EFFECTIVENESS OF JOURNAL WRITING AS A PROCESS APPROACH IN THE WRITTEN LANGUAGE DEVELOPMENT OF A GRADE TWO CLASS

JUNE HARE, B.A. (Ed)

EFFECTIVENESS OF JOURNAL WRITING AS A PROCESS APPROACH IN THE WRITTEN LANGUAGE DEVELOPMENT OF A GRADE TWO CLASS

By

© June Hare, B.A. (Ed)

A thesis submitted to the School of Graduate Studies in partial fulfillment of the requirements for the degree of Master of Education

Department of Curriculum and Instruction
Memorial University of Newfoundland

December 1990

St. John's Newfoundland

ISBN 0-315-65346-9

Abstract

This study assessed the effectiveness of using journal writing as a process approach on the written language development of a grade two class. Writing researchers claim that children mature as writers when they write daily, topics are unassigned, the primary emphasis is on content, and the writing is viewed as a process. The present researcher believed that journal writing was an ideal means of fulfilling these requirements. It was also hoped that insights gained from this study would aid other primary teachers in their understanding of the writing process.

The study continued for fifteen weeks which included five weeks for each of three journal types: experience, literature response, and content. Opportunities were provided for the three stages of the writing process. Precomposing activities included group discussions of experiences, thoughts, and feelings during the experience journal section; books read to the class during the literature response journal section; and subjects of their curriculum during the content journal section. The children were in total control of all aspects of their writing during the composing stage. Postcomposing activities included the teacher's daily written responses, and group sharing, discussion, and publication of selected entries.

As a result of using a process approach in journal writing, a total improvement in written language abilities was noted during the full period of the study, with specific aspects for each journal type. Most significant during experience journals was the children's improved ability to focus and expand on a topic. During literature response journals, there was an extensive increase in

complexity of sentence structures, and a wider use of vocabulary. Throughout the content journals, the children matured in their ability to express a metacognitive awareness of concept formation in written form. An overall increased improvement in the children's organization of their thoughts, and refinement of mechanics and spelling was also noted. The sharing and publication of entries were seen as essential requirements in effecting improvement.

As a result of this study, it is strongly advocated that journal writing as a process approach be used as an effective means of promoting written language development.

Acknowledgements

I would like to acknowledge the following persons for their contributions towards the completion of this thesis: Dr. Lloyd Brown, my supervisor, for his advice and guidance during the various stages of the writing process; Dr. Joan Oldford Matchim for her helpful comments at the end; my husband, Clayton, for his invaluable technical assistance and continuous help and support; my sons, Jason, Jonathan, and Joshua, for their understanding and support; and the young children with whom I worked, for giving me this valuable opportunity to learn with them from their daily journal writings.

TABLE of CONTENTS

CHAPTER 1

THE PROBLEM

There has been a proliferation of research in children's writing during the past decade, highlighted by the work of Donald Graves (1984) and Lucy McCormick Calkins (1983), who emphasize that writing should be viewed as a process rather than a product. They suggest that the traditional method of writing instruction, whereby the teacher assigned topics and responded to the mechanical errors, be replaced by a process-conference approach. Children should be free to pick their own topics and the primary emphasis should be on content. Journal writing is one type of writing which lends itself to this approach. However, while many primary teachers in our province know of this technique and may have used it in their classrooms, many are uncertain about why and how it can be effective.

In spite of this increased interest in children's writing, reading continues to dominate our language arts programs. Graves, however, claims that neglect of a child's expression in writing limits the understanding gained from reading. This neglect seems to be the case in many of our schools. A study by Crocker (1983), involving thirty-six second grade and thirty-nine fifth grade classrooms in Eastern Newfoundland, indicated that very little emphasis was placed on writing. It was found that most of the language arts time was devoted to spelling. At present, the Department of Education has no documented policy on writing in the primary grades. Information gathered from that source, however, indicates that such a document exists in draft form and that it does emphasize the importance of process writing and the use of communication journals.

Through reviewing recent research findings on the value of journal writing and assessing its effectiveness through the patterns of written language development in a grade two classroom, it was hoped that this study would provide further insight into its use.

Purpose of the Study

The purpose of this study was three-fold. First, literature relating to the uses and effectiveness of journal writing was examined. Next, the knowledge gained from such an examination was used to implement and carry out a journal writing program in a primary classroom. A third purpose of the study was to determine if, as a result of journal writing, there were any improvement in the students' written language.

Limitations

Since this study was qualitative, descriptive in nature, and based on the journal writings of only one grade two class, the generalizability of its findings are limited.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This review of related literature first attempted to establish a conceptual framework for the study of journal writing. Since journal writing is mainly in the expressive mode, this mode, and its place in the total writing process was explored. Second, the relationship between journal writing and language development was discussed.

Writing in the Primary Grades

Introduction

Much research indicates that children can write before they learn to read (Clay, 1975, Chomsky, 1971, Deford, 1980, Graves, 1983). These educators suggest that children should be encouraged to write from the first day they enter school. They come to school with a great command of the oral language, so they should begin at once, by inventing their own spelling, to write the words of their own vocabulary. According to Chomsky (1971), this provides the natural order for learning to read. She claims that expecting a child to read what someone else has written, as a first step in literacy, is backwards. Through inventing their own spelling to form words to express their thoughts, children become confidently and actively involved in the literary process. Clay (1975), too, emphasizes the value of early writing for literacy development. Her research has focused primarily on the child's exploration of the perceptual features of print. She claims that, while writing, the child's attention is directed to the visual details of the print. This provides a natural complement to early reading. Written

expression should follow naturally from oral expression as the child attempts to put orally expressed thoughts into a written structure. Teachers can help children realize their thoughts are worthy of being written down by helping them realize that they come to school ready to write, and can learn to write as naturally as they learned to talk (Calkins, 1986).

Many adults think that children can't write until they master certain spelling, punctuation and grammar skills and that they need assignments, story starters or word lists as motivators. Graves (1984), however, claims that children can write with knowledge of only half a dozen or so consonants. From one of the first major studies of children's spelling strategies, Read (1975) showed that children as young as four years can represent word sounds quite accurately and consistently in their efforts to spell. If young children are to have the freedom to choose their own words, they must have the freedom to invent the spelling for these words. Calkins (1986) advises against using word lists or picture dictionaries as resources during writing as concern for spelling would then compete with concern for content. Chomsky (1971) also suggests that if we allow children to write by using invented spelling, they will view their writing as something that belongs to them. Learning conventional spelling later will then become a natural and meaningful part of this active role.

However, writing is a skill that can only improve if children are encouraged to experiment with the written word. Opportunities to communicate in writing must be provided daily if children are to mature as writers. Teachers, who use the process approach as advocated by Graves and Calkins, allow children to develop their own topics, discuss, revise and share their work, and publish selected writings. This study attempted to show why and how journal

writing can be an effective way to provide these opportunities.

Expressive Language

Recent research suggests that the informal language of journals is too important to ignore. Leading language scholars, such as Britton (1975), Moffett (1983) and Elbow (1973) claim that children find meaning in the world by exploring it through language. It is through expressive, reflective or personal writing that students begin to develop their writing voices, begin to give sense, order and meaning to their thoughts and begin to learn (Collins, 1985).

Vygotsky's (1962) theory on the reflective interaction between our cognitive processes and our linguistic expression provides a basis for expressive language. He states:

> The relation of thought to word is not a thing but a process, a continual movement back and forth from thought to word and from word to thought. Thought is not merely expressed in words; it comes into existence through them (p.125).

Moffett, who also views language as an expression of thought development, found that:

> The deliberate selecting of images and ideas, and of words themselves, not only breaks up routine and random inner-streaming, but sustains the development of a subject beyond what we have thought or imagined about it before (p. 62).

We know from Britton's (1975) study that expressive language is close to the self, best used for exploration and discovery, and enhancement of personal growth. This support's Polanyi's (1962) claim that all knowledge, if it is to be

genuine, must be made personal. Children must construct their own meanings from their experiences. Teachers, who encourage children to write expressively, are giving them the message that they have something important to say (Graves, 1978). Expressive writing is also a freeing experience. Students are "freed from fear of writing, freed from a lack of confidence in their writing, freed from a lack of fluency with written language" (Southwell, 1977, p. 679). Collins also states:

> Students who write expressively are thinking on paper. They begin to see relationships, connections and ideas. More importantly, students who are able to organize their ideas on paper are in a better position to understand another writer's organization of ideas (p. 48).

Britton (1975) claims that the kind of writing which young writers use most effectively appears to be essentially personal. Early writing programs, then, he argues, should begin with this form. Also, he sees expressive writing as "a kind of matrix from which differentiated forms of mature writing are developed" (p. 82). Individual experiences are first used as a base, but gradually, the student's writing and language experiences will progress from the personal to the more public. Graves, also, emphasizes the use of personal writing as a basis for later development. He claims that young children must begin their composing careers by using the experiences and language they bring with them to the classroom.

It seems then, that any activity which encourages more personal expression through written language would be of great benefit to an individual's intellectual development. Journal writing would appear to be one such activity.

Dyer (1976), in discussing the value of journal writing as a means of expressive writing, states:

> Not only do most kids enjoy writing about their own thoughts, feelings and experiences, but journals full of such experiences are useful resources for the fiction they may write later. Kids need to use their own lives more as sources of fiction, to believe that their experiences are just as valid, worthwhile and interesting as those of professional writers (p. 40).

Writing as a Process

Recently, there has been increased interest in writing instruction. Conclusions drawn from the works of Calkins and Graves indicate that students need to be provided with more writing opportunities, and that instructional attention should be directed towards the writing process rather than the writing product. According to this perspective, there are several components which need to be incorporated into writing instruction: selecting topics, prewriting, revising, sharing and publishing.

Janet Emig (1971) is generally recognized as the first person to study writing as a process. Using a case study approach, she observed eight high school students while they were engaged in the act of writing. Results showed a significant difference in assigned and unassigned writing. Students showed more planning in unassigned topics, while they started and stopped more often for assigned topics.

From a two year study of the writing process behaviors of seven year

olds, Graves (1983) identifies three stages. He defines these as follows:

1. Precomposing phase: This phase immediately precedes the writing of the child.

2. Composing phase: This phase begins and ends with the actual writing of the message.

3. Postcomposing phase: This phase refers to proofreading, revision and completion of the final product (p. 46).

Some educators suggest that the writing of young children goes through clearly defined stages. During a journal writing study in her kindergarten class, Hipple (1985) observed the following stages:

1. Non-writing: Some writers were content to draw their stories with no accompanying text.

2. Scribbling: Some writers attempted to imitate the line, shape and direction of traditional writing.

3. Random lettering: Many writers used one or two letters from each word.

4. Labeling and listing: Many writers reproduced names or words, either from memory or from print sources they had seen.

5. Invented spelling: Some writers demonstrated beginning phonetic segmentation skills by spelling some consonants in a word.

6. Transitional spelling: A few writers used a mixture of conventional and invented spelling (pp. 258-259).

However, the processes described above should not be thought of as exact steps through which each child neatly moves. As pointed out by Walshe (1986), "real writing does not happen as a mechanical series of stages" (p. 29).

Further research by Graves (1983), too, led him to believe that children do not compose in such a strictly linear fashion as he had concluded from his earlier study. Composing, he now claims, is a highly recursive event which defies simplistic categorization (p. 17). Many of a child's pieces of writing will pass through a full process, while others may be discontinued before completion of the final product.

Young children can only develop as writers if teachers understand and recognize the order of development that takes place in writing and spelling (Kirkpatrick, 1986). Lund (1984) claims that allowing students to engage in the expressive nature and dialogue of journal writing is an essential first step in the mastery of the writing process. The journal can be thought of as a rough first draft, where one works out one's ideas, leaving the mechanics for subsequent drafts.

Writing for a Purpose and an Audience

Real writing is purposeful communication from writers to readers, based on choices made by the writers themselves. Most writing tasks in school, however, are defined by subject area, or instructional goals and objectives. Little attention is paid to the child's interests and experiences outside of school. Journal writing would give students the opportunity to integrate both in- and out-of-school experiences.

Edelsky and Smith (1984) studied teacher and student behavior in a classroom in which they believed purposeful writing was taking place. There were few instructional materials, no workbooks, no graded basal reading series, and no grammar and spelling exercises. Instead, the students read and were read

children's literature, used references materials, wrote journals, wrote stories for publication, and received grammar and spelling instruction as the need arose. The teacher viewed writing as a social and linguistic activity that children engaged in for a purpose.

Often, when assigned writing, children need to be coaxed and prodded, as usually it is an exercise to be performed for a teacher's evaluation. They are then not writing for their own purposes, but rather to please the teacher. Langer (1982) claims that if a student's writing is for evaluation purposes, he or she will not engage in thoughtful expression and communication, but will use safe and stock responses. Journal writing, in which the writer has control of the language, would facilitate authentic expression.

Britton (1971) identified three main categories of writing:

1. Expressive writing, which is close to the self, used primarily as a means of exploration and discovery.

2. Transactional writing, which is writing that is meant to inform or persuade.

3. Poetic writing, which is writing used as an art form.

As noted earlier, young children, when provided with unassigned writing opportunities, will write mainly in the expressive mode. However, as all three modes are interrelated, those of transactional and poetic will also be present.

The writing process, then, must be authentic to the student, and, according to Britton (1975), this means having the students write for authentic audiences. He suggests that movement from immature to mature writing involves a developing awareness of audience. Students gradually develop the capacity to visualize a particular audience, and write with that audience in mind.

The teacher may be a member of the audience or the only audience. According to Britton, the teacher may occupy one of four roles: teacher as trusted adult, teacher in teacher-student dialogue, teacher in combination professional and personal role, and teacher as examiner. His study of thousands of student writings in British schools showed that the teacher as examiner role predominated.

If writers are to mature, however, their sense of audience must be broadened beyond the teacher. Graves (1985) contends that there are two main classifications of audience: the writer him or herself, and all others. Calkins (1986) suggests that young writers become aware of audience at about the grade two level. Before that time, their writing is very egocentric. As they take on this concept of audience in their composing, they develop what Donald Murray refers to as the "other self" (Graves, 1985, p.194). The children then become aware of themselves as the first audience in that they begin to question what they write. Sharing sessions, displays of their writing, and class publications are all successful ways of providing students with a sense of external audience.

Communication is at the heart of the writing process. If students feel no urge to communicate their thoughts to others, the need to clarify and refine their writing will be lessened. As suggested by Goodman and Goodman (1984), "a successful writing curriculum will be one that builds on personal writing . . . and helps pupils to find the real purpose for such writing with real audiences" (p.157). The journal seems to be one activity that could fulfill these conditions.

Response to Writing

Feedback through dialogue is most important in the process oriented

approach to writing. The aim of feedback is to motivate and generate revision, ultimately seeking internal revision (Murray, 1978). Responses may be written, as in dialogue journals, or oral, as in individual and group conferences.

Moffett (1968) claims that teacher response must be individual, relevant and timely, leading the student to a new understanding of the writing process. The purpose of the response is to lead to improvement in the quality of the student's writing. The nature of the response should be positive, and may focus on ideas, creativity, organization, language and mechanics (Rosen, 1983). Koch (1982) identifies four stages of teacher response which emphasize the positive role:

1. The teacher responds positively on the most interesting aspect of the writing.

2. The teacher identifies the writer's purpose and how it is achieved.

3. The teacher asks questions to clarify the writer's intent.

4. The teacher suggests other ways the writer might more fully achieve the intended purpose (Austin, 1989, p. 188).

Graves (1984) contends that the best way a writer can achieve his or her intended purpose is through conferences. He suggests that the teacher should initiate brief, individual conferences with the child throughout the various phases of the writing process. These are seen as essential to a young child's growth as a writer. Information is solicited from the child about his or her thoughts and ideas. According to Graves, conferences serve two purposes. First, the children gain a sense of voice by hearing themselves express ideas and opinions orally. Second, the teacher gains a sense of the children's logical thinking and interests, which provides valuable insights into their composing

priorities (p. 49).

Calkins (1986) identifies three types of conferences:

1. Content conferences, which occur in the beginning stages of writing, help the child to develop a purpose, clarify thoughts, and identify an audience.

2. Design conferences, which occur throughout the writing, help the child to balance content and form.

3. Editing conferences, which occur in the final stages of writing, help the child acquire skills in usage, mechanics and spelling.

The ultimate goal of conferencing is to develop children's sense of authority and voice, as well as to provide questions they will ask themselves when writing alone. Children grow as writers as they strive to make the actual product fit their intentions. Journal writing, with daily feedback and conferences on selected entries for publication, should greatly aid in this development.

Journal Writing

Moffett (1976) defines a journal as being "more impersonal and public than a diary, which is written more about oneself and to oneself" (p. 326). The journal may be either teacher-directed or student-directed with assigned or unassigned topics. The entries may be read by the teacher who then provides positive, personal comments. Some teachers grade on the quantity of writing or on the quality of written expression. However, as noted by Oliver (1982), grading often hinders true expression. He states "Students will not benefit - unless they feel completely free - free to make mistakes and break rules, free to express whatever thoughts and words come to their mind" (p. 167). The student-directed journal, with unassigned topics, allows children this opportunity.

Progoff (1975) claims that by recording ideas, feelings and beliefs, one is able to gain insight into oneself. He believes the journal captures "the underground stream of images and recollections within each of us . . . nothing more or less than our inner life" (p. 67). Sister Therese Craig (1983), who has applied Progoff's Intensive Journal Workshop methods to the classroom, states:

> Each of us has a tale, a beautiful tale, an exciting tale, to tell. We learn more about ourselves by sharing that tale on paper. If we offer that to children, as one way of getting to know themselves better, we've given them a valuable tool for life (p. 379).

In summarizing a review of literature related to journal writing, Naylor (1982) points out several positive features:

1. A journal topic can be highly structured and organized as a means of facilitating logical, coherent writing.

2. Journal topics can span all aspects of student experience and interest.

3. Journals can be graded quickly according to a general impression or to a specific skill that is being taught.

4. Journals are a less formal and more personal type of written communication which may help to convince students that they do have something to write about which is of interest to others.

5. Journals can be a sequential series of writings which can be used to demonstrate a student's growth in writing, as well as to outline a student's interests, concerns and feelings about a wide variety of topics (p. 30).

Purposes of Journals

In recent years, teachers, at all grade levels and in many subject areas,

have been asking students to keep journals. These informal writings serve a variety of educational purposes, from practice in self-expression to figuring out problems in math classes. Some teachers encourage students to write on topics of their own interests, while others specify topics. In most cases, however, students are asked to express their thoughts and opinions, take risks and write in their own natural voices. They can experiment with language without fear of being corrected or criticized. The teacher corrects indirectly by providing a language model through positive feedback.

Teachers assign journals for a variety of specific and practical reasons. The Commission on Composition of the National Council of Teachers of English (1986), in its guidelines for using journals in school settings, suggests the following:

1. To help students find personal connections in the material they are studying in class and texts.

2. To provide a place for students to think about, learn and understand course material.

3. To collect observations, responses and data.

4. To allow students to practice their writing before their final copy (Fulwiler, 1987, p. 6).

Kinds of Journals

Dialogue Journals

Leslie Reed is the elementary teacher who is usually credited with first using dialogue journal writing in the classroom (Bode, 1989). Throughout the 1979 school year, she began by asking her sixth grade students to respond to her

in writing each day about what happened to them, and what they had learned or had problems learning. Her daily written feedback led to much more meaningful writing. She did not correct the children's language usage, but corrected their mistakes in her responses.

Dialogue journals provide the means by which individual students, at any age, can carry on genuine conversations with their teacher. The student and teacher interact through sharing ideas, feelings and concerns in writing. This daily written communication also provides practice in three levels of language; spelling, use of syntactical rules and semantics (Staton, 1980).

The distinguishing characteristic of dialogue journals is the interactive, functional nature which provides the means of creating and developing mutually interesting topics. The teacher's competence in responding and elaborating on each student's topic is essential to promote continual expansion of ideas and further opportunities for learning. The teacher must be fully committed to the task as it is his or her responses which create motivation, sustain interest and provide models of thought and language. Regular journals, which some teachers ask students to keep and which they may read and check periodically, do not usually work for younger children or for those who dislike writing. It seems these children need the support of someone answering back (Staton, 1987). Staton claims that even kindergarten children are quite capable of entering into a dialogue in writing. Simple responses to their early drawings and writings encourage them to incorporate the teacher's words into their own messages.

Not only do dialogue journals promote writing development, but according to Shuy (1986) and Staton (1986), they also improve reading comprehension. Their analysis of dialogue journals as a reading text showed

that teacher feedback is usually more syntactically complex, more varied in function, and more mature in reasoning than the basal reading text for that grade level. Thus, teachers are continually challenging comprehension and inference capabilities.

A basic premise of the dialogue journal is that written language becomes meaningful through social interaction. The teacher accepts the child's reflections of his or her experiences and through positive, personal feedback, encourages further growth. Written language acquisition, then, like that of first oral language, must be natural and functional within a supportive environment.

Primary Level Experience Journals

A review of the related literature revealed that many journal writing studies have been conducted and evaluated at the primary level to determine the effects on written language development. The results have been positive, supporting Britton's claim that personal writing is what young children do best. The findings also offer credence to Grave's claim that children should be encouraged to write from the first day they enter school.

To test the theory of whether young children could write before they knew how to read, Hipple (1985) undertook a journal writing study in her kindergarten class. The results showed that the students not only improved in writing, but also in speaking, reading and listening. As topics were unassigned, the children also grew in decision-making strategies. As they gained confidence in their ability to create, their self-concepts increased.

Using the suggestions of Hipple, Kirkpatrick (1986) conducted a longitudinal study of journal writing in first grade. She, too, tested the validity

of whether children could write before learning to read. Invented spelling and developmental stages in children's writing were also examined. All children attempted writing before learning to read, as well as during the writing process. All progressed through five developmental stages of spelling as defined by Gentry (1982):

1. The precommunicative stage, where the child uses random letters strung together.

2. The semiphonetic stage, where the child uses letters representing beginning or final sounds.

3. The phonetic stage, where the child spells words the way they sound.

4. The transitional stage, where the child uses visual memory for patterns of spelling.

5. The correct stage, where the child's spelling corresponds to the English orthographic system and its basic rules (pp. 192-199).

Strackbein and Tillman (1987) also claim that the experience journal is one of the best beginning points for writing. Their kindergarten students wrote in journals and received feedback daily. They claim four benefits:

1. Students and teachers get to know each other better.

2. Students practice saying what they mean.

3. The teacher gets a class overview about whether particular lessons have become functional in the children's writing.

4. The teacher is provided with an individual record of each child's growth in language awareness (p. 31).

Ganz (1984) also conducted a year long study of journal writing at the first grade level. The children's drawings and writings reflected their learning

about the world and their relationship to it. Their writing progressed from egocentrism to sociocentrism as they became more aware of an audience. Cause and effect were brought into their writing as they formulated questions and tested hypothesis.

A similar study was implemented by a group of eleven Oregon teachers to determine the effects upon the students' writing abilities and language development (Dunkeld, 1983). Over the nine month period, every journal writing class showed gains in spelling performance ranging from slight to almost two years. The total group made modest improvement in writing ability, while the low ability group made substantial gains. In addition, scores on language usage tests improved.

Manning, Manning and Hughes (1987) were interested in the contents of first grade journals. They analyzed the daily unassigned entries of twenty students for the period of one year. The results showed that while the children chose to write on a variety of topics, most of the entries were on personal experiences. Increased confidence in their ability to use written language was also noted.

Kline (1987) claims value in the use of a class journal at the primary level. Comaraderie developed from the daily sharing of experiences and feelings. As a teaching tool, it stimulated interest in reading and writing, and also reinforced reading and grammar skills. A collaborative three year research study of 1080 journal entries of children from kindergarten to third grade also revealed that the journals became tools for the reading program, the student sharing and the assessment of individual interests and concerns (Buxton, 1982).

Kintisch (1986) reports on the results of a four year study of the

processes of journal writing in the primary grades. From kindergarten to fourth grade, every student wrote daily for about thirty minutes. The major conclusions were as follows:

1. Students develop from dictating stories in kindergarten to independent writing in grades three and four.

2. Younger children concentrate more on drawing than writing.

3. Creativity and imagination are enhanced by the literature children hear and read themselves.

4. Hearing and watching their stories read and reread helps children improve their reading.

5. Writing can be a social activity or a solitary one.

6. Children experiment with different styles which is influenced by the literature read aloud.

7. Mechanical skills require more attention as the writer develops.

8. Topics become more imaginary as writers develop.

9. Writers become more fluent and confident as they mature (pp. 171-172).

All the literature cited strongly supported the use of journals at the primary level. The teacher, however, must believe that the children are capable of writing and provide daily opportunities to foster this development.

Literature Response Journals

For more than a decade now, critics have been shifting their emphasis from the text to the response of the reader. Reading, like writing, is an active process of making meaning. In order to derive meaning, the reader must act on

the text and interact with it, bringing in self and past experiences.

Exposure to good literature is probably one of the best experiences young writers can have. Books enable them to explore, to feel and to extend their imaginations. When students are asked to write about their reactions to the selections, they become more personally involved with the text. They examine the literature more closely than they otherwise might, and their thoughts are brought to a conscious awareness. These thoughts are then formed and shaped into written expression. Britton (1975) comments on the value of using writing to interpret experiences:

> There's a whole world to be interpreted and writing is a major way to interpret it . . . . Every time a child succeeds in writing about something that has happened to him or something he has been thinking, two things are likely to have happened. First, he has improved his chances of doing so the next time he tries. In other words, the writing has given him practice, and secondly, he has: interpreted, shaped, coped with some bit of experience (p. 20).

Belanoff (1987) claims that journals belong at the heart of literature classes so the students can record their responses as they read. Later, they may read their responses to a small group or to the whole class, and then record their reactions to the discussion. Written responses, he believes, aid in the students' interpretation of the text. Sharing these responses with others broadens and deepens their interpretations.

Gatlin (1987) found that sharing his own journal responses in literature class was a great motivator for students. Almost all became more confident in

expressing personal reactions and insights.

Using journals in literature class, Lindberg (1987) claims, makes reading and learning more personal. Rather than written feedback, he responds to the journal through oral dialogue in the form of conferences. These, he believes, allow students to broaden their interpretations and thus extend the process of making meaning. Tashlik (1987), likewise, agrees that journals offer students an active means of participating in a text. Through their writing, they add their own voices to that of the author. Davala's (1987) experience with journals has led her to firmly believe in their importance as an outlet for students to express feelings freely.

Others, such as Atwell (1984), have adapted the dialogue journal concept into a process for discussing literature. After dialoging with her junior high students on a weekly basis, she encourages them to dialog with each other. Written responses to books, she believes, go deeper than talk, give students time to consider their thinking and inspire new insights. Also, through personal feedback, the dialogue journal enables the teacher to teach every reader.

At the primary level, also, Fulwiler (1985) sees good reasons for asking students to respond to reading in journals:

1. It allows the writers to find and rehearse their thoughts before they speak.

2. It may more deeply commit the writer to a deeply held position.

3. It allows the writer to explore the issue without being influenced by other opinions.

Reader response theory, then, clearly shows that reading is a creative act. As students explore their own processes of reading and writing, they are

creating a text of individual learning experiences. As concluded by Dickerson (1987), "the journal may be the single most important activity to encourage that inner synthesis of self and the world necessary for creative learning to take place" (p. 136).

Content Journals

In the last decade, teachers in all subject areas have been engaging in a new philosophy; that students can learn more from writing than from writing what they have learned (Saunders, 1985). Many have come to use the journal as the place for learning. It aids the learning process by allowing students to record their personal thoughts as they explore new concepts.

McGonegal (1987) claims much success with journal writing across the curriculum in her fifth grade classroom. The students are asked to write daily in at least one of the academic subjects. She cites several reasons why she uses journals in content area subjects:

1. To assess what students already know.
2. To make knowledge a part of student's lives.
3. To find out what students have really learned.
4. To monitor self-images.
5. To determine cognitive ability (pp. 202-204).

According to Steffens (1987), the informal, expressive language of journals is better suited to teaching and learning history than transactional learning exercises. Journals, he claims, allow for exploring ideas and recalling information from previous experience. Mulholland (1987) agrees with Steffens that journal writing plays a crucial role in the history curriculum.

As explained by Kent (1987), thinking is essentially related to writing, as writing involves expressing ones ideas in words. Journals, he claims, are a place to practice thinking. He gives several reasons for using them daily in his philosophy class:

1. Journals promote confidence in ability to write.

2. Journals allow education to take place in a more relaxed, less stressful atmosphere.

3. Journals provide for dialogue between student and teacher.

4. Journals teach students to reason clearly, and to distinguish between good and bad arguments (pp. 272-274).

Schubert (1987), a fourth grade teacher, uses daily journals based on the premises that such writing develops author ownership and that active participation promotes learning. Besides experience journals, this teacher also uses them in the content areas of math, science and social studies. Such topics as fractions are taught by using math journals. From ideas generated in their experience journals, the children write and publish many books.

Bemiller (1987) uses math journals as a place to learn, and to practice thinking, problem-solving and writing. He claims that about two-thirds of the writing in the journals are transactional, which informs and instructs. About another third is expressive, which is writing for oneself as a means of thinking. The main idea, he believes, is for students to actively participate in the course concepts by committing thought to writing. This relates to Britton's view that one must write about an experience in order to understand ones perception.

In order for journals to work, the teacher must establish clear objectives, carefully planned assignments and continual monitoring of the journal use

(Brodsky and Meagher, 1987). They claim that journals contribute to student performance in several important ways. They provide opportunities for the student to:

1. Apply the lessons learned in class to actual situations.
2. Develop analytical capabilities and understanding of key concepts.
3. Ask questions which they might not otherwise ask in class.
4. Teach themselves.
5. React without fear of correction.
6. Establish a closer relationship with the teacher (pp. 375-386).

Conclusion

From this review of related literature, then, it was concluded that journal writing can be an important means by which children learn. The results from the various experience journal studies indicated that this type of writing not only effected improvements in written language, but also in speaking, reading, listening, decision-making strategies, and self-concepts. Literature response journals allowed children to become more personally involved with the text, thus broadening and deepening their interpretations. It was also found that by allowing children to record their thoughts to the new concepts explored in the various subjects of their curriculum, the passive acceptance of knowledge was changed to an active construction of meaning. Thus, much learning resulted for all students in all subjects when writing was used as an active, exploratory means of discovery.

CHAPTER 3

METHODOLOGY

Sample

The subjects for this study were the students of a grade two class with the Bay of Islands-St. Georges, Burgeo, Ramea Integrated School Board. The researcher was the classroom teacher.

Procedure

The students were introduced to journal writing during the first week of the school year. The study, which continued for fifteen weeks, was divided into three sections. Weeks one to five were devoted to experience journals, weeks six to ten to literature response journals and weeks eleven to fifteen to content journals. Entries were written daily for a period of about thirty minutes. The teacher read and provided a written response to each of these daily entries. These responses were always positive in nature, focusing on the content of each child's writing. Various types of teacher responses included affirming ideas and feelings, providing additional information, asking questions, modeling conventional spelling and more complex sentences, and guiding children to further examine their thoughts. Other than the teacher's response in pencil, no other marks were put on the student's entry page.

At the end of each two week writing period, the children were asked to select one entry which they would edit for publication in a class journal. This was done to ensure that at least one first draft in ten was taken through the various stages of the full writing process. To aid in independent editing, a

checklist was compiled and charted by the children and teacher. The following items were included:

Does my entry make sense?

Did I include everything I wanted to say?

Did I repeat things?

Could I have said it in a better way?

Did I use descriptive words?

Did I remember to use capital letters properly?

Did I use punctuation marks correctly?

Did I check words I think might be misspelled?

This chart was displayed in a prominent place in the classroom and referred to at each editing phase for all publications. Individual student-teacher conferences further focused on revising and editing skills. The published version was usually the third or fourth draft copy. A total of six class journals were published throughout the study. Each child was given a copy to take home and a laminated copy was kept in the classroom library. As the procedure for each journal type varied in some respects, each was discussed separately.

Experience Journals

The decision to begin with experience journals rather than literature response or content journals was based on Britton's claim that early writing programs should begin with personal writing as it provides the basis for more public forms of writing later. Graves also supports this view, claiming that young children should begin their composing careers by writing about their own experiences.

The experience journal was introduced as a special book in which the children would write daily on any topic of interest to them. The specified time to write was the first period each morning.

At the beginning of each period, the class was brought together as a group to discuss any topic of interest or concern to them. Each day, a couple of students were asked if they would like to lead the discussion. For example, one student might say "My tooth came out last night." The others were encouraged to comment on and question the experience. They might respond by relating their own experiences with loose teeth or asking the child for further details. If the discussion were slow, the teacher would intervene by modeling questions, such as "How did it feel? What did you do with it? Why did you do that?" The children were encouraged to ask open-ended questions which would require more than a yes or no reply. On several occasions, this time was used for peer conferences. Partners would get together, discuss and question each other's topic. These discussion sessions were used to help the students extend their thinking, and thus, their writing on the topic.

As the study progressed, this time was also sometimes used to have mini-lessons on common needs observed in the children's writing. Usually, only one need was dealt with at a time. Often, transparencies were made of student entries, with their permission, and positive examples were shared with the class. In this way the teacher was able to teach and reinforce the correct use of periods, question marks, exclamation points, contractions, quotation marks, the combination of two thoughts in a single sentence, the ability to focus on a topic, and to revise by inserting new thoughts into the content of their writing. The effectiveness of such lessons was noted by the children's application in future

entries.

While writing, the students were given total control of topic choice, organization, vocabulary, and sentence structure. They were also told to spell words as they thought they should be spelled. After the daily writing, the class was brought together for volunteered sharing of entries. The children were then encouraged to comment positively on and question each other's writing. This was intended to aid in further expansion and clarification, not only of the particular entries being shared by the individual students, but also of the future entries by all students.

The children were asked to select an experience journal entry for publication in the class journal every two weeks. It was hoped that this process would further extend and thereby improve their written language abilities.

Each child was interviewed by the classroom teacher at the end of the experience journal writing section of the study. Questions were asked to gain insight into the children's thoughts about their writing over the past five weeks. The questions asked are included in Appendix B.

Literature Response Journals

To introduce the literature response journal, the children and teacher discussed a list of items which might be considered when responding to a book. This list included the following:

Look at the cover.

Look at the title.

Can you predict what the book will be about?

Who is the author?

Who is the illustrator?

Do you know other books by this author?

What does the inside jacket show?

How about the title page?

What year was the book published?

Do the pictures go with the words?

How did the illustrator make the pictures?

Do you think it was written in one draft?

What part did you like best?

Were there parts you didn't like?

Would you have said it in a different way?

What type of book is it?

Could you retell the story?

Would you like your friend to read it?

This list, which was kept on a chart in the story corner, provided a framework for the discussion of each book. To provide a common ground for responding, a book was read daily to the students by the classroom teacher during the language arts period. All were picture books, selected from the genres of fantasy, realistic fiction, historical fiction, informational books and poetry. The books were also judged to be within the listening comprehension of seven and eight year olds at the grade two level. The list of books read are contained in Appendix A.

The children were asked to write their responses following the reading and discussion of each book. To provide a model, the teacher wrote, drew and shared her responses to a book just read to the class. The children were

encouraged not merely to retell the story, but to write their personal reactions to the book. At the end of each response session, the children were brought together for volunteered sharing of their writings and drawings.

As with the experience journals, after each two week writing period, every child selected an entry to be revised and edited for the class journal. At the end of this section of the study, too, the children were again asked to comment on their thoughts and feelings concerning their journal writings. The questions asked are contained in Appendix C.

Content Journals

Content journal writing took place during the last period of each school day. The children were asked to reflect on the day's learning and select one subject on which to write. Before the actual writing, the class was brought together as a group to discuss and chart the various subjects experienced that particular school day. Questions, such as the following, were discussed to aid the students in their self-reflections.

What did I learn in this subject today?

What did I enjoy about it?

Why did I like it?

Did I understand the topic?

Can I explain what I understood?

Did any part of the lesson confuse me?

To encourage the children to be more specific in their responses, it was suggested that they pretend that their audience was not present in the class. To provide an example of a content journal response, the teacher thought aloud

while writing her response to a science lesson experienced that morning.

The volunteered sharing of entries, after the writing, was encouraged to promote further discussion and deeper reflection. It was also provided so that children could see similarities and differences, as well as difficulties and attitudes, in one another's learning.

As with the previous types of journals, children went through the process of selecting, revising, editing and publishing a favourite entry at the end of each two week writing period. They were also interviewed at the end of this section of the study to gain knowledge of their perceptions of their writing experiences. The questions asked are contained in Appendix D.

Journal Writing as a Process Approach

Prominent researchers, such as Graves and Calkins, claim that we must view writing as a process, not merely as a product. Thus, the researcher in this study thought it important that the children's journal entries be viewed in the same way. According to Graves (1983), there are three phases of the writing process; precomposing, composing and postcomposing. The methodology used in the present study provided encouragement and opportunity for all three of these phases.

The precomposing phase for all three types of journals: experience, literature response, and content, included thinking about and discussing the topic. Sometimes, this was a class group activity, while at other times, it was with a partner. In experience journals, the child was free to select any topic. In literature response journals and content journals, topic selection was a little more restrictive. In literature response journals, the children were asked to

respond to a particular book each day. They could, however, choose the aspect of the book to which they wished to respond. Similarly, with content journals, topic selection was confined to the curriculum subjects of that particular day. Most days there were seven topics from which to choose. Discussion, then, centered either on the chosen topic, book read to the class, or content from the various subjects of the grade two curriculum. These precomposing discussions were intended to stimulate thinking of content for daily entries.

When the children left the group discussion, they went to their individual desks to begin their journal entries. The children were then on their own to organize how and what they wanted to write, using their own words and inventing spelling for unfamiliar words. The teacher did not intervene in their thoughts nor provide help with spelling.

The postcomposing phase of the journal writing always included a session in which entries were shared. Several children each day volunteered to read their entries to the class. Comments were received and questions were asked about the contents of these entries. Written teacher responses were provided for each child's daily entry. These entries were considered to be first drafts. As suggested by both Graves (1984) and Walshe (1986), not every piece of writing should be required to go through the full writing process. The children should be allowed to choose which pieces are published. Therefore, the children were asked to select one entry in every ten for publication in a class journal. Proofreading, revising and editing were conducted as independently as possible. Individual student-teacher conferences focused on further necessary skills. It was the child's responsibility to determine when the piece was finally ready for publication.

Background to the Assessment of Journal Writing

This study attempted to determine the effectiveness of journal writing as a process approach on the written language development of a class of grade two students. The writing research of many educators had a great influence in determining what should be considered important when assessing these students' journal entries.

Both Graves (1984) and Calkins (1983) claim that writing should be viewed as a process rather than a product. They suggest that children should be free to pick their own topic and the primary emphasis should be on content. Journal writing allowed the children this freedom. The contents of their entries, then, were analyzed to learn specifically what each child chose to write about and whether certain themes were prevalent for the class. According to Britton (1975), there are three primary modes of writing; expressive, transactional and poetic. The analysis of content also revealed which mode was prevalent for each type of journal.

Moffett (1983) and Elbow (1973) both claim that children find meaning in the world by exploring it through language. These educators support Polanyi's (1962) view that children must construct their own personal meaning from their experiences. The way the children chose to organize their thoughts was an expression of this meaning. Both Vygotsky (1962) and Moffett (1983) recognize the interaction between cognitive processes and linguistic expression. An analysis of the organization of the children's journal entries was conducted to provide insights into the ordering of their thought processes. A look at vocabulary revealed what words were chosen to express these thoughts.

The children were told to spell words as they thought they should be spelled. Calkins (1986) supports this practice, advising that if children are stopping to check word lists and other spelling resources, their writing is impeded. Graves (1984) and Chomsky (1971), also, both agree that children should be allowed to write by using invented spelling. All supported Gentry's (1982) view that spelling is a developmental process. An analysis of the children's spelling in the present study was conducted to see whether there was evidence of this developmental progression.

Educators such as Edelsky and Smith (1984) believe that real writing is purposeful communication from writers to readers. When given control of their own writing, children write with a definite purpose in mind. Entries were analyzed to determine the authenticity and awareness of audience in the children's writing.

When children used both writing and drawing as a means of expressing their thoughts in their journal entries, an analysis attempted to identify the interrelatedness between the two. As noted by Graves (1983), in his two year study of the writing processes of seven year olds, many children used both in a complementary manner.

Throughout all the related literature, it was stressed that children learn to write by writing. Opportunities to write must be provided daily if children are to mature as writers. These opportunities were provided in this journal writing study. An analysis of such criteria as sentence structure and mechanics showed whether there was a maturing progression in these areas.

Additional knowledge gained from the recent journal writing studies of Hipple (1985), Kirkpatrick (1986), Wason-Ellam (1987), Ganz (1984), and

Buxton (1982), also contributed to the development of the criteria for the analysis of entries in the present study. As experienced by Ganz, the assessing of journal writing entries is very difficult because of the varying backgrounds of students. All have unique experiences, thoughts, and feelings. She advocates using the case study approach of Graves (1983) and Calkins (1986) to look at similarities and differences in patterns of growth in the class population over a period of time. According to Moffett (1983) and Britton (1975), all young children must mature from egocentrism to sociocentrism if their writing and learning are to develop. Ganz observed this growth, as well as the ways in which the students shaped their experiences to make meaning in their world.

Hipple (1985) claims that journal writing is a way to help children write and develop language through invented spelling. By removing emphasis from standard or correct spelling and knowing how to respond to invented spelling in an appropriate manner, teachers can encourage children to learn in a natural way. Both Hipple and Kirkpatrick (1986) used Gentry's (1982) five developmental stages in spelling: precommunicative, semiphonetic, phonetic, transitional and correct, to determine patterns of growth in kindergarten and first grade journal writings.

From a year long study of math journals in first grade, Wason-Ellam (1987) identified four distinct purposes used by students for their writing: self-questioning, organizing information, assimilating and accommodating information, and making guesses.

Buxton (1982), who reported on a three year analysis of one thousand and eighty journal entries of children ages five to eight, revealed nine dimensions as having the most influence in writing growth. These dimensions

were grouped into three main aspects of writing; the thought or meaning, the individuality or person of the writer, and the form or structure of the writing. These groups highlighted the what, who and why of writing. These groups and dimensions were outlined as follows:

Thought/Meaning

1. Theme(s)
2. Organization
3. Vocabulary

Person

4. Approach of the writer toward the audience
5. Authorship/Uniqueness
6. Authenticity/Individuality

Form

7. Interrelatedness of writing and drawing
8. Language structures
9. Mechanics (pp. 10-11).

These dimensions, according to Buxton, are interrelated as the child thinks and writes in his or her own journal. Close attention to the separate aspects, in relation to one another, and to the whole, allows the researcher a complex view of the writing as a total process.

Based on the knowledge gained from the works of the above researchers, the following assessment was developed for the present study.

Assessment for the Present Study

The assessment for the present study consisted of the following criteria:

content, organization, vocabulary, authenticity of the writing, language structures, mechanics, and interrelatedness of writing and drawing. The accompanying questions provided guidelines for the analysis of the journal entries:

Content

1. Does the child write on a variety of topics or are themes more prevalent?

2. Would the writing be classified as expressive, transactional, or poetic?

3. Does the writing progress from egocentrism toward sociocentrism?

4. Does the child achieve meaning through the writing?

Organization

1. What is the basis of organization for the child's writing?

2. Does the writing convey logical thinking?

3. Does the child show an understanding of cause and effect relationships?

Vocabulary

1. Does the child use vivid words to express meaning?

2. Does the child use a variety of words?

3. Is the use of words appropriate?

4. Does the child provide adequate detail?

Authenticity of the writing

1. Does the child seem to write for a purpose?

2. Does the child write with a sense of audience?

3. Do the personal feelings, opinions and ideas convey the writer's individuality?

Language Structures

1. Are a variety of sentences used to convey different meanings?

2. Do sentences progress from simple to more complex?

3. Does the word order of sentences combine to convey meaning?

Mechanics

1. Are such conventions as capitalization and punctuation used appropriately?

2. Does the child take risks with invented spelling?

3. Is there a progression towards conventional spelling?

Interrelatedness of Writing and Drawing

1. Does the child use drawing to stimulate thought?

2. Does the drawing correspond to the writing?

3. Which requires more energy and expresses thought more clearly?

The children wrote a total of seven hundred and fifty-five entries during the course of the fifteen week study. All entries were analyzed in detail, and in the assessment, samples are presented to support the discussions of the interpretations. An attempt was made to include samples from some of the journals of all the children, thus making the analysis representative of the class as a whole. The samples are typed as written by the children. When spelling or punctuation was thought to impede reading, a scribe's version or partial version formalized the writing. The children's responses to each of the three types of journals; expressive, literature-response and content are also discussed at the end of each section.

CHAPTER 4

ASSESSMENT OF JOURNAL WRITING

Introduction

The criteria discussed in the previous chapter were used to analyze the children's journal writing entries in an attempt to determine similiarities and differences in patterns of growth in written language development within a grade two class. The first section of this chapter will report on these patterns of growth within the three types of journal writing: experience, literature response and content. The children's responses to their writing will also be discussed at the end of each journal type. Next, a discussion of noticeable developmental trends in the children's writing throughout the period of the study will be presented. Finally, the importance of teacher response and using journal writing as a process approach will be discussed. Samples of journal entries will be provided to clarify the discussions of the analysis.

Experience Journals

A total of two hundred and fifty journal entries were written by fourteen grade two students. These entries were then analyzed according to the following criteria: content, organization, vocabulary, authenticity of the writing, language structures, mechanics, and interrelatedness of writing and drawing. Each will be discussed separately.

Content

The contents of the children's experience journals were categorized

under the following twelve headings: me, school, friends, family, after school activities, pets, vacations, special days, winter, toys, concerns and other. While they wrote on a variety of topics, themes were prevalent, with family, friends and school being the most common. The writing in these three themes included approximately sixty percent of the total entries. The children tended to write on these topics more than once, either carrying on from one day to the next, or returning to them later.

The children wrote of events in their own lives, such as birthday parties, loose teeth and bad dreams; and of groups they were a part of, such as family, school and friendships. They wrote of things that were important to them at that time. Immediate experiences also seemed to have a great impact on their choice of topics. For example, such current events as a Ronald MacDonald visit, a nature field trip and the first snowfall were favourite choices. As the focus in their language arts basal reader at the time was on friends, ideas from discussions on such topics as sharing, best friends, and fights between friends were often carried over into journal writing. Sometimes, the topic chosen seemed to depend on the sex of the writer. There were seven boys and seven girls taking part in the study but girls chose to write on friends almost twice as often as did boys. Also, only boys chose to write on the topic of toys. When Graves (1983) examined the thematic choices of sixty-nine seven year olds in eight hundred and sixty unassigned topics, he also found that girls and boys showed separate preferences. Themes of dependency and limited territory such as home, school, parents and friends were noted in the girls' writing, while themes of aggression and territorial expansion, such as space, war, and sports were visible in the boys' writing. As would be expected, all students wrote of

true experiences; none wrote of imaginary events.

Most of the experience journal entries were of the expressive mode and written in the first person. For example, most children used first person pronouns such as "I", "me", and "my" . Since this writing was close to the self, feelings were most often expressed. In the following entry, a child voiced thoughts about his loose tooth:

Sept. 15, 1989

I hav a lows toth. I hop it coms owt son. Iv had it for a log tam. it is staring to bother me. I hop I got a tal for it.

(I have a loose tooth. I hope it comes out soon. I've had it for a long time. It is starting to bother me. I hope I get a dollar for it.)

Another child wrote of her desperate concern over homework:

Sept. 15, 1989

I awes dowt remr wate to dowe. I fle sade all the time wan I frget. and I dowet. lace it I lic school But. I jaste dowet no wate to dowet. and I dowet lice it and it dowt fle gwde.

(I always don't remember what to do. I feel sad all the time when I forget and I don't like it. I like school but I just don't know what to do. And I don't like it and it don't feel good.)

Other entries were a combination of expressive and transactional modes of writing. In the next sample, the author expressed personal feelings, but also wrote to inform an audience:

Step. 29, 1989

I go to brawnes on tosdays. It is fun going to brawnes. We do a lat of things. lick calaring pechers. and going ot sid. we mak pupets too.

(I go to Brownies on Tuesdays. It is fun going to Brownies. We do a lot of things like going outside and colouring pictures. We make puppets, too.)

Their purposes for writing were mainly to relate past or anticipated experiences, feelings or concerns. At the very beginning of the study, a few children had difficulty in focusing on one particular topic. The following sample, where a child wrote on three topics all in the same entry, showed this lack of focus.

Sept. 11, 1989

I like scoole it is fun on wy Becas you can Lrnn Lasse of theing and you can play to it is Las of fun and I am happy Bekas I gat my har cat and no the to Days Af I haD Loss of fun playing wha my feinds.

(I like school. It is fun. Know why? Because you can learn lots of things and you can play too. It is lots of fun. And I am happy because I got my hair cut. And know the two days off? I had lots of fun playing with my friends.)

However, with the help gained from listening to others sharing their entries and mini-lessons on focusing, these few students, who experienced this difficulty, soon improved. The next sample, from the same student quoted

above, showed her improved ability to focus and expand on a topic:

Sept. 28, 1989

I got a new dog his name is peplse he is safe and flafee he is soow cute I woud lake to hoge hem he is 2 yarse old he is varery funny for a dog he is very frash and clenn. he also ets very mach.

(I got a new dog. His name is Pebbles. He is soft and fluffy. He is so cute. I would like to hug him. He is two years old. He is very funny for a dog. He is very fresh and clean. He also eats very much.)

The child had now acquired the ability to focus on one particular topic and had also learned how to expand using description and detail. At the end of experience journals, all entries were focused and had increased in length.

Organization

The children's ability to organize their thoughts showed much improvement during the five weeks of experience journal writing. While they all started with the ability to write one or two sentences independently, most progressed to much longer entries, showing more connected description, an understanding of cause and effect relationships, and evidence of logical thinking. To demonstrate such a progression, samples were taken from the beginning, middle and end of two students' experience journal entries. At the beginning of the study, the first child wrote:

Sept. 10, 1989

I wan to my friends halas.

(I went to my friend's house.)

Since this entry consisted of only one simple sentence relating a happening, no organizational skills, other than ordering the words, were involved. A sample taken from the mid-point of the entries showed a longer entry and an understanding of cause and effect relationships.

Sept. 25, 1989

I ati my friend bia a mats today in The liup. Se ga ma at me. I feol sat bek se was my oel bas friend.

(I hit my friend by a mistake today in the line-up. She got mad at me. I feel sad because she was my only best friend.)

Here, the child not only related a happening, but organized her thoughts to display her understanding of the situation; why her friend got mad at her and why she felt the way she did. Her use of the word "because" gave evidence of her ability to sense cause and effect relationships. Further development was noted toward the end of experience journals:

Oct. 11, 1989

My mom pamas that seh wot by me a bag a caps. We wnt up to blos it was flos so we want up to the kasan ther wr no bag of saps so we want up to the lagemat the lagemat want want obin so we want up to the gat sor the gatsor want obin so we want to soll. wan we

wor ther mom sait. I wll bi you a bag fo saps. wan I want kam oat I Lk in m pait my bag fo saps was thr. I fevot farre happe. Janice ast me for sam saps

(My mom promised she would get me a bag of chips. We went up to Bellow's. It was closed so we went up to the gas station. There were no bags of chips so we went up to the laundromat. The laundromat wasn't open so we went to the drug store. The drug store wasn't open so we went to school. Mom said, "I will buy you a bag of chips." When I came out I looked in my pocket. My bag of chips was there. I felt very happy. Janice asked me for some chips.)

Here, the child displayed her ability to sequence her thoughts from beginning to end: from the time she was promised the chips until she got them. Her use of the connectors "so" and "then" gave further evidence of her sense of cause and effect relationships.

The second child displayed a similar development, starting with stating a fact:

Sept. 18, 1989

Today I'am saying for laheh. And I navr sayed for laheh. In the big jim befor. But today I am

(Today I'm staying for lunch. And I never stayed for lunch in the big gym before. But today I am.)

The child's repetition of the fact that he is staying for lunch indicated a

lack of organization. By mid-way through the experience journals, he had expanded a little and had begun to show an understanding of cause and effect with the use of the connector "because". Also, logical thinking was evident by associating brushing teeth with eating lots of candy.

Oct. 2, 1989

I can't weat tull Hoalaeween be caes Me and my brothers and I can get laets of candey. And we are going to eat eat eat? But we are going to bacsh awer teaeth a laet.

(I can't wait until Hallowe'en because my brothers and I can get lots of candy. And we are going to eat, eat, eat! But we are going to brush our teeth a lot.)

Further evidence of organizational skills was displayed later. Thoughts were sequenced logically as the child expressed his feelings about going to town. Also, the use of "because" and "when" showed an ability to make connections between cause and effect.

Oct. 11, 1989

We are going out town. I like going out town esaehiley on fiaday. Becaes i get 5 darrers for my aleawins. Wean I get my baek a cact I whie get 10 darrers for my aleaiwins. And i can sieaf up till i gets one hinged

(We are going out town. I like going out town especially on Friday because I get five dollars for my allowance. When I get my bank account, I will get ten dollars for my allowance.

And I can save up until I get one hundred.)

The most frequently used basis of organization for all students was time. One child, in particular, began every entry by referring to a specific time, such as "last summer", "the summer before last", "today" and "this weekend". Time was referred to in most student entries, if not explicitly, then through implication by using such phrases as "I can't wait" and "when I go home". Some students used time to organize their thoughts more than others did. The following two entries had a beginning-to-end sequence based on time.

Oct. 4, 1989.

Me and my friend want to the park. We brot are water gons. Aad played cops and roders. it was fun. I liket it. Jafree like it too. We swert the roks. And sheres. We sayed for a ower. We played hitd and sek it was a lot of fun. We faled up are gons at the sterem. We like it a lot. We wer home by a fife oclok. at supper.

(Me and my friend went to the park. We brought our water guns and played cops and robbers. We squirted the rocks and trees. We stayed for an hour. We played hide and seek. It was a lot of fun. We filled up our guns at the stream. We like it a lot. We were home by five o'clock at supper.)

Oct. 2, 1989

my mun went to work 4 oclock intl 8 oclok. She works in the hbpla she works for 4

owers. my dad went to the hbpla to pik her up at work. At 8 oclok, weth my bay brother

(My mom went to work four o'clock until eight oclock. She works in the hospital. She works for four hours. My dad went to the hospital to pick her up at work at eight o'clock with my baby brother.)

Since specific times were referred to several times in both these entries, they seemed to provide the structure for the organization of these children's thoughts. Graves and Calkins (1983), in their two year study of the writing behaviors of seven year olds, found that such chronological narratives were typical of second graders' writing. They referred to them as "bed-to-bed" stories.

A couple of students, who organized their writing in terms of time, explicitly made sure, through clarifying statements, that the audience understood the reference. One child, who began her entry with "Today my friend is coming over to my house , continued by explaining, "Not right yet. It's after school." Many children concluded their entries with summary statements, as in the following sample, "They are the best thing there is" or generalizations, such as "It was fun".

Oct. 11, 1989.

We are learning about Dinosaurs. I love Dinosaurs a lot. It is great learning about them. They are the best thing there is.

Sometimes, when students did not include a summary statement, they would simply put "The end" at the close of their entry.

Vocabulary

The children wrote in their experience journals as they spoke, using mostly simple verbs, nouns, adjectives and a few adverbs. Descriptive words were used throughout most entries. For instance, a dog was described as "cute", "fluffy", and "soft"; leaves as "having different colours" and "beautiful"; and a nature walk as "interesting" and "long". Such feelings as "happy", "sad", "afraid", "scared", "mad", and "tired" were also noted throughout the writings. Colour words were mostly used to describe possessions, such as clothes, toys and cars. "Nice" was a popular word used to describe all kinds of things, such as friends, pet lizards and parents. The most common sentence used throughout the entries was "It was fun." It was used to sum up many experiences, such as birthday parties, camping trips, making snowmen and going to gym class.

Very few children used any distinctive vocabulary beyond the characteristic spoken language of seven and eight year olds. When children used such words as "black widow", "pregnant", and "miniature", it was in connection with events in their lives, such as pets, an expected sibling, and a car collection, and thus part of their background knowledge. The focus of the children's writing seemed to be more on the message they were trying to communicate than on the selection of unusual words. However, even with their limited vocabulary, most students did mature in their ability to describe, express vividly and communicate clearly , as seen in the following two samples. The first child wrote:

I was sik. I staed home. and I rasted. and I wached tv. and I was snezing and I cofd too. I

blew my nose too. After lunch I went to school. my mom navr gav me a noot (note) I for got my book bag to yastrbay I had a witre (watery) eye all day and I kuvrd (covered) up to and I snafed (sniffed) I laed bown on the chastrfeld I dedet hav ane thing to eat nothing at all. I was so sick I codet breth throw my nose I had to brth throw my mowth I had fun wan I want bak to school.

The descriptive detail provided by the student of her coughing, sneezing, sniffing, resting and watery eyes did indeed convey the picture of a sick person. The writer communicated her feelings quite clearly, and in such a way that the reader could imagine just how miserable she felt.

This second sample also showed an ability to use descriptive detail. This particular child had difficulty [illegible] pic in earlier entries. Here, she described her dog:

Sept. 18, 1989.

I haed a dage. but new its gane. and I weshe he will come bacc. and I am wred a batu it. hes name is lakey. he is softe and codele. he lafse Banse. he is crand. to do some stofe, and he lafes to trase after catse. he stels. peles fode. he breges owt of a bwle. he eats aple pie some tames I was to play wath home.

(I had a dog but now he's gone and I wish he would come back, and I worried about it. His name is Lucky. He is soft and

cuddly. He loves bones. He cries to do some stuff and he loves to chase after cats. He steals people's food. He eats out of a bowl. He eats apple pie sometimes. I used to play with him.)

The child did not describe the physical features of the dog very much, other than that he is "soft and cuddly", but rather described the dog's actions, for example, "loves bones", "chases cats", and "steals food". Although the writing was probably intended to inform, to tell about her dog, the writer also communicated her feelings about her pet by such comments as "I wish he would come back," and "I used to play with him."

There was no noticeable development towards the use of a more advanced vocabulary throughout the five weeks of the experience journal writing period. The children tended to relate their experiences and feelings in the manner in which they spoke about them. There was, however, an attempt to include more adjectives and provide a more detailed description. This seemed to be influenced by the group sharing sessions in which the children commented on and questioned each other's writing. Anticipating the kinds of questions the others might ask, the children were motivated to write with this information included. The teacher's written responses, too, encouraged the children to reflect more deeply.

Authenticity of the Writing

The children's voices grew stronger as the study progressed. From an initial couple of sentences relating an experience, their entries increased in length and became more personal. Samples from the beginning and end of a child's experience journal entries showed this growth:

Sept. 11, 1989

My tehee cats r Blakey boet and SuGar My cat is SuGar Tims cat is baet Davids cat is Blakey.

(My three cats are Blakey, Brat and Sugar. My cat is Sugar, Tim's cat is Brat and David's cat is Blakey.)

Here, the child simply related the information that he has three cats, and told their names. He gave the impression that he was writing because he had to, not because he wanted to. The writing lacks individuality, in that it doesn't convey anything about the writer as a person. Any of the children could have written this entry.

A deeper sense of the individual behind the writing was gained from this later entry:

Oct. 5, 1989

I can't weat tall the weekend. Becaes we are having a pizza and a moive and we maet be reating the Nintendo. and my brother and i wall be seeping in the laeving room. And we are going to have a lot of fun.

(I can't wait until the weekend because we are going to have a pizza and a movie and we might be renting the Nintendo. And my brother and I will be sleeping in the living room. And we are going to have a lot of fun.)

The reader can sense the child's excited anticipation of the weekend, and his enthusiasm in writing his entry. The impression is conveyed that the child

likes movies, pizza and Nintendo games, whereas in his earlier entry, the reader was not given any indication whether he liked cats or not.

Similarly, other children began to express feelings about their topic, became more involved with it, and gave the impression that they were writing for a purpose. Sometimes, the purpose was primarily to convey feelings as in the following entry:

Oct. 10, 1989

Today I got rady for school All By My salf. But aftr I was All rady I Had a Bad stamik. But wene I got out said (side) my bad stamik was gone away. Then I mat two ave (of) my farans (friends) and I was Happy.

Other times, it was to convey an attitude:

Oct. 10, 1989

We have a new classmate. His name is Adam Anderson. I just met him today. I like him a lot. I like it when we get new people.

Concern was sometimes expressed:

Sept. 28, 1989.

It is soweing today and I saw sam Bade thoing a sown. at som Bait at school and he wan and tol. and it wasawin faie nais ether. and me and my bather dont like it. ether we wat it to.

(It was snowing today and I saw somebody throw a

snowball at somebody at school and he went and told. And it wasn't very nice either and me and my brother don't like it either. We watched it too.)

Some children used their writing as an emotional release:

Sept. 29, 1989.

I had a fiait (fight) whath my brother. He is a Dum Dum. And he haets (hates) me and I haets ham and we hae eag ohter (hate each other). Mom was vaey vaey mad and Tim saeted (started) it.

A sense of humour was conveyed through the relating of this personal experience:

Oct. 11, 1989

Today wan I gat up I feot vare tirt. My mom wolak me up. Thn my dad cam bat fam he's wrk. He sat I that det you wr gating up 7:00. I sat I feot's vare tirt today. He laft at me.

(Today when I got up I felt very tired. My mom woke me up. Then my dad came back from his work. He said, "I thought you were getting up at seven o'clock." I said, "I feel very tired today." He laughed at me.")

In all these entries, the authenticity of the writing is clearly indicated by the emphasis on self as the primary subject. The sense of the individual behind the writing was more evident in some journal entries than others, but was

present to some degree in most of the children's writing. The reader could sense the writer's genuine interest and sincerity in wanting to convey thoughts and feelings about experiences important in their lives. While most children conveyed their individuality indirectly through personal involvement with the topic, a unique style of writing, such as this analytical approach, was typical for one child:

Sept. 21, 1989.

My mother is pregnet. She is three and a half months pregnet. The baby is two inches long. The doctor told her that she was. We don't know what it is.

Many children displayed a sense of audience in their writing. This showed that they were not merely writing to themselves in their journal, but were aware that they were writing to share their thoughts with others. Several did this by asking questions:

Oct. 10, 1989.

On the 3 days off my friend had a brothday we had are ourder (our order) and we had cooks (cookies) to and thae was a big box and dowe (do) you no wats in it I doww (do) its there dog and he was sowe (some) big I candt bellweit (couldn't believe it) and there was a baby popy (puppy) onder her.

Sept.19, 1989.

Stephanie and Janice and Pula are my thre

friends. We saw Donald MacDonald Mnaday. I was vare hatbe (happy) to see Donald MacDonald. He bane tit (done tricks) it was fun to see Hm byo tit (do tricks) bit you fyo hatbe? (Did you feel happy?) The and.

By asking questions, the writer was inviting the audience to actively participate in the sharing of his or her thoughts. A few others conveyed their sense of audience in their own unique way. The child in the following sample, directly addressed the audience by stating, "Well, lets talk about Hallowe'en again":

Oct. 4, 1989

It is going to be halloween sonn We are going to have lots of cress (treats) and I am going to be Michael jaksnes (Jackson's) girlfriend We are going to wact lots of crteous (cartoons) My brothyer is Michael Jisnens (Jackson) he is werd wall lats take about halloween a Gone (Well let's talk about Hallowe'en again) and the nachst (next) morning we are going to eat all of are (our) candes I am going to be a bog (dog) in skool.

Most children's sense of audience was not so directly displayed as those in the above samples. It was more indirectly inferred from the writer's expression of feeling and opinion, description, analysis, or narration of something experienced.

Language Structures

Most students started experience journal writing using simple and, sometimes compound, sentences. As the study progressed, their sentences became more complex. The following samples, taken from the beginning and end of experience journal writing, illustrated this growth:

Sept. 10, 1989

I wan (went) to my friends halas (house).

Here, the child's entry was very brief. While she showed an ability to use correct word order, only one simple, declarative sentence was used to relate her experience. Later, a longer entry by the same child, showed a progression to the use of more advanced sentence structures:

Sept. 22, 1989

I want to my nenys and pops homes four all nat. I had t and tos four my sak befour I want to bed. I want smking and playing weth my bother. The and.

(I went to my nanny's and poppy's home for all night. I had tea and toast for my snack befor I went to bed. I went skipping and playing with my brother. The end.)

The use of several prepositional phrases, such as "for all night", "for my snack" and "with my brother"; the compound predicate "skipping and playing"; and the connector "before", were all indicators that the child had matured in expansion of sentences and, thus, the addition of details. Similar progression was observed in many students' entries.

The language structures used depended upon the subject and the purpose of the writing. At the beginning of the study, a child used a single, declarative sentence to describe a picture, such as:

Sept. 11, 1989.

I am waiting for my gift. from my uncel Trevor.

The child used the participal construction of "I am waiting", combined with the prepositional phrases of "for a gift", and "from my uncle Trevor", to describe what is happening in his picture. The language structures used were sufficient for the child's purpose. Later, the same child's longer entry included more complex sentence structures:

Oct. 10, 1989.

Yesterday I went to my grandpa's house. I was very hungry, so I had a lot to eat. Then I sat down in grandpa's favorite chair, but it did not bother him because it was my favorite chair too.

As the child related what he considered to be important incidents during his visit to his grandpa's house, his use of the connectors, "so", "then", "but", and "because", gave evidence of his matured written language development.

The children wrote using a variety of sentence structures. While a few asked questions, and made exclamatory statements, these were not common sentence types used in experience journals. A frequent feature, observed in their language structures, was the use of "and" to connect sentences. As they rushed to relate their experiences, they often linked sentences with "and", "and then" or

"and so", following the pattern used in oral language. The children who used the connector "and", tended to use it consistently, whereas about a third of the class did not use it at all. "Then" and "so" were not used consistently.

The tense used in the sentence structures also depended upon the subject and the purpose of the writing. An analysis of the tenses indicated that the appropriate tense was used ninety percent of the time. While many children often included two tenses in the one entry, most, approximately sixty-five percent, used only one at a time. Since most entries were reflections of events already taken place, the most frequently used tense was past. In a few instances, students chose to use three tenses to express their thoughts, as in the following entry:

> Today at Rels Palua srt hr Rels with me. Janice gat mat at me at rels today. I feu vare sad bkas se was my frth bes friend and kyau Too. I Syour uod that se wlu be my friend a gandn. As a les Stephanie lius me and Palua Too.
>
> (Today at recess Paula shared her recess with me. Janice got mad at me at recess today. I felt very sad because she was my favourite best friend and cute too. I sure hope that she will be my friend again. At least Stephanie likes me and Paula too.)

As the children grew more confident in their ability to write, the length of their entries increased as did their experimentations with various language structures. The freedom to write what and how they chose, without fear of correction, seemed to encourage the children to take more risks. This relaxed, free-flowing manner of writing was noted in the following entry. As seen here,

the journal provided a place for children to sort their thoughts, make connections with prior knowledge and use their understanding of written language structures to communicate their messages.

Oct. 6, 1989.

We are going to acamley (assembly). thar was a acamley last time it was abute Ronald MacDonald. He was funny but thes time it is abute thanksgving. it is supthing (something) like wan you have trkey on suprs (supper). trkey is god (good) four you and wan you have wind (wine) too. wind is not god four you. the and

Even though most sentences in this entry are of the simple type, a higher order level of thinking is shown by the child's ability to connect present and past experiences, and formulate an opinion on the topic. The language structures chosen by the child accomplished her purpose.

The children's ability to handle more complex syntactical arrangements improved as the study progressed. It was also strengthened through the daily provision of written teacher responses, occasional mini-lessons on sentence combining, and bi-weekly individual student-teacher conferences on the entry selected for publication.

Mechanics

The mechanics of journal writing included applied knowledge of letter formation, upper and lower case letters, spelling, and punctuation.

The most common difficulties for all students were punctuation and capitalization. None of the students started the study using appropriate capital letters and period placements consistently. They would sometimes mix upper and lower case letters within sentences, use periods throughout sentences or at the end of lines, and, in some cases, reverse letters.

When the writing was analyzed for the most prevalent use of periods in each entry, five patterns emerged: omitted, end of phrase, end of line, end of entry, and correct. For approximately sixty-eight percent of the entries, the most prevalent use of periods was correct. Appropriate use, however, was not consistent. Correct usage in one entry was sometimes followed by errors of omission or commission in the next. All the children tried out more than one of these hypothesis, often more than once in a single entry, as in the following sample:

Sept. 28, 1989

I like my journal becos it is nies to rit in. and we can mak pechrs too. I love riting in my journal it is nies. I rot abot Robbie prtey (party). and ronald MacDinald. and my sestrs prtey. I rot that me and janice got the sam teth out.

Along with one omitted period, and three correct placements, this child also used three periods to break the writing into phrases. However, as with most journal entries by all children, the difficulty experienced with periods did not seem to relate to sentence sense. When an entry was read aloud by the author, it was clearly understood. Also, intuitive knowledge of sentence structures was

often evidenced by the children's division of texts into lines containing complete thoughts. It must be remembered, too, that these journal entries were first draft copies of writing. Many self-corrections took place as the children proof-read, revised, and edited an entry for publication.

At the beginning of the study, many children were often asked to read their entry aloud, as the invented spelling, along inappropriate punctuation, prevented the reader from receiving the message. This gradually improved, so that by the end of experience journal writing, most entries, except for a few occasional words, were decipherable. The following samples, taken from the beginning and end of one student's entries, were typical of this growth:

Sept. 11, 1989

I hav a tac name Abby She plia wth har toie mais She Gais et a chas The Ram. wan it sap She gas it She Bias it in The Rahm She Gous ohn et Sheis threeears Owd.

(I have a cat named Abbey. She plays with her toy mouse. She gets it and chases it around the room. When it stops, she gets it and brings it in the room. She chews on it. She is three years old.)

This entry could not be understood until the child read it aloud. Then it made complete sense and the reader gained a clearer understanding of the child's logic for his invented spelling. Most of the words had the initial letter sounds correct, with the exception of "ears" where the "y"is omitted, "tac" which was reversed, and chews spelled "Gous". Most of the final consonants were also represented correctly, so the difficulty was mainly with the medial

sounds, such as in "har", (her), "mais", (mouse), "ram", (room), "owd", (old), and "saps", (stops); and silent letters, as in "hav", (have), "chas", (chase), and "plai", (play). Even though "it" was spelled correctly in two instances, it was also spelled as "et" twice. Two different spellings for room were also used, "ram" and "rahm". The entry contained correct spelling for nine words. The reading of the entry was further impeded by the lack of proper punctuation and capitalization, letters reversed, and words left out. The dictated version consisted of six sentences, but only two periods were included in the entry. Capital letters were used at the beginnings of most sentences, but they were also used throughout the sentences. The "s" was reversed in two words, but not in eleven others, and two words were left out of the third sentence.

A later entry by the same child still contained many spelling and punctuation inaccuracies, but it was much more easily read:

Oct. 11, 1989

Too day I found a frog. I Briat it hooem. I shod it to my mom. She said Bring it iot dors (out doors) and she said Put it in watr she said. Thats wat I died (did) I named it Frade (Freddie) One day I caim hooem mom Said She Brait it to the pit ship (pet shop) to get it chak (checked).

In addition to the larger number of correct spellings in this entry, the words that are misspelled are closer approximations to the correct spelling. In the former entry, the child did not recognize the blends at the beginnings of several words, such as when, "wan"; brings, "bigs"; stops, "sap", and chews

"gous". In this later entry, "bring" is spelled correctly, and correct blends are used in the invented spelling for brought, "brait"; Freddie, "Frade"; shop, "ship"; showed, "shod", and checked, "chak". Through the inclusion of more than one vowel in words containing long vowel sounds, such as "hooem", home; "iot", out; "faond", found; "briat", brought, and "caim", came, the child also showed that he was more aware of the sounds of vowels in words. An awareness of two syllables was also indicated in the spelling of water, "watr", and Freddie, "Frede". In this entry, too, the child included the "d" at the end of "named" to adhere to the correct tense, which he did not do in the former entry.

As seen from the above samples, there was a progression in spelling development. According to Gentry (1982), there are five major stages in the spelling development of young children. The first is the precommunicative stage which consists of random ordering of whatever letters the child is able to produce from recall. There is no awareness of letter-sound correspondence. The second stage is labeled semiphonetic. The child, in this stage, uses letters representing the beginning or final sounds of the words. In the phonetic stage, words are spelled the way they sound. Familiar spelling patterns are used in the transitional stage and vowels are included in every syllable. In the final stage, called the standard spelling stage, the majority of words are spelled correctly.

According to this model provided by Gentry, then, the writing in their experience journal entries showed children to be at various stages of spelling development, ranging from the semiphonetic to the standard spelling stage. Only one child could be said to be at the standard spelling stage as very few words were spelled incorrectly. Most were in the transitional stage where standard spelling were interspersed with phonetic spelling throughout their

writing. A few were at the phonetic stage where the sound features of the words were represented according to the child's hearing and articulation. Occasionally, semiphonetic spellings of words were also observed. One, two or three letter representations of words were used as the child focused on the most prominent sounds heard. However, as many entries contained spelling from more than one stage, there was much overlapping as children progressed in their development. The following sample has spelling from several of these developmental stages as described by Gentry:

Sept. 16, 1989.

I hav tow bs friends tr name is Janice and Stephanie. Janice gat a Sam bidr as me. Janice and Stephanie are kau. Stephanie Sare hr mrer wth me. I sare my cyou wath hr and Se Sare hr cyou wath me too. I'm fare happy da I ath tow friends.

(I have two best friends. Their names are Janice and Stephanie. Janice got a same binder as me. Janice and Stephanie are cute. Stephanie shares her markers with me. I share my crayons with her and she shares her crayons with me too. I'm very happy that I have two friends.)

The two-letter representations of "hr", "th", and "bs", for her, their and best, are indicative of the semiphonetic stage where the child focused on the most prominent sounds in the words. Such spelling as "bidr", "mrer", "haf", and "tow", for binder, marker, have and two, are examples from the phonetic stage where the child spelled words as they sounded to her. There was also some

transition here as she spelled the words, "friends", "names", "are", and "happy", correctly. Words such as "very", "that", and "have", spelled "fare", "da", and "ath" showed that the child had some difficulty in discriminating beginning sounds. This could be partially due to mispronunciation of these words or the effects of dialect. The use of the vowel "a" to represent the short vowel sounds of "e", "i", "o", and "u", in "fare", (vary); "wath", (with); "gat", (got), and "kau", (cute), showed an awareness of short vowel sounds. This pattern, of using one vowel to represent all other vowels, was also observed by Read (1975), who suggested that children have difficulty with short vowels because they do not relate directly to letter names.

Many children showed an awareness of both short and long vowel sounds in their spelling of words. Long vowel sounds, since they do lend themselves to the letter name, seemed to be mastered first. Often, too, with short vowels, it was noticed that one vowel was used to represent another vowel sound throughout the entry, as in the following sample:

Sep 11, 1989

I miet gat a pupe. a pupe that is cuot. I wel hug it kes it fed it to and swkis it Iwel tak it for a wak tak hem for a big wak I wel tak hem at dnre and brakfest tiem and suprtiem I wel do it evre day evre segil day and play weth hem

(I might get a puppy, a puppy that is cute. I will hug it, kiss it, feed it too and squeeze it. I will take it for a walk, take him for a big walk. I will take him at dinner and breakfast time, and supper time. I will do it every day, every single day and play

with him.)

Here, the child used the vowel "e" for "i" in "wel", (will); "kes", (kiss); "hem", (him); "segil", (single), and "weth", (with). An awareness of long vowel sounds was also observed in her use of two vowels to mark the long vowel sound in might, "miet"; cute, "cuot"; and time, "tiem". This strong sensitivity to phonetic relationships was shown by many children throughout their entries by their consistency to chose some vowel letter or letters to represent a vowel sound.

According to Chomsky (1971), when children write early, their experiments with sounds produce spelling that may not be entirely correct, but if provided with ample opportunity to write, this will gradually improve. As argued by Gentry (1982), too, a deemphasis on correct spelling encourages children to write longer and more interesting stories and also provides them with opportunities to experiment with complex spelling patterns. The ability to spell, claims Read, grows from understanding a system, which requires that children construct and test rules constantly.

Graves (1984), also, claims that correcting all errors in a student's paper is actually harmful to good writing development. The teacher did not correct errors in the journal entries, but rather, modeled correct spelling of misspelled words in her daily written responses, and taught mechanical skills, when the need arose, using the context of the children's writing. This technique receives support from Calkins (1983), who found that children who were taught punctuation in context used over twice as many punctuation forms in their texts as children who received them in isolation. Frequent mini-lessons focused on spelling, capitalization, and punctuation skills, as did editing conferences prior

to publication. The children's reading of their own and classmates published entries, where their invented spelling was now in standard form, also contributed to their spelling development.

Interrelatedness of Writing and Drawing

Most children started experience journals by using both writing and drawing to communicate meaning. However, this did not continue throughout the five week period. As observed by Ganz (1984), in her study of journal writing by children from kindergarten to third grade, as they matured in their ability to express their ideas in written form, the inclusion of drawings became less frequent. She noted that all kindergartners used the picture mode; whereas, it was used by only about one-fourth of the third graders. Many of the second graders, in the present study, too, did not feel the need to include drawings in their journal entries. Fewer than one-fourth of the total entries contained drawings, and only one child used both modes of expression in more than half the entries. Also, it seemed that as the drawings lessened, the writing gained. Details, which the children would have initially included in their drawings, later became a part of the description in their written language. The following samples, with and without a drawing, showed this relationship:

Sept. 11, 1989.

Fas samr wat KaBg in The Kalk and we HaB fun.

(Last summer we went camping in the trailer and we had fun.)

In this first entry, both writing and drawing together expressed the

child's message. The writing related that the child went camping last summer and had fun. The picture showed what the camper looked like, and suggested that he may have had fun swinging and watching television. Details were included in the picture which were not in the writing. Both modes of expression complemented each other. This next entry, by the same child, was written without the inclusion of a picture:

Oct. 2, 1989.

UeasrDay My Mom Bat Me Some Dake's and Wan I put My Dake's on at hatet and I Kat a Kae Mysalf and at hatet rel Dad and I Dat A pan Day on my kat to soring wan I kot up I pat at on and I sal Kat at on.

(Yesterday my mom bought me some duckies and when I put my duckies on it hurt and I cut myself and it hurt real bad. Dad and I put a Band-Aid on my cut. This morning when I got up I put them on and I still got them on.)

This entry, without a picture, showed a greater sense of authorship. Written in the first person, the writing was more personal and individualistic. The child's purpose was to relate what happened when he got new duckie boots and how he felt when they hurt his feet. Without a drawing, the writer was obliged to include details in the writing. For example, he related such information as who bought the duckies, when they were bought, who helped with his cut foot, and if he still continued to wear them. More organizational skills were necessary to sequence his thoughts from the buying of the boots to the next morning. Even though there are many spelling and punctuation errors,

the child felt confident enough in his ability as a writer to express his thoughts without the help of a picture.

In his two year study of the writing behaviors of seven year olds, Graves (1984) found that drawing was a major step in the precomposing stage. Many of the children used drawing as a means of rehearsing their thoughts before writing. Later, he suggests, when they know better what they will write, they illustrate after writing. In time, they may choose not to draw at all. Since drawing preceded the writing in only one of the two hundred and fifty experience journal writing entries in this study, it can be concluded that the children were not using drawing to rehearse thoughts. Rather, they seemed to use the drawing to express the totality of their ideas or to add a pictorial effect to their writing. The pictures usually illustrated the writing, or the writing conveyed the message of which the picture was a part.

The immediacy and concreteness of the topic seemed to have an influence on whether the children drew or not. For example, several chose to include drawings when writing of such current events as Ronald MacDonald's visit, Hallowe'en and sliding; whereas, in entries describing feelings, concerns, likes and dislikes, drawings were not included. When drawings were included, few were coloured but were mostly sketches of their thoughts. The inclusion of colour, too, seemed to be related to the concreteness of the topic. For example, many of the children who wrote about Ronald MacDonald's visit, also included a colourful picture illustrating what they saw.

As observed by Calkins (1983), by second grade, writing has often surpassed drawing. Most children, at this age level, find it easier to embed meaning into a written text than into a drawing. When drawings are included,

they often hold back from the writing. Since about three-fourths of the experience journals did not include drawings, it can be said that the children put much more effort into writing than drawing.

Children's Responses to Journal Writing

The children in this grade two class were always enthusiastic about their experience journal writing. They usually came to writing class with a topic in mind. As suggested by Graves (1984), when writing is regular and at predictable times, the child controls the subject and can rehearse by thinking about and planning the writing. The time for experience journal writing was the first period each day. The group discussions of their topics, prior to their writing, and the anticipation of follow-up share sessions, also enhanced the children's motivation. It seemed, too, that the affective domain, that is, their enthusiasm for writing, was also a big driving force in their written language development. According to Murray (1981), the affective usually controls the cognitive, as the writer's feelings control the environment in which the mind functions.

When the children were interviewed at the end of the experience journal writing section of the study, it was evident from their answers to the question, "What does a good writer need to do in order to be able to write well?", that most children regarded their writing as a process rather than a product. The majority of students indicated that a good writer must think about his or her writing. Others suggested that the author must ask him or herself questions, write things that make sense, write several drafts, and read to gain information. Only one child commented on the mechanics of the writing. It seemed, then, that meaningful content was a central concern for these students.

It was also obvious that the children cared deeply about their writing. When asked about their best entry, it was usually the topic rather than the correctness of the writing, which influenced their answer. For example, entries about such topics as sliding, race cars, a walk in the park, and baseball, were judged as being best because they were about things the children liked. A few chose entries about negative things, such as a burnt hand, and an allergy to dust, as their worst entries. Most children, however, were more concerned about the form of the writing rather than the topic when determining their worst entry. They made such comments as, "it wasn't long enough", "didn't contain much detail", "wasn't a best effort", and "people would hardly know what I'm talking about". Their comments indicated a maturity in the capacity to be critical of their own writing, and a growing concern for audience expectations.

When asked, "What have you learned about writing over the past five weeks?", several students had difficulty verbalizing their thoughts. They responded with such comments as, now they "could write better", "knew more about writing", "had gained more experience", and "could concentrate more". They knew they had learned, but weren't sure exactly how. Other students were more specific, claiming they had learned how to "add things all by myself", "read better", "spell more words", and "use capital letters and periods correctly". All had a positive attitude toward their learning and writing.

The interaction between children and teacher, through the children's daily writing and the teacher's written responses, created a bond of friendship and trust between the two. Not only was there an eagerness on the part of the children to write and read each day, the teacher also experienced this enthusiasm. In addition to learning about each child's written language

development, the teacher was also getting to know the students better, and each day brought new insights. Also, because many of the entries were shared orally, and through publication, the students got to know each other better. A sense of community developed in the classroom. Even after the five week time period allotted for experience journal writing was over, many students continued to write such entries whenever time permitted.

Literature Response Journals

Two hundred and fifty-eight journal entries were written by the children during this section of the study. These entries were analyzed according to the following criteria: content, organization, vocabulary, audience awareness, authenticity of the writing, language structures, mechanics, interrelatedness of writing and drawing, and growing awareness of literature. The children's responses, up to the end of this section of the study, were also discussed.

Content

The literature response journals provided a place for the children to think on paper about what they had seen and heard in each literary selection. As with their experience journals, the children's responses to the writing of professionals came from the children themselves. They responded to the book rather than to questions asked by the teacher. All children listened to the same selections; however, their own experiences, values, attitudes, interests, and abilities shaped their responses to the literature.

About eighty percent of the children's responses were personal reactions to the literature, while the remaining twenty percent were retellings of what was read. The personal reactions were from a variety of perspectives. These were

grouped into six major categories. Samples are provided for each:

1. Expressions of personal engagement by relating episodes to one's own experiences.

Oct. 17, 1989

Whistle for Willie

By Ezra Jack Keats

I liked the book becases petar tried to whistle and I can whistle too.! and it was funny whre petar put on his fathers hat and pre tnted to Be his father.

Oct.18, 1989.

The tenth Good thing about Barney

by Judith Viorst

The lettl boys cat ded (died) yesterday. He was vary sad all he did is cry. He mist (must) of card a lot. I Got a dog and he had a brocn (broken) lag but he didn't dei. He is allrit now. I was sard (scared) wean thet hapnd. The lettl boy had a fuenyawell (funeral) for the cat. The cats name is barne. The lett boy siad nin (nine) good things abot barne. He is thinking up anir (another) one. it was priblee (probably) he was a Loveabll cat.

In both these entries, the children related their own experiences to incidents in the stories. In the first entry, this connection provided a reason for

the child to like the book. She could do something th[a]t he boy in the book tried to do. In the second entry, the child not only related an experience similar to that in the book, but was also sensitive to the feelings of the character; "He must have cared a lot". Because he himself had a strong attachment to a pet, he was able to draw on this personal experience to predict what he thought might be the tenth good thing about Barney, "It was probably he was a lovable cat". Various researchers claim that writing fosters this identification of specific information in a text, and thus encourages reflection, as the writer organizes this information into a meaningful response (Flower, 1979).

2. Expressions of personal likes and dislikes of the text as a whole or parts of the text.

Alexander and the Wind-up Mouse

by Leo Lionni

Alexander is a reyo (real) mouse and Willie is a wind-up mouse. I do not like the book because it is bouring and asou (also) the pekr (picture) is not nis ether and ward to. The oye (only) one that I like bast is the baret (part) when thay like ete ther (each other). And there is anather wat is a lasrd (lizard) to. It wan a awod (award).

Oct. 20, 1989

Umbrella

by taro Yashima

there eas a little girl. She had a borthday.

She got a pare of bootse and a ombrala and on a same day she wanted her ambrala but her Mom didit let her. her mother said on a ranee day and then She grew up and ben (became) a big girl and want to school by her safe weeth nobody hodling on her haend I like the party ware she had a brothday.

As in many other entries, the children here had very clearly expressed thoughts concerning their likes and dislikes about the books read to them. Whereas the second child seemed to include her preference as an afterthought at the end of her entry, "I like the part where she had a birthday", the first chiid was more specific in stating a reason for her dislike, "I did not like the book because it is boring and the pictures are not nice either and the words too". Regardless of how it was done, however, both children communicated precisely that which did or did not appeal to them.

3. Opinions about plot and characters.

Oct. 30, 1989

Rabbit's New Rug

by Judy Delton

The Rabbit got a New rug. and he woed't let aNybody walk on it. I Jout theke (just think) that he was tachey (touchy). and thne he had a partey. and he den't car efe the athr anamles made carames (crumbs) on it. and the athre anamles was saprisde (surprised).

Nov. 6, 1989.

CrowBoy

by Taro Yashima

I think it was unusiwal when he was interested in the top of his desk and the sealing and what is outside the windows. I have never rememberd myself being interested in those things. I would feel bad if they called me names.

Both children used their knowledge, experiences, and emotions to formulate an opinion about the characters' actions in the stories. The choice of adjectives, "touchy", and "unusual", and the use of the first person pronoun in "I think..." showed an ability, not only to infer from incidents in the stories, but also to express these conclusions in their own words and with a sense of authorship.

4. Discussion of style, language, technique, and illustration.

Nov, 16, 1989,

Animal Disguises

by Aileen Fisher

That story was nice. The pictures looked real. The riming words was nice too. The words waer the shap of the Animal. The pictures waer very big. The end.

Oct. 17, 1989

Whistle for Willie

by Ezra Jack Keats

I liked it when the author said "quick as a wink." I thougt it was silly when Peter hid in a empty caeten. I didn't like it when Peter could not whistle. I liked his long sinny (skinny) dog very much.

Many children expressed an awareness and an appreciation of various literary elements and techniques in their responses. Illustrations often drew comments, such as those in the first sample, "looked real", and "very big'. or more specific references, such as those in the second sample, "I liked his long, skinny dog very much." Different stylistic features, used to capture the reader's attention, such as, the use of rhyme, and words in the shape of animals, were also noted and appreciated, as was the author's choice of language, "quick as a wink".

5. Summation of inferences drawn from the story.

St. Francis and the Proud Crow

by Bernadette Watts

there was a crow. the crow looked into a house, he saw a sivr (silver) cag. the crow was jles (jealous). the crow went to the owl. towl (told) the crow to go to St. Francis. the crow towt (told) him that he wot't (wanted) a cach (cage). he feted (fitted) the crow. but after that

the crow cod't (couldn't) fly the little bried cok his pas (bird took his place). the crow flow (flew) in to the wods. the crow led (learned) not to be jles.

Nov. ó, 1989

Crow Boy

by taro Yashima

The frst day of school Chibi hede anidre (hid under) the school, because he was afraed of the techre. and they tate (thought) that Chibi was stuped. but he waset stuped. I wod't (wouldn't) like walking whay up on a mautn (mountain) . All by mysalf. the New tchre (teacher) put Chibi upon the staege to do the stafe (stuff) he new fome (from) the mouNtne (mountain). and he evan made crow sawns (sounds).

All literature response journal entries indicated some level of listening comprehension. For some, this was at the literal level, while for others, there was evidence of deeper insights into the story. Responses such as, "Th[illegible]w learned not to be jealous", and "but he wasn't stupid", showed the students' abilities to infer from incidents in the text. Many researchers, who have studied responses to literature, claim that written responses positively influence the quality of the inferences students make about the texts they read (Hayes, 1985). As noted by Smith (1988) also, written responses require students to reflect and

use their own words, and thus they are more likely to develop inferential thinking.

6. Identifying with the characters.

Goodbye Max

by Holly Keller

I think it was funny when Max droped the Paper in the pudde (puddle). I loved Max very very much. I think Ben and Zack wish Max was still alive like I do.

Oct. 23, 1989

Owl moon

by Jane Yolen

I would like to go Owling too. I might have to be around 8 or 9 befor I go Owling. I will have to wait a long time befor I do.

Here again, the use of the first person pronoun, as in, "I think", "I loved", "I would like", "I might have", and "I will have", gave evidence of the children's involvement with the text, but with their own strong voices coming through. By speculating that Ben and Zack wished Max were alive as he himself did, the child was identifying so strongly with the characters that he assumed that they thought as he did. The author of the second entry also identified with the story character by expressing a desire to experience an owling adventure too.

As can be seen from the above entries, many of the children's personal reactions to the literature were written from several perspectives. Even when children chose to retell instead of write a personal reaction to the text, they

claimed ownership by deciding which parts to include. As suggested by Graves (1984), through retelling children learn to make choices and to gain more control over their writing.

Since most literature response journal entries were personal reactions to a story, the primary mode of writing during this section of the study was expressive. The children explored ideas and feelings, and formulated hypothesis, predictions, and questions as they recorded their developing meanings on paper. When they chose to retell the story, as in about twenty percent of the entries, the writing was closer to the poetic mode. The children often started such writing with "Once upon a time". More often, however , they would start in the poetic mode and end in the expressive mode, as in the following sample:

Animal Disguises

by Aileen Fisher

Once upon a time there was some children. They were looking around. They saw a thweg (twig). But it wased (wasn't) a thweg. It was skin coller (colour). and small. It was a cadapdller (caterpillar). I saw a cadapeller too. I saw miy (mine) in the sidewalk. And the story had nice pictures because they lookit collerfull. and the words because they all crooked.

Here, the child started to tell a story, "Once upon a time there was . . .", then related a specific incident in the text to a personal experience, and ended by expressing thoughts about certain features of the book. As in the above sample, elements of both poetic and expressive writing were seen in many of the

children's literature response journal entries.

Organization

The basis of organization for the children's literature response journal entries depended primarily on their purpose for writing. Their purpose for writing was determined by what was important to them in each particular literary selection. As was noted in the analysis of content, the purposes varied, depending on the child and the book. Sometimes the children wrote to express feelings and opinions about the plot, characters, style, illustrations, or language. At other times, it was primarily to relate the incidents in the book to their own experiences, identify with the characters, or simply retell the story. Organization, then, was closely related to the approach the child took in his or her response.

The children chose to begin their entries in many different ways. However, several common beginnings were noted, such as, "There was . . .", "That story was . . .", "I like . . .", "I did not like . . .", "I think . . .", "Once upon a time . . .", and "One day". The "One day" beginning was the only one which seemed to be transferred from the experience journals, where many children had used time as a basis of organization for their writing. All beginnings in the literature response journals referred to the story just heard. Since there was no such common focus in experience journals, the beginnings there tended to be more varied.

When the children were interested in sharing the parts they liked or did not like, their impressions of the author's style, language, or illustrations, and their opinions about plot and characters, their responses were usually very direct

and showed a sense of cause and effect relationships. For example, consider...

Oct 26,

Imegenes Antlers

by David Small

I like the book because the book had colfla (colourful) pictures. The book was a fatse (fantasy) book. The gerl gerow (grew) antlers. It was a funey book. she when (went) out and faed the bereds downos (fed the birds donuts).

Rose Blanche

by Roberto Innocenti

I bid nit lieck the Pirt. wir. Rose Blanche. git cit. i falt sab.

(I did not like the part where Rose Blanche got shot. I felt sad.)

Both of these beginnings, "I liked the book because . . .", and "I did not like the part where . . .", were very direct. The children then went on to specify the reasons for their like or dislike. Logic can be seen in the progression of thoughts in the first entry as the child implied that the book was a fantasy because the girl grew antlers. He also indicated that the book was funny because the girl fed the birds donuts. Although connections between the two associations were not explicitly stated, the sequence of the sentences gave evidence of the child's logical thinking. Even though the second entry was very brief, the child still managed to show a sense of cause and effect in the organization of his thoughts. He did not like the part where Rose Blanche got

shot because it made him feel sad.

When children related personal experiences to the text or identified with a character, it was usually done after the story incident or character was introduced, as in the following samples:

Oct 20,1989

Umbrella

by Taro Yashima

My teacher red ous (us) a book abuot Momo and her umbrella and ruber bots. I got a umbrella too. It is peak and blue and wite and perpil. I like the story. It is relly nice. The pechers are nice. She want to school wethout her soks.

Swimmy

by Leo Lionni

Swimmy swam faster than his brothers and sisters. His brothers and sisters got swallowed by a tuna fish. I feel sorry for his freinds because they got eaten up.

It seemed that stating the story line first provided a basis for the children to relate a personal experience in the first entry, and feelings in the second. These expressions, then, which were triggered by the story events, flowed in a logical sequence.

When retelling the story, the children followed the order of events in the story. Such entries were usually longer than personal reaction entries. Good

summary skills were most often observed in the children's ability to organize their thoughts. Often, too, at the end of the summary, the child would add a personal note. For example, in concluding an entry which was a retelling of Swimmy (Lionni, 1973), a child added, "I like the pictures because however the author made the pictures, they are nice". Likewise, another student ended a summary of Rabbit's New Rug (Delton, 1979), by stating, "I liked the words because when rabbit let them on the rug I was happy for them". While these children's summaries indicated the concrete aspects of their thinking at the literal level, the personal comments at the end showed a progression toward a more mature understanding and a critical appreciation of literature.

Vocabulary

As with the experience journals, the writing in the literature response journals was the children's own. They alone decided what and how to write in response to the book read aloud to them. But, unlike the experience journals, the literature response journals were much influenced by the reading.

Applebee (1976) reported that "good-bad" was one of the basic sets of ideas expressed by elementary students when asked to respond to stories, as many had not yet acquired a vocabulary of critical terms to use when talking about a book on their own initiative. He also suggested that children this age tend to categorize stories according to their own reaction, and then see that reaction as a property of the story itself. Even though the primary children in this study also tended to use such common adjectives as "nice", "good", and "great", to describe a book, many more specific adjectives were also noted, such as, "funny", "sad", "neat", "spooky", "colourful", "real", "true", "boring", and

"unusual". Characters were referred to as being "lonely", "sad", "funny", "mad", "scared", "happy", "sorry", "jealous", "afraid", "stupid", "lovable", "touchy", "selfish", and "kind". As with the experience journals, the adjectives used here were those commonly used in the children's oral language. However, as the writing in experience journals were expressions of personal experiences, the selection of particular adjectives, such as "fluffy" to describe one's dog, "beautiful" to describe leaves in the park, and "tired" to describe a feeling, may have been a more natural and easier process for the children. These experiences were part of their existence; they had actually touched the fluffy dog, seen the beautiful leaves, and felt tired in the morning. The adjectives used in the literature response journals, however, had to be inferred from listening to a story, looking at illustrations, and making associations with prior knowledge and real life experiences.

Sometimes, words were borrowed directly from the author, such as the similes in the following entries:

Oct. 23, 1989

Owl Moon

by Jane Yolen

My teacher red us a book. It was cald (called) owl Moon. Ther was a man and a little gril. She was smal too. They weree uot (out) side in drke. The snow was wite as serel (cereal) milk. But thyr was no serel. Thy fawn a Owl and it went - who who who who who whooooooo. thy spotit the owl weth the lite.

Swimmy

by Leo Lionni

Ther wose was a beg grep of little red fese. ther was ole won fesh thet was as blak as a mest. Hs frends got anen up bie a thena serche. The Book was rete gde. The pethers wre cullofll.

(There once was a big group of little red fish. There was only one fish that was as black as a mussel. His friends got eaten up by a tuna shark. The book was really good. The pictures were colourful.)

By writing the words, 'white as cereal milk", and "black as a mussel", both children showed that they recognized and appreciated the author's use of language. More important, however, was this evidence of their ability to embed these similes into the context of their entries, and make them a part of their own writing. As suggested by Staton (1988), reading journals give students a voice in their own work while allowing them to collaborate with the author in composing meaning.

The children sometimes patterned the beginnings of the books. For example, the book called The Ghost-Eye Tree (Martin, 1985) began, "One dark and windy autumn night". Beginnings in the children's entries included, "One night", "One dark night", "One creepy cold fall night", and "One pitch black, very dark night". Throughout the writing of various entries, too, the children often substituted their own adjectives to convey perceptions inferred from the story. By using the word "yucky" in the following sample, the child indicated

how she felt about the incident:

Nov. 10, 1989

Swimmy

by Leo Lionni

The book was nice. It was about Swimmy. I falt hapy. But the way Swimmy falt was strong. Oun (one) yucky day a tuna fish eat all the oreag (orange) fishs. that story was relly nice. I like the pecher war Swimmy saw the gale (gold) fish.

When phrases or sentences were especially liked, the children often quoted the words in their writing. For example, when responding to Whistle for Willie (Keats, 1964), one child wrote, "I liked it when the author said "quick as a wink". The poem The Owl and the Pussy Cat (Lear, 1984), probably because of its rhyme and repetition, was a favourite. The children loved to quote parts of the poem in their entry, as in the following sample:

Nov. 14, 1989

The Owl and the Pussy-cat

by Edward Lear

The Owl and the pussy-cat sallde away and brang lot's of money and lot's of honey. Owl sang pussy a song. He sang this. What a beautiful pussy you are, you are, you are, what a beautiful pussy you are. Pussy said let's get married, but what will we do about a ring. So

> they sallde away for a year and a day to the land where the bong -tree grows. They saw a pig with a ring at the end of his nose. The Owl said will you sell that ring, yes he said. The next day they were married. They were happy. I would like to be them. I would be happy.

The vocabulary used by the children in their literature response journals, then, was an integration of their own and that of the texts. The words they chose to use were those which they felt would communicate what they wanted to say. Their entries showed that they wrote to satisfy themselves, by focusing upon their own thoughts and expressing them in their own way.

Audience Awareness

Even though the children wrote to express their own thoughts and feelings, an awareness of audience came through in many of their entries. Since they had already experienced much composing, sharing and publishing in their experience journals, they had come to think of themselves as authors. In the literature response section of the study, they were listening to the thoughts of other authors read to them daily. It seemed that this sharing of literature, through oral reading, written responses, and voluntary comments, contributed greatly in developing the children's ability to communicate to a reader or a listener.

Because the children knew that they would have an opportunity to share their writing with the class, they often wrote with that particular audience in mind. In the following sample, the child wanted to extend on the text and relate

other information that he knew about animal disguises:

Animal Disguises

by Aileen Fisher

I know some snakes that can do it too. Like the African Boomslang can look lik a plant. Or a long and thin Vine Snake can look like a vine. I have seen lots of moths in my life. Even in the biulding I live in! I have never ever seen a kadydid in my life.

Audience awareness was also indicated when children chose to share favourite parts of the book they had just heard. In the following sample, the reader can sense the child's delight with the poem, and her enthusiasm in wanting to share it:

Nov. 14, 1989

The Owl and the pussy-cat

by Edward Lear

The owl and the pussy-cat went to sea in a byotafel gren boat. The owl looked up in the sky war the stars were and he sag to pussy-cat _ o lovele pussy-cat pussy-cat my love how sowet (sweet) you are you are you are how sowet you are pussy sade to the owl you elegant how swet you seg. I falt happy did you? do you now way (why) I falt happy? because It was a nice story.

As in the above sample, the children often directly addressed their audience to ask questions or to wonder if there were shared responses about a particular part, as in the next sample:

St. francis and the Proud Crow

by Bernadette Watts

Ounc upon a time there was a crow and st. francis. I like the page war the crow trit (tried) to get out of the kag (cage). did you like that page? I don't no if you did but I did. Wat page did you like? then the crow got out of th kag.

Such questions as, "Did you like that page?", and "What page did you like?" indicated that the child was indeed aware of an audience. The particular audience she had in mind could have been the classroom teacher who responded to her daily writing, or the class to whom she would have an opportunity to read her entry.

The children seemed to be much more aware of audience in this section of the study than in the experience journal section. This may have been because of their increased experience with writing and sharing. Also, since the literary selections were experienced by the whole class, there was a common ground for the writing, sharing, and discussion of responses. This may have heightened their enthusiasm and confidence when addressing their audience.

Authenticity of the Writing

Even though all children heard the same story, they all brought their own experiences and values to the situation. This made the listening a very personal

experience. When they wrote, they chose to include information that was important and meaningful to them. This freedom to respond encouraged them to be very individualistic in their writing.

Usually when something was liked or disliked about a book, the child stated a reason for the preference. Thus, the reader could gain insights into the child as a person. This writing, too, was often very specific, showing that the child felt a sense of authorship in knowing exactly what he or she wanted to say, as seen in the following samples:

Oct. 24, 1989

Amelia Bedelia

by Peggy Parish

I don't like the picRs (pictures) bekose the collrs whre Blake and whaet (colours were black and white) and grene and I don't like Thos collrs. But I rely like the whrds (words) bekose the ahre (author) rote the whrds rely Nise and I like theam.

The Tenth Good thing About Barney

by Judith Viorst

I didn't like the Blakc and white picturs. I wish Barney was still alive and well. I don't think that Barney is in Heaven. The cats name is Barney.

The individualism in each entry is indicated by the use of the first person pronoun "I" to begin most sentences, for example, "I don't like", "I really like",

"I wish", and "I don't think". By specifying such likes, dislikes, wishes, and opinions, the children were making the writing very personal.

Even though these seven year olds had a limited vocabulary to express their appreciation of a book, they communicated the message in their unique ways:

Oct. 24, 1989
Amelia Bedelia
by peggy Parish

My teacher red us a book. it was about Amelia Bedelia. it was soooooo funny that I laft at all the pages. I laft at tham antal the story was over.

Oct, 24, 1989,
Amelia Bedelia
by peggy parish

That storey was nice it was good. It was funny. It was so funny I cayed (cried). I loved that story it was very very nice and very very good. The theher readed the book to us.

One can sense the genuineness and sincerity in these children's expressions of their emotions evoked by the story. The obvious delight they derived from the book is clearly communicated in their individualistic expressions; "I laughed until the story was over", and "It was so funny I cried". Both also attempted to create their own dramatic effect through the repetition of letters, "soooooo", and words, "very, very nice and very, very good".

Interaction with the text was evident from the children's personal reactions and retellings of the stories. However, total involvement was noted for a few students who retold the story as if they were the main character. In the following entry, the child wrote as if the incidents in the book were his own personal experience. The use of the first person pronoun "I" throughout the entry, for example, "I had a cat", and "I went to bed", showed that the child had assumed the character of the boy whose cat had died, and was now relating this experience. Since literature response journal writing followed experience journal writing, some students may not have made the distinction between the two types, and so were still writing as if relating their own personal experiences.

Oct.18, 1989

The Tenth Good Thing About Barney

by Judith Viorst

I had a cat it died. I did not eta (eat) my ctorce (chicken) or my chait piding (chocolate pudding). I wit (went) to bed. Mom sid I will have a frienrill (funeral) and I will theg (think) of same thegs inporiin (some things important) of the cat.

Even though common elements were present in many of the children's writings, no two entries were alike. Each entry resulted from the interaction of the child and the particular text read to the class. The individual experiences they brought with them to these situations influenced and shaped their varied responses.

Language Structures

There were more complex sentences written in the literature response journals than in the experience journals. In their personal reactions to a book, most children did not simply state, "I liked the book", or "That book was nice". They usually went on to explain why they felt the way they did. For example, "I like the story because the pictures were colourful", or "I like the part where the bear overslept because it was funny". The subordinating conjunctions "because", "so", and "when" were more frequently used.

The children often used more difficult sentence structures in their writing than they use in everyday oral language. For example, the second sentence in a response to Rose Blanche (Innocenti, 1985) read, "During the war in Germany, Rose Blanche did not know what was going on". Similarly, in a response to Swimmy (Lionni, 1973), a child wrote,"In one gulp, he ate some fish but the black fish got away". This progression from the simple sentence gave evidence of writing abilities developing toward a more mature form. There were also more questions and exclamations in the literature response journals. Stylistic features, such as dramatic punctuation, and the repetition of words and phrases for effect, were also noted. Such rhetorical devices as, "Once upon a time", and "The end" were often used. Several of these features can be noted in the following samples:

The owl and the Pussy-Cat.

by Edwaed Lear

Teoy went in a bot. The owl saa (sang) a saon (song) for the pussy-cat. o lovey puss! o

puss my love! you are boldfo (beautiful) you are you are you are boldfo. I love the boma (poem) because the pottare (poetry) were boldfo. do you no want (what)? teay (they) gat maryed. the end

The Ghost-Eye Tree

by Bill Martin Jr.

Hooooowoo why do mom alweys pick me? come on scardecat my sester said. I'm not scred. Well come on my sester said. I'mgeting my hat. That hat looks stuped said my sester. It dose not. Come on my sester said. Weer (we're) going to be late. No we arent. Itttttts darrrrrrck ouuuuuuut! The ghost-eye tree reeched out his arms at me. Hooooowo said the tree. Me and my sester ran. Wheres your hat said my sester. Back there. Lets go said my sester. Nooo I said. It dosent matter I said. Yes it dose my sester said. Lets go home my sester said.

These samples contained a variety of sentence structures, including questions and exclamations. The use of the conjunction "because" in the first entry indicated a sense of cause and effect. Even though the child in the second entry did not include quotation marks, she did introduce dialogue into her journal writing. The influence of the literature can be seen in the stylistic features of these children's writing. For example, we see them in the repetition

of the phrases, "You are beautiful, you are, you are, you are beautiful", modeling the pattern of the poem, The Owl and the Pussy Cat (Lear, 1984), and also in the repetition of the letters, "Itttttts darrrrrrck ouuuuuut" modeling the technique used by the author to create a scary effect in The Ghost-Eye Tree (Martin, 1985).

The tense used in the literature response journals reflected the children's purposes for writing. They wrote mainly in the past and present tense, rarely seeing a need for the future tense. The past tense was most often used when referring to the characters and incidents in the book, whereas the present tense was most often used to express the feelings of the writer. For example:

Swimmy

by Leo Lionni

Swimmy swam faster than his brothers and sisters. His brothers and sisters got swallowed by a tuna fish. I feel sorry for his freinds because they got eaten up.

Imogenes Antlers

by David Small

One day a little girl gruu a pare of atlers. She coodit (couldn't) get gressed (dressed) at all. She whant (went) don stars to have brakereste (breakfast). her mother fatite (fainted). She whant (went) out and fade (fed) the brds donse (birds donuts). I Like the party (part) won (when) the mother fatite on the

couche.

The children's use of tenses in both these entries was similar. Past tense verbs, such as "swam" and "swallowed" in the first entry, and "grew", "dressed", "went", "fainted", and "fed" in the second referred to incidents in the book. Present tense verbs, however, such as "feel", and "like" were used in their personal reactions, as in "I feel sorry for ...", and "I like the part when ...". It probably made more sense to the children to use the past tense when reflecting on the book just read, as that had already happened, and the present tense to convey feelings, as these were felt by the child at the time of the writing.

At this stage of the study, all children had a well developed sense of sentence structure. They continued to display a progressive ability to compose sentences which were appropriate for their writing purposes.

Mechanics

The children used a variety of sentences to express meaningful thoughts, yet many continued to omit correct use of periods and capital letters. However, there was a noticeable improvement from the experience journals. More often, too, these omissions were noted by the student when the entry was read aloud. There was also fewer interjections of periods in inappropriate places.

There was an increased use of apostrophes, question marks, exclamation points, and quotation marks in the literature response journals. The children were becoming more aware of the conventions of writing. They seemed to realize that their longer entries, with more complex sentences, demanded an increased use of mechanics. Probably the best way to illustrate this growth would be to compare student entries from the beginning of experience journals

with those later ones of literature response journals. The following are samples from two students' entries:

Sept. 11, 1989

I went fishing in The bot in Jorgis lak DaD cot a trowt.

(I went fishing in the boat in Georges Lake. Dad caught a trout.)

The Ghost-Eye Tree

by Bill Martin Jr.

The book was not spoke (spooky). I liket the book a lot. The pictures were dark. Did you like the book? It was a stome (storm) in the book. The boy was afrat (afraid) of the ghost-eye tree. The boy had a stogidey (stupid) hat. There mother asket them to go too the ande (end) of the tone (town) fore a gate (quart) of milk.

The first entry, from the experience journal section of the study, consisted of only two sentences with one period, included at the end of the entry. Upper case letters were used inappropriately and one letter was reversed. Ten weeks later, towards the end of literature response journals, the same child was writing much longer entries. This particular one consisted of eight sentences which were correctly capitalized and punctuated, including the use of a question mark. Much improvement was seen in this child's use of mechanics. A similar progression was observed in most children's entries. Samples for a

second child, from the beginning of experience journals and the end of literature response journals, were as follows:

Sept. 20. 1989

I Gat My Hare Cite. EastreDay afdare school. I Was Happy. I Was Geting My Hare. Cite

(I got my hair cut yesterday after school. I was happy I was getting my hair cut.)

Nov. 7, 1989.

Peter's chair

by Ezra Jack Keats

I like the book because it was a nise story. And one day Peter made a big big big castle and that castle was evan bigre then hem. and then the castale fell down. Peter's mother called Shhhh! We have a new baby in the house. Eavry thing that Peter had when he was a baby they painted pink and Peter didn't like it. The onley thing that Peter had lafet was his chair and Peter toled his father to paint the chair pink too!

In the first experience journal entry, the child used periods indiscriminately, at the end of words and phrases, throughout her writing. Also, upper case letters were used to begin most words. The later literature response journal entry, which consisted of seven sentences, showed much improvement

in the use of mechanics. All sentences, with the exception of one, started with a capital letter; and appropriate lower case printing was used throughout. Two exclamations were correctly punctuated, as was the contraction "didn't".

All children showed a similar refinement of mechanical skills. By now they had gained much experience in process writing through thinking, discussing, writing, sharing, revising, editing, and publishing their thoughts. Capitalization and punctuation had been brought to their attention, using the context of their own writing, through written teacher responses, individual student-teacher conferences, and group lessons.

As with the experience journals, the children's literature response journals revealed various stages of spelling development. While a few students, who were still not associating the correct letters for certain sounds, seemed to be at a lower stage, most now wrote entries which showed spelling to be in the transitional stage. However, improvement was made by all students. Examples of the children's refinement of many spellings were seen throughout the period of literature response journals. The following are just a few samples of the developmental progression observed for individual students in their spelling of particular words over this period.

pigshers-pigcsheres-pictshers-picturs-pictures

claerfl-clerfl-colfla-colerfl

lieck-leck-lick-lic-like

fatse-fatise-fantisy

stoey-storey-story

ounc-ounce-once

Most entries, except for an occasional word, could be read without the

assistance of the writer. The children were writing longer entries, and because they were writing in response to a particular book, they were therefore taking more risks with a wider vocabulary and more unfamiliar spelling. This, however, did not stifle their responses. As can be seen from the writing of two students who were in the earlier stages of spelling development, they still managed to communicate their thoughts:

Nov. 9, 1989

Alexander and the Wind-up Mouse

by Leo Lionni

Ther wes was a mouse know bude liked hem. wen day he fond a mouse. Boodt it didient move. it did not mov a seng bet. I liked the sore. I like the perters thed he meyd frende. The petes wer cuolofe and the petrs wer net.

(There once was a mouse. Nobody liked him. One day he found a mouse. But it didn't move. It did not move a single bit. I liked the story. I like the pictures that he made friends. The pictures were colourful and the pictures were neat.)

Oct. 20, 1989

Umbrella

by Taro Yashima

I Lic the pit wir momo ges her umbrella and she Gos owt dors and I Lic wiar the ran mas thos sions in her umbrella.

(I like the part where Momo gets her umbrella and she

goes out doors. And I like where the rain makes those sounds in her umbrella.)

The lack of conventional spelling did not prevent these children from expressing their thoughts and feelings about the story they had heard. While specific references to the stories indicated a comprehension of the texts, a further involvement was evident from the children's statements of preferences for particular pictures or parts of the stories. We notice this in the expressions, "I liked the picture that . . .", and "I like the part where . . .". Their primary emphasis was on content, while mechanics was seen as a means to express this content.

When editing a selected entry for publication in the class journal, the children were now better able to correct many of their misspelled words. Some of their mechanical errors, then, were probably the result of hasty writing and lack of proof-reading. The general neatness of the product was also refined in this editing process.

Interrelatedness of Writing and Drawing

Although the children drew in fewer than half of their literature response journals, there were almost twice as many drawings than there were in their experience journals. Since all the books read aloud to the children were picture books, visual stimulation may have been a factor. However, some children chose not to draw at all, and several merely sketched their illustrations. Thus writing, rather than drawing, continued to be the primary means of expression at this grade level.

Like the writing, the drawings were the children's own creations. They

resembled those in the books read to them, yet were unique for individual students. One child drew speech and thought balloons. Most drew below the writing, while others drew full page or double page illustrations. All reflected exposure to the literature.

It seemed the children drew for a variety of reasons. Sometimes, it was to illustrate a specific incident in the book which had a great impact on them. For example, most children drew in response to Swimmy (Lionni, 1973), and all their drawings showed basically the same picture: the little fish trying to escape the big fish.

In most cases, the writing and drawing complemented each other. The children often used the drawing to depict what they wrote about. When children wrote what they liked best about a book, they usually drew a picture illustrating that particular part. For example, when a child wrote, "I love the part where the crow got free and the sparrow took his place", in response to St. Francis and the Proud Crow (Watts, 1987), the picture accompanying the writing showed the crow flying away and a sparrow in the cage.

As in the experience journals, it was also noted here, that the children who put a great deal of effort into their drawings wrote less than those who did not draw. The details they thought were important were included in the picture rather than in the writing. For example, a child who wrote just two brief sentences in response to Owl Moon (Yolen, 1987): "One dark night a girl and her dad went owl hunting. The father found one owl.", included much more detail in the picture, which indicated that he had gathered more from the story than he cared to write about. The picture showed the father leading the little girl by the hand as they climbed a snow-covered mountain. Both are dressed

warmly. It is snowing but the stars are out. There are big trees all around. An owl is hovering behind one tree.

In a few instances, the children's pictures included details which were not mentioned in the story text. For example, when responding to The Ghost-Eye Tree (Martin, 1985), a few children's imaginations led them to create their own depictions of the scary feelings evoked by the author's words.

Whether the children drew or not was their own decision. A few drew in all entries. Most, however, were motivated to include drawings in some entries but not in others. This depended on the book and their individual reactions to it.

Growing Awareness of Literature

Throughout this section of the study, many students showed an awareness of their growing understanding of literature. This was noted not only in their daily entries, but also in their discussions of the books. Through the sharing of the various literary selections, the children came to recognize the characteristics of fantasy, realistic fiction, historical fiction, poetry, and informational books.

Their ability to discriminate among the various genres was seen in many of their entries:

Sylvester Bear Over Slept

by Jan Wahl

The pictshers wer clerfl (colourful). I like the book because the wrods wer nice. It was a fantisy book. It was the fall of the yaer. The

bear over slept. The other bear joyed (joined) the serkis (circus).

Nov 16 1989

Animal Disguises

by Aileen Fisher

The techer read os a story. It was about nagher (nature) too. And it was aslhol (also) an enfermagen (information) book. I did not like because I taght (thought) it was hard to raed. But auher (author) did say it in a nice way. I liked the pechers. They were nice the anmals and sande (sand).

Nov 14, 1989.

The Owl and the Pussy-Cat

by Edward Lear

This story is a pom (poem). and I like the pecheruse. They look rell. and I like the poms that go like this - his nose his nose. with a ring on the top of his nose. I like the owl playing the fillot (fiddle). it was foney to

As can be seen from the above samples, the children were aware of such genres as fantasy, informational books, and poetry. Even though they did not explicitly provide reasons for their labeling of the particular types, their identifications were made with such confidence that the reader got the impression that they could readily do so if asked. Also, comments in their

entries led the reader to believe that the children were implicitly making these associations. For example, after stating that the book Sylvester Bear Overslept (Wahl, 1979) was a fantasy, the child went on to say that the bear overslept and the other bear joined the circus. The sequence of the child's thoughts indicated an understanding of the basic characteristics of fantasy. In her response to Animal Disguises (Fisher, 1973), the second child stated that the book was about nature and also an information book. We can perhaps infer a limited ability to discriminate between fiction and information books from her comment, "I thought it was hard to read. But the author did say it in a nice way." Maybe she had, until now, only associated information books with encyclopedias. Another child was a little more explicit in her identification of genre in the third entry when she recorded a part of the poem that she especially liked. Thus, these three children were claiming that they could distinguish various genres.

The children's writing showed that they looked upon authors as real people who wrote their thoughts as they themselves did. They also recognized that illustrators used various devices to make pictures which were appropriate for the story. One child commented that "The pictures were nice because they looked real because they were made out of play-dough", in his response to The Owl and the Pussy-Cat (Lear, 1984). Another recognized the special effect in Animal Disguises (Fisher, 1973) where the words were written in the shape of the animals. Many commented on the colourfulness of the illustrations. They seemed to recognize that the production of a story is a co-operative effort of both author and illustrator. For example, one child wrote, "I like the book because the author and the illustrator wrote the book nice and the illustrator

made the pictures nice and coloured them nice". Although they may not have had precise vocabulary to critically appraise the authors' and illustrators' styles and techniques, they did recognize distinctive features. Since these grade two students had never before been provided the opportunity to respond in writing to literature, appreciations such as these were considered to be significant indications of their growth.

As several of the books had won awards, this was discussed during the sharing of the story, and referred to by several students in their entries:

The Ox-Cart Man

by Donald hall

I veary veary liked the book bekase I liked the picsres (pictures) and I liked the wrds and you know what the book whan (won) a Gold matal (medal) and it is sake (stuck) on the cover!

Alexander and the Wind-up Mouse

by Leo Lionni

The book had a happy ending. This book is a very good book because it won an award. I think it was kind when he made a diffrent wish.

The children were excited to learn that some books won awards because they were judged to be better than others. While they were aware that this was an honor, their limited background knowledge and vocabulary prevented them from understanding and expressing probable causes for this recognition. More exposure to such books would doubtless lead them to more specific reasons than

"because it was a good book".

This brief five week exposure to various selections of children's literature also enabled several students to recognize specific styles and techniques used by particular authors. Several commented that the two books, Whistle for Willie (Keats, 1964), and Peter's Chair (Keats, 1967) had the same kind of pictures. Others noted the common character "Peter" in both books. It was believed that more exposure to the works of various authors would allow for other such discoveries.

Not only did the children gain a knowledge of literature from sharing and responding to the various books, but, as can be seen from the many samples, they also grew in their ability to express this knowledge.

Children's Responses to Journal Writing

The children always seemed to look forward to the daily reading, writing, and sharing during the literature response section of the study. When asked if and why they liked this type of journal, many said they liked stories, and liked being read to. They claimed it was fun to listen to a book, then write and draw about it. The majority of the class stated they enjoyed fantasy best. This would seem to be natural for this age group as small children are usually exposed to, and thus, more familiar with, this type of book. It seemed their degree of enjoyment was measured by how much fun the book was. Only one child chose informational as the type liked best. This, again, reflected personal reading interests.

The class was divided, however, on their choice of journal writing. Half the students preferred literature response, while the other half preferred

experience. The most common comment from those who chose the literature response journal was that it gave them something to write about. Those who chose the experience journal stated that they did so because they liked to pick their own topic and write about things that happened to them. The children's answers indicated that they were aware of the difference in the two types of journals; that one was more restrictive than the other. Their preference for one type of journal also gave evidence of their decision-making skills, and their ability to articulate the reasons for their decisions.

It was also evident that the children regarded themselves as real authors like those who wrote the books that were shared in class. They assumed that authors would do the same things they did in order to write well: "think", "get a lot of practice", "write a lot of drafts", and "find out information on the topic". As expressed by one child, "You have to think, so that when you read it out in class, they don't ask many questions".

Content Journals

The children wrote a total of two hundred and fifty-seven entries during this section of the study. These entries were analyzed according to the following criteria: content, organization, vocabulary, authenticity of the writing, language structures, mechanics, and interrelatedness of writing and drawing. The children's final responses to their journal writing experiences are also discussed.

Content

An analysis of the contents of the children's journals showed that while they chose to write on a variety of the subjects included in their curriculum, a few subjects were written about more often than others. Content from their

language arts basal readers and math were written about most frequently, as approximately half of the entries were on topics in these two subjects. Other favorites were physical education and art. The themes focused on in language arts at the time were dinosaurs, and hibernation and migration. Many children chose to write about related topics which were discussed in class, such as Tyrannasaurus Rex, a dinosaur movie, bears, bats, and Canada geese. Also, learning activities in language arts and math occupied about half of the primary school day, and were continuous from day to day; whereas topics in subjects such as, science, social studies, and health were discussed much less frequently, about forty minutes every second day. The actual amount of time devoted to the subject, then, may have had an effect on their choice of topics for journal entries. However, since art and physical education only occurred once in a six day cycle, individual interests must have also been a strong determining factor.

Writing in their content journals allowed the children to respond in a personal way to what they were learning. Their entries sometimes revealed problems, clarified thinking, and generated ideas and questions. They wrote about their puzzlements, frustrations, accomplishments, and interesting facts. Their purposes for writing, grouped into three main categories, were to:

1. Reveal acquired knowledge.

Math

> We did some math today. It was put numbers after and before and in between. Between was like this 36 _ 38. Before was like this _ 36, after was like this 39 _. And we did some greater greater was like this 16 (17)

greatest was like this 16 17 (18). It was esey. The end.

Nov. 22, 1989

Science.

In science today we lrnd about thermometers. We lrnd when the mercary gose up it's expanding. When the mercury is up and gose down it's contract. It was very very fun because the techer had a play thermometer. We were lrning about weather then.

Both these children wrote to display knowledge. One child wrote of specific concepts in math such as counting, greater, and greatest, while the other chose to write of his knowledge of thermometers. The first child provided examples to illustrate his understanding, such as, "greater was like this 16 (17)". Even though examples would have been applicable in the second entry, none were provided. According to Ehrenbert (1981), the ability to provide examples when displaying understanding is a key to conceptual growth. However, even though these children may have been at different levels of conceptual development, both gave evidence of positive feelings toward their learning through expressions, such as, "It was easy", and "It was very very fun".

2. Relate the learning to personal experiences.

Dec. 13, 1989

Science.

In science today we tade (talked) about food groups. It was fun because science is my

sacnt (second) favourite subject. I dringk lots of milk and I eat apples orriges and petedo. I hrdle eat ane junk food.

Little brown bats.

ToDay we tatet aboue (talked about) bats. Some bats are Belick (black). And some are brown too. one tiem a bate (bat) kot (got) in the bank. Bates are little. Bates sleep upsaib bown (upside down). Bates sleep in caeps (caves).

Britton (1982) hypothesized that expressive writing plays a major role "in the initial stages of grappling with new concepts" (p. 26). He claims that as students mature and become more familiar with the concept, there is a gradual transition to more informative forms of writing. In the previous two entries, the children were attempting to solidify their concept formations of food groups and bats by relating the topics to personal experiences. By making these connections, both children displayed, not only their understandings of the topics, but their attempts to make the knowledge their own. Vygotsky (1962) was also aware of the important link between language and concept formation when he theorized that writing guided true conceptual development because it focused attention and fostered successively higher generalizations. As can be seen from the above entries, content journal writing promoted this development.

3. Express feelings about the topic.

Nov, 23, 1989

Dinosaurs

today I was reyyl (really) sad because my

class feyd (finished) dinosaurs. And assou (also) we wand (went) to see a mvey (movie) about dinosaurs. We toke nos (took notes) went we were wacing (watching) the mvey. I leran about one lettle dinosaur howa (who) like to eat age's (eggs). the-end

Nov. 21, 1989.

physical education.

Today in jetma my class were lareing haew to thareo wath one han and ckak wath the athare han. Sometime I do not like jetma do you? Today I thaet that it was going to be a fun time in jetma but it was beoring. I howb that you liked my journal.

(Today in gym my class was learning how to throw with one hand and catch with the other hand. Sometimes I do not like gym, do you? Today I thought that it was going to be a fun time in gym but it was boring. I hope that you liked my journal.)

As in the experience and literature response journals, the children's writing in their content journals was often used to express feelings about the subject at hand. Here, it provided a means of self exploration. Each child seemed to be asking, "How did I feel about the subject today?" Feelings about a subject were considered important as they often reflected interest or lack of interest in a particular topic. Also, since according to Murray (1982), the affective usually controls the cognitive, such feelings were believed to have had

an effect on the degree of learning. The above samples showed two children's attempts to communicate their feelings of sadness and boredom concerning certain topics in school. By doing so, they also communicated that their acquired knowledge of dinosaurs and physical education skills were not isolated concepts, but had become part of their personal experiences. Their knowledge was not something that existed independent of themselves.

Most of the entries in this type of journal were a combination of transactional and expressive modes of writing. In order to write, the child had to reflect on the day's learning in a particular subject. This not only produced a metacognitive awareness of the topic, in that the child was forced to think about what was learned, but it also allowed for an evaluation of feelings about the learning. Their writing usually reflected an awareness of their acquired knowledge, especially when they wrote to inform. However, personal comments throughout their entries also conveyed their individual thoughts. Thus, elements of both transactional and expressive modes of writing were evident in many entries:

Nov. 23, 1989

Dinosaurs.

thay come in all shapzs and saisas (sizes). thay are very heug (huge) and scary too! there are all coins. and thay are in miuzziams (museums) too. but thay are all ecsteint (extinct). thay laiy 20 eggs out a time. Some of theme like to swme (swim) too. thay daid (died) out meialeyons (millions) of yars ago. and we

seen it on a movey. I likd it.
Nov.30, 1989
Animals in Winter.
Today in animals in winter we made a chrt (chart). Up on the chart we put hibernate, migrate, and active. Under thet we put the animals thet hibernate and the ones thet are active and the ones thet migrate. It was fun because the techr askt us wite (what) do they do.

Both these entries were written mostly in the transactional mode, as the intent was to inform an audience of newly acquired knowledge. In the first entry, this information was about dinosaurs, while the second child explained how the class charted animal activities in winter. However, by personalizing the entries towards the end with phrases such as, "I liked it", and "It was fun", the children were using the expressive mode to convey their feelings about the topics.

The content journal encouraged the students to reflect on what and how they were learning, and how they felt about this process. It also provided a place for them to express these thoughts. This exploratory, reflective language allowed students a primary means of personalizing their knowledge. As suggested by Polanyi (1962), all knowledge, if it is to be genuine, must somehow be made personal. It must be accommodated and assimilated with prior knowledge. Through content journals, the students constructed their own meanings from classroom experiences. Their newly acquired knowledge then

became a part of their personal background experiences.

Organization

Since the children were reflecting on their daily learning, most entries began by referring to this specific time, "Today", and identifying the subject about which they were writing. Their purpose for writing determined the organization of the entry. If it were mainly to inform or display knowledge about the topic, these facts followed the identification of time and subject, as in the following entries:

Nov 30 1989

Science

Today in sicns (science) we did how fast the wind can go. Where the wind is coming from. And what the wind can do four you. And what the wind can't do four you.

Nov 21, 1989

Space Community

Today we did stuff about a space community. We learned what they would need. Like some of these things - food, water, and a first aid kit.

Most of the content journals displaying knowledge were very brief. The children did not often write much detail, but rather tended to summarize the content of the topic into three or four sentences. These sentences often followed an introductory phrase, such as, "Today in science we did . . .".

If a child were relating the learning to a personal experience, it usually followed the introduction of the topic, as in the following :

Dec.1, 1989

Being Safe Around Animals

Today we learned about "Being Safe Around Animals." I know a cat named Rocky. My two cusins own it. I think my Nan is alergic to it. I love baby Rocky.

bec. 1, 1989

Health.

today in health we are lering (learning) abou being saf arond anoulms (animals). on one paja (page) there was a gerl wou (who) was tring to oupin a dogs math (mouth). I wod not do that wod you! my pop yous (used) to had a dog but I think I was not bouna (born) thain (then) do you? I do not like dig (big) dogs do you?

The personal experiences in both entries followed the introduction of the topic, and began with the first person pronoun, "I", as in "I know a cat", and "I wouldn't do that". This way of organizing thoughts may have been influenced by the format of class discussions. Often, in class, when a new topic or concept was being introduced, the children would relate it to already existing knowledge or personal experiences which they would share with the class.

Feelings, too, were usually expressed toward the end of the entry. The

children tended to focus on the topic first, then convey feelings about it.

All entries were focused, in that the children only wrote about one subject in any one entry. Text coherence was demonstrated by the fact that the combination of sentences reflected a specific theme. The ordering of the sentences, too, usually conveyed logical thinking. Many entries displayed a sense of cause and effect relationships. For example:

Dec. 13, 1989

math

Today we did a math test. One person got in the 50's maybe me. I wouldn't want to get a low score. If I got a low score I would be very sad.

Dec. 6, 1989

Health.

In health today we did being safe at home. We lernd thet when you need somthing you shud ask a abollt (adult) and thet you shud navr stand on a fold-up char. When I need something I ask my mom our my dad. Health is fun because sometimes we get to write somthings in our health books.

The sequencing of sentences in both these entries conveyed evidence of logical thinking. Also, the use of connectors, such as, "if", in, "If I got a low score I would be very sad", and "because", in, "Health is fun because sometimes we get to write some things in our health books", showed an understanding of

cause and effect relationships.

Because the children were writing at the end of the school day, and reflecting on that day's learning, their writing showed an awareness of this concept of time. The ordering of their thoughts for each entry had the class topic as the focal point, with statements of acquired knowledge, relation to personal experiences, or feelings, built around it.

Vocabulary

As with the previous two types of journals, the children in their content journals also used their own words to express what they were learning and how they felt about the process. Although interpretations of classroom experiences differed from child to child, as did their responses to the literary selections in their literature response journals, common elements were observed.

Most entries began by identifying the time and subject: for example, "In art today we made . . .". The subjects were referred to by their specific names: math, language arts, science, health, social studies, religion, music, gym, and art; or by topics within these subjects, such as, dinosaurs, bats, and weather. Verbs, such as "learned", "talked", "read", "wrote", "watched", "reviewed", "practised", "did", "made", and "had", were often used to convey what was done as a class in that particular subject. For example, one child wrote, "In science today we talked about the weather". Other verbs, such as, "liked", "enjoyed", and "understood", were used to express individual interpretations of the experience, while adjectives, such as "happy", "mixed-up", "confused", and "nervous", described personal feelings. Depending on the child's interpretation and feeling, various adjectives were used to describe the topic. "Great", "best",

"interesting", "good", "favorite", "easy", "hard", "boring", "gross", and "cool" are some examples.

Many of the words used by the children in their content journals were, of course, topic imposed. This would include such words as "extinct", "museum", "anthology", "stegasaurus", "thermometer", "mercury", "graph", "dribble", and "hibernate". Words such as these, however, because they had become part of their background knowledge, were always used in appropriate context.

While the words used in their experience journals were reflective of the children's oral language, those used in both the literature response and content journals showed the influence of the texts to which the children were exposed. However, since the content journal entries were written in response to the topics covered in a grade two curriculum, the vocabulary used here was more of an expository nature than that used in the literature response journals. Specific terms or words from the textbooks were necessary as the children wrote to display knowledge, relate the information to their own experiences, or convey their feelings about the learning. While the vocabulary in the literature response journals was primarily used to relate thoughts and feelings about characters, plot, and specific incidents in a book; in content journals, the children seemed more interested in explaining various concepts and activities experienced through the texts of their curriculum.

In the experience journal entries, too, all vocabulary was unique to the individual as each expressed thoughts on personal experiences; whereas, in both content and literature response journals, the children shared an exposure to the vocabulary of published authors. This exposure was reflected in their entries. Samples of this influence were provided in the literature response section. The

following samples, from the content journal entries, also supported this claim:

Caribou

We wrote about the caribou today. It was fun because we wrote about the caribou that it was Active all winter. The caribou eats bark and twags (twigs) too. The caribou traps (tramps) in the snow to make its bed. The end.

Nov. 28, 1989

Little Brown bats.

We are tiking (talking) about anamls. Today we were tiking about bats. We lrnd thet they sleep in caves hollow trees and other protected places. Thet is where they sleep for the winter. It was fun because kawe (now) we know about anithr anaml.

As in most content journal entries, these children used the pronoun "we" which showed that they realized that writing about caribou and talking about bats were shared experiences. The vocabulary used reflected exposure to the topics in class. The theme in the language arts basal reader at the time was animals in winter. The phrases, "active all winter", and "sleep for the winter", showed an understanding of certain animal behaviors. The use of such words as, "caribou", "bark", "twigs", "tramps", "caves", "hollow", and "protected", in appropriate context, also gave evidence of acquired knowledge from readings, discussions, and activities in class.

Authenticity of the Writing

Even though the children were writing in content area subjects, their individuality came through in most of their entries. They were still in control of their own writing, choosing the subject and then expressing their thoughts in whatever way they wished. If they felt quite confident that they had learned what was intended, they often chose to show this in their writing. They claimed ownership of this knowledge as they wrote in their own words about the concepts being learned. In the following sample the child must have felt a sense of accomplishment in his ability to explain how a thermometer works:

Weather

We ded a chrt (chart) of kinds of waether 25 our mur (or more). The techer got a themomater wan (when) the mrcrey (murcury) gets hot It rises wen It gets cold It jips (drops).

Sometimes, the process of accommodation and assimilation was evident as children related their learning to existing knowledge on the topic. In this next entry, prior knowledge of sugar and diabetes was being activated, and connected with new knowledge about food groups. This made the learning very personal. The child seemed to recognize this as she attempted to explain her thoughts to make them meaningful to herself and others.

Sience - food groups

Today wen we did sience we talk about food groups. In your bode you should cep (keep) your bode haethle. You should have 4

things a day like brafest dinner supper and a snake (snack). Some peple have too moche shoger (sugar) thay have diebedes ole big peple not little peple. I falt happy because we did science.

Since the classroom environment was one of mutual trust between the students and teacher, the students felf confident about reflecting on wrong answers, or expressing confusion about a topic. In the following sample, the child was aware of her confusion, and communicated this quite clearly by providing an example of what she could not do. According to Britton (1982), explaining the matter to oneself is an essential part of the writing process. This view was also supported by Murray (1982), who described writing as teaching the other self. He compared writing to a conversation between two workman at a workbench, "The self speaks, the other self listens and responds" (p. 140). Although the child recognized her problem, and expressed concern, she did not formulate any hypothesis as to the solution.

Math.

Today in Math we are lrning about if you want (went) to the stoer and you asked the stoerkeeper for a candy and say if you had 5 cents and the candy was 3 cents how muck would he or she geve you back? well thats the paperoom (problem) I do not kow how to do that do you? I wass (wish) that I did now (know) how to do that. I soer hop (sure hope)

that I heve aery (every) thing rat (right) do you? I thing (think) that I would lern how to do it do you?

In similar ways, most individuals wrote with a strong sense of voice. Their writing was usually very direct, as they were writing for a particular purpose. Sometimes, their authenticity was seen in expressions of feeling or opinion, but it was also seen in their individualistic descriptions, analyses, or narrations of learning experiences. For example, in the following entry, the child related the main concept of the day's math lesson, gave an example, expressed mixed emotions about the learning situation, and explained why she sometimes wanted to stay home. Thus, much individuality was expressed in just four sentences. Even though she most likely understood the concept of "what comes before", and had fun during the lesson, one can sense her feelings of insecurity because of her being nervous and wanting to stay home. This was the message she wished to communicate:

Nov 29, 1989

In math today we did counting like what comes befor 68. It was a little bet fun. And I get a little narvus (nervous). Sometimes I want to sty home from scool becaaurse I want to play.

The children displayed a much greater sense of audience in their content journals than in both previous types of journals. Their shared classroom experiences, not only through listening and discussion, but also through participation in common activities related to the various subjects, seemed to make their audience more real to them. Also, through having completed

experience and literature response journals, the children had gained much experience reading their entries to classmates and teachers, receiving oral and written responses to their entries, and publishing selected entries in the class journal. Therefore, as seen in the following samples, they seemed to be writing with these audiences in mind:

Spelling Test

Today in my spelling test book I did thes wrds - get good go you yard yellow yes fell and father. Do you know how to spell jelly? If you do you are smart. Do you know I am smart? I felt happy because I like spelling.

Health

Today in health we tlkd about being safe around uor huouse. Do you be carfel around your house? I do. We lrnd that. A little girl was standing on a char do you think that was safe? no. I lik health because I lik taoking about health. I felt happy becaus we did health. do you know why we did it? I do. To be saf around your house.

The ease with which these children asked such questions as "Do you know how to spell jelly?", "Do you know I am smart?", "Do you be careful around your house?", and "Do you think that was safe?", indicated a comfortableness with an audience. They not only knew an audience was listening to their thoughts, but they also wished them to become involved and

share in what they were thinking.

Most entries addressed an audience, either directly or indirectly. In addition to questions, statements were often used to address the reader:

Dec. 6, 1989

The teacher read us a story. It was about little Lord Jesus. I'm not goig to tell the story. Little Lord Jesus and mary was riding on a camel or a horse. I do not no do you no? I love little Lord Jesus.

Nov 21, 1989

Space Community.

In our space community, we rot down all the thigs we ned in space. It was a little fun. I got sleepy. no why? we where (were) taking so long. I will tell you some thigs we said to take clows food and space sute. I mean the techer was talking long.

The inclusion of such statements, beginning with the first person pronoun, as, "I'm not going to tell the story", and "I will tell you some things", indicated that these readers were speaking to the readers of their entries.

Other students showed a further sense of audience by providing examples of their conceptual growth:

Nov, 22, 1989

Math

In Math today wa did some counting back

> words. And we counted fint words too. And we had to do some counting words too. The fint words was like this 36 (37) (38) (39) (40) (41) (42) (43) (44). And the back words was like this 23 (22) (21) (20) (19) (18) (17) (16).

By providing such examples, the child was not only informing the audience of his acquired knowledge, but was attempting to explain it so that they too would understand it.

These questions, directed statements, and examples all implied that the children realized that they were not writing for themselves alone. They were aware that somebody e'se would be reading or listening to their thoughts, and so they were inviting them to participate in their texts.

Language Structures

The children continued to use a combination of simple, compound, and complex sentences in their content journal entries. They had started experience journals writing brief entries which included mostly simple sentences. During the literature response section of the study, one noticed an increased use of complex sentences. This was attributed to the influence of the language structures used in the children's literature read to the class. However, there was no such noticeable improvement from the literature response section to the content section. The children still used a variety of sentences, but their entries tended to be much shorter than those written in response to literature, thus there was less opportunity for the inclusion of many complex sentences. The sources for the content journal responses were the subjects of the grade two curriculum.

Most of the prescribed texts for these subjects are written in simple, expository language which did use as many complex sentences as did the children's literature. The teacher's language structures, too, which were used in the explanations and discussions of topics from these texts, were more often geared to the comprehension level of the average learner. One noticed that some students were less interested in writing content journals than they were in writing literature response journals. All of this may have had an effect on the language structures used by the children in their content journals. Cazden would agree. She says that "the greater degree of affect or personal involvement in the topic of conversation, the greater the likelihood of structural complexity in the child's speech" (p. 209).

The children formulated questions much more frequently in their content journals than in the other two types. As discussed earlier, this was attributed to their growing sense of audience. This may also have been influenced by the language structures of their texts, and those used by the teacher. Questions were frequently asked of the students from both sources. Since, in their content journals, they, too, were often explaining concepts, they may have thought questioning the reader was an appropriate technique.

Unlike the personal narratives of their experience journals, where their writing tended to resemble their speech, the use of "and", and "and then", to join thoughts, was much less frequent in their content journals. More sophisticated connectors such as, "because", "but", "if", and "so", were used in cause and effect relationships. Also, a wider variety of sentence structures were used. The following samples of two children's entries from earlier experience journal writing and later content journal writing, is indicative of their progress in the

use of connectors:

Sept. 11, 1989

I play Hocee (hockey). I heev (have) lots fien (fun) playing Hocee.

In this first entry, the child wrote of the fun he had playing hockey. He used two sentences to relate this experience while only one was necessary to communicate his message, as the first thought was repeated in the second. Later, in his content journal, he wrote on the topic of dinosaurs:

Dinosaurs

My clses went to the vederom. We west Dinosaurs on the tv. Dinosaurs moves are isctning. Dinosaur move are relle gode. I like moves becuos you d ne to toc. You can undsed it efa you know abet Dinosaurs. The pet I liked was the big big Dinosaur. I know they livd mes and mes yers of goe.

(My class went to the video room. We watched dinosaurs on the TV. Dinosaur movies are interesting. Dinosaur movies are really good. I like movies because you don't need to talk. You can understand it if you know about dinosaurs. The part I liked was the big big dinosaur. I know they lived millions and millions of years ago.)

As can be seen, the child used many more language structures to express his thoughts about a specific topic. His use of such connectors, such as "because", in, "I like movies because you don't need to talk", and "if" in, "You

can understand it if you know about dinosaurs", gave evidence of an ability to formulate more complex sentence structures.

This second child's samples of experience and content journal entries were provided to show the progress from his use of "and" in run-on sentences, and inability to formulate sentences which focused on a specific topic to a much more mature use of complex sentence structures.

Sept, 14, 1989

I haeve a luas theeth and it's raly luas and it raly his. I like shool it is fun and I like cilas it is fun. I mait be wiking hoem and I'll haeve fun.

(I have a loose tooth and it's really loose and it really hurts. I like school. It is fun and I lke class. It is fun. I might be walking home and I'll have fun.)

Nov. 24, 1989

Math

Today in math we cowted money. The teacher anncsapall (exampled) wit (what) to do. The teacher maed a lot of ansapls (examples). I get a little miax-up at times but I sill (still) like it because it is nice. do you like math?

In the first experience journal entry, the child used simple sentences, mostly connected by "and", while trying, without success, to latch unto a topic. Unlike the second entry, he had not yet acquired the ability to focus on a particular topic and expand his thoughts about that topic. In his content journal

entry, however, this was done using a variety of sentence structures which included a question, "Do you like math?", and such mature forms as, "Today in math we counted money", and "I get a little mixed-up at times but I still like it because it is nice".

Over the course of the fifteen week journal writing period, then, there was a very noticeable increase in the variety and complexity of sentence structures. This was most obvious during the literature response section of the study. To a somewhat lesser degree, this progress continued into the content journal writing section.

Mechanics

The children showed a much greater awareness of the mechanics of writing now than at the beginning of the study. Very few students now inserted periods in inappropriate places in their writing. On occasion, all students neglected to put them at the end of their sentences, but this appeared to be due to lack of proofreading rather than lack of knowledge. All were using the required punctuation in questions and exclamatory sentences more accurately. There was also a noted increase in the use of commas, and apostrophes in contractions and possessives. The following samples showed one child's progression in such use of mechanics from the beginning to the end of the study:

Spt. 13. 1989.

My BiarDay paDey. I can gat Toys. for my BiarDay. and a Saeponvr for. My BiarDay

(My birthday party. I can get toys for my birthday and a sleepover for my birthday.)

Nov, 20, 1989,
Science
Standard units of Measure

Science was nice today because we did some questions. They were like this - when must you use a standard unit? That's esey! when you want to measure some things.

This child had not only learned appropriate use of capital letters and periods in his later entry, but also displayed an advanced mechanical ability through his correct use of such punctuation as, a question mark, an exclamation point, and an apostrophe.

All students showed a developmental progression in spelling abilities. Most were in the transitional stage, where there was a combination of phonetically and conventionally spelled words. As they were throughout the study, all children when writing content journals were at ease with spelling unfamiliar words. Their ability to distinguish and associate sound-symbol relationships was evident in their spelling of many multi-syllabic words, such as, "carektrs", (characters); "infermashin", (information); "togthr", (together); "petedo", (potado); "paragafes", (paragraphs); "Brintasres", (Brontosaures), and "communate", (community). During content journal writing, too, the children were exposed, through their various texts, to the spelling of many of the words they were using. Therefore, they probably relied more on visual recall to aid in their spelling of many, otherwise unfamiliar, words. Also, by this time they had been writing daily for the past three months, and had thus refined their spelling skills. The sound-symbol knowledge gained from the daily practice of spelling

familiar words was now more easily transferable when attempting to spell unfamiliar words. As suggested by many supporters of invented spelling, (Clay, 1975, Chomsky, 1971, Gentry, 1982), extensive writing experiences lead children to effect an easy transition to standard spelling. Since they all began at varying developmental levels, this transition was more noticeable for some children than for others. At the beginning of experience journal writing, because of their invented spelling, and inaccurate punctuation, many of the student's entries were not completely decipherable until read aloud by the student. The following is one such example:

Sept 14 1989

The samr Ber for las We wat To pei We sit in a kabn We Hab fun We bal in The san box anb we wat an The wat sat.

(The summer before last we went to P.E.I.. We slept in a cabin. We had fun. We played in the sand box and we went on the water slide.)

The child included only one period at the end of the entry, interchanged upper and lower case letters, reversed letters, and wrote in various stages of spelling development. A sample from the content journal of the same child showed much improvement. Even though there are a few upper and lower case letters used inappropriately, all words are spelled correctly, and periods are included at the end of four sentences.

Nov. 28, 1989

Science

ToDay in science we talked about

weather. ToDay it was cloudy and sunny. We talked about the kinds of weather. there are 4 kinds of weather. cloudy snowy sunny rainy

Their ability to refine the mechanics of their writing was most evident in the entries they chose for publication in the class journal. Many misspelled words and inappropriate punctuation were corrected independently as they edited these first drafts.

Interrelatedness of Writing and Drawing

Drawings were present in approximately one third of the content journal entries. One child chose not to include drawings at all; most drew in only a few entries, and a couple drew in almost all entries. It seemed that most children drew to further extend on their explanations of the topic about which they were writing. For example, when writing about a concept learned in math, many gave pictorial examples. Usually, these examples resembled the teacher's explanations from the chalkboard or were modeled from the textbook. When writing about a space community in social studies, one child drew a design of what he thought a dome might look like. Other entries on topics, such as a game learned in physical education, a craft in art, and a safety rule in health, were accompanied by illustrations.

The purpose of other drawings did not seem to be to extend explanations, but to express feelings concerning the topic. For example, a child who wrote that she felt nervous when she was required to count, drew a picture of herself looking very sad while doing math. A speech balloon read, "I'm scared". Another child who stated that he liked adding three numerals, drew himself

sitting happily at his desk doing his math. As noted earlier, drawings in experience journals were related to the concreteness of the topic. In content journals, however, drawings often accompanied abstract topics.

It was found that when children drew in their experience and literature response journal entries, much detail was included that was not in the writing. These writings then tended to be short. This did not seem to be the case in the content journals. When children drew, it did not seem to lessen the amount of effort put into the writing. Rather, the drawing was used to put explanations into graphic form. Unlike the drawings in the experience and literature response journal entries, too, very few content journal entry drawings were coloured. Most were merely graphic sketches to facilitate explanations or illustrate concepts.

Children's Responses to Journal Writing

Three types of journal writing: experience, literature response, and content, followed each other in succession. At the conclusion of the fifteen week period, the children were asked various questions, as included in Appendix D, to gather information about their thoughts concerning journal writing.

As noted earlier, when the children were asked their preference of journal at the end of the literature response section of the study, half the class chose experience journals and half chose literature response journals. The results had changed somewhat when the children were asked the same question at the end of the study. Of the fourteen children, nine preferred experience, three preferred literature response, and two preferred content journals. One of the most common reasons given for their preference of experience journals was the

choice of topic selection. They liked the freedom to "write about anything you want", and to tell "what happened to you".

A keen enthusiasm was especially noted during the students' writing of the experience and literature response journals. This enthusiasm continued into content journal writing, but lessened for some students towards the end of the study. There may have been several reasons for this decline in interest. Whereas both the experience and literature response writing took place during the morning session, when the children were at their freshest, content journal writing, because of its reflective function, took place during the last period of the school day. The children may have felt fatigued by that time, and were eager to get out of school. They had most likely written during the language arts period, and may have felt this extra writing was something imposed on them rather than something they wanted to do themselves. Also, because the time was getting nearer to the Christmas vacation, they may have found it difficult to concentrate. Then, too, the children may not always have been motivated to write by the prescribed subjects of their curriculum, as, unlike the narrative of the children's literature, most of these texts were written in expository language. Quite frequently, during their experience and literature response journal writing, the children commented on the fun in their personal experiences, and enjoyment from the books read to them. Feelings concerning the topics covered in their various curriculum subjects may not have been quite so positive. Whereas all students showed an eagerness to write experience and literature response journals, some showed a lack of enthusiasm on a couple of occasions during content journal writing. This was indicated by such comments as, "I can't focus on what to write", and, "The whole day was boring and kind

of dull".

All children felt that they had learned much about writing in the past four months. Such comments as good writing requires, "thinking about words", "writing several drafts", and "practising every day", indicated that these children viewed writing as a process. They also recognized that they had learned more about the mechanics of writing, because now they could "spell words better", "put periods in the right places", and, "edit their own writing". The most important thing learned about writing by one child was "that it's really fun". It seemed that having fun was a priority for this age group in many of their experiences. Positive feelings were expressed about their learning when they felt they were having fun.

When asked if they would like to continue journal writing after the Christmas vacation, ten out of the fourteen children said that they would, with the majority specifying that they would prefer experience journals.

Developmental Trends in Journal Writing

Leading language arts educators, such as Graves, Calkins, and Britton advocate daily writing practice if children are to mature as writers. Journal writing gave the children this opportunity. An analysis of such criteria as, content, organization, vocabulary, language structures, mechanics, authenticity of the writing, audience awareness, and interrelatedness of writing and drawing did indeed show that a progressive development had taken place in their written language. Samples of journal entries were used to support this claim. While specific developmental trends were noticed in each of the three journal types, experience, literature response, and content, a total improvement was observed

from the beginning to the end of the study.

Experience Journals

A child writes best about what he or she knows. One of the conclusions, reported from Graves's (1983) study of the writing process behaviors of seven year olds, was that when children can write what they want, they write more and in greater length than when specific writing assignments are given. Writing is facilitated when the writer cares deeply about what he or she is writing. When this quality is present, it increases the writer's enthusiasm and makes the piece more powerful. It can also evoke feelings in the writer making it more individualistic. Many other researchers, such as Calkins and Britton, also claim that topic selection is a crucial element in good writing. Because the children knew about their own experiences, writing personal narratives gave them confidence in their ability to write and in the knowledge that they had something worthwhile to say. They wrote about things that were important to them. By responding in a positive and enthusiastic manner, the teacher contributed to their feelings of self-esteem.

Much progress was observed in the children's journal entries over the first five weeks of the study. There were noticeable improvements in sentence structure, organizational skills, and ability to spell. However, two outstanding aspects of their writing were their improved ability to focus, and to expand, on a topic. At the beginning of the study, several children would write on two or three topics in the same entry. Other students, who did focus on only one topic, wrote very brief entries, which were mostly simple sentences with few details and descriptions. It seemed that questions from peers during share sessions,

along with the teacher responses to their entries, encouraged the children to think more deeply about their writing. As their ability to focus improved, so did their expansion of the topic. They anticipated many of the other children's and teacher's questions, and attempted to include more detail during the composing phase. After they experienced their first publication, too, they seemed to become even more aware of writing for an audience, and thus put more effort into expressing their thoughts. Expansion of their topic also meant more opportunity to practice other necessary writing skills, such as those needed in organization, sentence structure, and mechanics.

Literature Response Journals

One of the most valuable qualities of the literature response journal was that it accommodated each child's interests, concerns, and needs by providing room for each to grow at his or her own pace. These young writers responded to aspects of the reading that were meaningful to them at the time.

Writing a response required that students made some sense of the text. Thus, the teacher could gain insights into the children's comprehension of specific stories. This comprehension was enhanced when they made personal connections with the story. It also required them to make decisions about what to include in their response, for example, if they liked the book or not, why or why not, and which part they especially liked or disliked, thus developing critical thinking skills. Graves (1983) emphasizes putting the control of the writing where it belongs, that is, with the child, rather than with the teacher. Such response made the writing very individualistic.

This type of journal also increased the children's knowledge of

literature. They were now aware of different types of books, and could readily identify the genre, and give reasons for their decision. Listening to the different selections also developed active listening skills. Various literary elements and techniques were discussed with the sharing of the books, and many of their entries included comments on these features. They seemed to enjoy the satisfaction, and sense of accomplishment that accompanied their recognition of various literary qualities.

It seemed, too, that the children became more aware of themselves as authors during this section of the study. Through the precomposing, composing, and postcomposing activities in the classroom, they came to realize that professional authors and illustrators go about writing in the same way that they themselves did. This was especially so when they saw their own final draft copy in a published form.

Growth was also seen in the children's ability to communicate thoughts and feelings explicitly. The central focus of each entry was, of course, the book to which they were responding, while all sentences contained therein pertained to that topic. The content reflected the children's purposes for writing, which was the communication of specific thoughts which they wished to share with their audience.

Since this was the second section of the journal writing study, the continued writing over the ten week period, had provided daily practice in the mechanics of writing. During experience journal writing, many entries, because of invented spelling and inappropriate punctuation, had to be read by the student so that the teacher could receive the message. Only an occasional entry had to be deciphered during the literature response section. While much incorrect use of

capitalization and periods continued in this section of the study, there was also an increased use of such punctuation as, question marks, exclamation points, quotation marks, commas, and apostrophes.

The most significant growth during literature response journals, however, seemed to be the use of more complex sentences. From mostly simple sentences at the beginning of experience journals, the children were now experimenting more with different word orders, asking more questions, making more exclamatory statements, and combining more thoughts into a single sentence. Much influence of the literature could be seen in the choice of words and sentence structures.

Content Journals

Usually, at the grade two level, very little writing is advocated by curriculum guides in such subject areas as, mathematics, science, social studies, health, religion, music, art, and physical education. Discussion, group projects, learning centre activities, computations, and games are more prevalent. Any writing would be mostly text or teacher-directed questions, which, at this grade level, would require very brief answers. The content journal provided a place for children to voice their thoughts about the topics in these subjects on paper, thereby enabling them to express their metacognitive awareness in written form. Through the writing, too, the children were encouraged to assimilate this new learning with prior knowledge, thus making the concepts more meaningful. Rather than merely receiving facts and information from their content area subjects, these children now became active participants in their own learning.

The sources for the content of these journals were the topics covered

during the day in various subjects of the grade two curriculum. Decision-making strategies were employed as the children selected a topic about which to write. Organizational skills were required as they formulated, and ordered their thoughts about the selected topic. The vocabulary used modeled that of the texts, and teacher's explanations, which the children embedded into their own written language. They also became quite confident with using a variety of sentences in which they displayed a greater mastery of mechanical skills. More risks were taken with the spelling of many unfamiliar words which were introduced daily into their various texts.

As noted earlier, when children began experience journal writing, several lacked the ability to focus on a topic. Their improvement in that regard was seen as a major accomplishment during that section of the study. This ability to focus and expand on a topic was also noted in their content journals, as all children wrote cohesive texts about their selected topics.

Thus, content journals not only provided the teacher with deeper insights into each child's comprehension of various concepts, but also allowed daily opportunities for practice in writing.

Importance of Teacher Response

The importance of a responsive audience is supported by research which claims that children invest more interest and energy in journal writing when their teacher writes back to them (Calkins, 1986). All entries from the three types of journals, experience, literature response, and content, received written teacher responses which were conceived from the contents of the entries; therefore, no two responses were the same. However, they were grouped,

according to their intended purposes, into the following categories, as teacher responses tended to:

1. Affirm ideas and feelings.

By affirming the child's thoughts, the teacher was letting the child know that the message was received. The child then felt a sense of accomplishment in the ability to express his or her thoughts. A positive comment on the content further revealed to the child that the teacher valued and had an interest in what he or she had to say. For example, in response to a child's entry about her dog in her experience journal, the teacher affirmed the message by writing, "Dogs are great pets. Fritz is a nice name for a dog. It's good that you take him out on a leash or else he may get lost." A similar teacher response to an entry about the book, The Tenth Good Thing About Barney (Viorst, 1979), read, "Yes, I thought it was a sad story, too. I once had a dog that died. I was very unhappy then, too." Similarly, a child's entry about his understanding of a math concept was received, "I think that you do indeed understand about the greatest number, and what number comes before and in between. You think that everybody in the class likes math? I think so too!"

2. Request further information not included in the entry.

Teacher responses were often used to encourage children to extend on their topic. At the beginning of experience journals, especially, children often wrote only the barest facts, not providing any details about their experiences. For example, when a child wrote that he went fishing in George's Lake and his dad caught a trout, the teacher's response included such questions and positive comments as, "Was it a big trout? Do you like fishing from a boat? I like it when it is not windy. There are three people in the boat in your picture. Who is

the other person?" Such questions were intended to show the child that the teacher was genuinely interested in hearing more about his fishing trip. Questions also helped children realize gaps in their writing; that there was other information that could have been included to give the reader a better picture. By inquiring about the people in the boat, it was hoped that the child would realize the importance of matching texts and illustrations. When a child wrote, "One dark night a girl and her dad went owl hunting. The father found one owl.", as a response to Owl Moon (Yolen, 1987), the teacher requested further information by asking, "How did they feel when they found the owl?" Questions were often asked in content journals, too, to encourage children to be more specific in their writing and further explain their understanding of the concepts they chose to write about. For example, in response to a child's entry in science, explaining standard units of measure, the teacher asked, "Why do we need standard units of measure?"

3. Encourage children to think further about the topic and discover new insights.

Open-ended questions in teacher responses, such as, "Why do you think . . .?", encouraged further reflection about the topic. Often, too, the children were asked to consider their feelings concerning the experience, book, or subject. For example, when a child wrote that his two pet lizards, Sylvester and George, that he bought at Joe's Pet Land, died, the teacher responded with, "It must have been very interesting having lizards for pets. It's too bad they died. How did you feel?" When a child included in her entry that the book, The Ox-Cart Man (Hall, 1979), won an award, the teacher suggested, "Only very good books win awards, so this must be a good book. What do you think makes it good?" Further thought

was also encouraged when the teacher inquired "Why did you think that it was nice to be Mary?", when a child expressed delight at having that part in the school play.

4. Help alleviate concerns or pose possible solutions to problems.

Many children expressed concern in all three types of journal entries. In her responses, the teacher recognized these concerns, and attempted to alleviate them by sympathizing with the writer, offering advice, or clarifying confusion. For example, when a child wrote of her concern about always forgetting what homework she had to do, a possible solution was given by suggesting, "We'll have to see if we can do something to help you remember your homework more. Then you won't feel sad. Maybe we can write it down in a notebook. Do you think that would help?" When there was a concern in literature response journals, it was often related to the main character in the book. For example, in her response to Crow Boy (Yashima, 1955), a child expressed concern that Chibi was considered stupid because he couldn't read and write, and that he had to walk to his home in the mountain all by himself. The teacher agreed by saying, "No, I don't think that Chibi was stupid either. Many people cannot read and write because they've never had a chance to learn. Nor would I like walking up a mountain all by myself. I would be scared." In their content journals, children often expressed concern when they did not fully understand a concept, were confused, or fearful that they might get math or spelling wrong, especially in a test. When a child wrote of a problem she was having in math, the teacher tried to promote her understanding by providing an example, and bolster her confidence by replying to her question, "I think that I could learn how to do it do you?", with, "Yes, I'm sure that you could learn how to do this because you are

a smart girl! Just ask me again if you can't understand."

5. Answer questions addressed to the audience.

The immediate audience for all children's entries was the classroom teacher, as all entries were read and received written responses daily. When entries were shared, the class, including the teacher, became the audience, and when published, a copy of the class journal went home to a much wider audience. Not all entries contained questions, but when they did, they were answered by the teacher. The children's use of questions increased throughout the course of the three types of journals as children began to acquire a greater sense of audience. Few questions were included in experience journals, and several of these were answered by the writers themselves. Sometimes, a child wondered if the reader shared the same thoughts. For example, when a child talked about his activities in the gym [illegible] is fun, isn't it?", the teacher agreed, "Yes, it is fun to go to [illegible] on the ropes and play games. In her response to St. Francis and the Good Crow (Watts, 1987), a child discussed his favourite page and wondered what page was liked by the reader, to which the teacher responded, "I liked the page where the crow got free and was flying in the air, because I felt sad when he tried to get out of his cage and couldn't." More questions were asked of the audience in the content journals than in the other two types. When the children discussed what they understood or did not understand, and liked or disliked in a particular subject, they often inquired whether the reader understood or liked it too. For example, in response to a social studies entry about setting up a community in space, when the child inquired, "Do you like social studies?", the teacher replied, "Yes, I like social studies. I like to pretend that we are setting up a space community. It makes me

think of all the things we would need to do that."

All teacher responses modeled the correct spelling of words incorrectly spelled in the students' entries. An attempt was also made to write sentences more syntactically complex than those written by the children, yet still retain as many of their words as possible. While the children may not have benefited immediately from reading these teacher responses in formalized writing, it was believed that the exposure to the correct spelling, appropriate mechanics, and more complex sentence structures did have an influence on future entries.

Importance of Using a Process Approach

At the beginning of the study, these grade two students did not tend to proofread their journal entries. When it was transcribed, it was finished. The children had no concept of writing as a process. First copies were regarded as final products.

However, it did not take very long for them to realize that their journal entry was not fixed or rigid, that it could be changed as much as they wished. It seemed that their first realization of this came as a result of the sharing of their entries, either with the teacher, or the class as a whole. As noted earlier, because many of these first entries could not be read by the teacher, they had to be read by the student to the teacher. While doing so, it was not unusual for students to exclaim, "Oh, I forgot to" . . . "put in my period" . . ."put a capital letter there" . . ."say what I did next". Much the same thing happened when they were sharing entries with the class; the difference being that these exclamations were then probably mental rather than oral. When the other children asked questions of the shared entry, they were answered orally, but very infrequently did children then

go back to include such information, or revise their entry in any way. However, they seemed to have internalized the process, because, as time went on, more details and descriptions were included in their entries.

As noted in chapter three, every two weeks the children were asked to select an entry which they wished published in the class journal. Thus, one draft in ten went through the full writing process. As a group, the children were told to proofread their selected entry, and make any changes they felt were necessary. At first, their second drafts were merely the first drafts written over, with a few mechanical errors, such as a punctuation or spelling, corrected, unless, of course, it was one already shared with the class. Then, they usually included some of the information the class had inquired about. Most students, however, did very little revision on their own until the student-teacher conference. Once the students started talking about their topic with the teacher, they usually realized gaps in their writing, and thought of other information which would give the reader a clearer picture. Rather than draw arrows or carats on their copy, they usually tended to add this information at the end, whether it fitted the context or not. However, with the realization that they could mess up their paper because it was not the final copy, this hesitancy disappeared. As time went on, more first entries had carats and arrows as the children thought of additional information in the composing stage. The following is one such example:

Oct. 3, 1989

my dad mad popcorn yestarday he mad to much popcorn and it ovr flodid. (Here she used a carat to insert, "it ovrfloded on the flor"). I

had sum popcorn to and my sest and my brother. dad had a fol bol (full bowl) and I had haf a bol and I had a drek of gingrral. the popcorn was god and the drek was god to. (An arrow indicated that the next sentence would go up to the carat insertion, "my dad don thes befor but he had to mach popcorn", (another carat for "thes tim") My mom was gon boling (bowling) wan thes hapind (happened)

It seemed that much learning took place in the process of readying their pieces for publication. In conference, the teacher listened to their entries, and discussed the topic with them, but all revising was done independently. Upon completion of the second draft, the children circled words they thought might still be misspelled, and identified places that might need further punctuation. These, too, were discussed with the teacher. The children edited independently, according to the information they sought. They alone determined when their final copy was ready for publication. Samples from each of the three journal types are given to provide evidence of the written language improvement of the child as a result of using this process. These samples comprise a first draft and a published version. In each of the first three presented, most revision took place at the end of the entry:

Sept. 18, 1989

Last week I started colecting comics. I am trying to win things. I have been doing this for three days. There is a lot of things to win.

Collecting

I am collecting Bazooka comics. I am trying to win things. I have been doing this for three days. I would like to win a camera most of all. To me the camera is the best.

While the final entry contained many of the original sentences, the child did attempt to add more detail, first by specifying the type of comic that he was collecting, and then by adding additional information at the end. Since in his second sentence, he said he was trying to win things, his extra sentences saying that he would like to win a camera, flowed in logical sequence. As he had mastered most of the mechanics in his first entry, other than correcting the spelling of "collecting", and changing "There is", to "There are", no other mechanical changes were necessary.

Sept. 22, 1989

I am going to Robbies brthday. he is having a slepovr. Im nit sleping over to the slepover he is going to have a god tiem and he is going to have gams too. he is going to open hes prasins too

Robbies birthday

I'm going to Robbies birthday. He is having a sleepover. He is going to have a good time. He is going to have games too. He is going to open his presents too. I gave him pyjamas. It was motorcycle pyjamas. They were

funny too. He got lots of presents. They where nice. It was a good time at the party.

While the thoughts in this child's additional sentences, at the end of her entry, also flowed logically from the context of her original draft, it was evident that they were added at a later date, because of the change in tense. When she first wrote that she was going to Robbie's party, and then later wrote that it was a good time, the reader must assume that the party had taken place. However, by adding that he got lots of presents that were nice, and providing a description of the pyjamas that she had given him, she did provide more information for the reader about Robbie's party. The revising process also enabled her to condense the sentence, "I'm not sleeping over to the sleepover", to "I'm not sleeping over", and delete the repetition of the phrase, "he is going". In addition to the revision, much editing, which included capitalization, punctuation, and spelling, also took place with the preparation of this entry for publication.

Gym

we went to Gam We thrw ball in the Gam but we thrw It overhead for a ling time than we played packman me and Douglas was It Michael too. and we get Helena too. It was fun. because me and Douglas was It. A lot of pouple was runing fet. Matthew had to say on the bach.

Gym

We went to gym. We threw a ball on the gym but we threw it overhead for a long time. Then we played packman. Douglas and I was it.

Michael too. And we got Helena too. It was fun because Douglas and I was it. A lot of people was running fast. Matthew had to stay on the bench. I will tell how to play. You get two people, then you run around the gym and get another two people. And that's how you play the game pack-man.

This child was very much aware of audience in his published version when he stated, "I will tell you how to play." He included information which he thought would help the reader to better understand his entry. In addition to the refined mechanics, his use of "Douglas and I" rather than "me and Douglas", was also noted.

The inclusion of additional information at the end of all three entries was seen as indicators of growth in these children's written language. They did not add these sentences merely to make their entries longer, but through the process of sharing, rereading, rethinking, discussing, and rewriting, they had developed a better understanding of audience expectations. Unlike the first draft copies, too, the published entries all included both titles and illustrations. In the next three samples, the children retained the theme of their original entry, but changed the context almost completely.

Music

Today I went to music and I had fun. We dearst up. Snady was Mary Adam was Josof and I was one of the cows and there were sheep too.

Dec.5, 1989

Music

Today I went to music. We dressed up because it is the time of year when the teacher makes us sing songs and dress up because it is close to Christmas. We sing songs like - We wish you a merry Christmas and away in the manger. I was one of the cows and there were sheep.

In her final copy, the child had not only included additional information in the context of her entry, but had done so using very complex sentences. For example, originally she had written, 'We dressed up", which she later expanded to "We dressed up because it is the time of the year when the teacher makes us sing songs and dress up because it is close to Christmas". Her inclusion, also, of, "We sing songs like - We wish you a Merry Christmas, and Away in the Manger", also gave the reader more information about what she did in "Music". Through the editing process, too, she eliminated her use of the word "and" in run-on sentences and advanced to a more appropriate use of periods and capital letters.

Animal Disguises

by Aileen Fisher

The other books were difirint then this book because the wrouds were up and down. This book was rilly good. Ther wer a lot of animals in the book.

Animal Disquises

by Aileen Fisher

The other books were different then this book because words were up and down to make the book nicer. The book was really good because the animals were camoflauged with the leaves. This way the enemies can't get them.

This child, too, used more complex sentences to include more information into the context of his original entry. He extended his first sentence to say why he thought the words went up and down, "to make the book nicer". While, in the first entry, he merely stated that, "this book was really good", his later entry explained why, "because the animals were camoflauged with the leaves". Also, by informing the reader that, "This way the enemies can't get them", he was displaying knowledge he had gained from this book.

Rose Blanche

by Roberto Innocenti

I bid nit lieck the Pirt. wir. Rose Blanche. git cit. i falt sab.

(I did not like the part where Rose Blanche got shot. I felt sad.)

Rose Blanche

by Roberto Innocenti

This story that I am writing about is very exciting. It is called Rose Blanche. It didn't win an award but I still like it because Rose Blanche

gave the Jews food.

One day she got killed. I felt sad.

This child chose to include his new thoughts at the beginning, rather than at the end or throughout his entry. His first entry, while it did show his involvement with the story, was very brief. This final entry gave the reader a deeper insight into the writer as a person. Even though he felt sad during the reading of the book, he still liked it. His expressions of his feelings also showed an ability to formulate complex sentence structures. The following is a good example: "It didn't win an award but I still liked it because Rose Blanche gave the Jews food". By mentioning an award, the child indicated thought processes of using prior knowledge to make associations with this book. Also noted in his final entry, was the child's use of a second paragraph. Since paragraphing had never been taught to these students, the writer most probably had been influenced by the children's literature read to the class in his decision to make this distinction.

It seemed, then, that the sharing and publication of entries were two key elements which brought about such improvement in the children's written language during the period of this study. When the children realized that they were not writing for themselves alone, but for classmates, teacher, and others, much more interest, effort and time went into their writing, not only in the published version, but throughout, as the opportunity to share was there daily, as was the anticipation of another publication. It is believed that children, especially at this age, would not reap such benefits from journal writing if it were merely an isolated activity from day to day.

CHAPTER 5

CONCLUSIONS AND IMPLICATIONS

This chapter includes a review of the journal writing study, the resultant conclusions, implications for pedagogy, implications for further research, and concluding statements.

The Study in Review

The research of such prominent educators as Graves and Calkins, who have studied the writing behaviors of young children, indicates that writing should be viewed as a process rather than a product. Children should have a choice in topic selection, and the primary emphasis should be on the content, rather than the mechanics of the writing. They also advocate that children learn to write by writing, thus opportunities to write must be provided daily.

The researcher for this study believed that journal writing was one such type of writing which could readily adhere to the suggestions of these prominent educators. Writing opportunities were provided daily, topics were unassigned, and children learned to write by writing. Also, journal writing was viewed as a process. The daily entries were regarded as first draft copies. The children were asked to select one entry every two weeks which was required to go through the full writing process, which, according to Graves (1983), includes three phases: precomposing, composing, and postcomposing.

However, while it is suggested in the current language arts curriculum guide used in this province at the grade two level that journal writing is a valuable activity, many teachers are uncertain about why and how it can be

effective. A documented policy on writing in the primary grades, Experiencing Language: Primary Language Guide, which is expected to reach completion in the near future, stresses the importance of process writing, and the use of communication journals. At the present time, no such policy exists. So, in spite of the important findings in recent writing research, reading continues to dominate our language arts programs, and few guidelines are provided to implement the process approach in writing.

The purpose of this study was to use the knowledge gained from an examination of the literature related to the uses and effectiveness of journal writing to implement and carry out such a program in a primary classroom to determine, if, as a result, there was any improvement in the students' written language.

The literature reviewed for this study was divided into several sections. The first section was related to writing in the primary grades, which included such topics as expressive language, writing as a process, writing for a purpose and an audience, and response to writing. Next, the concept of journal writing was discussed, as well as the purposes of journals. Finally, different types of journals were explored, which included dialogue journals, primary level experience journals, literature response journals, and content journals.

The sample for the study was a class of grade two students, consisting of seven boys and seven girls, from a school in the city of Corner Brook. It was carried out over a fifteen week period which was divided into three sections. Weeks one to five were devoted to experience journals, weeks six to ten to literature response journals, and weeks eleven to fifteen to content journals. The teacher responded in written form to all daily entries.

In keeping with the process approach to writing, all journal sessions consisted of a precomposing, composing, and postcomposing phase. During the precomposing phase, the students were brought together as a group to discuss, in each of the three journal types: topics of interest or concern, books read to the class, and subjects experienced that day in class. The students composed on their own, deciding how to organize their entry, and what to include, using their knowledge of: sound-symbol relationships to spell words, semantic and syntactic relationships to construct sentences, and mechanics to present it in written form. During the postcomposing phase, the children were again brought together, this time, to share their entries. While several volunteered each day to share their writing with the class, the others received the message, and were encouraged to comment positively on and question the shared entries. At the end of every two weeks, the children selected an entry which they revised and edited for publication in the class journal. This ensured that at least one first draft in ten was brought through the various stages of the full writing process.

The journal entries were analyzed according to the following criteria: content, organization, vocabulary, authenticity of the writing, language structures, mechanics, and interrelatedness of writing and drawing. Such an analysis revealed similarities and differences in patterns of growth within this grade two class for each of the three journal types: experience, literature response and content, as well as noticeable developmental trends throughout the full period of the study. The children's responses to their journal writing experiences were also discussed at the end of each type. Samples of entries were used to support the analysis.

In all three journal types, the children had freedom over the content of

their entries, as they alone chose what to include. For the experience journal, this included any topic of interest or concern, while for the literature response and content journal, the topic selection was a little more restrictive, where the children were asked to respond to a book read to the class, or a subject from their curriculum experienced that day. Nonetheless, the children were in control of the writing for all three types. It was found that the children used the expressive mode of writing, rather than transactional or poetic, in most of their journal writing entries. This was especially noted in the experience journals, but also in the literature response and content journals, where the children tended to relate personal experiences, thoughts, and feelings to the topic.

Many children started their experience journals writing very brief entries which required few organizational skills. Several also had difficulty in focusing on a single topic. However, with the knowledge gained from listening to, questioning, and discussing each other's topics, from teacher written responses, student-teacher conferences, and preparing entries for publication, organizational skills soon improved. Throughout the analysis, samples of entries from all three journal types were provided that gave evidence of logical thinking, and the children's ability to sense cause and effect relationships.

There was a noticeable difference in the vocabulary used in each of the three journal types. While that of the experience journals came primarily from the children's own resources of words, the influence from the texts of professional authors was seen in their literature response and content journals. The vocabulary used in their experience journal, tended to resemble that of their everyday speech, while, in both the literature response and content journals, many words were borrowed from the texts, which resulted in an integration of

former and newly acquired vocabulary. In both these types, then, children were using words in their written language that they had, most likely, not used before, which resulted in vocabulary growth. While many new words may not have been acquired and used during the period of experience journal writing, as the study progressed, there was a noticeable use of more descriptive words and an attempt to include more detail in their entries. It seemed that the sharing of their entries was a great motivating factor in this regard. The children began to anticipate questions the others might ask, and include these details and descriptions beforehand.

All three journal types provided the children with a purpose for writing, which was the communication of their thoughts and feelings concerning their experiences, a book read to the class, or a subject in their curriculum. Such freedom encouraged individuality. while giving students control of their own writing. A sense of audience, indicated by questions and statements directed to the reader, developed as the study progressed. It seemed this development was facilitated through the sharing and publishing of entries.

Most children started experience journals, writing brief entries which contained mostly simple sentences. The complexity of their sentence structures increased as the study progressed. It seemed that listening to the various genres of literature, during that section of the study, greatly influenced this development. Many more questions, exclamatory statements, inverted sentences, and compound and complex sentences were used during that time. Although this continued into content journal writing, it was lessened somewhat as the children then tended to model the expository language of their textbooks and teacher's explanations. Taking selected entries through the full writing

process, where student-teacher conferences sometimes focused on such techniques as sentence combining, also greatly contributed to the children's extensive growth in this area.

There was also a very noticeable development in the children's refinement of mechanics during the fifteen weeks of journal writing. At the beginning of the study, because of invented spelling and inappropriate punctuation, many entries had to be read to the teacher. During literature response and content journals, only occasional words needed to be deciphered. Periods and capital letters were also correctly used more often. There was also more use of other forms of punctuation such as, commas, question marks, exclamation points, and apostrophes.

While some children used both writing and drawing as a means of expression in all three types of journals, drawing was not a primary means of conveying thoughts at this grade level. For most entries, more effort was put into the writing. Of the three types, the literature response journal contained the most drawings. This was attributed to the stimulation of the picture books to which the children were exposed.

When children were questioned about their preference of journal types, the experience journal was a favorite. They claimed that they liked choosing their own topic, and writing about things that happened to them. All felt that they had grown as authors during the fifteen weeks of the journal writing study.

A conscientious use of the process approach and daily written response by the teacher were seen as essential requirements to the effectiveness of journal writing. If journal writing were viewed as an isolated activity, with no pre- or postcomposing stages, it is very doubtful that such written language

development would have taken place.

Conclusions

Using journal writing as a process approach in this grade two classroom did have a major effect on the written language development of these children.

At the beginning of the study, many students were unable to focus their thoughts to write on a single topic. This improved within a short time because of the daily writing, combined with the postcomposing activities of sharing of entries, and provision of teacher responses, both of which guided the students in this direction.

The children started the journal writing program writing very brief entries which required few organizational skills. As their ability to focus and expand on a topic improved, so did their ability to order their thoughts into a meaningful context. Logical thinking, and ability to sense cause and effect relationships were observed in their improved organization of entries.

Longer entries also meant an increased use of vocabulary. The words used at the start of experience journals tended to resemble the children's spoken language, while those of the literature response and content journals reflected the influence of the texts, with the literature response using more complex and figurative language, and the content journal, more expository language. As a result of using the process approach, through sharing, receiving teacher responses, and publishing, entries in all three types of journals increased in the use of description and detail.

The children's voices in their writing grew stronger as the study progressed. The freedom, in all three journal types, to choose what and how to

write, gave them control of their writing, thus providing the opportunity for individualistic expression. Questions and statements directed to the reader indicated the children were writing for a purpose and an audience.

Language structures increased in complexity throughout the study. The children started journal writing using mostly simple sentences. This was soon replaced, especially during the literature response section of the study, with the use of more advanced structures, such as questions, exclamatory statements, and inverted, compound, and complex sentences.

A very noticeable refinement took place in the children's use of mechanics, especially in the areas of spelling, capitalization, and period placements, during the fifteen weeks of the study. A more increased use of other punctuation forms, such as question marks, exclamation points, commas, apostrophes, and quotation marks was also evident.

Therefore, because of such improvements in the children's entries, it can be concluded, that journal writing, when used as a process approach, is a very effective means of promoting written language development.

Implications for Pedagogy

The results of this study strongly indicated that when journal writing was conducted on a daily basis, and viewed as a process with precomposing, composing, and postcomposing opportunities, there was much improvement in the written language of the children involved.

If this is indeed so, and if these results can be generalized to include other students at the primary level, then it is obvious that daily journal writing, using a process approach, should be a part of the primary curriculum. As

indicated in chapter one, to date there is no documented policy on writing in the primary grades. Research findings of such prominent educators as Graves and Calkins have not been brought to the attention of many primary teachers. Thus, they are not aware of the importance of viewing writing as a process, why children should be encouraged to use invented spelling, and why they should be given control of their own writing. Language arts texts do not give the students this control, but rather impose on them the interests of others. In keeping with the findings from writing research, the authors of many language arts texts are incorporating more writing into their programs. However, most workbooks which accompany these texts are filled with story and picture starters, and fill in the blank type exercises. Topics are almost always given to children, thereby suggesting that they are without topics of their own. The current program at the grade two level does suggest that children keep a journal for a period of a week. However, much more unassigned writing should be encouraged.

Of the three types of journals used in this study, it was found that the literature response was the most influential in promoting the use of vivid vocabulary and complex sentences, as the children borrowed and modeled words and structures from the literature to use in their own writing. Their awareness of themselves as writers was heightened during this period. In addition, there was a tremendous growth in knowledge of literature. However, the other two types of journals, experience and content, also had outstanding characteristics. While providing daily opportunities to practise writing skills, the content journal also promoted a metacognitive awareness of acquired knowledge, and strengthened concept development, as the children formulated their thoughts about the subject at hand. The experience journal provided the basis for the other types of journals

through giving the children confidence in their ability to write by allowing them to believe that they had something worthwhile to say that others were interested in hearing. All three types contributed to the development of organizational skills and refinement of mechanics.

Since all three types of journals contributed so much to the children's growth as writers and learners, it is suggested that all three types be employed at the grade two primary level. In addition to promoting different levels of thinking, writing, and learning, the three types would also accommodate the limited attention spans of young children who tend to tire when exposed to sameness, but are stimulated with variety. Also, since the increased ability to use complex sentence structures and wider vocabularies was mainly attributed to the influence of the children's literature read to the class, teachers should look for opportunities to integrate trade books with the prescribed texts in the various subjects of the curriculum as much as possible. A further recommendation might be to include literature components in all content methods courses in teacher training programs.

Since there was such a tremendous growth in spelling development when children were encouraged to invent the spelling of unfamiliar words while writing in their journals, it is suggested that young children should be allowed to spell in this manner for all writing in all subject areas of the primary curriculum. Acquiring the ability to spell words correctly is a developmental process which would surely be hindered by the continual red marking of misspelled words. In order to understand the orthographic system, children must construct and test rules constantly, so opportunities must be provided daily for them to experiment with the many complex spelling patterns.

Children were taught many writing skills, using the context of their own entries, during student-teacher conferences as they prepared their drafts for publication. Individual instruction was given as the need arose. It not only made more sense to the children, but they displayed much interest and effort when the writing was their own. Since this procedure was very effective for improving written language in journal writing, it is suggested that this technique be employed in other areas of writing at the primary level. Familiarizing children with revising and editing skills encourages independence in future writing. Teachers need to help children to develop their powers of self-correction and their capacity to recognize what is necessary to make their texts fit their intentions and make it comprehensible to their audience.

The postcomposing activities of sharing, publishing, and receiving positive written teacher responses, were viewed as essential for continuous written language development. All combined to enhance the students' interest and motivation, which contributed to the ongoing effectiveness of the journal writing. Since such postcomposing activities provide a genuine purpose for writing while promoting a sense of audience, it is suggested that these be applied, as much as possible, to all types of writing in all subject areas in the primary classroom.

In addition to the tremendous improvements in written language, it is also suggested that teachers promote the use of journals for the bond of friendship and trust that was created between the students and teacher by this continual sharing of ideas, feelings and concerns. Within the busy schedule of the school day, it provided an opportunity for the teacher to get to know the students better, both personally and intellectually. A sense of community also

developed within the classroom as the children shared, discussed, and questioned each other's entries. This sharing of experiences through writing brought about a rapport that might not have otherwise existed.

Professionals who prepare teachers must model what they advocate within the writing process by actually demonstrating with children in a classroom setting. Teachers, also, need to help each other, as professionals, both through in-service and continued contact with each other, to better understand this method. Schools, also, must spend the time and money necessary to bring about the change from a product oriented to a process oriented approach to writing.

Implications for Further Research

It was evident from the results of this study that journal writing, when used as a process approach, did have positive effects on the written language development of a sample of grade two students.

Since this was not a controlled study, it would be interesting to assess the effectiveness of journal writing in a controlled situation. How significant would the difference be between a controlled and an experimental class? Which criteria would be affected most significantly?

The sample for this study included seven boys and seven girls from a grade two class. Would the results be similar for students of lower primary grades, or students of elementary and higher grades? A longitudinal study over the primary or elementary years should provide interesting discoveries of similarities and differences in patterns of written language development.

Since journal writing is not a Department of Education prescribed

PAGINATION ERROR.

TEXT COMPLETE.

ERREUR DE PAGINATION.

LE TEXTE EST COMPLET.

NATIONAL LIBRARY OF CANADA.
CANADIAN THESES SERVICE.

BIBLIOTHEQUE NATIONALE DU CANADA.
SERVICE DES THESES CANADIENNES.

of time? With the literature response journal, a literary selection was read to the students daily to provide a common ground for responding. Would the results have been different if the children had been asked to respond to a book that they had read themselves? Other researchers (Steffens, 1987) claim that students learn more from the expressive language used in content journals, such as those kept in history class, than from doing expository type exercises. It would be interesting to determine such effectiveness in one particular content area subject.

No attempt was made in this study to pretest and posttest reading comprehension and word recognition to determine reading abilities before and after the journal writing program. However, judging from the enthusiasm, interest and reading ability of these students, and comparing this to the reading levels acquired in other grade two classes in previous years, it is believed that the daily writing, and reading of their own and the other students' entries in published form, did have a positive effect on reading levels. It would be very informative to measure such effectiveness in a controlled situation. There is also a perceived need for more case studies which would examine the reflexive relationship between children's abilities in their composing, and the comprehending of texts. Such research would provide valuable insights into all aspects of language use within the classroom.

A main conclusion from this journal writing study was that children need to write daily if they are to mature as writers. While daily expressive journal writing did prove effective on the written language development of these grade two students, further research would reveal if other modes of writing, poetic and transactional, would promote such improvement.

While much still needs to be learned in this area of enquiry, the present study did provide a strong indication of the unique and powerful value that the expressive nature of journal writing can have for the individual. As a means of improving written language, facilitating a greater self-awareness, and instilling a more positive attitude toward writing, and language in general, the journal is a valuable teaching and learning tool which educators have the responsibility to further explore.

Concluding Statements

As a result of this study, it is strongly believed by the researcher that daily journal writing, used as a process approach, did improve written language at the grade two level. An increase was seen in organizational skills, complexity of language structures, vocabulary growth, refinement of mechanics, and awareness of audience. Because the children were in total control, a sense of purpose, as well as their individual voices, came through in their writing.

It is highly recommended that daily journal writing become a part of the primary curriculum, and that the writing be viewed as a process rather than a product. Children should be free to chose their own topic, and the primary emphasis should be on the contents of their writing, with mechanics taking a secondary position. To sustain interest, the teacher should provide positive written responses daily to allow the children to believe that they have something worthwhile to say. Provision should also be made for such postcomposing activities as sharing and publication of entries.

Children do learn to write by writing, but they also learn to think. This learning to think through writing can apply to all subject areas across the

curriculum, and involve the emotional, social, and cognitive as of learning. It can foster the child's total growth as an individual.

BIBLIOGRAPHY

Alexander, R. (1964). What are children doing when they create? Language Arts, 61(5), 478-479.

Allen, S. (1964). Students' journals: Is this time well spent? English Quarterly, 16(4), 37-46.

Applebee, A. (1981). Writing in the secondary school. Urbanna. Illinois: National Council of Teachers of English.

Atwell, N. (1984). Writing and reading literature from the inside out. Language Arts, 61(3), 240-252.

Atwell. N. (1987). Building a dining table: Dialogue journals about reading. In T. Fulwiler, (Ed.), The journal book. (pp. 157-179). Portsmouth: Boynton/Cook.

Austin, P. (1989). Brian's story: Implications for learning through dialogue. Language Arts, 66(2), 184-190.

Baker, A. (1981). Real writing, real writers: A question of choice. English Education, 15(3), 1-5.

Belanoff, P. (1987). The role of journals in the interpretative community. In T. Fulwiler (Ed.). The journal book. (pp.101-110). Portsmouth: Boynton/Cook.

Bemiller, S. (1987). The mathematics workbook. In T. Fulwiler (Ed.). The

journal book. (pp. 359-366). Portsmouth: Boynton/Cook..

Biberstine, R. D. (1977). Response to personal writing. Language Arts, 54(7), 791-793.

Blatt, G. T. & Rosen, L. M. (1984). The writing response to literature. Journal of Reading, 28(1), 8-12.

Bode, B. A. (1989). Dialogue journal writing. Reading Teacher, 42(4), 568-571.

Britton, J. (1970). Language and learning. Coral Gables, Florida: University of Miami Press.

Britton, J. (1971). What's the use? a schematic account of language functions. Educational Review, 23, 205-219.

Britton, J. et. al. (1975). The development of writing abilities. London: MacMillan.

Britton, J. (1982). Notes on a working hypothesis about writing. In G. Pradl (Ed.), Prospect and retrospect. Montclair, NJ: Boynton/Cook.

Brodsky, D. & Maegher, E. (1987). Journals and political science. In T. Fulwiler (Ed.). The journal book. (pp. 375-386). Portsmouth: Boynton/Cook.

Butler, S. (1983). The bridge to real writing: Teaching editing skills. English Quarterly, 16(3), 40-48.

Buxton, A. (1982). Children's journals: Further dimensions of assessing

language development. Urbana: National Council of Teachers of English. (Eric Document Reproduction Service No. 271 792)

Calkins, L. (1983). Lessons from a child. Portsmouth: Heinemann.

Calkins, L. (1985). Learning to think through writing. In A. Jaggar & M Smith-Burke (Eds.). Observing the language learner. (pp. 190-198). Urbana: National Council of Teachers of English.

Calkins, L. (1986). The art of teaching writing. Portsmouth: Heinemann

Cazden, C. (1972). Child language and education. New York: Holt, Rhinehart & Winston.

Chomsky, C. (1971). Write first, read later. Childhood Education, 47, 296-299.

Clark, C. & Florio, S. (1981). Diary time: The life history of an occasion for writing. Washington, D. C.: National Institute of Education.

Clay, M. M. (1975). What did I write? Auckland: Heinemann.

Collins, C. (1985). The power of expressive writing in reading comprehension. Language Arts, 62(1), 48-54.

Cordeiro, P., Giacobbe, M. E. & Courtney, C. (1983). Apostrophes, quotation marks, and periods: Learning punctuation marks in the first grade. Language Arts, 60(3), 323-332.

Craig, T. (1983). Perspectives: Self-discovery through writing personal journals. Language Arts, 60(3), 373-379.

Crocker, R. (1983). The use of classroom time: A descriptive analysis. Teaching Strategies Project. Institute of Educational Research and Development. Memorial University of Newfoundland.

D'Angelo Bromley, K. (1989). Buddy journals make the reading-writing connection. Reading Teacher, 43(2), 122-129.

Davala, V. (1987). Respecting English: Learning logs in middle school English. In T. Fulwiler (Ed.). The journal book. (pp. 179-186). Portsmouth: Boynton/Cook.

Deford, D. E. (1980). Young children and their writing. Theory into Practice, 19, 157-162.

Dept. of Education. (in press). Experiencing language: Primary language guide. St. John's, Nfld.

Dickerson, J. (1987). Exploring the inner landscape: The journal in the writing class. In T. Fulwiler (Ed.). The journal book. (pp.129-136). Portsmouth: Boynton/Cook.

Dunkeld, C. & Anderson, S. (1983). The Robert Grey journal project. Paper presented at the National Council of Teachers of English Spring Conference. Seattle. (Eric Document Reproduction Service No. 240 592)

Dyer, D. (1976). When kids are free to write. English Journal, 65(5), 34-41.

Dyson, A. H. (1984). Reading, writing, and language: Young children solving the written language puzzle. Language Arts, 59(1), 829-839.

Eckhoff, B. (1983). How reading affects children's writing. Language Arts, 60(5), 607-626.

Edelsky, C. & Smith, K. (1984). Is that writing - or are those marks just a figment of your curriculum? Language Arts, 61(6), 24-32.

Edwards, J. (1985). Spelling corrections alter children's voices. Highway One, Fall, 6-14.

Ehemberg, S. (1981). Concept learning: How to make it happen in the classroom. Educational Leadership, 39, 36-43.

Elbow, P. (1973). Writing without teachers. New York: Oxford University Press.

Emig, J. (1971). The composing processes of twelfth graders. Urbana, Illinois: National Council of Teachers of English.

Emig, J. (1983). The web of meaning. Upper Montclair, New Jersey: Boynton/Cook Publications.

Estabrook, I. W. (1982). Talking about writing: Developing independent writers. Language Arts, 59(7), 696-706.

Evans, C. S. (1984). Writing to learn in math. Language Arts, 61(8), 828-835.

Flower, L. (1979). Writer based prose: A cognitive basis for problems in writing. College English, 41, 19-37.

Fulwiler, T. (1980). Journals across the disciplines. English Journal, 69(8), 14-

19.

Fulwiler, T. (1985). Writing and learning, grade three. Language Arts, 62(1), 55-59.

Fulwiler T. (Ed.). (1987). The journal book. Portsmouth: Boynton/Cook.

Ganz, A. (1984). Writers making meaning: How do young writers shape experience within the writing process? Urbana, Illinois: National Council of Teachers of English. (Eric Document Reproduction Service No. 274 971)

Gaskins, I. W. (1982). A writing program for poor writers and readers and the rest of the class, too. Language Arts, 59(8), 854-861.

Gatlin, L. (1987). Losing control and liking it. In T. Fulwiler (Ed.). The journal book. (pp. 111-118). Portsmouth: Boynton/Cook.

Gentry, R. (1982). An analysis of developmental spelling in Gyns at Work. Reading Teacher, 35, November, 192-199.

Gentry, R. (1981). Learning to spell developmentally. Reading Teacher, 34, 378-381.

Golden, J. M. (1980). The writer's side: Writing for a purpose and an audience. Language Arts, 57(3), 756-762.

Goodman, K. & Goodman, Y. (1984). Reading and writing relationships: Pragmatic functions. Language Arts, 60(5), 590-599.

Goodman K., Goodman, Y. & Hood, W. (1989). The whole language evaluation book. Portsmouth: Heinemann.

Graves, D. H. (1987). We won't let them write. Language Arts, 55(May), 635-640.

Graves, D. H. (1982). How do writers develop? Language Arts, 59, 173-181.

Graves, D. H. (1983). Writing teachers and children at work. London: Heinemann.

Graves, D. H. (1984). A researcher learns to write. New Hampshire: Heinemann.

Graves, D. H. & Stuart, V. (1985). Write from the start. New York: E. P. Dutton.

Haley-James S. M. (Ed.). (1981). Perspectives on writing in grades 1-8. Urbana, Illinois: National Council of Teachers of English.

Haley-James, S. M. (1982). When are children ready to write? Language Arts, 59(5), 458-463.

Haley-James, S. M. (1987). Helping students learn through writing. Language Arts. 59(1), 726-731.

Hansen, J., Newkirk, T. & Graves, D. (Eds.). (1985). Breaking ground: Teachers relate reading and writing in the elementary school. Portsmouth: Heinemann.

Hansen, J. (1987). When writers read. Portsmouth: Heinemann.

Hauser, C. M. (1982). Encouraging beginning writers. Language Arts, 59(7), 681-686.

Hayes, D. A. (1985). Directing thinking through writing in response to reading. Paper presented at National Reading Conference, San Diego. (Eric Document Reproduction Service No. 269 727)

Hembrow, V. (1986). A heuristic approach across the curriculum. Language Arts, 63(7), 674-679.

Hickman, J. (1985). Looking at response to literature. In A. Jaggar & M. Smith-Burke (Eds.). Observing the language learner. (pp.212-219). Urbana, Illinois: National Council Of Teachers of English.

Hink, K. E. (1985). Let's stop worrying about revision. Language Arts, 62(3), 249-254.

Hipple, M. L. (1985). Journal writing in kindergarten. Language Arts, 62(3), 255-261.

Jenseth, R. (1984). Finding the center: The expressive reading journal in the college classroom. Paper presented at the Annual Meeting of the Conference on College Composition and Communication. New York. (Eric Document Reproduction Service No. 246 479)

Judy, S. & Judy, S. (1981). An introduction to the teaching of writing. New York: John Wiley & Sons.

Kent, O. (1987). Student journals and the goals of philosophy. In T. Fulwiler (Ed.). The journal book. (pp. 269-277). Portsmouth: Boynton/Cook.

Kintisch, L. S. (1986). Journal writing: Stages of development. Reading Teacher, 40(1), 168-172.

Kirkpatrick, K. (1986). A longitudinal study of journal writing in kindergarten and first grade. Paper presented at the Annual Meeting of the Mid-South Educational Research Association. Memphis. (Eric Document Reproduction Service No. 281 201)

Kline, S. (1987). Dear diary: I couldn't teach without you. Instructor, January, 80-81.

Koch, R. (1982). Syllogisms and superstitions: The current state of responding to writing. Language Arts, 59(9), 454-471.

Kashen, S. & Terrel, T. (1983). The natural approach. San Francisco: The Atlantic Press.

Kreeft, J. (1984). Dialogue writing: Bridge from talk to essay writing. Language Arts, 61(2), 141-150.

Lancaster, W., Nelson, L. & Morris, D. (1982). Invented spelling in room 112: A writing program for low reading second graders. Reading Teacher, 35(7), 906-911.

Langer, J. (1982). Reading, thinking, writing . . . and teaching. Language Arts, 59(3), 336-341.

Lee, J. W. (1987). Topic selection in writing: A precarious but practical balancing act. Reading Teacher, 41(2), 180-184.

Lehr, F. (1986). Invented spelling and language development. Reading Teacher, 38(5), 452-454.

Levine, D. S. (1985). The biggest thing I learned but it really doesn't have to do with science. Language Arts, 62(1), 43-47.

Lindberg, G. (1987). The journal conference: From dialectic to dialogue. In T. Fulwiler (Ed.). The journal book. (pp. 119-128). Portsmouth: Boynton/Cook.

Lund, D. E. (1984). Meaning through language personal journals. English Quarterly, 17(3), 11-19.

Malek, J. (1985). Encouraging, building on, and integrating oral communication skills, Practical techniques. Paper presented at the Annual Meeting of the Minnesota Council of Teachers of English. (Eric Document Reproduction Service No.262 421)

Manning, M., Manning, G. & Hughes, J. (1986). Journals in first grade: What children write. Reading Teacher, 41(3), 311-315.

Mayher, J., Lester, N. & Pradl, G. (1983). Learning to write. Upper Montclair, New Jersey: Boynton/Cook.

McDonnell, G. M. & Osburn, E. B. (1980). Beginning writing: Watch it develop. Language Arts, 57(3), 310-314.

McGonegal M. (1987). Journals across the curriculum. In T. Fulwiler (Ed.). The journal book. (pp. 202-204). Portsmouth: Boynton/Cook.

Moffett, J. (1968). Teaching the universe of discourse. Boston: Houghton Mifflin.

Moffett, J. (1983). Reading and writing as mediation. Language Arts, 60(3), 315-322.

Moffett, J. & Wagner, B. (1976). Student-centered language arts and reading k-13. Boston: Houghton Mifflin.

Mulholland, M. (1987). It's just not the writing. In T. Fulwiler (Ed.). The journal book. (pp.227-238). Portsmouth: Boynton/Cook.

Murray, D. M. (1968). A writer teaches writing: A practical method for teaching composition. Boston: Houghton Mifflin.

Murray, D. M. (1978). Internal revision: a process of discovery. In C. Cooper and L. Odell (Eds.). Research on composing: points of departure. Urbana, Illinois: National Council of Teachers of English.

Murray, D. M. (1982). Teaching the other self: The writer's first reader. College Composition and Communication, 33(2), 140-147.

Naylor, S. (1982). Journal writing and wholistic marking as part of the high school composition program. Unpublished masters project. University of Victoria.

Oliver, L. (1982). Helping students to overcome writer's block. Journal of Reading, 26(2), 162-168.

Polanyi, M. (1962). Personal knowledge: Towards a post-critical philosophy. Chicago: University of Chicago Press.

Pradl, G. M. & Mayber, J. S. (1985). Reinvigorating learning through writing. Educational Leadership, 42(5), 4-8.

Proett, J. & Gill, K. (1986). The writing process in action. Urbana, Illinois: National Council of Teachers of English.

Progoff, I. (1975). At a journal workshop: The basic text and guide for using the intensive journal. New York: Dialogue House.

Read, C. (1975). Children's categorizations of speech sounds. Urbana, Illinois: National Council of Teachers of English.

Ricci, M. (19850. Writing across the curriculum: Strategies for social studies. Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference. Houston. (Eric Document Reproduction Service No. 264 558)

Roth, R. (1986). Practical uses of language in school. Language Arts, 63(2), 134-143.

Russell, C. (1983). Putting research into practice: Conferring with young writers. Language Arts, 60(3), 333-340.

Ruth, L. (1987). Reading children's writing. Reading Teacher, 40(8), 756-760.

Saunders, A. (1985). Learning logs: A communication strategy for all subject areas. Educational Leadership, 42(5), 7-8.

Sandmark, L. & Coon G. E. (1988). Learn to read by writing about reading. Teaching k-8, March, 60-65.

Schubert, B. (1987) Mathematics journals: Fourth grade. In T Fulwiler (Ed.). The journal book. (pp. 348-366). Portsmouth: Boynton/Cook.

Silvers, P. (1986). Process writing and the reading connection. Reading Teacher, 39(7), 684-688.

Simpson, M. K. (1986). What am I supposed to do while they're writing? Language Arts, 63(7), 680-684.

Simpson, M. K. (1986). Oral reading and the reading response journal. Reading Teacher, 30, 45-50.

Shuy, R. (1986). Dialogue journals and reading comprehension. Dialogue, 11(1), 1-2.

Smith, F. (1982). Writing and the writer. New York: Holt, Rhinehart & Winston.

Smith, C. B. (1988). Does it help to write about your reading? Journal of Reading, December, 276-277.

Southwell, M. (1977). Free writing in composition class. College English, 28,

March, 679-681.

Staton, J. (1980). Writing and counseling: Using a dialogue journal. Language Arts, 57(5), 514-518.

Staton, J. (1986). The teacher as a reading text. Greater Washington Reading Council, 1X.

Staton, J. (1987). The power of responding in dialogue journals. In T. Fulwiler (Ed.). The journal book. Portsmouth: Boynton/Cook.

Staton, J. (1988). Dialogue journals in the classroom context. In J. Staton, R. W. Shuy, J. K. Peyton & L. Reed (Eds.). Dialogue journal communication: Classroom linguistic, social and cognitive views. (pp. 33-55). Norwood, N.J.: Ablex.

Steffens, H. (1987). Journals in the teaching of history. In T. Fulwiler (Ed.). The journal book. Portsmouth: Boynton/Cook.

Strackbein, D. & Tillman, M. (1987). The joy of journals - with reservations. Journal of Reading, October, 28-31.

Taslik, P. (1987). I hear voices: The text, the journal and me. In T. Fulwiler (Ed.). The journal book. (pp.171-178). Portsmouth: Boynton/Cook.

Tchudi, S. (1987). Writer to reader to self: The personal uses of writing. Language Arts, 64(5), 489-495.

Tchudi, S. (1988). The roots of response to literature. Language Arts, 62(5),

463-468.

Vygotsky, L. S. (1962). Thought and language. (E. Hanfmann & G Vakar, Eds. and Trans.) Cambridge, Ma.: M.I.T. Press.

Voss, M. M. (1988). The light at the end of the journal. Language Arts, 65(7), 669-674.

Walshe, R. (1986). Every child can write. . PETA, N.S.W. Australia.

Wason-Ellam, L. (1987). Writing as a tool for learning: Math journals in grade one. Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference. Louisville. (Eric Document Reproduction Service No. 285 194)

Wilkinson, A. Hanna, P. & Swan, M. (1986). More comprehensive assessment of writing development. Language Arts, 60(7), 871-880.

Wollman-Bonilla, J. E. (1989). Reading journals: Invitations to participate in literature. Reading Teacher, November, 112-120.

Wong, I. (1988). Teacher-student talk in technical writing conferences. Written Communications, 5(4), 444-460.

APPENDIX A

Books Read to the Class

Delton, J. (1979). Rabbit's New Rug. New York: Parents Magazine Press.

Fisher, A. (1973). Animal Disquises. Glendale, California: Browmar.

Hall, D. (1979). Ox-Cart Man. New York: Viking Press

Innocenti, R. (1985). Rose Blanche. Mankato, Minnesota: Creative Education Inc.

Keats, E. J. (1964). Whistle for Willie. New York: Viking Press.

Keats E. J. (1967). Peter's Chair. New York: Harper and Row.

Keller, H. (1987). Good-bye Max. New York: Greenwillow Books.

Lear, E. (1984). The Owl and the Pussy Cat. Richmond Hill, Ontario: Scholastic.

Lionni, L. (1973). Swimmy. Toronto: Pantheon Books.

Lionni, L. (1974). Alexander and the Wind-up Mouse. Toronto: Pantheon Books.

Martin, B. Jr. & Achambault, J. (1985). The Ghost-Eye Tree. New York: Henry Holt and Company

Parish, P. (1963). Amelia Bedelia. New York: Scholastic.

Small, D. (1985). Imogene's Antlers. New York: Crown Publishers.

Viorst, J. (1979). The Tenth Good Thing about Barney. New York: McClelland and Steward Ltd.

Wahl, J. (1979). Sylvester Bear Overslept. New York: Parent's Magazine Press.

Watts, B. (1987). St. Francis and the Proud Crow. New York: Orchard Books.

Yashima, T. (1955). Crow Boy. New York: Viking Press.

Yashima, T. (1958). Umbrella. New York: Puffin Books.

Yolen, J. (1987). Owl Moon. New York: Philomel Books.

Yorinks, A. (1986). Hey, Al. New York: Favivar, Straus & Giroux.

APPENDIX B

Experience Journal Questionnaire

1. What does a good writer need to do in order to be able to write well?
2. What have you learned about writing over the past five weeks?
3. Why did you pick this entry to be published in the class journal?
4. Which is your worse writing? Why?
5. Which is your best writing? Why?

APPENDIX C

Literature Response Journal Questionnaire

1. We have been doing literature response journals for the past five weeks. Did you like doing them? Why?

2. Which did you like better, the experience journal or the literature response journal?

3. Which did you like best: fantasy, realistic fiction, historical fiction, poetry, or informational books?

4. What do you think an author must do in order to write well?

5. How do you go about writing? What do you think about first?

6. Do you think pictures help an author to tell a story? How?

APPENDIX D

Content Journal Questionnaire

1. We have been doing three types of journals in the past four months: experience, literature response and content journals. Which type did you like doing best?

2. Why did you like doing this type best?

3. What have you learned about writing in the past four months?

4. What does a person have to do in order to write well?

5. Would you like to continue journal writing after Christmas?

6. Would you like to do one particular type or all three types?