. It was 12 o'clock. The next morning we got up. We got our clothes on. It was 10:00 o'clock. We had to go to the store to get some bacon for our breakfast. We had bacon for our breakfast then we went outdoors to play. Then it started to rain. It started (to) rain with thunder. It thundered hard. We had to run to the truck. Then we (went) to my aunt's cabin. We had dinner there. Then we played house with my cousins. Then we went home and it was a nice week-end!

Sample 16

Oops

The alligator seal go then he said stop he blew his whistle. then a girl named glenda came along. she ask the alligator what was his name he shed my name is hurbert. then she ask what time is it hurbert shed it is 3:00 o'clock she said it is time to pick up my little girl at school. what is her name her name is Brenda he shed that is a nise name for a little girl. Will I have to go good by.

Transcription of Sample 16

Oops

The alligator said, "Go." Then he said, "Stop." He blew his shistle. Then a girl named Glenda came along. She asked the alligator what was his name. He said, "My name is Hurbert." Then she asked, "What time is it?" Hurbert said, "It is 3 o'clock." She said, "It is time to pick up my little girl at school." "What is her name?" "Her name is Brenda." He said, "That is a nice name for a little girl." "Well, I have to go. Good-bye."

APPENDIX D

WRITING SAMPLES COMPOSED BY STUDENT 3

Sample 1

The Cat and Debbie

Debbie took a walk
 across the street
 into the river
 on to the hill
 and off the haystack
 and through the dump truck yard
 and got back for dinner

Sample 2

Ralph and Cat.

Ralph was tracked by the cat and the cat wouldn't let Ralph go and
 Ralph side look at the birh and Ralph ran away.

Transcription of Sample 2

Ralph and (the) Cat

Ralph was tracked by the cat and the cat wouldn't let Ralph go and Ralph
 said, "Look at the bird," and Ralph ran away.

Sample 4

At The Wedding

Nov 17th my aunt Wanda was go to get wedding to John befor she was
 gfoing to get wedding they war living in a trailer and her from and Dad

war, cry. And she was going to have my little sister to be the flower girl but they never got wedding because John got drunk and pushed my aunt Wanda out of the car and punched her in the mouth and she lived with her mom for 2 weeks then my crazy aunt went back with John and they are living in the trailer again but my aunt is having a baby, and John never got drunk again and they are getting married in Nov 17th and this time they better get married.

Transcription of Sample 4

At the Wedding

Nov 17th my aunt Wanda was going to get married to John. Before she was going to get married, they were living in a trailer and her mom and dad were crying. And she was going to have my little sister to be the flower girl but they never got married, because John got drunk and pushed my aunt Wanda out of the car and punched her in the mouth and she lived with her mom for 2 weeks. Then my crazy aunt went back with John and they are living (in) the trailer again but my aunt is having a baby, and John never got drunk again and they are getting married in Nov 17th, and this time they better get married.

Sample 6:

Paul Bunyan goes to school

Paul Bunyan went to school and he was the biggest boy in the school. and at recess. He ate 10 fudges, creamicles, polar bars and drank 10 juice and milk. and he was a log for a pencil. And for a desk he was a bus and for a chair he was a desk. after school Paul Bunyan had to go to the dentist to get teeth out he got his teeth out with a jack hammer. and everybody calls him toothless.

Transcription of Sample 6

Paul Bunyan Goes to School

Paul Bunyan went to school and he was the biggest boy in the school, and at recess he ate 10 fudges, creamsicles, polar bars, and drank 10 juice and milk. And he used a log for a pencil and for a desk he used a bus and for a chair he used a desk. After school Paul Bunyan had to go to the dentist to get teeth out. He got his teeth out with a jack hammer and everybody calls him toothless.

Sample 8

What good luck!

Mrs. house was not skck.

What bad luck!

She was in a bad mound.

What good luck!

Kim is my find.

What bad luck!

I look at Tracy.

What good luck!

it was snowing.

What bad luck!

I get a go home.

Transcription of Sample 8

What good luck!

Mrs. Miller was not sick.

What bad luck!

She was in a bad mood.

What good luck!

Kim is my friend.

What bad luck!

I looked at Tracy.

What good luck!

It 's snowing.

What bad luck!

I got to go home.

Sample 10

Morris, the pig, lived in the mud. He like the smell of the mud and the feel of the soggy mud. One day Morris the pig wath for a wake and Morris the pig mate a gril fing and her name is Linda and she like the soggy mud to. 20 years later they got married in the mud. and 9 years later they add a litted baby pig and she got christened in the mud. He hade the cutest litted face and tail you wooden dream of. The little baby pigs name is Jamie Jamie see His father and mom going away and He started to cry and He felt lonely. He wend to lay down and wer he wend to lay down he heard a noise it was his mom and Dad they came bake to get him. He get in the car and they wath to P.E.I. and live happily ever after and the bady pig get married to a gril pig.

Transcription of Sample 10

Morris, the pig, lived in the mud. He liked the smell of the mud and the feel of the soggy mud. One day Morris the pig went for a walk and Morris the pig met a girl friend, and her name is Linda, and she liked the soggy mud too. 20 years later they got married in the mud, and 9 years later they had a little baby pig and she got christened in the

mud. He had the cutest little face and tail you would dream of. The little baby pig's name is Jamie. Jamie saw his father and mom going away and he started to cry and he felt lonely. He went to lay down and when he went to lay down he heard a noise. It was his mom and dad. They came back to get him. He got in the car and they went to P.E.I. and they lived happily ever after. And the baby pig got married to a girl pig.

Sample 11

Spring is chllly, frggy, rainy.
 Summer is hot, happy, fun.
 Autumn is frozyn, wheezy, rainy.
 Winter's freezy, slippy, iceing

Transcription of Sample 11

Spring is chilly, foggy, rainy.
 Summer is hot, happy, fun.
 Autumn is frozen, wheezy, rainy.
 Winter's freezy, slippy, icy.

Sample 12

I'm Thankful Each Day

I'm Thankful for teachers that teach us to learn.
 I'm Thankful for God who brought us into this world.
 I'm Thankful for parents who feed us each day.
 I'm Thankful for clothes I wear each day.
 I'm Thankful for friends who play with me each day.
 I'm Thankful each day!

Sample 13

Friday May 17th we wat on a listening walk to the beach and we listening for sounds and we hard a dog and it sound like thris grrr and hard a car zoomed down the road and hard a gull caw and then we hard a tractor and it sound is like thes putt-putt and we hard a chainsaw it wat rrrrr.

Transcription of Sample 13

Friday May 17th we went on a listening walk to the beach and we listened for sounds, and we heard a dog and it sounded like this grrr, and heard a car zoom down the road and heard a gull caw, and then we heard a tractor and its sound is like this putt-putt, and we heard a chainsaw. It went rrrrr.

Sample 14The runaway doll.

A great many years ago to old woman lived in a cottage near the edge of the pond. One day, the old woman decided to surprise Helen by helping her cutting the wood up. then Lisa went into the house and make a doll for Helen and for the doll's eyes she used brwn sugar for the for the eyes, yellow candy for her nose and red candy for her mousth. then Helen came into the house and Lisa side surprise and showed her the doll. then the doll run away. then the old woman run after the doll. and then the cow started to moo. and the pig started to oink. and the doll get lost 5 years later a gril call Tammy found the doll. and then Tammy brought the doll home to Helen and Lisa. and Helen and Lisa said you can keep it. and Tammy felt happy

Transcription of Sample 14

The Runaway Doll

A great many years ago, two old women lived in a cottage near the edge of the pond. One day the old woman decided to surprise Helen by helping her cut the wood up. Then Lisa went into the house and made a doll for Helen, and for the doll's eyes she used brown sugar for the eyes, yellow candy for her nose and red candy for her mouth. Then Helen came into the house and Lisa said, "surprise!", and showed her the doll. Then the doll ran away. Then the old woman ran after the doll and then the cow started to moo and the pig started to oink and the doll got lost. 5 years later a girl called Tammy found the doll and then Tammy brought the doll home to Helen and Lisa, and Helen and Lisa said, "You can keep it," and Tammy felt happy.

Sample 15

Our cooking contest

Tomorrow me and Debbie are haveing a cooking contest and who ever wins they get to kiss Peter Kennedy and I hop I win. Debbie is makeing a cake and I am makeing a pin. gest wath I win and Debbie get sooky becuas she loght. and then phillp and Chris came to my house were me and Debbie hand our cooking contest phillp sind wate a happy day he sind Chris sind a wath a happy. me and Debbie sind way Chris and phillp sind Jamie and Ray are in the miltenhapri me and Debbie war happy and then Debbie phillp Chris and me set down and eat the cake and pin.

Transcription of Sample 15

Our Cooking Contest

Tomorrow me and Debbie are having a cooking contest and whoever wins

they get to kiss Peter Kennedy, and I hope I win. Debbie is making a cake and I am making a pie. Guess what? I won and Debbie got sooky because she lost. And then Philip and Chris came to my house where me and Debbie had our cooking contest. Philip said, "What a happy day," he said. Chris said, "What a happy day." Me and Debbie said, "Why?" Chris and Philip said "Jamie and Ray are in the military, and me and Debbie were happy and then Debbie, Philip, Chris and me sat down and ate the cake and pie.

Sample 16

The alligator said stop

Wilbur the alligator was directing the traffic one day in Mount Pearl Newfoundland. and one day he said stop and he said go. Then a girl cald lisa came win he said stop and she kept going and she crashed into the pole. then he was mad he said go and never come back he said then she wate to the frock stand at 4:30 and get a onger frm the botter or the stand and all of the ongers full out and she oops.

Transcription of Sample 16

The Alligator Said, "Stop."

Wilbur the alligator was directing the traffic one day in Mount Pearl, Newfoundland. And one day he said, "Stop," and he said, "Go." Then a girl called Lisa came. When he said "Stop," and she kept going and she crashed into the pole. Then he was mad. He said, "Go and never come back," he said. Then she went to the fruit stand at 4:30 and got a orange from the bottom of the stand and all of the oranges fell out and she (said), "Oops,"

APPENDIX E

WRITING SAMPLES COMPOSED BY STUDENT 4

Sample 1

Raymond the Rabbit took a walk
Raymond the Rabbit took a walk
across the river
into the yard
through the rat house
through the library
into the Christmas tree
through the desk
and got back to the
house in time for dinner.

Sample 2

Ralph's Getaway
Ralph felt terrified. The truck came
Down the rode and the cat had to
Get out of the way Became the truck and
The cat had to get out of the way. and
Ralph get away.

Transcription of Sample 2

Ralph's Getaway
Ralph felt terrified. The truck came
down the road and the cat had to

get out of the way because (of) the truck and
 the cat had to get out of the way and
 Ralph got away.

Sample 4

a wedding

I went to my ants wedding and i heard a organ and a piano and i hard
 some music and that was all was in the wedding.

Transcription of Sample 4

A Wedding

I went to my aunt's wedding and I heard an organ and a piano, and I
 heard some music, and that was all was in the wedding.

Sample 8

What good luck! the school burned down

What bad luck! There was a another school near by!

What good luck! the bus was broken down

What bad luck! there was another bus came.

What good luck! the bus got a flat

What bad luck! a another bus came.

What good luck! we was late for school

What bad luck! we had to stave in after the school
 was over we had to do work.

Transcription of Sample 8

What good luck! The school burned down

What bad luck! There was a another school near by!

What good luck! The bus was broken down.

What bad luck! There was another bus come.

What good luck! The bus had a flat.

What bad luck! Another bus came.

What good luck! We was late for school.

What bad luck! We had to stay in after the school was over. We had to do work.

Sample 10

Dennis The otter

Dennis, an otter, lived in the witer. The otter liked eating the fish in the river. He like playing in the grass and in the tree. Dennis, mad a boat to sail in the ocean. one day it a storm and he roolled over in is new boat and came into the beach and lied on the grass and sun-drid him silb off.

Dennis, went for a wook in the wookes. And down by the river. And he say moos. And he went for a hike up in the mountains and went they got back from up in the mountains they went playing bastball with moos and Dennis. Got from planing bastball then they went down to the liquor store and got some Bear and some liquor and Raymond and Jamie found Dennis and they lied down in te grass loaded.

Transcription of Sample 10

Dennis the Otter

Dennis, an otter, lived in the water. The otter liked eating the fish in the river. He liked playing in the grass and in the tree. Dennis made a boat to sail in the ocean. One day it (was) a storm and he rolled over in his new boat and came in to the beach and lied on the

grass and the sun dried himself off.

Dennis went for a walk in the woods and down by the river and he saw Moose and he went for a hike up in the mountains, and when they got back from up in the mountains they went playing baseball with Moose and Dennis. (They) got (back) from playing baseball, then they went down to the liquor store and got some beer and some liquor and Raymond and Jamie found Dennis and they lied down in the grass loaded.

Sample 11

Spring is rainy, flowey, sony.

Summer is happy, funny, poppy.

Autumn is wind, blowy, levery

Winter is cowly, windy, blowy.

Transcription of Sample 11

Spring is rainy, flowery, sunny.

Summer is happy, funny, poppy.

Autumn is windy, blowy, leavy.

Winter is coldy, windy, blowy.

Sample 12

I'm Thankful for food that we eat to grow and to going to school.

I'm Thankful for holidays that we have ever day.

I'm Thankful for animals that semo in the pond.

I'm Thankful for the girl that seng on athees for people.

I'm thankful for summer that we have for the the flower that grow.

Transcription of Sample 12

I'm thankful for food that we eat to grow and for going to school.

I'm thankful for holidays that we have everyday.

I'm thankful for animals that swim in the pond.

I'm thankful for the girl that sings on stages for people.

I'm thankful for summer that we have for the flowers that grow.

Sample 13

On Friday morning we all went down to the beach Friday 17 1985

When we went for a walk down to the beach.

We heard a gull and boat and a truck and a motorcycle and a footstepped

and a dog barking and a chainsaw rrrrr and a waves swish swash. and

then we walk and we foot steps, tramped, slapped, clicked.

Transcription of Sample 13

On Friday morning we all went down to the beach Friday 17, 1985

When we went for a walk down to the beach we heard a gull and boat and a

truck and a motorcycle and footsteps and a dog barking and a chainsaw

rrrrr and waves swish swash, and then we walked and we (heard) footsteps

tramp, slap, click.

Sample 14

Jerry and the Beanstalk

Once upon a time. That live a little boy and is mother one day Jerry

went to a farmer to seall is horse. and he gave him some fire beans.

and went he got home his mother went to the window. flicked them out

the window them she went to bed. then he went to get a dring. the next

money he got up out of bed went dords to play. Then he went to find the

beans. there was a big tree. then he started to climb up the tree and found a big house and he went to the door and knocked on the door and a big man came to the door (the remainder of the story was dictated) and he said, "What do you want?" Jerry said, "May I come in? That tree was a long climb! May I have something to eat? I'm starving!" The giant said, "Would you like some bread?" "Yes I would," Jerry said. The giant told him to sit at the table. Jerry asked for some jam and when he got it, he tipped it over by mistake. The giant chased him out the door, across the clouds and down the big tree. When Jerry got down, the giant was only half way so Jerry grabbed an axe and chopped the big tree down. The giant hit the ground with a big thump and was never seen again.

Transcription of Sample 14

Jerry and the Beanstalk

Once upon a time there lived a little boy and his mother. One day Jerry went to a farmer to sell his horse and he gave him some five beans, and when he got home his mother went to the window, flicked them out the window, then she went to bed. Then he went to get a drink. The next morning he got up out of bed, went outdoors to play. Then he went to find the beans. There was a big tree. Then he started to climb up the tree and found a big house, and he went to the door and knocked on the door and a big man came to the door....

Sample 15

Jamie and I decided to go fishing last Saturday morning, we went in the river down by my house. you can hear the fish jumping. splash the water was calm in two or three hours we got something to eat that got

the boat of the trailer we put the gear in the boat we went half way out. they were big there we caught nearly 3 dozen and when we was putting the boat on the trailer I got the boat going I went to the trailer and hooked it up to the boat me and Jamie and me went home. when I went the cat ate all the trout.

Transcription of Sample 15

Jamie and I decided to go fishing last Saturday morning. We went in the river down by my house. You could hear the fish jumping. Splash. The water was calm. In two or three hours we got something to eat then got the boat off the trailer. We put the gear in the boat. We went half-way out. They were big there. We caught nearly 3 dozen and when we was putting the boat on the trailer, I got the boat going. I went to the trailer and hooked it up to the boat. Me and Jamie and me went home. When I went the cat ate all the trout.

Sample 16

Last Friday night Rodney and his parents went to dinner and his frog jumped into his pocket and when they got there his frog, named Ray, jumped out of his pocket and jumped into the man's drink with a splash and the man took the frog out of the glass and the frog jumped out of the man's hand and the frog jumped in to the bowl of salad and when he got home his mother and his father sad in your room for a day.

Transcription of Sample 16

Last Friday night Rodney and his parents went to dinner and his frog jumped into his pocket, and when they got there his frog, named Ray, jumped out of his pocket and jumped into the man's drink with a splash, and the man took the frog out of the glass and the frog jumped out of

the man's hand and the frog jumped into the bowl of salad, and when he got home his mother and his father said, "In your room for a day."

APPENDIX F

WRITING SAMPLES COMPOSED BY STUDENT 5

Sample 2

Ralph's Runaway

Ralph felt terrified looking in the eyes of a tomcat. he trive to get away but the cat put his paw on Ralph a gen. and he flicked Ralph in the ear agen. he went towards the left that was covering his bink the cat het the bink the left that was covering his bink Ralph had to get away but the cat tossed him in the air and he did get away after

Transcription of Sample 2

Ralph's Runaway

Ralph felt terrified looking in the eyes of a tomcat. He tried to get away but the cat put his paw on Ralph again and he flicked Ralph in the air again. He went towards the leaf that was covering his bike. The cat hit the bike, the leaf that was covering his bike. Ralph had to get away but the cat tossed him in the air, and he did get away after.

Sample 6

Paul Bunyan

Paul Bunyan is a giant he eat's 10,000 eggs for his brefast. Is pick is a track for a pick.

Transcription of Sample 6

Paul Bunyan

Paul Bunyan is a giant. He eats 10,000 eggs for his breakfast. His pick is a tract for a pick.

Sample 8

What good luck! The school burned down
 What bad luck! Ther was a another school nearby.
 What good luck! The bus was broken down
 What bad luck! Ther was a another bus come.
 What good luck! The drve got a flat
 What bad luck! a another bus come
 What good luck! we was late for school
 What bad luck! The techers made as stay in after school.
 What good luck! The tetchers sick.
 What good luck! There was a substitute tetchers.

Transcription of Sample 8

What good luck! The school burned down.
 What bad luck! There was another school nearby.
 What good luck! The bus was broken down.
 What bad luck! There was another bus coming.
 What good luck! The driver got a flat.
 What bad luck! Another bus came.
 What good luck! We was late for school.
 What bad luck! The teachers made us stay in after school.
 What good luck! The teacher's sick.
 What good luck! There was a substitute teacher.

Sample 10

Rod a octopus lived in the ocean he loved to eat little fish one day Rod seen fishmen putting a net in the water he went to see it thay left he went thay was fish in it he let them out and the fish swam away as fast as thay can Rod save thay and went in the end of the net it was a holl in one end of the net he went in the and he got cot in the net and he cot not get out ant the fish came along and thay never saw hem and kept on swimming and some came and kept on swimming and mor and mor and mor and mor came and thay saw hem and thay kept on swimming and all came back and chewed hem loose he sed thank you and thay never got in a nother net.

Transcription of Sample 10

Rod, a octopus, lived in the ocean. He loved to eat little fish. One day Rod seen fishermen putting a net in the water. He went to see it. They left. He went. There was fish in it. He let them out and the fish swam away as fast as they can. Rod saved them and went in the end of the net. It was a hole in one end of the net. He went in there and he got caught in the net and he could not get out, and the fish came along and they never saw him and kept on swimming, and some came and kept on swimming and more and more and more and more came and they saw him and they kept on swimming, and (they) all came back and chewed him loose. He said, "Thank you," and they never got in another net.

Sample 11

Spring is bowery, rainy, foggy
Summer is sunny, happy, rainy
Autumn is frezy, wheezy, muggy
Winter is snowy, crunchy, blowy.

Transcription of Sample 11

Spring is bowery, rainy, foggy.
Summer is sunny, happy, rainy.
Autumn is freezy, wheezy, muggy,
Winter is snowy, crunchy, blowy.

Sample 12

I 'm thankful for my family
That treat me good.
I 'm thankful for the animals
That I can play with all day.
I 'm thankful for the food
That we can eat most of the day
I 'm thankful for bird
That shink all day for us
I 'm thankful for the holidays
wear we can play all day and night.
I 'm thankful that I do 'n have to go to shool
on our holidays.

Transcription of Sample 12

I'm thankful for my family

That treat me good.

I'm thankful for the animals

That I can play with all day.

I'm thankful for the food

That we can eat most of the day.

I'm thankful for birds

That sing all day for us.

I'm thankful for the holidays

Where we can play all day and night.

I'm thankful that I don't have to go to school

on our holidays.

Sample 13

Listening walk

We herd a motorcycle - splash - tractor - boat - gull - truck - dog.

The motorcycle went rumble - roar - zoom and the tractor put-put, and

the boat - roared. The gull went cow. and the truck went rumbled.

clatter and the dog was - barking

Transcription of Sample 13

Listening Walk

We heard a motorcycle, splash, tractor, boat, gull, truck, dog. The

motorcycle went rumble, roar, zoom and the tractor (went) put-put, and

the boat roared. The gull went caw and the truck went rumble, clatter

and the dog was barking.

Sample 14

The Three Koalas

Long ago there was Three Koala Bears it was a nice summer day and the Koalas was taken a wish a boy saw they home he went in the house he was hungry he saw some gumdrops he ate them then heard a noise he saw a hole in the wall they he could hide the hole went way in there was a room in at the end of the tunnel the Koalas sleep in here. They came in and could not find the gumdrops they was mad they come in and went to sleep he tried to go but the father was still awake he nearly seen me but I fell down he got up and got more gumdrops for he had them on the box he got some water he had the on the box then the boy go up and drank the water ate the gumdrops and went to sleep in the morning he got up and ate the rest of the gumdrops and drank the rest of the water the bear go up to get something to eat. when they go up they nothing they they saw the boy the bears went to the boy he jump out the window and never came back to the three Koala bear ever again.

Transcription of Sample 14

The Three Koalas

Long ago there was three koala bears. It was a nice summer day and the Koalas was taking a walk. A boy saw their home. He went in the house. He was hungry. He saw some gumdrops. He ate them. Then (he) heard a noise. He saw a hole in the wall. There he could hide. The hole went way in. There was a room in at the end of the tunnel. The koalas sleep in here. They came in and could not find their gumdrops. They was mad. They came in and went to sleep. He tried to go but the father was still awake. He nearly seen me but I fell down. He got up and got more

gumdrops then he laid them on the box. Then (he) got some water. He laid that on the box too. The boy got up and drank the water, ate the gumdrops, and went to sleep. In the morning he got up and ate the rest of the gumdrops and drank the rest of the water. The bear got up to get something to eat. When they got up, there (was) nothing. Then they saw the boy. The bears went to the boy. He jumped out the window and never came back to the three koala bears ever again.

Sample 15

Raymond and I decided to go fishing last Saturday morning we went in the river down by my house. you can hear the fish jumping splash. the water was calm in tow or three hours we got somethink to eat. thin got the boot of the trailer. we pot hee geer in the boot we went haft way out. thay weae jumping thea and thay weae big ther we cout nearle twelve dozen and thay weae pimp thay weae good too. we went up the river and in another lake they was about twelwe inches lounge. Ray brok his pool but we had some mor pool ther with us so he coud stell go fishing. win we got home we hade a bout nearly twenty-nine dozen then we went home afte we went to Batten's Pond we hade our turn ther we went to the gully and wen we hade our turn went to get the lobster put tammy was going with all of them we called the plice thay got tammy and loke her up for the rest of her lift and thay made her give us our hundreda lobsters.

Transcription of Sample 15

Raymond and I decided to go fishing last Saturday morning. We went in the river down by my house. You can hear the fish jumping splash. The water was calm. In two or three hours we got something to eat. Then

got the boat off the trailer. We put the gear in the boat. We went half-way out. They were jumping there and they were big there. We caught nearly twelve dozen and they were pink. They were good too. We went up the river and in another lake they was about twelve inches long. Ray broke his pole but we had some more poles there with us, so he could still go fishing. When we got home we had about nearly twenty-nine dozen. Then we went home. After we went to Batten's Pond. We had our turn there. We went to the gully and when we had our turn went to get the lobster pot. Tammy was going with all of them. We called the police. They got Tammy and locked her up for the rest of her life and they made her give us our hundred lobsters.

Sample 16

the bad Frog

Last Saturday Charlie went to a fancy restaurant they got a taxi and they went to the restaurant. the Frog went in Charlie pocket When they went in they was a waiter with a chocolate cake on a big plate the Frog jump to the cake splash the cake went in the waiter face and it went on the ladie next to him they war mob the Frog jump in a glass of wine the man was angry he hithch ladie and the frog pop out of the glass and got drink and went he jump down in some cake he got the Frog and broth him home and went home

Transcription of Sample 16

The Bad Frog

Last Saturday Charlie went to a fancy restaurant. They got a taxi and they went to the restaurant. The frog went in Charlie's pocket. When they went in, there was a waiter with a chocolate cake on a big plate. The frog jumped to the cake. Splash. The cake went in the waiter's face and it went on the lady next to him. They were mad. The frog jumped in a glass of wine. The man was angry. He hit (the) lady and (the) frog popped out of the glass and got drunk, and when he jumped down in some cake he got the frog and brought him home and went home.

APPENDIX G

WRITING SAMPLES COMPOSED BY STUDENT 6

Sample 1

Through the city

Chris
 in the city hotel
 up the elevator
 through the roos
 down the elevator
 a got in a racecar
 took off r.r.r.r.r.t.
 through a tunnel
 over a brige
 got home for supper
 and had a good time.

Transcription of Sample 1

Through the City

Chris (went)
 in the city hotel
 up the elevator
 through the rooms
 down the elevator
 and got in a racecar
 took off rrrrrt

through a tunnel
 over a bridge
 got home for supper
 and had a good time.

Sample 2

Ralph's Getaway

The cat's were still flicking ralph arount ralph was terrified the dog
 came out the cat's ran and ralph gat away

Transcription of Sample 2

Ralph's Getaway

The cats were still flicking Ralph around. Ralph was terrified. The
 dog came out. The cats ran and Ralph got away.

Sample 3

Chris and the Very Very Bad day

When I got up today on my little brother's car and I fill down over the
 stirs and broke my arme and I was in hospital 3 week's when I got home I
 cough of kild my little brother the next day I got up I steped on a
 thumbtack and I jumped and fell down the stip's agan I went to get my
 lunch so I packed my lunch I got on the bus and just rembered my lunch
 the bus ran over my lunch at recess I forgot my recess mony when I got
 home I was very hungry if I cough ate my brother

Transcription of Sample 3

Chris and the Very, Very, Bad Day

When I got up today, (I stepped) on my little brother's car and I fell down over the stairs and broke my arm, and I was in hospital 3 weeks, when I got home I could have killed my little brother. The next day I got up, I stepped on a thumbtack and I jumped and fell down the steps again. I went to get my lunch so I packed my lunch. I got on the bus and just remembered my lunch. The bus ran over my lunch. At recess I forgot my recess money. When I got home I was very hungry if I could ate my brother.

Sample 6

When Paul Bunyan gose to the dent thay head a Jach hammer at his teeth
 When he gose to McDonalds he sat on the store and put thim out of
 business and he drunk the Atlantic-Ocean.

Transcription of Sample 6

When Paul Bunyan goes to the dentist they had a jack hammer at his
 teeth. When he goes to McDonald's he sat on the store and put them out
 of business, and he drunk the Atlantic Ocean.

Sample 8

Good-Luck and bad Luck

bad Luck my mother got me a Cabbage Patch Kid ho
 Good Luch my father was working at the truck and
 I dropped it in the fan watch Bad Luck it waen hert
 very mutch Oh watch Good Luck I was going a way.
 we wear going on a plane and I dropped it in a big pond

Oh watch bad Luck it was on the news C Good Luck my
mom gote me a dink

Transcription of Sample 8

Good Luck and Bad Luck

Bad luck. My mother got me a Cabbage Patch Kid. Oh
good luck. My father was working at the truck and
I dropped it in the fan. What bad luck. It wasn't hurt
very much. Oh what good luck. I was going away.
We were going on a plane and I dropped it in a big pond.
Oh what bad luck. It was on the news. Oh good luck. My
mom got me a dinky.

Sample 10

Charlie the chipmunk lived in a tree he was thipping on a peas of wood
all day long Soon Mr. big came aong singing a song. Charlie the
chipmunk loved the smell of the fresh air he loved the tree's blowing
One day he wanted to discobered the outside world so he started to say
goodby to his frends the first place he found was the beach and a
dunebuggy narly rane over him. The next adventure no the dock Charile -
the chipmunk sed wat is this slippery think and a fisherman sed it is
fish Charile he sed Can you eatit yes, you can do you want me to cook
you some yes please ssssss do it tast good ccc yes don't cough Charle.
and the next adventure was the town Charile the chipmunk liked it in the
town he bout a new sut it looked nice on him he sed I wanted go back
home so he went back home

Transcription of Sample 10

Charlie the chipmunk lived in a tree. He was chipping on a piece of wood all day long. Soon Mr. Big came along singing a song. Charlie the chipmunk loved the smell of the fresh air. He loved the trees blowing. One day he wanted to discover the outside world so he started to say good-bye to his friends. The first place he found was the beach, and a dunebuggy nearly ran over him. The next adventure (was) on the dock. Charlie the chipmunk said, "What is this slippery thing?", and a fisherman said, "It is fish, Charlie." He said, "Can you eat it?" "Yes, you can. Do you want me to cook you some?" "Yes please." ssssss "Do it taste good?" "ccc Yes." "Don't cough Charlie." And the next adventure was (in) the town. Charlie the chipmunk liked it in the town. He bought a new suit. It looked nice on him. He said, "I wanted (to) go back home." So he went back home.

Sample 11

Spring is sunny, funny, laffy

Summer is rainy, fagy, sunny

Autumn is colder, leaves are falling.,

Winter is freesing, sneesing, pleasing)

Transcription of Sample 11

Spring is sunny, funny, laughy.

Summer is rainy, foggy, sunny.

Autumn is colder, leaves are falling.

Winter is freezing, sneezing, pleasing.

Sample 12

I'm Thankful

I'm Thankful for spring and hot sun, shining.

I'm Thankful for rain and little showers.

I'm thankful for food that we eat every day.

I'm thankful for animals that we love and care for every day.

I'm thankful for my parents that love us every day.

I'm thankful for snow that we make tunnels in every day.

Transcription of Sample 12

I'm Thankful

I'm thankful for spring and hot sun shining.

I'm thankful for rain and little showers.

I'm thankful for food that we eat every day.

~~I'm thankful for animals that we love and care for every day.~~

I'm thankful for my parents that love us every day.

I'm thankful for snow that we make tunnels in every day.

Sample 13

On Friday morning we went on a listening walk. I heard a dog barking and a car going fast the car zoomed on the main road. We heard a dumptruck on the dock and we heard a motor boat coming in the motor boat's motor went put put

Transcription of Sample 13

On Friday morning we went on a listening walk. I heard a dog barking and a car going fast. The car zoomed on the main road. We heard a dump truck on the dock and we heard a motor boat coming in. The motor boat's

motor went putt-putt.

Sample 14

Jim and The Vine

Once upon a time ther was a Boy named Jim. He lived with his grandfather. They lived in the east. and all thay had was a donkey one day Jim's Grandfather said Jim go in town tomorrow. the next morning Jim started on his way: to seen a old women she sade I'll give you 6 bers Jim side yes when he got home his Grandfather said thats no good the nest morning he saw a huge vine out the windo So Jim started to clim he could see the top of the vine when he got to the top a Little Blue house he went to the house and a mouse came to the door he gave me something to eat then the mouse turnd into a big nasty cat then Jim ran down the vine and then he got the chainsaw and sawed it down and Jim lived happily ever after.

Transcription of Sample 14

Jim and the Vine

Once upon a time there was a boy named Jim. He lived with his grandfather. they lived in the east and all thay had was a donkey. One day Jim's grandfather said, "Jim, go in to town tomorrow." The next morning Jim started on his way. He seen a old woman. She said, "I'll give you 6 berries." Jim said, "Yes." When he got home his grandfather said, "That's no good." The next morning he saw a huge vine out the window, so Jim started to climb. He could see the top of the vine. When he got to the top (he saw) a little blue house. He went to the house and a mouse came to the door. He gave me something to eat then the mouse turned into a big nasty cat. Then Jim ran down the vine and

then he got the chainsaw and sawed it down and Jim lived happily ever after.

Sample 16

Last Saturday night Billy was getting ready for a dinner at a fancy restaurant his pet dog Joe wanted to go and his pet turtle ray and a frog named Chris so Chris jumped into Billy's pocket they went to the restaurant

Transcription of Sample 16

Last Saturday night Billy was getting ready for a dinner at a fancy restaurant. His pet dog, Joe, wanted to go and his pet turtle, Ray, and a frog named Chris. So Chris jumped into Billy's pocket. They went to the restaurant.



