

READ ALOUD AND ITS IMPACT ON YOUNG
CHILDREN'S WRITING

CENTRE FOR NEWFOUNDLAND STUDIES

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HEATHER HOUSE-WALTERS



READ ALOUD AND ITS IMPACT
ON YOUNG CHILDREN'S WRITING

by

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requirements for the degree of
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ABSTRACT

This study was designed to determine whether there is any relationship between the frequency of read aloud, the genres selected for read aloud and their frequencies, and the forms of writing children are asked to produce in selected grade 1 classrooms. The study was conducted over a twelve-week period in eight grade 1 classrooms in six schools. The selection of the eight grade 1 teachers was based on teachers' willingness to participate since participation required a considerable degree of commitment on their part for the duration of the study. The teachers were asked to keep a daily log of the selections that they had read to their children. They were also asked to collect dated writing samples from three children in their class whose performance was representative of the range of abilities within the class.

The study suggested that teachers in the primary grades are reading to their children on a fairly regular basis although some teachers are reading a lot more than others and individual teaching philosophies seemed to dictate the quality and variety of children's literature read. The study revealed that the genre most frequently selected for read aloud was narrative. While it is often thought that teachers have children writing a lot of narrative, the results of this study suggested that children's writing activities frequently required them to complete expository writing in which they were able to tell about information or experiences. Young children may find it easier to apply their developing knowledge of the conventions of print to expository writing whereas narrative writing demands that children learn an additional body of knowledge which pertains to the elements of narrative or story structure.

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Dedicated to

my parents

Phonse and Bunty House

with thanks

for instilling in me

a desire for

life-long learning

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CHAPTER I

Introduction

There is wide spread agreement that reading aloud to children has a facilitative effect on children's emergent literacy. Several studies (Durkin, 1966; Mason & Blanton, 1971; McCormick, 1977; Wells, 1986) have documented the important role that reading aloud can play in literacy development throughout a child's life. For many children, read aloud begins at home as parent and child enjoy the pleasurable experience of sharing a book. Parents talk with their children about the events of the story, ask them questions to focus their attention on important details and relate the story to personal experiences. Through such parent-child interaction, children begin to attend to the print on the page, learn that print carries a message and learn that they can imitate written language. They begin to understand concepts such as the directionality of print and the basics of story construction. They also begin to develop prior knowledge which is essential for comprehension (Chew, 1986). Read aloud has been found to have a positive effect on reading interests; children are usually eager to independently read books which have been previously read to them (McCormick, 1977; Mason & Blanton, 1971). Trelease (1991) views read aloud as a living commercial for the pleasures of reading.

Wells (1986) studied a group of children from infancy into primary school to find out if there were any particular preschool activities and/or experiences that contributed to children's educational achievement at the primary school level. The results were clear-cut; listening to stories was significantly associated with children's development as readers and writers. Those who had not been actively involved with listening to and discussing stories "came to school with a very limited understanding of the purposes of literacy and

little knowledge of how to set about obtaining meaning from print." (p.145)

The importance of reading aloud to young children is emphasized in Experiencing Language: A Primary Language Curriculum (1991) the most recent language guide prescribed by the Newfoundland Department of Education. This guide lists twelve principles of effective reading instruction, one of which is that reading aloud to children on a daily basis is essential for developing children's interest in reading books. Another is that children's literature is valued as an essential ingredient in the teaching of reading and writing. The guide emphasizes that the writing program can especially benefit from read aloud, since it can lead to many meaningful writing activities as children model their own writing after the genres with which they have become familiar. In some classrooms, children's literature forms the backbone of the writing program. Many teachers would argue that storytime should be an important and pleasurable part of each school day.

Statement of the Problem

Children who have been read to develop an internal sense of story and understand that reading is a process of getting meaning from print. Read aloud, as reading aloud to children is referred to throughout this study, exposes a child to new ideas and words, it builds a child's experiences, and it promotes a child's understanding of the basics of story construction and the written language of books. The written language of books, or book language, is quite different from spoken everyday conversation. The actual words are not different, but the arrangement of the words in the sentences and paragraphs differs. "By listening to stories read, children build important knowledge about how the language of books works and how it differs from the language of speech" (Harste, 1981; p. 629).

Increased exposure to children's literature through read aloud results in a child's increased ability to understand the meaning of the story and to predict what will happen next (Huck, Hepler, & Hickman, 1987). Children who have been read to have a sense of story or an understanding or expectation of what a story should be which provides them with a framework for their own writing.

It would seem then, that children who have experienced a variety of genres during read aloud should demonstrate knowledge of a variety of forms in their own writing, because these genres would provide models for their writing. Eckhoff (1983) found that texts that children read daily influenced the linguistic structures in their writing.

If read aloud influences the use of language in writing to this extent, one might ask, then, how much are young children being exposed to a variety of read aloud that will help equip them with the necessary background in order to pursue writing activities required of them in school? Is reading aloud to children on a regular basis having the effect on their writing that we assume it is or that we hope it is?

Purpose of the Study

The purpose of this study was four fold. Read aloud practices were investigated in selected grade one classes to determine:

- i) how often read aloud is being carried out in primary classrooms;
- ii) the genres selected to read to children;
- iii) the frequency of read aloud for each genre; and
- iv) the relationship between the frequency of genre selected and the forms of writing that children are asked to produce.

Importance of the Study

In many classrooms today, read aloud is a daily experience for all children, while in others, read aloud is put aside to accommodate other curriculum demands. With a finite number of minutes to the school day and increased emphasis on accountability, educators feel increased pressure to justify all activities that take place in the classroom. This is especially so with respect to activities related to the teaching of reading. In some classrooms read aloud has been seen as an activity that can be done when the other demands of the school schedule have been completed.

Research is now giving read aloud a place of priority in the daily class schedule because it is establishing itself as a cornerstone of literacy development. This investigation attempted to estimate how often children were being read to in school, the variety of genres that were being selected to read to children and whether the forms of writing that were requested bear any relationship to the literary forms of read aloud offered by the teacher.

CHAPTER II

Background to the Study

Children who come from homes in which read aloud occurs appear to have an educational advantage over children from homes where read aloud is only occasionally enjoyed or not done at all. Why is storybook reading such a powerful factor in literacy development? A synopsis of the research clearly reveals that reading to children is related to the early development of literacy, to interest in reading, and to reading achievement (Spiegel, 1994). Taylor and Strickland (1989) have determined that listening to and responding to books is considered an essential resource for building positive attitudes about books and print, building background knowledge, fostering language development, developing a sense of story, and linking reading to writing.

Parents play a critical role in helping their children develop positive attitudes toward reading and in helping them become successful readers. Spiegel (1994) suggests that the climate at home which surrounds the child from birth, and carries explicit and implicit messages about the value of reading, is a major factor affecting children's interests in and attitudes toward reading. Research shows that a child's reading achievement is intertwined with the nature of parent-child literacy interactions and parents' attitudes toward their roles in their child's literacy development. Spiegel reports that the most frequently researched home literacy event has been home reading, and that other research which correlates reading achievement with variables like race or socio-economic factors (family income or parental level of education, for example) has resulted in contradictory findings. It appears that some literacy environments are more effective than others and the richness of the environment has less to do with money and socio-economic

status and more to do with parental beliefs, attitudes and actions. Children learn the functions of literacy by observing and participating in literacy events in their environment. Teale and Sulzby (1989) believe that the key role parents play in literacy development is in demonstrating the uses of literacy. Hence, the parents of successful readers and writers read to their children often and become role models for reading and writing behaviours that their children are likely to emulate.

Spiegel describes two perspectives that explain the nature of effective literary interactions between parents and children. One views effective interactions as facilitating the construction of meaning and the other views these interactions as precursors or preparation for school interaction.

The constructivist view sees the guided participation given by a supportive adult to a child who is actively engaged in constructing meaning from the text as the key to effective literacy interactions. The adult talks with the child to expand the topic being read about and answers the child's questions. The adult scaffolds or provides just enough support for the child to be successful and has the expectation that the child will be successful with the literacy task. Morrow (1995) cites questioning, scaffolding, praising, offering information, directing discussion, sharing personal experiences and relating concepts to life experiences as important interactive behaviours which assist children in literacy development. The second, complementary view, sees parents as providing these effective literacy interactions which assist their children in learning how to construct meaning from text which, in turn, allows them to interact successfully in school settings where literacy learning continues at an ever increasing rate.

Building Positive Attitudes

Reading a book together provides an opportunity for an adult and child to be together in a close, interactive and personal sort of way. The pleasure of reading with an adult can convey to a child that books are a source of entertainment and enjoyment. Children learn to associate reading with these warm, pleasurable experiences, and these feelings transfer to positive attitudes about learning to read and being able to write. The experience of reading together also shows children that their families value books and reading, and this, in turn, promotes the pleasure of life-long reading.

Perhaps one of the most inspirational accounts of the value of reading aloud to a child is Cushla and Her Books which is the description of a study by Butler (1979) who looked at the benefits of reading aloud to her young handicapped granddaughter. In this biographical description, Butler followed the development of Cushla, a multi-handicapped, chronically-ill baby whose mother began reading to her at four months of age. This reading sprang partly from the mother's conviction that book reading would be a way of enriching her baby's life by providing stimulation to compensate for her handicapping features and partly from the desperate need to fill in the numerous hours that must be devoted to her constant care.

A parent's voice is a powerful tool for calming a child. The earlier a child is exposed to story reading, the sooner the child will come to recognize the reading voice as a voice associated with comfort and warmth (Trelease, 1989). Books were used as a way to sooth this wakeful, sick child. For each reading, Cushla was comfortably held by one of her parents and extra time was taken to ensure that she was focused on the book,

since lack of focusing was one of her handicapping features. Each book was read hundreds of times.

At nine months Cushla was able to respond to the sight of certain favourite books. By age three years, three months she was demonstrating an interest in identifying and writing capital letters. She could 'read aloud' or pretend read from a wide range of books, matching text to pictures. It was also evident that she knew that the text carried language as she would 'read aloud' from adult books which had no pictures. By this time, she was using words and phrases from her books in correct context and gave evidence of her ability to draw inferences from material read. During testing at three years, eight months Cushla performed at an above average level (IQ range being 104 - 114) and 'read aloud' two familiar books with accuracy and enthusiasm. At age 5, Cushla had taught herself to read.

Perhaps Cushla's own words, recorded on 18 August 1975, when she was three years, eight months old, tell us all we need to know. They were spoken as she settled herself on the sofa, her rag doll in her arms and the usual pile of books at her side. 'Now I can read to Looby Lou, cause she's tired and sad, and she needs a cuddle and a bottle and a book. (p. 102)

Cushla's development confounded doctors who had predicted a future of retardation. The doctors were not wrong about her original handicaps. Her genetically inherited chromosomal condition was irreversible but at 6½ years old Cushla was reading at a level well beyond her actual age. The doctors' long term predictions, however, proved to be wrong because Cushla's family never wavered from their course of providing sustained stimulation in which contact with books and language became a central part of her life. In this study, Butler convinces the reader that access to such a wealth of words

and pictures, in a setting of consistent love and support, contributed greatly to her grand daughter's cognitive development in general and her language in particular.

Cushla was not taught how to read but learned to read because she was immersed in a climate of language and stories. Butler concluded that if reading aloud could accomplish so much for Cushla, imagine what could be achieved with non-handicapped children.

Margaret Clark's 1976 study confirms the value of being read to at an early age. She concentrated on 32 children, all of whom could read before school entry at age 5. These children came from a cross section of the population ranging from very wealthy to very poor. It was found that all the children came from homes that valued books, reading and story telling. Such evidence demonstrates that parents and the interactive literacy environment they establish in their homes are important to reading development.

From observations of home environments where children learned to read without direct instruction, Holdaway (1986) described four criteria that assisted children in acquiring reading ability naturally. These included:

- (a) observation of reading behaviour which included being read to and/or seeing adults reading themselves;
- (b) collaboration with an individual who interacted with the child providing encouragement, motivation and help when necessary;
- (c) practice whereby the learner tried out alone what had been learned and experimented with reading without adult direction or observation; and
- (d) performance by the child as that child shared what had been learned and sought approval from adults who were supportive, interested and encouraging.

When examining the long term effect of read aloud on interest in reading, Sostarich (1974) compared twelve year old active readers with non-active readers at the grade six level. All these children read equally well but one group read frequently, while the other group seldom read. Sostarich found that in all cases the active readers had been read to since they were three years old and some of these children still enjoyed reading aloud with their families.

Another study by Cohen (1968) set out to discover if reading aloud to youngsters would make a difference in the reading ability of seven year old children who had not previously been exposed to literature. The experimental groups were read to on a daily basis for a year. For twenty minutes following the reading, they were asked to do something such as art, drama or writing, to make the reading memorable. These activities required that the children think about the story and revisit the book. The control groups participated in the literature program, but not in these follow up language activities. The experimental groups made significantly more gain in the development of reading vocabulary and reading comprehension than the control group. These studies support the idea that one of the best ways to interest children in books and thereby to promote reading development is to read to them and involve them with the books. (Huck et al, 1987).

Building Background Knowledge

Children who have been read to appear to have an educational advantage in regards to extending their background knowledge through vicarious experiences. Listening to stories builds a wealth of vocabulary and informational knowledge because

concepts and terminology associated with topics, people, places and things are encountered through literature.

Background knowledge consisting of concepts, vocabulary and experiences is crucial to comprehension. All learning takes place in terms of what we know and involves making connections between our existing knowledge and new information. Consequently, we understand and remember more of what we read when we have a rich store of background knowledge. Children who have been read to have considerable information stored away which helps them construct meaning as they read and write. Crowhurst (1994) refers to a research study conducted by Levine and Haus in 1985 which tested high school students who were learning Spanish, on their comprehension of a text describing a baseball game. The researchers found that the students' background knowledge of baseball was more important in determining their comprehension than their fluency in Spanish.

Read aloud helps to activate already acquired knowledge and to further develop vocabulary and concepts. It also helps one acquire new knowledge.

The beauty of language expressed in words and through the art of magnificent illustrations gives students the basis for expanding their language, their experiences and their schemata, the foundation for constructing meaning. (Cooper, 1993, p. 18)

Cooper defines schematas as the categories of knowledge (concepts, information and ideas) that are formed in readers' minds through real or vicarious experiences. As reading comprehension occurs, readers relate the ideas from the text to their background knowledge or their schemata. Cooper suggests that we think of the mind as a large system of file folders. Schemata theory contends that individuals understand what they

read only as it relates to what they already know. In some cases students may not know enough about a topic to enable them to read about it with understanding.

Children who have experienced books and read aloud have assimilated considerable background information about books. A small child who can pick up a book, hold it right side up and open it to the page where the text begins has gleaned a lot of knowledge. Children learn to understand that the print carries the message and that we read from left to right and top to bottom. Experiencing books enables young children to learn to handle books and to develop some concepts of how print works (Clay, 1975).

Read aloud also familiarizes children with the language of books which is an important component of the background knowledge needed for reading and writing development. Butler and Clay (1979) suggest that having some of the patterns of book language in your mind to fit language into, is just as important as knowing what the words mean. Imagine a child who has never heard a fairy tale read trying to decipher "Once upon a time."

Read aloud's effect on developing prior knowledge supports the position that children should be active participants in story reading and draws attention to the importance of effective literary interactions. Literate adults who establish links between a child's experience and text material contribute to the enhanced knowledge the child acquires during reading and is later able to use in writing activities.

Fostering Language Development

Read aloud provides children with the opportunity to experience many language structures and an ever increasing vocabulary. As children listen to stories they are

exposed to new vocabulary in the context of the story which allows them to figure out the meaning of many unfamiliar words. McCormick (1977) suggests there is evidence to indicate that reading aloud to children in the elementary grades significantly improves children's knowledge of vocabulary.

When studying language acquisition in children from ages six to ten Chomsky (1972) examined the relationship between the rate of linguistic development and the children's exposure to written language. This aspect of the study involved independent reading and listening to books read aloud. A strong positive relationship between language development and exposure to literature was found. Chomsky concluded that exposure to the more complex language available from reading does seem to go hand in hand with increased knowledge of language.

Another study (Taylor & Strickland, 1989) found that the talk surrounding the text of read-aloud books is a powerful catalyst for young children's language and literacy development. Parents' intimate knowledge of their children enables them to personalize the verbal interaction which occurs when a book is shared. As parents read, they support language development by explaining new vocabulary and expressions, and by relating the story to familiar experiences. This highly personalized verbal interaction which results in the child actively participating in story reading is of utmost importance to the effective development of languaging ability.

Mason, Peterman and Kerr (1989) looked at strategies which foster comprehension in kindergarten children. The strategies adopted for the classroom were similar to those found in successful parent-child home interactions. The children in the study were helped

to make connections between the text information and their background experiences. They were encouraged to talk about the book information and provided with opportunities to restate text concepts. The teachers took on more responsibility for comprehension when the text was difficult and gave children more responsibility when the text was easy. Their findings support those of Taylor and Strickland (1989). It seems that those techniques which involve young children in verbal participation with an adult during story reading are important elements in the sharing of literature and the rapid acquisition of high level verbal skills.

Developing a Sense of Story

Story is an important aspect of our lives. We use narrative to structure our experiences when we think about or tell about what has happened. Hardy (1978) says

literature is compelling because narrative is a primary act of mind. She illustrates the concept by describing how we dream in story form and remember the past and plan the future as stories. In fact, she says story is the way in which we organize our mind. (Cullinan, 1992 p. xv)

As children become familiar with stories through read aloud, they begin to develop and refine their sense of story which guides their interpretation of the story. Knowledge of story structure supports the readers' attempt to construct meaning because a sense of story allows the reader to predict and develop an expectation of what will happen. A sense of story supports the expansion of meaning.

Applebee (1978) has done comprehensive research on the concept of story. He drew inferences about the understanding of story structure from the patterns found in stories told by two to five year olds. He believes that "the child's gradual mastery of the formal characteristics of a story is paralleled by a gradual development of understanding

of conventions related to story content" (p.38). He contends that sense of story is developmental and that a child will gradually make use of various features and characteristics of story.

Through read aloud Applebee (1978) determined that children begin to realize the importance of characters. They come to understand the common characteristics among characters and to develop an expectation for characters, such as lions, rabbits, foxes, fairies, witches, princes and princesses. This knowledge of characters helps children predict. Huck (1987) suggests that knowledge of the character of a fox helps a child anticipate the ending of The Gingerbread Boy. The ability to predict is an essential part of learning to read and to sustain interest in the written word.

Story conventions appear over and over again in children's stories. For example, familiarity with the elements of fairy tales such as the prevalence of the number three or seven, "once upon a time" beginnings and "living happily ever after" endings, add to the listener's sense of story. The rule of 3 prevails in many tales. If one character performs a task such as crossing a bridge or building a house, the second and third character will repeat the same action. With continued exposure to read aloud, children add to their existing knowledge of story and make predictions based upon their knowledge of such story conventions. Children can pick up the language of stories, repeating familiar patterns or refrains such as "Trip, trap, trip, trap. Who's that tripping over my bridge?" or "Not by the hair on my chinny chin chin" and use them in their own reading and writing. Taylor and Strickland (1989) believed that an awareness of story structure is critical for both the ability to comprehend stories and the ability to compose stories.

Friedberg and Strong (1989) indicated that read aloud provides an opportunity for children to make connections with other stories and poems. This intertextual awareness helps build a frame of reference for literature and leads to an increased understanding and appreciation of the literary structures that poems and stories are built on. They refer to The Jolly Postman by Janet and Allan Ahlberg as a good example since this book is best enjoyed and understood by children who have experienced fairy tales and nursery rhymes of Mother Goose.

Linking Reading to Writing

The research underlying whole language supports the idea that children's writing is influenced by what they read. Reading aloud to children allows them to internalize the language patterns of literature which in turn provides them with models that shape their own stories, poems and other literary forms. Moss (1995) maintains that writing represents an important form of response to literature and that writing activities emanating from various literary forms allows children to reflect upon what they have heard and to express their understanding of what was read to them. Young children learn that they can imitate the print they see in written language in the environment and in books. As children experience increased exposure to books through read aloud, they develop increased familiarity with written language. They soon begin to use some of the author's words or phrases in both their speech and their writing and before long these new words become a part of their own language repertoire.

Teale's (1986) San Diego study attempted to describe what children learn about reading and writing in their home environments and how they learn it. Not surprisingly,

he found that there was considerable reading and writing in some homes and little in others. As one might expect, he noted an absence of storybook reading in homes where little adult reading and writing were occurring. Teale concluded that reading at home appeared to make an important contribution to later reading and writing achievement.

The well known Bixler (1980) study on the development of her son's writing is a case in point. The title of the book describing the study came from a sign which 5 year old Paul had written and posted over his work area. The sign read: DO NOT DISTURB GNYS AT WRK. He appeared to learn to read and write at the same time with reading having a broad influence on his forms of writing. He first demonstrated this awareness of print by making signs, labels and advertisements. He then wrote shopping lists, little stories, notes, newspapers and a science fiction book. Read aloud provided numerous models for Paul's increasing sense of form. Reading aloud to children and beginning reading and writing ability appear to be interrelated processes which mutually support one another. Children who are read to are on the road to writing as well as reading.

Twenty years ago, Clay (1975) suggested these very ideas when she stated emphatically that emergent writers need lots of experiences with writing in order to develop a writing framework. Such a framework is constructed from hearing and interacting with stories and poems read aloud. According to Clay, children who have been widely exposed to read aloud tend to have a better understanding and facility for developing and using frameworks in their writing.

CHAPTER III

Design and Methodology

The purpose of this study was to determine whether there is any relationship between the frequency of read aloud, the genres selected for read aloud and their frequencies and the forms of writing children are asked to produce in selected grade 1 classrooms. This chapter presents the research questions, describes the sample, outlines the procedures followed in the project and discusses the categorization of the selections of children's literature read aloud and the writing forms produced by the children.

Research Questions

The questions that are presented in this section reflect the purposes of the study and are supported by the related research presented in chapter 2.

Question 1: How often is read aloud being carried out in grade 1 classrooms?

Question 2: Which genres are being selected to be read to the children?

Question 3: How often are the different genres being read?

Question 4: What is the relationship between the genres selected for read aloud and the forms of writing that the children are asked to produce?

Sample

The study was conducted over the twelve week period January 30 to April 28, 1995, in eight grade 1 classrooms in six schools in St. John's, Newfoundland. Eight grade 1 teachers were selected to participate in this study. The selection was based on teachers' willingness to participate, since participation required a considerable degree of commitment on their part for the duration of the study.

The teachers were asked to keep a daily log of the selections that they had read to their children. They were also asked to collect dated writing samples from three children in their classes which meant there were samples collected from 24 children. Each teacher was asked to choose three children whose performance was representative of the range of abilities within the class. These dated writing samples were collected for the duration of the study.

The six schools chosen represent the variety of demographic areas within St. John's so that the demographic features of each school's catchment area contributes to the uniqueness of that school within the sample. Interviews with the principal and/or vice-principal of each school provided the following information.

School One

School One was a large three-stream English school with an enrollment for the 1994-1995 school year of 625 children. It employed 32 teachers. The school's heterogeneous population was a mixture of economic and social backgrounds. Ten to 15 % of the students lived in families who were receiving financial support from the Department of Social Services. Families in the high income professional categories were also evident. The school's population represented 29 birth countries and included 35 non-English speaking children who received support from the English as a Second Language teacher (ESL teacher).

The school serviced a large geographic area, both urban and rural. Children attended this school from the immediate neighbourhood, which included an older established subdivision. The others were bused from several surrounding areas including

pockets of subsidized housing, trailer courts, subdivisions both new and established with modest to luxurious dwellings, as well as communities outside the St. John's city boundaries.

School Two

School Two was a small one-stream English school with an enrollment for the 1994-1995 school year of 166 children. It employed 15 teachers. This school's population was fairly homogeneous. Sixty-five to 70% of the students lived in families who were receiving financial support from the Department of Social Services. School Two could be described as a neighbourhood school since most children lived within the boundaries of the urban subdivision in which the school was located. Two hundred and two units of Newfoundland and Labrador Social Housing were located in the immediate vicinity. Only eight children were bused from outside the city limits. There were no children receiving support from the ESL teacher.

School Three

School Three was a small one-stream English school with an enrollment for the 1994-1995 school year of 203 children. It employed 11 teachers. The demographics of the residential area served by the school continue to change because older residents are moving out of the neighbourhood and younger families with school-aged children are purchasing the properties. The area surrounding the school has been identified as one of the fastest growing areas in the City of St. John's. Consequently, the demands of this growth keep School Three a neighbourhood school, and few admission requests by families who travel into this area for employment can now be met.

The school's population was fairly homogeneous. Most children attending School Three had parents with professional backgrounds who had high expectations and standards with regards to their children's achievement and the school's performance. There were no children whose families were receiving support from the Department of Social Services. Three children received support from the ESL teacher.

School Four

School Four was a two-stream school with an enrollment for the 1994-1995 school year of 338 children. It employed 22 teachers. The school's heterogeneous population was a rural and urban mixture of social and economic backgrounds. School Four was located in an area of St. John's close to facilities which employed numerous people in a variety of occupations. Two-thirds of the children attending this school came from communities on the outskirts of St. John's. Parents had chosen, for family convenience, to bring their children to school near their place of employment. These families were responsible for the transportation of their children, hence, only 12 children were eligible to travel on the school bus.

The remaining one third of the student population lived in the neighbourhood area, a combination of an older established residential area and two hundred and thirteen units of Newfoundland and Labrador Housing Corporation low income housing. As a result, 20% of the school population came from families who were receiving financial support from the Department of Social Services and the remainder were from skilled and professional families. Eleven children received the support of the ESL teacher during the school year. Interestingly, those 11 children were of the same nationality and were the

children of students who attend a nearby educational institution.

School Five

School Five was a two-stream school with an enrollment for the 1994-1995 school year of 385 students evenly split between the English and French Immersion streams. It had a teaching staff of 22 teachers. Except for two small pocket areas of subsidized housing, the children came from skilled and professional families. Only 4% of the families were receiving financial support from the Department of Social Services. For the children attending the English stream, this was the neighbourhood school. That was not the case for the children attending the French Immersion stream which drew from a much larger catchment area since only a few schools under the jurisdiction of the Avalon Consolidated School Board offered early French Immersion programs. Consequently, families who chose this educational option must often travel greater distances to school. School Five provided support from the ESL teacher for six non-English speaking children during the school year.

School Six

School Six was a two-stream primary school which provided classes in English and French Immersion for children from kindergarten to grade three. The enrollment for the 1994-1995 school year was 138 children; 51 children attended French Immersion while 87 children attended the English stream. Two children received support from the ESL teacher. The school had a teaching staff of 10.

The school was located in the inner city and most families in the school population could be described as unemployed or employed in blue collar jobs; white collar

employment was the exception. There were many social and economic differences between the French and English streams. Ninety-five percent of the English families lived in subsidized housing and/or the area south of the school which extended deeper into the core of the old city. The English children lived within a five to ten minute walk of the school and often their families did not own a vehicle. The French Immersion children came from a wider catchment area; their families usually owned vehicles and they were usually driven to school. Ten to 12% of the French Immersion children came from families who were receiving financial support from the Department of Social Services. School statistics indicated that 30% of the English children submitted Social Assistance Vouchers to pay for their school books. A truer figure to represent financial need was felt to be at the 80 - 90% level since many families, as of June, 1995 had not responded to requests to pay for school books for the 1994-1995 school year.

St. John's School Lunch Association provided a hot nutritious lunch to the students of six schools within the City of St. John's. These schools were under the jurisdiction of either the Avalon Consolidated School Board or the Roman Catholic School Board. School six was one of these schools. All students received a monthly menu and an envelope on which to indicate the days on which they wished to avail of the program. Parents who were able to make full or partial payment returned the money in the sealed envelope. Those unable to pay simply returned the sealed envelope. All children who returned an envelope indicating that they wanted to participate in the School Lunch Program received their meals. School Six had the second lowest pay rate of the six schools who take part in the School Lunch Program which clearly indicated that it was

located in a depressed area of the city and serviced a high percentage of children from families of lower socio-economic status.

Procedure

Before beginning the research, a letter of request was submitted to the superintendent of the Avalon Consolidated School Board who responded and granted permission to conduct the study (see Appendices A and B). The Avalon Consolidated School Board copied this letter of permission to all the principals of the elementary schools within their jurisdiction. This simplified the making of arrangements in individual schools since the principals were aware of the purpose of the study. Each principal was then approached in person or by phone and notified that the grade 1 teachers in their school would be asked if they were interested in participating in the study.

The teachers were spoken with individually and their participation was explained in detail. The definitions of the terminology, read aloud and writing sample, were discussed with each teacher since it was essential that all teachers participating in the study be clear on what was meant by these two terms. Because the basic purpose of this study was to obtain a clear report of what was occurring in grade 1 classes with respect to the read aloud of children's literature, no discussion was engaged in with the teachers regarding the selection of read-aloud materials. The only stipulation made was that the literature chosen be fiction, nonfiction and poetry.

Teachers were given a prepared binder entitled Read-Aloud Log and were required to keep a daily record of read-aloud selections for the duration of the study. The Read-Aloud Log provided recording sheets with spaces for the recording of date, title,

author/illustrator and group size. Teachers were also asked to categorize the read-aloud selections as picture story, informational or poetry (see Appendix C).

Read aloud referred to any piece of children's literature read in its entirety by the teacher to the children. The literature selected could have been read to the class as a whole, to a small group of children within the class or to one child. If a selection was reread, each reading was to be considered as a separate entity for the purposes of recording the read-aloud selections. Read aloud could occur at any time during the school day and could pertain to any curriculum area.

The teachers were asked to collect all the writing samples produced in the school setting by the children chosen to represent top, average and low abilities within the class. Each teacher was provided with an 8- inch by 11 inch paper basket to help facilitate the collection of writing samples.

Writing sample referred to any completed writing piece produced by the children within the school setting. It could include but was not exclusive to journal entries, creative writing, work book pages, teacher made worksheets, group dictated writing, and individually dictated writing. The piece of writing was usually assigned by the teacher but self-initiated writings by a child or group of children were also included in the sample. The writing could occur at any time during the school day and could pertain to any subject area across the curriculum. Each writing sample was dated.

The read-aloud logs and the dated writing samples were collected every two weeks. These were photocopied and returned to the teachers quickly so that there was no interruption to work routines (e.g., journals, workbooks).

Instrumentation

The read-aloud selections were analyzed and categorized according to the three genres: narrative, expository and poetry.

Classification of Read-Aloud Books

There exists a large assortment of children's books in which pictures play a major role. Selections include alphabet books, counting books, lift the flap books, concept books, informational and story books. Some use the terms picture book and picture story book interchangeably to refer to that group of books in which pictures and text are considered of equal importance. Others differentiate between the two terms and feel it is important to recognize the characteristics that distinguish a picture book from a picture story book.

Huck (1993) considers the difference to be contingent on the development of the plot and characters. The characters and setting have to be consistent throughout the picture story book which conveys its message through two media, the art of illustrating and the art of writing. The story and the pictures work together to create a unified whole as the pictures convey and enhance the meaning behind the story. Variety is achieved through the action of the characters.

In a picture book, the pictures must be accurate and synchronized with the text, however, it is not essential that they provide the continuity required by a story line. The picture book classification would include alphabet books, counting books, first books and concept books. Picture books are often informational in nature. Cullinan (1989, p. 45) describes informational books as those presenting factual information in a straightforward

expository prose enriched by clear, realistic illustrations. A storyline is not necessary but some authors include one. Instead author/illustrators show various dimensions of the concept or topic of information.

Generally picture books were classified as expository but there may have been a few exceptions because there was something of a storyline in the book. Picture story books were classified as narrative. All poetry read was classified as poetry. Huck, Hepler and Hickman (1993) provide three guides for evaluating literature: Guide for Evaluating Picture Books; Guide for Evaluating Informational Books; and Questions for Evaluating Poetry for Children. These were adapted and simplified to provide the following Guide for Categorizing Read-Aloud Selections, which facilitated the classification of the read-aloud selections and later, the writing form into expository, narrative or poetic.

Is this an information book?

Does this book present factual information?
Do the illustrations clarify and extend the text?

Is this a picture story book?

Does this book tell a story?
Do the text and illustrations work together to convey meaning?

Is this poetry?

Is this a poem or a collection of poems?

Each entry in the Read-Aloud Log was analyzed and coded so as to answer the

following questions:

- 1) What was the date of reading?
- 2) How many selections were read on this date?
- 3) Was this a re-reading?
- 4) What genre of book was being read - narrative, expository or poetic?
- 5) Was this selection related to a theme or special event?
- 6) What was the group size being read to?

A coding sheet was developed to facilitate the recording of this information (see Appendix D). Calculations from these coding sheets indicated how often read aloud occurred and which genres or types of books were being selected for read aloud.

Classification of Writing Samples

The writing samples were categorized as to the type of writing: expository, narrative or poetic. The same criteria used for read aloud were applicable to writing. The following questions acted as rule of thumb to facilitate the classification of writing samples as expository, narrative or poetic:

Expository: Does this writing present factual information?

Narrative: Does this writing tell a story?

Poetic: Is this writing done in the style of a poem?

A coding sheet was developed to help in the analysis of each piece of writing (see Appendix E) to determine the relationship between the genre selected and the forms of writing children were asked to produce.

Each piece of writing was analyzed and coded so as to answer the following questions:

- 1) What is the date on which the writing was done?
- 2) Was the writing related to a theme or special event?
- 3) Was the writing related to a read-aloud selection?
- 4) What date(s) did the read aloud occur?
- 5) Was the writing expository, narrative or poetic?
- 6) What form is the writing?

The purpose of this day-by-day analysis of read-aloud selections and the written work was to determine the influence which genre selection had on the forms the children's writing took.

Expository Writing.

Expository writing shares information, experiences and feelings. Tompkins (1990) designates reports, life stories and letters as forms of expository writing. Report writing can be dictated, collaborative or individual and can include All About ____ Books. Young children write many non-narrative pieces of work in which they provide information about familiar topics. Many of these writings could be termed All About ____ books or reports. Life stories in the form of biography and autobiography are expository writing in which the student combines information with narration in writing about the life of self or others. Letters enable students to share information, experiences and feelings in personal letters or seek information in business letters.

Tompkins (1990) tells us of five common organizational patterns found in expository writing. These are description, sequence, comparison, cause and effect, and problem and solution. Using description, the writer describes a topic by listing characteristics, features and examples. The cue words for description are for example and characters are. The sequence pattern enables the writer to list items or events in numerical or chronological order. The cue words are first, second, third, next, then and finally. Using comparison the writer explains how two or more things are alike and/or how they are different. The cue words are different, in contrast, alike, same as, and on the other hand. The organizational pattern of cause and effect has the writer list one or more causes and the resulting effect or effects. The cue words are reasons why, if ... then, as a result, therefore and because. The problem and solution pattern enables the writer to state problems and list one or more solutions for the problem. A variation of this pattern is the question and answer format in which the author poses a question and then answers it. The cue words are problem is, dilemma is, puzzle is, solved and question and answer. As students become familiar with expository text and become aware of these organizational patterns, they learn to include these patterns in their own expository writing.

Writing samples categorized as expository in this study included journals, illustration with description, question and answer, letters, working with words, non-fiction books and reports. Personal journals were used to practise writing. In them students could write about their topics of choice or they could work out ideas and concepts discussed in class or heard in a read-aloud selection.

Illustration with description included such examples as illustrations with a statement, labelled diagrams, recipes, All About Books, dialogues and lists. The question and answer category included worksheet activities which posed questions and required the student to write an answer. The requested answer might require a true/false answer, a one word answer or a sentence. Letter writing provided examples of a thank-you letter and a friendly letter. Working with words included worksheets with activities such as rhyming words, compound words and word searches. The non-fiction books category contained informational books about penguins which were published in hard cover format and the report category included dictated, collaborative and individual reports.

Narrative Writing

Narrative writing is writing which demonstrates some knowledge of story structure. Tompkins (1990) cites beginning-middle-end, repetition, conflict, plot, setting, characters, theme and point of view as the elements of story structure that children need to learn so as to be able to successfully write stories. Calkins (1994) suggests that unless students are made aware of how an author used a particular story structure in the stories they read, it will be difficult for them to use these elements of story structure in their own writing. Writing samples categorized as narrative in this study included story sequencing, story retelling, creation of a story, take-off of a read-aloud selection, and imaginative story.

Poetry Writing

It is generally found that in grade 1, almost all poetry writing has a rhyming format. Consequently it was anticipated that rhyme would be the only category necessary for poetry in this study.

CHAPTER 4

Results of the Study

Introduction

The purpose of this chapter is to present the results of the qualitative analysis of the data collected during the study. The approaches to read aloud and writing taken by the 8 teachers who participated in the study are considered. The genres each teacher had selected for read aloud are indicated and the writing activities requested of the children are discussed. Since both read-aloud selections and writing samples were categorized according to the writing forms of expository, narrative or poetic, this chapter discusses the influence that read-aloud selections had on the writings requested of the children.

Findings

School One

School One was a three-stream elementary school with 625 children and 32 teachers. Its diverse population covered a cross section of socioeconomic status ranging from those receiving financial support from the Department of Social Services to parents with occupations in the higher paying professional categories. The school population was a rural/urban mix.

All three grade one teachers agreed to participate in the data collection for this study. These teachers (Teacher A, Teacher B and Teacher C) planned units cooperatively but approaches varied as they individualized the presentation to suit their own styles and their own classes. Similar organizational structures, which included themes and special days and events, were evident in the read-aloud logs and the writing samples from these three classes. The column Related to Theme or Special Event in the coding sheets

helped provide a summary of the teaching units which occurred within these classrooms during the study and included: penguins, love (including Valentine's Day), Education Week, author studies, St. Patrick's Day, Easter, and plants and seeds.

Approximately once a week the three teachers plus the Special Education teacher met to co-operatively plan the delivery of the curriculum objectives as outlined for grade 1 by the Department of Education. In addition, they worked closely on a daily basis, sharing information and ideas informally. Such close collaboration enabled them to deliver the curriculum using a variety of activities through the literature based approach they had adapted for their grade 1 classes.

Themes were often used and many of the subject areas such as social studies, science, religious education, health and language arts were integrated. Some themes were brief, perhaps related to a special event such as St. Patrick's Day or Education Week, while others had a four to five week duration.

Valentine's Day was the impetus for a theme on love which lasted for the month of February. The children participated in traditional Valentine activities and listened to stories but this theme expanded the concept to consider many aspects of love. In particular, it included comfort objects such as teddy bears, favourite places and love recipes for favourite people and animals.

During the month of March, author studies predominated. Teacher A focused on Mem Fox, Teacher B on Eric Carle and Teacher C on Audrey Wood. During the author studies a selection of books, written by the chosen author, was read to the class. The children learned personal information about the author as well as information relating to

the author's environment and/or style. For example, in Teacher A's class because Mem Fox lives in Australia the children learned facts about Australia and its animals, and in class B they became familiar with different art forms such as Eric Carle's use of collage. Rereadings of some titles took place to increase familiarization with the story and its characters. The art and writing activities usually related to these stories.

Journal writing was an important component of the writing program in school one and constituted half or more of all the writing activities in these classes. Children were encouraged to use their knowledge of the writing process and to use invented spelling to share their feelings, experiences and any information they had learned. Journal writing was almost exclusively expository. The children wrote in their journal first thing in the morning and were usually free to choose their own topics. Some journal entries referred to such topics as friends, family, and activities outside of school while other entries were influenced by school activities, events and teaching units. On certain occasions students were given a writing topic, such as during Education Week when the teaching focus throughout the school for one day was on what the children would like to be when they grew up.

Teacher A.

Teacher A had 29 years teaching experience at the primary and elementary level. Her experience had been in kindergarten, grades 1, 2, 3 and 6 and also included subject teaching in grades 4 and 5. She had taught grade 1 for 19 years. Teacher A taught at School One for three years when it first opened and transferred back two years ago. She had a keen interest in and was very knowledgeable about children's literature and had

acquired her own personal literature collection which included many current releases. She believed strongly in a literature based program and had done presentations on this approach for her colleagues at workshops in both Newfoundland and in the United States. In her 29 year career, Teacher A had experienced many approaches to the teaching of language arts but believed the literature based approach she now used was the most effective.

During the data collection, ill health necessitated that Teacher A take extended leave from February 7 to March 21. This meant that a substitute teacher was in this classroom for half of the duration of the study. The substitute taught on a regular basis in school one and was familiar with the co-operative planning and was experienced with literature based teaching. During this time she read 25 picture story books and one poetry book to the class and continued reading the chapter book Mr. Popper's Penguins by Richard and Florence Atwater. She then began and completed the chapter book Lost and Found by Jean Little.

The substitute teacher read 30 % of the picture story books, 7 % of the poetry, 0 % of the informational books and 89% of the chapters read from the 2 chapter books recorded in the read-aloud log. During the 28 days she taught, she read an average of 1.2 read-aloud selections per day so that 28% of the total read-aloud selections recorded were read by the substitute teacher.

Types of Read Aloud Completed

Teacher A, as can be seen in Table 1, did considerably more reading than the substitute in the same amount of time. She read 70 % of the picture story books, 10 %

of the informational books, 93 % of the poetry and 11% of the chapters read from the chapter books. Teacher A taught for 29 days and read an average of three selections per day or 72% of the total read-aloud selections. Teacher A was very committed to using children's literature and to the importance of providing a rich literature experience within her classroom so that much of the focus of her teaching was influenced by this literacy learning philosophy.

Table 1

Read-Aloud Selections Recorded by Teacher A and Substitute Teacher

Writing Form of Read Aloud	Genre of Read Aloud	Reading by Teacher A	Reading by Substitute
Expository	Informational Books 15	15	0
Narrative	Chapters of Chapter Books 9	1	8
Narrative	Picture Story Books 82	57	25
Poetic	Poetry Selections 15	14	1
	Total 121	87	34

Types of Writing Completed

The files of the children in Teacher A's class contained examples of expository, narrative and poetic writing. While 91 of the 121 read-aloud selections or 67.77% of the selections were narrative, yet the files of writing samples contained only three writings classified as narrative. Fifteen poetry selections comprised 12.4 % of the read-aloud but only one poetry selection was found in the files of each of the three students plus one student included a poem in her journal entry. As few as 15 expository or informational books were read aloud, however, the majority of the children's writing samples were

expository (see Table 2).

Table 2

Types of Writing for Teacher A's Students

Types of Writing	Top Student A ₁		Average Student A ₂		Low Student A ₃	
	Number of Writings	Number influenced by read aloud	Number of Writings	Number influenced by read aloud	Number of writings	Number influenced by read aloud
EXPOSITORY						
Journals	23	(4)	31	(3)	16	(2)
Question and Answer	7	(6)	7	(6)	7	(6)
Reports	1	(1)	1	(1)	1	(1)
Illustration with Description	9	(5)	10	(5)	9	(5)
Total	40	(16)	49	(15)	33	(14)
NARRATIVE	3	(3)	3	(3)	3	(3)
POETRY	1	(1)	1	(1)	1	(1)
TOTAL	44	(20)	53	(19)	37	(18)

Expository.

Within the expository classification, four categories were found: journal writing, question and answer, report writing, and illustration with description. In this class A₂, the student of average ability wrote the most, completing 53 pieces of writing which included 49 samples of expository writing during the 57 days of the study. A₂ appeared highly motivated and wrote in a comfortable and relaxed dialogue style which made you feel like

she enjoyed her writing. She frequently referred to her teacher by name in her journal entries and asked questions of her. A₁ wrote 44 entries, 40 of these being samples of expository writing. The main difference in the number of writings completed by A₁ and A₂ was in the number of journal entries. A₁'s journal entries were often shorter in length and some were very similar to structured classroom activities perhaps indicating that she was not as creative or not as uninhibited in her writing attempts as A₂. A₃ was less motivated to write and this was evident in the number of journal entries. His 16 journal writings were short 2 - 3 sentences entries which usually showed evidence of developing sound symbol knowledge, spacing and some conventional spelling.

Journals

Journal writing represented about one-half of the writing program in Class A. The influence of the literature read aloud was evident in a few of the children's journal entries. Some examples follow.

The influence of read-aloud was especially obvious in three of A₁'s entries in which she wrote a love recipe, talked about her panda bear as a comfort object and wrote about her secret place referring to the same brightly coloured toy box she described in the class book Special Places.

A₃ also wrote briefly about his comfort object. This entry said "My blaket is fussy and I love tetty and blanket." Benson's Little Penguin also influenced A₃'s journal writing when he wrote the following:

L'eti penguin
 he mot a wal. thn he mnt hs DAD
 he mnt hs frnd the wal and they played

he mnt the Kalr wal. ___ he ran away

wal = whale

Fox's Possum Magic tells about two Australian possums who go in search of the magic that will make the invisible one of them visible. It was read to the class three times during the author study. In her journal, A₂ talked about her favourite possum, Grandma Poss who made magic and wore glasses. She mentioned Australia and the author Mem Fox and asked questions of the teacher such as "Wach Mem Fox Book is you far erat mm Mrs _____ tell me please"? Included with the written entry were two illustrations, one of Grandma Poss and one a map of Australia with Tasmania which indicated the kind of knowledge which children can glean from read aloud (see Appendix F).

Question and Answer

This classification of expository writing referred to worksheets containing questions which the students were requested to answer in writing. Seven samples were found in each writing file of Teacher A's students, six of which were based on read aloud. These related to penguins, to the book Wilfrid Gordon McDonald Partridge read during the Mem Fox author study, to plants and seeds and to a science black line master sheet specific to the topic of air.

Four of these question and answer samples were found in a teacher prepared poetry booklet called Penguin Poetry. The students read the poems in the booklet and answered the given questions. There was no reference in the read-aloud log to these poems being read at another time other than in the four days January 30, February 1, 2 and 3 when the worksheets were completed.

After reading Fox's Wilfrid Gordon McDonald Partridge, a question-answer worksheet was the requested writing. One question asked the children, "What went in Wilfred's basket"? encouraging them to think back over the sequence of the story. The second question asked, "What do you think a memory is"? and allowed spaces for three ideas. Although this writing was classified as an expository sample, there was a hint of narrative involved in the sequencing of what went in the basket.

On April 27 the children were requested to complete a worksheet about plants and seeds. The task was to answer the question "What does a seed need to grow?" and then draw and label some things that come from seeds. The information needed for this worksheet came from class discussion and the read aloud of titles such as Heller's The Reason for a Flower and Carle's The Tiny Seed.

Reports

There was one entry only in this expository classification for each of the three children. It was a prepared worksheet with important words deleted from factual statements about blue fairy penguins. The missing words were provided on the worksheet and the children were required to fill in the appropriate word in the blank. Information about blue fairy penguins was learned from class discussion and informational books read before the data collection commenced.

Illustration with Description

The examples of illustration with description were especially influenced by the month long theme on love. The books selected for read-aloud during this theme and the class discussions surrounding these readings provided strong motivation for half of the

writing done in this category and included love recipes and descriptions of comfort objects and secret places, and other examples such as a booklet of love coupons.

The writing of love recipes was not related to one particular read-aloud selection but an activity related to many aspects of the theme on love. The cookbook Hersheys Fabulous Desserts was shown to the children. This book was chosen because of its colourful pictures and most people's interest in chocolate. Some of the recipes were discussed with the children emphasizing ingredients, measurements and directions. Then on three days in succession, recipes were composed by the class. These included A Love Recipe for My Mom, A Love Recipe for My Dad and a Love Recipe for My Dog. The fourth day of this activity the children were requested to write a love recipe for a character of their choice. The worksheet provided had a frame for an illustration and lines for both ingredients and directions. A₁'s recipe is an example from a high achieving grade one student (see Appendix G).

As part of the unit on love the children talked about comfort objects such as blankets and stuffed toys which were important to them. Books about comfort objects were read aloud to the class. Vulliamy's Ellen and Penguin, Butler's My Brown Bear Barney and Freeman's Corduroy were read aloud over a three day period. The children were then requested to illustrate and write about their comfort object. The worksheet provided for this writing activity is worthy of note. It provided a frame in which to illustrate the comfort object. There were six short lines outside the frame on which to write words which described the comfort object and additional lines at the bottom of the page on which to write about the chosen comfort object. The listing of six adjectives

provided an outline which helped support this writing activity (see Appendix H).

Huck's collection of poems, Secret Places, was read aloud to the class and provided the motivation for the making of a class book entitled Special Places. The children were asked to think about a special place, describe it by telling where it was and why it was special. An illustration accompanied each piece of writing in the book. The writing was classified as expository, since the book had an informational format in which the children shared personal information about places they considered special.

Other activities in this category included such writings as a booklet of love coupons, a labelled diagram about love, and writing and illustrations showing the classification of places, animals and books that the children loved. These activities were considered to be expository in nature but did not appear to be related to particular read-aloud selections.

The Mem Fox author study also influenced an example of expository writing. The students were requested to illustrate a character from one of Mem Fox's books; this time to make a pop up picture. The students included a speech balloon with their picture.

Narrative.

The Mem Fox author study, with its intense focusing on her picture story books, greatly influenced the type and amount of writing in Class A. The narrative writing examples all resulted from this author study. Re-reading of read-aloud selections was not usually a common practice but it did appear to be an important component of the author study. Eleven of Mem Fox's books were read to the class. Five of these books were reread once, three of the books were reread twice, one was reread three times, and two

books were not reread. A Mem Fox title was recorded on 25 occasions in the read-aloud log. Those readings represent 30.5 % of the picture story books read in Teacher A's class during the study.

The rereadings helped familiarize the children with her books so that they possessed adequate knowledge of the story elements, especially the sequence of events which enabled them to successfully complete the requested writing activities dealing with the retelling of a story.

On March 23 Fox's book Shoes from Grandpa was introduced to the children. As the story begins Grandpa buys Jessie a pair of shoes, then her dad buys her a pair of socks to match the shoes and so the story goes with Jessie receiving several gifts of clothing from numerous members of her family. This story was reread on March 24 and again on April 3. After the March 24 rereading the class discussed the sequence of the story and prepared a class chart of the story sequence. Each child was given a blank sheet of paper on which to write the title Gifts for Jessie. They then listed in sequence from 1 to 10, the characters who gave Jessie a gift, illustrated each gift given and labelled it (see Appendix I). This individual story sequence then served as the outline for the March 30 writing of individual retellings of Shoes from Grandpa. Regardless of ability, each student in the class was able to produce a successful retelling of the story using both illustrations and their developing knowledge of writing (see Appendix J).

A₃'s outline of Gifts for Jessie and his retelling of Shoes from Grandpa are provided as an example of the quality of work that can be encouraged and nurtured with children's literature and is representative of the work done by low achieving children.

The outline appeared to be as vital to successful narrative writing for A₃ as it did for children of any other level.

During one two-week period 11 Mem Fox titles had been read to the class. The children were requested to illustrate one of their favourite characters in a Mem Fox book and write a brief summary of the story. This activity gave evidence of a brief retelling and it too was classified as narrative.

Poetry.

On March 3 a writing activity involving poetry was requested of the children. They were required to complete the fourth line of a verse such as:

Some love children
Some love fish
But I love pizza

Upon completion of four rhyming verses the children were requested to compose and write two similar verses.

A₂ wrote:

Under the tree
Is the place to be
In the shade
That the tree made

Roses are red
Violets are blue
I rat this poem
Be Koz I love you

A₁ wrote:

My baket has bows
it is white
I bring it ti bad
every night

The influence of the readings and discussion of comfort objects was certainly evident in A₃'s poem.

Teacher B.

Teacher B had seven years teaching experience; five and one half of these at the grade 1 level and one and one half years at the grade 2 level. She had worked at School One for three years and had completed her internship at this school with an experienced teacher at the grade 1 level. Her intern experience involved her in a grade 1 literature based program which continued to be the focus evident in her teaching.

Types of Read Aloud Completed

Teacher B's Read-Aloud Log provided the following information about the reading of children's literature in her class. Teacher B read to her class on 45 days of the 57 days of the study. She read an average of 2.09 read-aloud selections per day and on the actual days she read aloud (45), she averaged 2.64 selections.

Table 3

Read-Aloud Selections Recorded by Teacher B

Writing Form of Read Aloud	Genre of Read Aloud	
Expository	Informational Books	5
Narrative	Chapters read from Chapter Books	1
Narrative	Picture Story Books	101
Poetic	Poetry Selections	13
	Total	120

Types of Writing Completed

The files of the children in Teacher B's class contained examples of expository, narrative and poetic writing. One hundred and two of the 120 read-aloud selections or 85% of the selections were narrative yet each file of writing samples contained only two or three narrative samples (see Table 4). Thirteen poetry selections were read to the children yet there is only one sample of poetry. Five informational books were read but the majority of the writing samples were expository.

Expository.

Within the expository classification four categories are found: journal writing, question and answer, report writing, and illustration with description. About one third of the expository writing was influenced by read aloud. Journal entries comprised about 63% of the expository writing samples with approximately 15% of these being influenced by read aloud. The two question and answer activities used by Teacher B were both influenced by read aloud as was the one report included. About one half of the

illustration with description activities were affected by the read-aloud selections.

Table 4

Types of Writing for Teacher B's Students

Types of Writing	Top Student B ₁		Average Student B ₂		Low Student B ₃	
	Number of Writings	Number influenced by read aloud	Number of Writings	Number influenced by read aloud	Number of writings	Number influenced by read aloud
EXPOSITORY						
Journals	32	(3)	23	(4)	21	(4)
Question and Answer	2	(2)	2	(2)	2	(2)
Reports	1	(1)	1	(1)	1	(1)
Illustration with Description	12	(6)	11	(6)	11	6
Total	47	(12)	37	(13)	35	(13)
NARRATIVE	3	(2)	2	(2)	2	(2)
JOURNALS	6	(5)	1	(1)	1	(1)
Total	9	(7)	3	(3)	3	(3)
POETRY	1	(1)	1	(1)	1	(1)
TOTAL	57	(20)	41	(17)	39	(17)

Journals

In this classroom journals were the most important part of the writing program. One-half to two-thirds of the samples in the files of Class B students were journal writing. It is interesting to note that as the data collection finished, B₁ was writing in her sixth journal. Journal entries representative of all ability levels showed the influence of read-

aloud selections.

Read-aloud selections, especially some of those read during the Eric Carle author study had influenced this type of independent writing. Read-aloud selections which were reread and were the focus of other class writing activities (Today is Monday, The Very Hungry Caterpillar and The Very Busy Spider) and had the greatest impact on B₁'s writing. This was evident in the length of the retelling and her attention to the sequence of events. Other entries related to The Very Quiet Cricket and The Mixed-Up Chameleon showed some knowledge of the story but the entries were short and there was less evidence of knowledge of sequence of events and details. Neither of these titles had been reread nor was either related to a previous writing activity.

Four of B₂'s entries were strongly influenced by read-aloud and group discussion. The February 8 journal entry was about Tacky the Penguin by Helen Lester and serves us as an example.

Tace is a farey pepuen He Draes
tace to that mens that you
Dras cinb of seleyanD cinD of fane
and the eher pequen maye fur of hem

The influence Today is Monday was evident in B₂'s journal entry of March 24 when she wrote an entry entitled "Today is Friday." This short entry began as a retelling and was classified as narrative.

Today is friday. Friday
pizza. Today is SatErday
SatErday hot dogs
Sunday ice crem I love

ice cream I eat it all day.

B₂'s March 30 entry appears to be influenced by the readings and discussions related to comfort objects. In this entry she talked about her teddy, cat, dog and blanket which may have been triggered by the read-aloud selection The Napping House by Audrey Wood since it was read on March 30.

I Love My teddys and
 My cats and Dogs to they
 are so kidly and so qut
 too I sleq with them
 Everey Nhut I Love
 You cat Dog and Teddy
 and blancey My
 blancey is sooff to
 and My Teddys bow
 is cilarfil very
 cilarfil.

cilarfil = colourful

During week 12 of the data collection, the teaching unit plants and seeds began and informational books were read to the class. The influence of these informational books and class discussion was evident in B₂'s journal entry of April 26. In this entry she wrote about flowers and what they needed to grow. She also included a labelled diagram of a sunflower (see Appendix K).

Four entries in B₃'s journal appeared to be influenced by read-aloud selections and class discussions. The March 15 entry was about The Grouchy Lady Bug. This Eric Carle title was read aloud on March 6.

This is the grache Laebe
 Eric Carle The Ladeb
 is red and black.

The April 7th entry was a narrative entry attempting a take-off version of The Very Hungry Caterpillar. In this entry a chick hatched and then began to eat and eat because she was still hungry.

on a hay sac a che wis hacht
 She wis hinrey!! Sow on twoday
 She ate Wonlilepp but She wis Sei hinrey
 Sow She ate pisacis but she wis
 Sei hinrey Sow she atn fif fasnis
 and she tho iq

The April 12th entry was about a rabbit hiding Easter eggs. She had named the rabbit Peter Rabbit and her story was rather like Beatrix Potter's The Tale of Peter Rabbit which was read on the same day. Similarly the April 13th entry was about chameleons and Eric Carle's The Mixed Up Chameleon had been read on April 3.

Question and Answer

Two samples of question and answer were found in each writing file of Teacher B's students. These were related to penguins and plants and seeds. The information needed for both these worksheets came from class discussion and informational books. In the first activity, the children were requested to complete a true/false question and an answer sheet about penguins and just the day before Wexo's Penguins had been a read-aloud selection. The second activity, the plant and seed worksheet was the same one

referred to in Teacher A's writing samples. It required information contained in the read-aloud selections read during that week.

Reports

The expository writing categorized as a report was a booklet entitled All About Penguins in which information about the appearance, habitat, food, enemies and habits of penguins was provided. The activity was done between January 23 and January 31. The knowledge for the reports was gleaned from informational books on penguins which had been read just prior to data collection, so no read-aloud selections were listed in the log relating to penguins. As information was discovered, class charts were written to organize the information for the writing of these individual booklets, and was available to the children at the time of the report writing.

Illustration with Description

Many of the activities included in the category illustration with description were the same as those done in Teacher A's class and were again classified as illustration with description. Included were love recipes, booklets of love coupons, labelled diagrams about love, and math equations. These activities did not appear to be related to particular read-aloud selections. Two writing activities about plants and seeds were related to read-aloud selections (previously mentioned) and class discussions. An illustration of Perlman's Cinderella Penguin and accompanying script was requested writing early in the study and was influenced by Cinderella Penguin which also had been read aloud before the data collection commenced.

The Eric Carle author study influenced two of the examples in this category. The children completed a worksheet pertaining to Carle's Today is Monday which required that they list all the characters in the book and tell about their favourite character. The Very Busy Spider was read twice with a two week period between the readings. The children then made a list of the animals the spider saw, illustrated their favourite animal and gave the animal a speech balloon.

Narrative.

During the Eric Carle author study, which took place over five weeks, seventeen titles were read. Rereading of read-aloud selections was not a common practice but some did occur especially with respect to books related to writing activities. The rereadings seldom occurred on consecutive days and may have been a week or more apart. One of the books was reread four times, one of the books was reread twice and two of the books were reread once, so that an Eric Carle title was recorded on 25 occasions in the read-aloud log. These readings represent 24.8 % of the picture story books read during the study.

The Very Hungry Caterpillar was read five times during the month of March and The Very Busy Spider was read near the beginning and end of the month. On March 2, after the children had listened to 10 of 16 Eric Carle titles they began to do a retelling of their favourite Eric Carle book. Again narrative examples of writing emerged from the writing activities revolving around the author study. B₁ chose to do a retelling which she entitled The Very Hungry Spider. In effect, she had completed a retelling of The Very Hungry Caterpillar but changed the character from a caterpillar to a spider. The retelling

clearly demonstrated a beginning, a middle and an end and began with "In the light of the moon a little egg lay in a poch. And pop! Out of the egg came a hungry baby spider." The hungry spider then journeyed through the days of the week eating an ever increasing amount of food until she ended the story. "And then she grew up and had babies and then she lived happily ever after." B₂ also chose to write her retelling about The Very Hungry Spider and B₃ wrote The Very Hungry Cat.

Today is Monday was read aloud three times early in the month using the big book version. On March 15 the children were requested to complete a worksheet which provided them with only the names of the days of the week. Each child had to recall the sequence of the book, write the name of the food eaten on each day and illustrate the food. This pictorial and written sequence was classified as a narrative writing and served as an outline for a class produced book.

Poetry.

A popular Valentine poem Snowman's Valentine was the only poetry sample in Teacher B's files. This writing activity, required the children to write the missing words in the blanks to complete the poem. The needed words were provided on the worksheet.

Teacher C.

Teacher C had 14 years teaching experience at the primary and elementary level. Ten years of this experience had been through substitute and replacement teaching. This year was her first year at School One where she had accepted a replacement position for the school year. In her previous school she had taught grade 1 for one year and kindergarten for two years. Teacher C felt that her first experience with the co-operative

planning of teaching units had been a positive experience for her. She found the close collaboration which promoted the sharing of knowledge and teaching approaches benefited all members of the teaching team by generating new ideas and enthusiasm.

Types of Read Aloud Completed

Teacher C's Read-Aloud Log provided us with the following information about the reading of children's literature in her class. Teacher C read to her class on 47 days of the 57 days. She read an average of 2.04 read-aloud selections per day and on the actual days she read aloud (47), she averaged 2.47 selections per day.

Table 5

Read-Aloud Selections Recorded by Teacher C

Writing Form of Read Aloud	Genre of Read Aloud	
Expository	Informational Books	7
Narrative	Chapters read from Chapter Books	1
Narrative	Picture Story Books	100
Narrative	Child Written Book	1
Poetic	Poetry Selections	7
	Total	116

Types of Writing Completed

The files of the children in Teacher C's class contained examples of expository, narrative and poetic writing. One hundred and two of the 116 read-aloud selections or 88% of the selections were narrative yet the files contained only a few narrative samples for C₁ and C₂ and only 1 for C₃. Seven poetry selections were read to the children yet

there is only one sample of poetry in each of the files. Only seven informational books were read to the children but the majority of writing examples were expository.

Table 6

Types of Writing for Teacher C's Students

Types of Writing	Top Student C ₁		Average Student C ₂		Low Student C ₃	
	Number of Writings	Number influenced by read aloud	Number of Writings	Number influenced by read aloud	Number of writings	Number influenced by read aloud
EXPOSITORY						
Journals	14	(0)	15	(1)	9	(0)
Question and Answer	1	(1)	1	(1)	0	(0)
Reports	1	(1)	1	(1)	1	(1)
Illustration with Description	9	(5)	8	(5)	4	0
Total	25	(7)	25	(8)	14	(1)
NARRATIVE	4	(4)	3	(3)	1	(1)
POETRY	1	(1)	1	(1)	1	(1)
TOTAL	30	(12)	29	(12)	16	(3)

Expository.

Within the expository classification four categories of writing were found: journal writing, question and answer, report writing and illustration with description. Overall about 25% of the writing samples were influenced by read aloud. Read aloud had very little influence on journal writing but influenced about half of the illustration with

description samples. This class wrote far less expository writing than the two previous classes by about half. Yet they were in the same school and planned together. The biggest difference was in journal writing.

Journals

Journal writing represented about half the writing program in class C (see Table 6). School influence was evident in entries about penguins, Education Week, Easter and plants and seeds. C₂'s entry on Feb. 8 was about a quilt and may have been influenced by The Quilt Story by Tony Johnson read on Feb. 2.

The personalities of the writers in this class were quite varied. C₁ was an extremely capable writer with definite interests who completed a story about a video game in his journal at the kindergarten level. At times, he needed support to motivate him to write and to encourage him to diversify his topic because he was very focused on his own specific areas of interest, especially the characters in video games.

C₃'s journal entries were completed with 1 - 1 support. C₃ had entered School One at the grade one level in September 1994. He had attended kindergarten in another area of the province where he had not been exposed to a writing component which encouraged invented spelling. C₃ appeared to be a non-risk taker who wanted everything written correctly but his entries did show evidence of some beginning attempts to sound out words. His writing samples indicated that he took pride in his work. He exhibited good fine motor skill, printed neatly and illustrated with detail. At times it could take him a week to complete a page of written work. During the data collection, C₃ began receiving individual support from the special education teacher.

Question and Answer

The Wood author study influenced the question and answer examples in the files of Teacher C's students. The children were requested to complete a question and answer sheet which asked identifying questions about eight of Audrey Wood's books. It was, therefore, necessary to be familiar with her books since the required answers were the book titles (see Appendix L).

Reports

The writing which was categorized as a report was a booklet entitled All About Penguins, written between January 24 and February 3. This writing was similar to the penguin booklet completed by the students in Teacher B's class. Information on the topics of appearance, habitat, food, enemies, babies and important facts was copied from charts prepared in class. C₁'s and C₂'s All About Penguins booklet was very similar in content and length. C₃'s report consisted of one page which was only about one penguin, the Adelie Penguins. This writing activity showed that C₃ required much individual support with his reading and writing since he found this activity, which required only that he copy information from charts prepared during class reading and discussion, quite challenging to complete independently in a large group situation.

Illustration with Description

Many of the activities included in this expository category were the same as those completed by Teacher A's and Teacher B's groups. These included samples such as the booklet of love coupons, two activities about plants and seeds and the writing about comfort objects.

On February 1, pop-up pictures of a whale and a penguin were made. These had accompanying speech balloons. This activity was influenced by the read-aloud selection of January 30, Little Penguin's Tale by Audrey Wood which was also part of the Audrey Wood author study that influenced an additional activity within this classification. After five Wood titles had been read aloud, the children illustrated the cover of their book of choice which included the writing of the title and author.

Narrative.

Teacher C did an author study of books written and illustrated by Audrey Wood and Don Wood for three weeks in March. Nine titles were read to the children. Rereading was not a common practice since only two of the nine titles were reread once. A Wood title was recorded on 12 occasions (including Little Penguin's Tale read as part of the unit on penguins). These readings represent 12 % of the picture story books read in Teacher C's class during the study.

Narrative writing samples again emerged from the author study. Three of the requested activities related to this were classified as narrative. The book Quick As a Cricket was read to the children and the following class discussion centered around the children describing themselves and each other using phrases or similes such as "as quick as a cricket". The children wrote stories about themselves modelled on the format Quick As a Cricket.

C₂ wrote and illustrated the following story entitled

I'm as cold as ice

I'm as happy as a princess.

I'm as sad as a kitten.

I'm as hot as the sun.

I'm as cold as ice

I'm as nice as love

A'm as mean as a dragon

Put it all together

And you've got me.

The Napping House was read aloud on March 6 and reread on March 22. On that day each child was given a worksheet in the shape of a tall narrow house on which to retell the story by listing and illustrating the characters in sequence (see Appendix M). Interestingly, this sequence started with the first character, the snoring granny, at the bottom of the page and added the characters in the following order:

- 6 wakeful flea
- 5 slumbering mouse
- 4 snoozing cat
- 3 dozing dog
- 2 dreaming child
- 1 snoring granny

The character's position on the worksheet corresponded to their position in the pile of characters on the bed. This writing was classified as narrative.

Silly Sally was read to the class on March 29. On April 3 the children were given a summary of the story which had essential words deleted. Their task was to fill in the missing words to complete the summary which was classified as a narrative writing

activity.

C₁ and a fellow student co-authored a narrative story which they entitled △ Penguin Story. The story began "Once upon a time there was a rockhopper penguin named rocky". In the first paragraph three other penguin characters were introduced. The adventure began and a series of events occurred. The penguins finally return home but the rockhopper has one last eventful happening which gets him into trouble. Just in time help arrives and the penguins live happily ever after. This story was published on the Internet which provided a strong motivator for C₁ who has a keen interest in technology.

During small group instruction C₃ successfully completed a retelling of Rosie's Walk by Pat Hutchins. This narrative writing contained both text and illustrations and took C₃ about two weeks to complete.

Poetry.

The poetry writing activity was the same as that in Teacher B's class. The children were to complete the poem Snowman's Valentine by writing the missing words in the blanks. The needed words were supplied on the worksheet.

School Two

School Two was a one stream neighbourhood school with 166 children and 15 teachers. It serviced a homogeneous population of lower socioeconomic status with 65 % to 70 % of the families receiving financial support from the Department of Social Services. For the most part, the school's catchment area was defined by the boundaries of the subdivision in which the school was situated.

Teacher D.

Teacher D had 19 years teaching experience. She had worked at School Two for 18 years and, for 15 of these years, was responsible for the delivery of primary and elementary special education within the school. Her one year of teaching experience in another school was also in special education. She had been teaching grade 1 for three years.

Teacher 4 was conscientious about reading to her class. Her read-aloud log indicated that she had read many pieces of children's literature, some by well known authors and illustrators such as Audrey Wood, Barbara Reid, Eve Bunting and Eric Carle. She expressed a concern for her students since many came from families who had not provided stimulating literacy and/or language experiences for their children. She viewed the reading of children's literature as a high priority to help build the knowledge base of the children in her class.

Types of Read Aloud Completed

Teacher D's read-aloud log provided the following information about the reading of children's literature in her class. She read to her class on 53 of the 57 days, reading an average of 2.07 read-aloud selections per day. On the actual days she read aloud, she averaged 2.23 selections.

The read-aloud log indicated that special events were the most important element of the organizational structure of this class. Books were listed relating to Groundhog Day, Valentine's Day, St. Patrick's Day, and Easter. Themes on penguins and spring also provided an opportunity to read several related books. As well, a selection of books of

varied topics was used to expose the children to numerous authors and illustrators. Over a three day period six of Barbara Reid's books were read to familiarize the children with her books and their distinctive plasticine illustrations. No writing activities evolved from these readings. Rereading was not common but Silly Sally by Audrey Wood was read on three occasions before the children were requested to write a book report.

Table 7

Read-Aloud Selections Recorded by Teacher D

Writing Form of Read Aloud	Genre of Read Aloud	
Expository	Informational Books	14
Narrative	Chapters read from Chapter Books	4
Narrative	Picture Story Books	75
Poetic	Poetry Selections	25
	Total	118

Types of Writing Completed

The files of the children in Teacher D's class contained examples of expository, narrative and poetic writing. The Read-Aloud Log indicated that 79 of the read-aloud selections or 66% were narrative yet the writing files contained only 1 narrative writing sample from each of the children. Twenty-five poetry selections comprised 21% of the read aloud but only one example of poetry was found in the writing samples. Fourteen informational books were read yet the majority of writing samples were expository. Whilst the teacher was very conscientious in reading to the children, there appeared to be little influence of the read aloud on the children's writing.

Table 8

Types of Writing for Teacher D's Students

Types of Writing	Top Student D ₁		Average Student D ₂		Low Student D ₃	
	Number of Writings	Number influenced by read aloud	Number of Writings	Number influenced by read aloud	Number of writings	Number influenced by read aloud
EXPOSITORY						
Journals	15	(0)	18	(0)	9	(0)
Question and Answer	1	(1)	1	(1)	1	(1)
Reports	1	(1)	1	(1)	1	(1)
Illustration with Description	5	(1)	6	(1)	6	(1)
Total	22	(3)	26	(3)	17	(3)
NARRATIVE	4	(1)	1	(1)	1	(1)
POETRY	1	(1)	1	(1)	1	(1)
TOTAL	24	(5)	28	(5)	19	(5)

Expository.

Within expository four categories of writing were found: journal writing, question and answer, report writing and illustration with description. About 15% of the writing samples were influenced by read aloud. Read aloud did not influence journal writing in this class. It did influence one sample only in each category of question and answer, reports and illustration with description.

Journals

Journal writing was an important component of the writing program in this class (see Table 8). Children wrote in their journals once or twice a week in contrast to School One where they wrote almost every day and the journal entries tended to be brief for all ability levels. They were free to choose their own topic but Teacher D suggested that some children in her class, such as D₃, seemed to have little to write about and needed individual support in choosing a topic. Some journal entries had been influenced by school events and activities such as Valentine's Day, Education Week, Easter and the school's worm farm. There appeared to be no direct evidence of read-aloud selections influencing the journal entries (see Table 8).

Question and Answer

The question and answer writing was a photocopied sheet from the Networks workbook. The spring theme influenced the selection of the activity which required that the children read a story about a caterpillar and answer the question, "What happened next?" The read-aloud log indicated that three informational books about caterpillars and butterflies Nash's The Butterfly, Watt's Butterfly and Caterpillar and From Egg to Butterfly by Marlene Reidel had been read to the children before they were required to read and complete the question and answer worksheet.

Reports

The children wrote a report about Silly Sally by Audrey Wood telling the title, the author and why they liked the book. A space was provided for an illustration. Silly Sally was read to the children three times before the book report was requested.

Illustration with Description

The examples in this category were influenced by the themes and special events. Included were samples about love, Education Week, penguins and Easter. The writing activity about penguins was related to read-aloud selections of informational books and class discussions. See example of D₁'s work in Appendix N.

Narrative.

The children did a retelling of Old Mother Hubbard which was influenced by the grade 1 mathematics program where each section of the program was introduced by a nursery rhyme. The children read Old Mother Hubbard on numerous occasions from a class size chart and then wrote a retelling.

My oID mom HuBBarD
oID mom HuBBarD went
to the Frig to gat Her
qoor dog a masil. But
wan she got tar the Frig
was Bar so she want to thE
toy store to By Him
a Ball But was she
got BACK he was clening
the wall. D₁

She went to the
fle mrcit to buy
him a pain (pin) But when
she came back he
was Pinainpa tain (tin). D₂

Poetry.

A poem *Penguins Everywhere* found in Networks Outside the Door was the only poetry sample in Teacher D's files. This writing was influenced by the theme on penguins and required the children to complete the poem by writing rhyming words in the blanks. This activity was developed by reading this poem aloud with the class. Discussion focused on rhyming words and the children were first encouraged to participate orally by using rhyming words to complete the poem before they did the written component of this activity.

School Three

School Three was a one stream neighbourhood school with 203 children and 15 teachers. It served a homogeneous population of families of mainly professional backgrounds who lived in this older established area of the city.

Teacher E.

Teacher E had 23 years teaching experience at the primary and elementary level. Her experience had been in grades 1, 2, 3, 5 and 6. She had taught at school three for eight years at the grade 1 level and described her approach as literature based, plus all that she had learned in her 23 year teaching career.

Types of Read Aloud Completed

Teacher E's Read-Aloud Log supported the importance she placed on the reading of children's literature. Teacher E read to her class on 51 of the 57 days of the study and she read an average of 1.75 selections per day. On the actual days she read aloud (51), she averaged 1.96 selections.

Table 9

Read-Aloud Selections Recorded by Teacher E

Selections Recorded in Read-Aloud Log		
Writing Form of Read Aloud	Genre of Read Aloud	
Expository	Informational Books	9
Narrative	Picture Story Books	60
Poetic	Poetry Selections	31
	Total	100

The read-aloud log and the writing samples provided information about the organizational structure of this class. Themes, special events and author of the month studies formed the focus for the curriculum. During the study the themes of winter, penguins and friends were completed and a theme about frogs was ongoing at the completion of the data collection. The special events of Valentine's Day, St. Patrick's Day and Easter were also given considerable time. In addition, three author studies were undertaken: Jan Brett in February, Paulette Bourgeois/Brenda Clarke in March, and Phoebe Gilman in April.

Types of Writing Completed

The files of the children in Teacher E's class contained examples of expository, narrative and poetic writing. Sixty of the read-aloud selections or 60% of the selections were narrative and each file contained approximately 10 samples of narrative writing. Teacher E's files contained the most examples of narrative or attempted narrative in the study. Thirty-one poetry selections comprised 31% of the read aloud but only 2 poetry

samples were found in E_2 's file and one sample was found in E_3 's file. As few as 9 expository or informational books were read, however, the majority of children's writing samples were expository. Read aloud seemed to influence about one quarter to one third of the written pieces.

Table 10

Types of Writing for Teacher E's Students

Types of Writing	Top Student E_1		Average Student E_2		Low Student E_3	
	Number of Writings	Number influenced by read aloud	Number of Writings	Number influenced by read aloud	Number of writings	Number influenced by read aloud
EXPOSITORY						
Journals	14	(1)	10	(1)	12	(1)
Question and Answer	14	(7)	10	(7)	13	(6)
Reports	9	(2)	3	(1)	7	(1)
Illustration with Description	16	(2)	13	(2)	13	(2)
Letter Writing	1	(1)	2	(1)	1	(1)
Working With Words	12	(0)	2	(0)	6	(0)
Non Fiction Books	1	(1)	1	(1)	1	(1)
Total	67	(14)	41	(13)	53	(12)
NARRATIVE	10	(9)	10	(9)	8	(7)
POETRY	10	(0)	2	(1)	1	(1)
TOTAL	77	(24)	53	(23)	62	(20)

Expository.

Within the expository classification, seven categories were found: journal writing, question and answer, report writing, illustration with description, letter writing, working with words and non-fiction books. The files of the children in teacher E's class contained writing samples categorized as letter writing, working with words and a non-fiction book, which had not been found in the files of the previous four teachers. Overall there were a lot of writing samples for Teacher E's students; especially in the categories of question and answer and illustration with description.

Journals

Journal writing represented about one fifth of the writing program in Teacher E's class. The children wrote in their journals approximately once a week and the dated journal samples indicated this writing usually occurred on Mondays. School influence was especially evident on five particular days when all three children wrote about the same topics; water, family, visiting a dinosaur display, Easter and Benson's Little Penguin. This suggests that, on these occasions, the children were requested to write about given topics but on all other occasions they were free to choose their own topic. The book Little Penguin was the only read-aloud selection which appeared to have influenced journal writing. Two examples are given below.

Today we read a story about a penguin
 the name of the story was: the little
 penguin. the little penguin had
 lost his gown yet and he was very small
 that is why they called him the little penguin

We just read a story about the
littlst penguin.

E,

Question and Answer

The question and answer samples in this data also represented about one-fifth of the writing. This was quite different from the emphasis put on this type of writing by the previously mentioned teachers. These samples were worksheets on which children answered questions posed by the teacher. There appeared to be two main influences; the stories about Franklin in the books by Paulette Bourgeois and Brenda Clark, and the resource unit on penguins.

The worksheets about Franklin asked specific questions such as why, how, what and where. For example, the question about Franklin is Bossy asked, "Why didn't Franklin's friends want to play with him?" and "How did they solve the problem?" Rereading of the books did not occur and in most cases the reading of the book and the related writing occurred on the same day.

The resource based unit on penguins was carried out over a four day period in the school's resource centre where the children worked in small groups at various centres. Parent volunteers helped with the activities which involved the children in using materials such as magazines, encyclopedias and atlases to find information about penguins. Each child recorded the requested information in a computer printed booklet prepared by the teacher.

Reports

The examples of reports included in Teacher E's files were influenced by special events, themes, author studies and read-aloud selections. These included month end reports which shared events experienced in the class during the month, with parents, factual reports sharing information about theme topics such as penguins and frogs, and reports telling about books experienced during the author of the month studies. The children wrote a report about the book St. Patrick's Day in the Morning by Eve Bunting. E₃, who took a long time to complete written activities, dictated what he wanted to say in his report.

Illustration with Description

A variety of writing activities was included in this category. The theme on penguins produced two samples; a labelled world map completed during the resource unit, and a list of penguin games. There were alphabet printing sheets which included labelled illustrations of objects which begin with each letter. A writing activity relating to Valentine's Day described what love is by using print and illustration on a heart shaped paper. Also included were four blackline master stencils which required illustrations and descriptions about friendship. In general, all of these activities were theme related and could not be linked to specific read-aloud selections. Two other illustration with description activities were directly related to read-aloud selections. Russo's Alex is My Friend influenced an activity about friendship, and another requested the children to illustrate and write about their favourite Phoebe Gilman book.

Letter Writing

There were two examples of letter writing in the data. One was influenced by a read-aloud selection and the other by the theme on penguins. The book Alex is My Friend by Marisabini Russo was one of the books included in the grade one religious education program. It is about the friendship between Ben and his pal, Alex, who was born with a medical condition which prevented normal physical development. It was necessary for Alex to have back surgery and this involved a lengthy recuperation including a specialized brace and a wheel chair. After listening to the book, the children made a get well card for Alex from Ben.

During the theme on penguins a speaker, who was knowledgeable about penguins, came to talk to the children. Prior to his visit they had started learning about penguins and had read Wax's informational book 10 Things I Know About Penguins. Following this visit the children wrote individual thank you letters to the guest speaker. The form of the letter was provided and began with the greeting Dear Mr. Penguin Man, followed by blank lines for the body and closing of the letter (see Appendix O).

Working With Words

An Easter booklet completed only by E₁ provided eight of her twelve samples in her file in this classification. These included such activities as scrambled words, making as many words as possible from a given number of letters, rhyming words, compound words and opposites. Other samples included crossword puzzles and jokes. The writing activities in this category were theme related but not influenced by read-aloud selections.

Non-Fiction Book

The children each produced a non-fiction book entitled All About Penguins. Prepared worksheets provided the format for the writing. A dedication, copyright, information about the author, illustrations and a pre-planned table of contents (which had been decided upon by the children and the teacher during class discussion) provided the following outline for the writing.

Introduction
Where Penguins Live
Appearance
Babies
Food
Enemies
Other Interesting Facts
Conclusion

The booklets were sewn together and bound with a hard cover by parent volunteers. Each child, regardless of ability, had a very nicely finished book (see Appendix P).

Narrative.

Most of the samples of narrative writing were influenced by read aloud, especially by books read during the author of the month studies. Six of the samples consisted of a teacher composed story summary which required the children to fill in missing words to complete a brief retelling. These activities were considered to be the very beginning of narrative writing because they provided a model of how retellings should be structured. Included in the sample was a pictorial retelling of Something From Nothing by Phoebe Gilman. This was similar to Gifts for Jessie in Teacher A's files. Also included were

retellings of such stories as Alborough's Cudley Dudley and Disney's The Penguin that Hated the Cold adapted by Barbara Brenner.

Group chart work and a teacher prepared booklet in which the children wrote a retelling of Bourgeois' Franklin in the Dark provided the framework for the narrative writing described below. Franklin in the Dark is the story of a turtle who is afraid to be alone in his dark shell. As he searches for a solution to his problem, he finds that each animal he meets has fears. He deals with his fear by sleeping with a night light on.

During group discussion the children were encouraged to think about the animals, what they were afraid of and the solutions they came up with to help resolve the problems. The following chart was constructed.

Franklin in the Dark

duck	deep water	water wings
lion	loud noises	ear muffs
bird	flying high	parachute
polar bear	freezing	snowsuit
Franklin	dark places	night light

A fill in the blank summary of the beginning of the story provided a story starter. The format of the booklet, which had a picture of one of the animals Franklin met on each page, helped to keep the children focused on the sequence of events in the story. These detailed pictures provided support for the retelling of the middle of the story. None of the samples included a story ending. One child simply wrote The end on the bottom

of the final page (see Appendix Q).

Poetry.

The read-aloud log indicated that Teacher E thought the reading of poetry was important. Thirty-one of the 100 selections recorded were poetry selections. Eight of these were poems about penguins. During the penguin theme the class wrote collaborative poems about different species of penguins. Three examples are provided.

Chinstrap Penguins

Chinstrap penguins are a riot.
They eat so much they have to diet.
Their favourite food is squid and krill.
They digest their food sliding down the hill

by Grade One

Blue Fairy

Blue fairies are so very small
They can't see over the tiniest wall
They live in Australia where it is hot
They would like to parade at night a lot

by Grade One

Adelie Penguins

Adelie penguins stand straight and tall
Just like me against the wall

They like to toboggan on the ice

They think swimming is also nice

by Grade One

The read-aloud log indicated that before writing these poems the children listened to the poems Macaroni Penguins and Rockhopper Penguins which had been written by the grade one class of 93-94. The following day E_2 and E_3 wrote their own poems. E_2 was able to include some rhyme in her poem but E_3 wrote a simple descriptive sentence about macaroni penguins.

Mike and Nick

Mike and Nick are Brothers

they are little Scoots

they come out at nigh

they always where these boots

by E_2

Macaroni penguin

Macaroni penguin

look so funy bee-

cause of teer

har

by E_3

School Four

School Four was a two-stream school with an enrolment of 338 and 22 teachers. The school's heterogeneous population was a rural and urban mixture of social and economic backgrounds. One-third of the school's population lived in the neighbourhood; the other two thirds travelled from communities outside the city into St. John's with their

parents who worked in the vicinity of this school.

Teacher E.

Teacher F had 18 years teaching experience; 14 of these at School Four where she had 10 years experience in kindergarten, one year in grade 3 and three years in grade 1. Her four years experience outside School Four was as a primary and elementary music specialist for kindergarten to grade 6. She believed she used a variety of approaches depending upon the needs of the children in her class. Teacher F believed that the teaching of skills was extremely important and continued to stress them in both language arts and mathematics. Her use of children's literature had increased in recent years.

Types of Read Aloud Completed

Teacher F's Read-Aloud Log provided the following information about the reading of children's literature in her class. Teacher F read to her class on 39 of the 57 days. She read an average of 1.02 selections per day. On the actual days she read (39), she averaged 1.49 selections.

Table 11

Read-Aloud Selections Recorded by Teacher F

Writing Form of Read Aloud	Genre of Read Aloud	
Expository	Informational Books	15
Narrative	Chapters read from Chapter Books	2
Narrative	Picture Story Books	39
Poetic	Poetry Selections	2
	Total	58

The Read-Aloud Log and the writing samples indicated the topics covered in Teacher F's class were penguins, dinosaurs, and plants and seeds. The special events of Valentine's Day, St. Patrick's Day and Easter were also given considerable time. During Education Week the country of Australia was studied.

Types of Writing Completed

The files of the children in Teacher F's class contained expository and poetic writing with one file only containing narrative writing. Thirty-nine of the 58 read-aloud selections or 67% of the selections were narrative yet only F₁'s file contained 2 samples of narrative writing. Two poetry selections were indicated in the read-aloud log and each file contained 1 example of poetry. Fifteen informational books were read but the majority of the writing samples were expository.

Expository.

Within the expository classification five categories of writing were found: journal writing, illustration with description, question and answer, report writing and letter writing. About 58% of the writing samples were influenced by read aloud. Little journal writing occurred in this class and read aloud had little influence on the journal entries completed. Overall much less writing occurred, yet a higher percentage of writing activities was influenced by read aloud. Read aloud influenced all the samples in the categories of question and answer and report writing, and most of the samples in illustration with description.

Table 12

Types of Writing for Teacher F's Students

Types of Writing	Top Student F ₁		Average Student F ₂		Low Student F ₃	
	Number of Writings	Number influenced by read aloud	Number of Writings	Number influenced by read aloud	Number of writings	Number influenced by read aloud
EXPOSITORY						
Journals	9	(2)	10	(1)	6	(0)
Question and Answer	6	(6)	6	(6)	6	(6)
Reports	2	(2)	2	(2)	2	(2)
Illustration with Description	5	(3)	5	(3)	4	(3)
Letter Writing	2	(1)	1	(1)	1	(1)
Total	24	(14)	24	(13)	19	(12)
NARRATIVE	2	(2)	0	(0)	0	(0)
POETRY	1	(1)	1	(1)	1	(1)
TOTAL	27	(17)	25	(14)	20	(13)

Journals

Although Table 12 indicates that journal writing comprised approximately one third of the writing in Teacher F's class, a look at the actual number of samples indicated that writing was not given a high priority. Teacher F stated that journals had caused problems for her in the past and consequently her present class had not begun writing in their journals until November. She had found that writing using invented spelling was

a frustrating experience for many children so until November she involved her class in a lot of group chart work. While composing these charts the children sounded words out together and used invented spelling when they began to feel comfortable with this idea. Once the children were at ease with this procedure, she introduced their journals.

Children were usually free to choose their own journal topic. Some entries referred to such topics as family, friends and activities outside of school. The dated entries indicated that, on certain occasions, a topic such as Australian animals, spring or dinosaurs was provided for the children. The following provided us with an example of a journal entry influenced by the read aloud selection Tacky the Penguin by Helen Lester.

I heard a story called
Tacky the penguin. His
companions names were Angel
Loveley Perfect Goodly Neatly.
Lovley Goodly Perfect Neatly
sang pretty songs. But Tacky sang
songs like How many toes does a
fish have? Tacky was an odd penguin.

F₁

Question and Answer

The six samples in each of the three files had been influenced by the penguin and dinosaur themes and the read-aloud selection Bourgeois' Hurry up Franklin. The penguin question and answer sheet asked why penguins did not get cold and soaked when they swam. To answer the questions the children first had to read a paragraph on the worksheet, which provided the necessary information, and then read and answer the questions. Hurry up Franklin was read once to the class and the next day the children

completed a worksheet answering three questions about the story:

"How do you get to Bear's house?"

"Draw some presents that Bear got for his birthday."

"What would you give Bear for his birthday?"

Class discussions and the reading of books such as Digging up Dinosaurs by Alik, helped the children learn specific information about dinosaurs. Over a week and a half they completed question and answer worksheets about Stegosaurus, Tyrannosaurus Rex, Brachiosaurus and Triceratops. The children completed a worksheet about each dinosaur which required them to answer true or false questions and to provide specific information by filling the missing words in the blanks. To complete the activity the children coloured and cut out a stencil of each dinosaur studied. This was glued to a piece of construction paper which had been folded in half to enable it to stand up for display purposes. Each completed worksheet was glued inside a folder of this type.

Reports

The theme on penguins had influenced the writing of a report All About Penguins. Since the information needed was discovered through read aloud and class discussion it was written on charts under the appropriate headings, appearance, food, habitat, young and other facts. The headings, in turn, provided the format of the report booklet and the structure for the writing.

The other example of a report in these files was entitled My Library Book. The format of this worksheet required the children to write the title, the author and some information about the book.

Illustration with Description

These examples were influenced by the class discussions and read-aloud selections experienced during the themes on dinosaurs and on penguins. One worksheet asked the children to illustrate and tell about their favourite dinosaur. Penguin activities provided samples such as a list of penguin games and a worksheet requesting the children to illustrate sentences and complete other descriptive sentences by filling in the blanks.

Letter Writing

Valentine's Day provided an occasion for writing a message. The message started with the poem:

To My Family

Here's a Valentine message for you,

Five little jobs that I promise to do

Lines were provided for the closing and also for the listing of the five jobs. This activity was similar to the love coupons made by the children in Teacher A's and B's classes at school one.

F₁ had an additional sample in her file. She had written a note, decorated with a heart, to the teacher which said:

I love you

Teacher F

Love F₁

Narrative.

The two examples of narrative writing in Teacher F's class were found in the file of student F₁. She had written an Easter story in class and had written a story on the

computer while working in a small group of six children, with the resource teacher. F₁'s Easter story showed an understanding of some of the elements of story structure. It started with the fairy tale beginning "Once upon a time," and finished with "The End." In the middle section she described the setting "It was April" and later "It was Easter morning." She named the characters and told about some Easter events.

Prior to working in the resource centre, the children heard two read-aloud selections, Perlman's The Emperor Penguin's New Clothes and Perlman's Cinderella Penguin. The class discussed these fairy tales and how you could change the characters to create a new story. F₁'s story The Little Tin Penguin showed the influence of these penguin read alouds as she has changed the soldier to a penguin in Hans Christian Andersen's The Little Tin Soldier to create a new fairy tale which is included below.

THE LITTLE

TIN PENGUIN

Once upon a time there was a little boy. He had a little tin penguin. He had some more toys too.

The next morning he left the tin penguin on the table. Then he fell off. His beak stuck into the ground. Two boys found him and they put him in a boat and put him in the sewers. A rat asked him for ten dollars.

Then he sailed into the sea. A fish ate the little penguin. BUT! Before the fish got to eat him a fisherman caught it.

When the maid cut open his tummy. The boy was overjoyed. He put him with the ballerina. The ballerina fell into the fireplace.

The little tin penguin was frightened so he jumped into the fireplace. Their stands melted into a heart.

Poetry.

The poetry example in the files resulted from the theme on dinosaurs. The children were required to copy a poem about dinosaurs from a chart to a dinosaur shaped writing sheet.

School Five

School Five was a two-stream school with 385 students and 22 teachers. The students were evenly split between English and French Immersion. School five was the neighbourhood school for children in an older residential area surrounding the school. Many of the children attending French Immersion travelled from outside the immediate area to attend.

Teacher G.

Teacher G had nine years teaching experience. She taught special education for four years before moving to School Five where she had taught grade 1 for five years. Teacher G stated that she used the anthologies prescribed for the grade 1 program by the Department of Education because they contain poems, songs and stories related to the themes which she used throughout the year. Teacher G viewed these anthologies as an important reference point for parents because they seemed to provide parents with an awareness of their child's developing reading skills in relation to the readings in the

anthology. As a result, these books were often used for home reading.

Types of Read Aloud Completed

Teacher G's read-aloud log provided the following information about the reading of children's literature in her class. Teacher G read to her class on 53 days of the study. She read an average of 2.70 read-aloud selections per day. On the actual days she read aloud (53) she averaged 2.91 selections.

Table 13

Read-Aloud Selections Recorded by Teacher G

Writing Form of Read Aloud	Genre of Read Aloud	
Expository	Informational Books	34
Narrative	Picture Story Books	64
Poetic	Poetry Selections	56
	Total	154

An organizational structure which included themes and special events was evident in both the read-aloud log and the writing samples. Teacher G's class covered the areas of penguins, Groundhog Day, Valentine's Day, children of the world, mice, Easter and farms.

The read-aloud log indicated that rereading was a common practice in Teacher G's class. Sixty-four picture story book entries were listed. This total included the four titles, Kraus's Whose Mouse Are You?, Numeroff's If You Give A Mouse A Cookie, Frederick by Leo Lionni, and Harriet Ziefert's A Clean House for Mole and Mouse, all of which had been listed eight times because they had been read to small groups of three children

over an eight day period. These four titles, which were used in small group activities, accounted for 32 or 50% of the picture story books. Of the 34 informational books listed nine titles accounted for 24 of the informational books read. Mice by Horner and Lottridge was recorded five times, and six of The Children of the World titles were logged four times each over a four day period. Fifty-six poetry selections were recorded. Sixteen titles were included, two of which were read eight times and four which were read six times. What this meant was that the children in Teacher G's class had not been exposed to a wide variety of children's literature but had focused intensely on a limited number of selections.

Types of Writing Completed

A look at the number of writing samples indicated that independent writing was not given a high priority in this class. Teacher G stressed that her emphasis was often on collaborative group writing. The files of her students contained examples of expository, narrative and poetic writing. Within the expository classification there were examples of journal writing, question and answer, reports, and illustration with description. The five week theme on mice influenced the content and quantity of writing since nine of the samples were about mice which represented at least 50 % of the writing in each of the files.

No writing samples were received from Feb. 13 - Feb 23 and Apr. 3 - Apr. 13. On the basis of information from other weeks these are estimated figures for the twelve week period.

Table 14

Types of Writing for Teacher G's Students

Types of Writing	Top Student G ₁		Average Student G ₂		Low Student G ₃	
	Number of Writings	Number influenced by read aloud	Number of Writings	Number influenced by read aloud	Number of writings	Number influenced by read aloud
EXPOSITORY						
Journals	6	(2)	6	(2)	6	(0)
Question and Answer	2	(0)	2	(0)	2	(0)
Reports	4	(1)	3	(1)	4	(1)
Illustration with Description	3	(2)	2	(2)	3	(2)
Total	15	(5)	13	(5)	15	(3)
NARRATIVE	2	(2)	2	(2)	2	(2)
POETRY	1	(1)	0	(0)	1	(1)
TOTAL	18	(8)	15	(7)	18	(6)

Expository.

Within the expository classification four categories of writing were found: journal writing, question and answer, report writing and illustration with description. About 30% of the writing samples were influenced by read aloud. Little journal writing occurred in this class but read aloud did influence one third of the entries completed by students G₁ and G₂. Overall much less writing occurred in this class. Read aloud did influence illustration and description and one example of report writing.

Journals

Journal writing comprised approximately one third of the writing in Teacher G's class but again the actual number indicated that independent writing was not given a high priority in this class. Journal writing occurred approximately once in a two week period and the children were usually free to write about topics of their choice. The influence of the read-aloud selections, Walt Disney's The Penguin who Hated the Cold adapted by Barbara Brenner and the various versions of The Little Red Hen was seen in the journals of G₁ and G₂.

"I Liked When he was
Frosen in a ice lekle".

G₁

"Pablo hated The cold
all The athr Penguins like
to play in The wadr but
nat Pablo he liket
The hat sun".

G₂

"The little red hen is realy
red and helpful too. she does
every every every everything
she makes the meels she did
the beds she washed the floor
she did the kitchen"

G₁

"The liTTlered Han Was a Hrd
Wrking Han Se Wast The
desiss se swapt The

Flor se EvEn mad
The bads".

G₂

Question and Answer

Question and answer referred to worksheets which required the children to answer specific questions. The two samples included in the files of Teacher G's students were influenced by the mouse theme and some work completed on frogs. This worksheet was the only reference to frogs in the data received from Teacher G. No read-aloud selections were logged, however other grade 1 teachers in this study had also indicated by way of read aloud and/or writing samples that work with frogs was part of the curriculum in late April.

The worksheet provided the children with a brief factual paragraph about frogs. They were then required to answer questions about the facts provided such as, "Where do the frogs lay the eggs?" and, "How long do you wait to see the baby frogs?"

The mice worksheet was completed during the resource based unit on mice and required the children to use a table of contents from a magazine to answer specific questions such as, "On what page could you read about the food that mice eat?" and, "On page 42 you can read about (starting a family)."

Reports

The reports in Teacher G's files were especially influenced by the theme on mice. A booklet entitled Mouse Facts was completed by the children who copied factual statements about mice from class charts which had been prepared by the teacher and the children as information about mice was learned from read aloud and class discussion.

During the resource based unit on mice two reports were written. One required the students to copy factual information about mice from a collaboratively prepared chart to a mouse shaped worksheet. The second report involved the children in using the computer as they copied and printed the information from the same collaboratively prepared chart they used for the previous activity. These two writing activities involved the children in copying information such as:

Mice can be found everywhere.

Mice stay close to their homes.

They protect their babies.

Illustration with Description

The mouse theme was the main influence on the writing activities in this category as well. The children read "The Lion and the Mouse" in the anthology Networks Round the Mountain and then completed an illustrated worksheet which required that they write a dialogue between the lion and the mouse. They also read four of the Leo Lionni books which featured mice as the characters. They were asked to illustrate their favourite book and write the title on their illustrations. These pictures were displayed as a quilt on the chalkboard .

Narrative.

The two examples of narrative writing in Teacher G's class were both influenced by read aloud. Brett's Town Mouse Country Mouse was read to the class and reread the following day. On the day of the rereading the children discussed characters and wrote an expository character sketch of the town mouse and of the country mouse. A couple

of days later the children wrote a retelling of this story. Their writing was written into a four page booklet prepared by the teacher. Each page contained an illustration which helped focus the children on the events in the story. These illustrations provided a good support to the children's writing just as an illustrated booklet had done in the retelling of Bourgeois' Franklin in the Dark in Teacher E's class.

During the last week of the data collection, the read aloud in Teacher G's class focused solely on the reading and rereading of four versions of The Little Red Hen by Joan Horton Berg, Janina Damanska, David Drotleff and Litty & Herb Williams. Multiple copies of Berg's version were included in the selection of home reading books. The writing samples showed that all three children were familiar enough with the story of The Little Red Hen to write a take-off version entitled The Little Red Horse.

Poetry.

There was only one example of poetry in the writing samples of Teacher G's children. This was influenced by the read-aloud selection Hickory Dickory Dock by Robin Muller. The children wrote a retelling of the rhyme. One example is given.

hecare dicare dak the mouse ran
up the clak the clak sdak one the
mouse ran dawn hecare deare dak.

G₁

School Six

School Six was a two stream primary school which provided classes in English for 87 students and in French Immersion for 51 students. It was an inner city school and

most families in the school population could be described as unemployed or employed in blue collar jobs. Many social and economic differences existed between the French and English streams.

Teacher H.

Teacher H had eight years teaching experience. This was her first year both teaching grade 1 and working at School Six. Her previous experience consisted of six years in special education and one year in kindergarten and remedial. She felt her approach to teaching had been influenced by her special education training and experience and believed exposure to children's literature was an important component of a special education program. Reading of children's literature was especially important for her this year because she knew that many of the children in her class had had little or no experience with being read to before coming to school.

Types of Read Aloud Completed

Teacher H's Read-Aloud Log supported the importance she placed on the reading of children's literature. Teacher H read to her class on 55 days of the 57 days of the study. She read an average of 2.79 read-aloud selections per day. On the actual days she read aloud (55), she averaged 2.89 selections.

Rereading was a common practice in this classroom. Teacher H believed in rereading for specific purposes or for the enjoyment of revisiting a book. She felt it was important to let the children select books they would like to hear again. Twenty-five of the recorded titles were reread; sixteen titles were reread once, seven were reread twice, two were reread three times and one title was reread four times. These twenty-five titles

Table 15

Read-Aloud Selections Recorded by Teacher H

Writing Form of Read Aloud	Genre of Read Aloud	
Expository	Informational Books	16
Narrative	Chapters read from Chapter Books	5
Narrative	Picture Story Books	108
Poetic	Poetry Selections	30
	Total	159

accounted for 64 individual readings or 40.25% of the titles recorded in the Read-Aloud Log.

An organizational structure which included the themes and special events was evident in both the Read-Aloud Log and the Writing Samples. The topics of winter, friends, family love, penguins and houses were covered in considerable detail. The special events of Groundhog Day, Valentine's Day and Easter were also dealt with. Self esteem and Education Week were given special consideration.

Types of Writing Completed

The files of the children in Teacher H's class contained expository and poetic writing samples. One hundred and thirteen read-aloud selections or 71% of the selections were narrative yet the files did not contain any samples of narrative writing. Twenty-five poetry selections were indicated in the read-aloud log and each file contained three poetry samples. Sixteen informational books were read but the majority of the writing samples were expository.

Expository.

Within the expository classification five categories of writing were found: journal writing, question and answer, report writing, illustration with description and working with words. Read aloud had little influence on the writing, affecting on average 14% of the expository writing. There was quite a lot of expository writing though, especially in the category of illustration with description.

Journals

Journals were an important component of the writing in Teacher H's class and comprised approximately two-fifths of the program. The journal was considered a book for the private writing of topics of choice and, therefore, journal writing occurred in non-structured time. Since some children were quite intimidated by journal writing they had the option to do their personal writing on a paper from the writing box. Teacher H kept a check list to ensure all the children were doing some journal writing during non-structured time. This enabled her to provide encouragement and guidance for those who needed it.

H₁'s journal entries indicated a possible influence by read-aloud selections. He wrote about a spider on the same day Carle's The Very Busy Spider was read and about jumping on his mom's bed the same day Bogart's Mama's Bed was read. H₂'s entries showed the influence of the book Sadie and the Snowman by Allan Morgan when she wrote about building a snowman which melted and was then rebuilt. In another entry she wrote about her favourite book Melmed's I Love You As Much which was one of the read-aloud selections that had initiated a report during the theme on family love.

Table 16

Types of Writing for Teacher H's Students

Types of Writing	Top Student H ₁		Average Student H ₂		Low Student H ₃	
	Number of Writings	Number influenced by read aloud	Number of Writings	Number influenced by read aloud	Number of writings	Number influenced by read aloud
EXPOSITORY						
Journals	18	(2)	26	(2)	19	(0)
Question and Answer	4	(0)	5	(0)	3	(0)
Reports	6	(6)	5	(5)	5	(5)
Illustration with Description	17	(0)	17	(0)	17	(0)
Working with Words	2	(0)	2	(0)	(2)	(0)
Total	47	(8)	55	(7)	46	(5)
NARRATIVE	0	(0)	0	(0)	0	(0)
POETRY	3	(3)	3	(3)	3	(3)
TOTAL	50	(11)	58	(10)	49	(8)

my fathrit Book
 is I Love You AS
 much it is abit
 anamois And How much
 ther MoM LOVerd tham
 it is a good stony

I Love that Book
 it is nice I love
 That book it is my
 fathrit Book it is a
 very nice book
 you sod reed it

H₁

anamois = animals

Question and Answer

The penguin theme influenced the examples in this category. One of the worksheets was from the Network series and required that the children read a play and then read and answer questions. Another of the worksheets required reading a graph which provided information about the sizes of five varieties of penguins and then answering questions about their sizes.

Reports

The samples of reports in Teacher H's files were influenced by the theme on penguins, the read-aloud selections about family love, and the class discussion and collaborative chart work which supported these activities.

During the introduction to the theme, the children discussed or brainstormed to see how much information they collectively knew about penguins. Further discussion determined that there was specific information about penguins that the class would like to learn. These questions below were listed on a chart and provided a purpose for listening to the read-aloud selections about penguins.

Things we want to learn about Penguins

What do baby penguins look like?

What do penguins do?

Where do penguins live?

Why do penguins swim?

What do penguins eat?

How fast can penguins move?

How big are penguins?

Are there different kinds of penguins?

What do penguins drink?

Selections such as "All About Penguins" in the anthology Networks Outside the Door and Bonner's A Penguin Year were read and reread to the children. As information was learned more group chart work followed about appearance, kinds of penguins, habitat and food. Following the read aloud and the chart work each child began to compile a booklet entitled My Penguin Report. They used the headings appearance, types of penguins, habitat and food from the charts for the format of the booklet. This procedure ensured that each child achieved success because the structure for the report was evident. The children's reports demonstrated how much the children needed the support that the rereadings and the group charts had provided for their writing.

Reports were written on a selection of read-aloud books about families and love. Rereading was a common practice with four of the stories being read twice on the day its report was written. The report contained the book title, the author, information about

the book and an illustration. This type of report writing was done for five different books; Melmed's I Love You As Much, Munch's Love You Forever, Mama Do You Love Me? by Barbara Joose, Even If I Did Something Awful by Barbara Shook Hazen and Bogart's Mama's Bed.

Illustration with Description

Themes and special events influenced the samples in this category. These included illustrations with descriptions of winter, houses, friends (including dialogue of friends speaking to each other) and Education Week activities related to what I want to be when I grow up. A booklet entitled Everyday Give Kindness Away was similar to the love coupons written by the students in Teacher A's and B's classes. There was no direct influence of read-aloud selections upon these writings. Many samples in this category were similar to journal entries and consisted mainly of an illustration accompanied by a descriptive sentence or sentences.

Working with Words

Each file contained two examples of working with words; both involved working with root words and the "ing" ending. Again this writing was supported by group chart work in which numerous examples were written with the children before they were requested to do the worksheet independently. Read-aloud selections did not influence these two writing activities.

Group Chart Writing

Examples of read aloud having a direct influence on the group chart writing were also evident in the data. During Self Esteem Week, The Little Engine That Could retold

by Witty Piper was read and a collaborative chart was written with each child contributing a statement telling what they could do. On St. Patrick's Day Dr. Seuss' Green Eggs and Ham, Stinson's Those Green Things and the poem What is Green? from Hailstones and Halibut Bones by Mary O'Neill were read to the class. Class charts were then written listing green things to eat and things I can do. Both these are examples of expository writing.

Green Things to Eat

jello
 fruit loops
 pears
 grapes
 apples
 kiwi
 broccoli
 green peas
 pickles
 cabbage
 honeydew melon
 relish

by H's grade 1class

Things I Can Do

I help my dad! DMR
 I can swim to the end of the pool! SPP
 I can ride a 2 wheeler. MH
 I can ride the bus myself. AMS
 I can skate. KJ
 I can ski. DM

I can slide down a hill by myself. TMR

I can cross the street by myself. GU

I can make a tree house. NL

I can read. MN

I look after my dog. FF

I can go to the store all by myself. AK

I can write in my journal. KB

Narrative

The individual files of the children in Teacher H's class did not contain examples of narrative writing. The group charts, however, did have one example of a story summary which required the children to fill in the missing words. This selection was based on the characters Dragon and Rosie found in a number of selections in Networks' Round the Mountain. This was similar to the narrative fill in the blank summaries done by Teacher E's students.

Poetry.

Special events and themes influenced these samples. The poems Groundhog Day, The Penguins and The Eensy Weensy Leprechaun were found in each of the files. The children were required to fill in the missing words to complete the poems.

CHAPTER V

Interpretation of the Findings and Implications of the Study

This chapter has three purposes. Firstly, the questions posed in Chapter III are addressed. Secondly, implications of the study are presented. Finally, suggestions are made for further research.

Interpretation of Findings

Question I: How often is read aloud being carried out in grade one classrooms?

This study suggested that teachers in primary classes are reading to their children on a fairly regular basis. During the 57 days of the study one teacher read on 55 days, most teachers read between 53 and 45 days, and only one teacher read less than 40 days (see Table 17). The read-aloud logs revealed that these teachers read an average of 1.02 to 2.79 selections per day or 1.49 to 2.89 selections on the actual days reading occurred (see Table 18). This indicated that some teachers are reading a lot more than others which is confirmed in Table 19 by the variation in total readings done by the 8 teachers in the study. The quality of the read-aloud experience differed from classroom to classroom as individual teaching philosophies seemed to dictate the quality and variety of children's literature read. For example, a teacher who believes in a literature based approach and is committed to read aloud not only becomes familiar with a wide selection of books but is aware of new releases, and keeps enriching themes and special events by continually including new titles in an ever expanding repertoire of children's literature.

Table 17

Number of Days Read Aloud Occurred for Each Teacher During the 12-Week Study

Weeks of study	Possible Days	Teacher A School 1	Teacher B School 1	Teacher C School 1	Teacher D School 2	Teacher E School 3	Teacher F School 4	Teacher G School 5	Teacher H School 6
Jan. 30 - Feb. 3	5	5	5	5	3	5	5	5	5
Feb. 6 - Feb. 10	5	4	4	3	5	4	3	5	5
Feb. 13 - Feb. 17	5	3	3	2	5	4	3	2	4
Feb. 21 - Feb. 24	4	4	4	4	4	4	4	4	4
Feb. 27 - Mar. 3	5	4	4	5	5	3	4	5	5
Mar. 6 - Mar. 10	5	4	3	4	4	4	3	5	5
Mar. 13 - Mar. 17	5	5	4	2	5	5	3	5	5
Mar. 21 - Mar. 24	4	4	2	4	4	4	2	4	4
Mar. 27 - Mar. 31	5	5	4	5	5	4	3	5	5
Apr. 3 - Apr. 7	5	5	5	4	4	5	2	4	5
Apr. 10 - Apr. 13	4	4	3	4	4	4	2	4	4
Apr. 24 - Apr. 28	5	4	4	5	5	5	5	5	4
Total	57	51	45	47	53	51	39	53	55

Feb. 13 Early morning emergency closure (weather)

Table 18

Average Number of Daily Readings

Teacher	A	B	C	D	E	F	G	H
Total Days Read	51	45	47	53	51	39	53	55
Average over 57 day study	2.12	2.09	2.04	2.07	1.75	1.02	2.70	2.7
Average on Actual Days Read	2.37	2.64	2.47	2.23	1.96	1.49	2.91	2.89

Table 19
Selection and Frequency of Genre Readings

Teacher	Expository				Narrative					Poetic	
	Informational Books	% Informational	Readings from Chapter Book	Narrative Picture Story Book	Child Written Book	Total Narrative	% Narrative	Poetry	% Poetry	Total Readings	
A	15	12.5%	9	82	0	91	75%	15	12.5%	121	
B	5	4%	1	101	0	102	85%	13	11%	120	
C	7	6%	1	100	1	102	88%	7	6%	116	
D	14	12%	4	75	0	79	67%	25	21%	118	
E	9	9%	0	60	0	60	60%	31	31%	100	
F	15	26%	2	39	0	41	71%	2	3%	58	
G	34	22%	0	64	0	64	42%	56	36%	154	
H	16	10%	5	108	0	113	71%	30	19%	159	

Teacher A was a strong proponent of a literature based program. The commitment to this approach was evident in the rich literature experience she provided for her class (121 readings). Quality literature held a place of importance and set the stage for the development of skills which were learned through activities that evolved from the literature. Teacher B has been involved in a literature based approach since her internship seven years ago and this approach continued to be the focus of her teaching (120 readings). Teacher C also believed strongly in the importance of read aloud and through co-operative planning with Teachers A and B was enthusiastic about incorporating this literature based approach into her teaching. (116 readings).

Teacher D placed a high priority on read aloud and was conscientious about reading to her class. She chose a variety of titles which included many well known authors and illustrators (118 readings). She felt that many of the children in her school area needed exposure to a wide selection of literature since many came from families who had not provided stimulating literacy and/or language experiences.

Teacher E placed high importance on the read aloud of a wide selection of quality children's literature. (100 readings). Teacher E's approach did not include rereadings. Most children at school two came from rich literacy backgrounds and were familiar with many read-aloud selections so they may not have had the same need to hear books read repeatedly. It is interesting to note that during the grade two author study of Phoebe Gilman, the children were asked to bring books written by her to school. All but one child in a class of just over 30 owned at least one of Gilman's titles with many children

owning more than one. Teacher E described her approach as literature based plus all that she had learned in her teaching career. Her children produced the greatest number of writing samples since the school's approach placed emphasis on paper and pencil activities. At the end of each month parents of the children in the primary grades received a file which contained the activities covered during the month. Most parents in this school area placed importance on academic achievement and appeared to be pleased with this approach.

Teacher F felt that her use of children's literature had increased in recent years (58 readings). She continued to believe strongly in the teaching of skills which formed the main focus of her program, with children's literature holding a supplementary role.

Teacher G read to her children on a regular basis. The children were not exposed to a wide selection of authors but rather heard a limited number of titles which focused intensely on particular themes. Although 154 selections were indicated in the read-aloud log, this pertained to many repeated readings of the same titles, often in small group situations. On many dates when it was indicated that a book was read to a small group, no other selection was indicated for the remaining children in the class. This approach provided limited exposure to a finite selection of children's books.

Teacher H believed that exposure to children's literature was essential for her class. (159, again with many rereadings). Several of the children in her class were from lower socioeconomic backgrounds and had little or no experience with reading books before coming to school. Rereading was a common practice bc, a) for specific purposes and for the enjoyment of reading. Children were encouraged to select titles for read aloud which

they would like to hear again.

A similarity existed among the organizational structure which teachers used to arrange the presentation of their programs. These teachers used themes and special events as the focus for the delivery of the grade 1 curriculum. All eight teachers indicated read-aloud selections and writing activities which centered around the topics of penguins, love (including Valentine's Day), St. Patrick's Day and Easter. Five teachers reported activities relating to Education Week, two indicated activities related to friends and three to Groundhog Day. One teacher only did an intense five-week study of mice and a shorter study of children of the world. Another teacher reported a study of dinosaurs. Four teachers completed author studies. It was estimated that approximately 90% of the read-aloud selections were related to themes or special events.

From the data, it seems that some children are being read to twice as much as others. Some children, especially those who have not had much experience with books, are hearing several rereadings. This is no doubt quite necessary for them and perhaps not as necessary for others who come from literacy rich backgrounds. Read aloud and the rereadings of read-aloud selections helps familiarize children with story and advances the development of many aspects of literacy including the fostering of language development, the building of background knowledge, the development of a sense of story and the linking of reading to writing. Researchers Strickland and Taylor (1989) and Taylor and Strickland (1986) suggest that there are no substitutes for reading at home, yet school read aloud can provide some of the same benefits.

Questions 2 and 3: Which genres are being selected to be read to the children?

How often are the different genres being read?

The study revealed that the genre most frequently selected for read aloud was narrative. Two teachers' read-aloud recordings indicated that 87% and 85% of the selections read were narrative. Most teachers chose between 60% and 75% narrative selections and one teacher indicated that 42% of her read-aloud selections were narrative (see Table 19).

Expository text was read much less frequently. Two teachers indicated that 22% and 26% of their read aloud was expository. Most teachers indicated that expository selections accounted for between 4% to 12.5% of reading selections.

The selection of poetry ranged from 3% to 36%. Two teachers indicated that poetry selections accounted for 31% and 36% of read-aloud selections. For many teachers poetry accounted for 11% to 21% of their read-aloud selections. Two teachers indicated that poetry accounted for 3% and 6% of their read aloud.

The study indicated that there was a definite preoccupation with story book or narrative read aloud. Moss (1995) reported that a 1993 survey of read-aloud practices in 537 elementary schools in the United States, carried out by Hoffman, Riser and Battle, confirmed that teachers are mainly reading narrative selections to their classes. It, therefore, seems that even though the teachers in this study were not randomly selected, the findings are much the same as those of a large survey.

In total, the eight teachers indicated that 115 informational books had been read. 103 books or 90% of these titles were related to themes and special events. Thirty of the

expository titles listed were about penguins. It appears that this figure could have been considerably higher because the three teachers at school one were just completing work on penguins as the study commenced and no informational books about penguins were recorded in their read-aloud logs.

Five informational titles related to Easter and eggs, 24 to children of the world and 15 to plants and seeds. It is interesting that only a few expository titles were listed by more than one teacher. Helen Cowcher's Antarctica was read by two teachers, as was L. M. Stone's Penguins and Gail Gibbons' Easter. Ruth Heller's books about plants and seeds were used by three teachers and Heller's book about eggs, Chickens Aren't the Only Ones was read on one occasion. Cowcher's Rainforest was also read in one school to provide background information for a school wide focus on the environment. Familiar authors seemed to be evident more so than favourite books. A difference was noted with respect to the popularity of titles. Many popular authors and their titles reappeared in the read-aloud logs for narrative selections perhaps indicating that teachers are more familiar with narrative choices. It may also be that there is a larger selection of narrative titles available for a grade 1 reading audience.

Young children often appear to be quite interested in informational books and show this interest by both listening to them during read aloud and selecting them as their personal choice during library visits. There appears to now be an increasing number of good informational books for young readers in the market place. However, narrative picture story books can contain factual information. Carle's The Very Hungry Caterpillar comes to mind as it tells about the little caterpillar hatching from the egg and after his

fictitious adventure eating many kinds of food, he reverts to his regular diet of leaves before building a cocoon, in which he stays for 2 weeks, before emerging as a beautiful butterfly. This well loved picture story book provides some factual information about caterpillars. Factual information such as this can be found in many narrative selections.

Question 4: What is the relationship between the genres selected for read aloud and the forms of writing that the children are asked to produce?

While it is often thought that teachers have children writing a lot of narrative, the results of this study suggest that children's writing activities frequently required them to complete expository writing in which they were able to tell about information or experiences (see Table 20). It is true that teachers dictate the form that children's writing takes, perhaps these forms are used because this is what teachers believe children can deal with the most easily at that point in time.

The writing process itself involves grade one children in a real literacy experience in which they are "developing a major understanding about the functions of print (to convey meaning) as well as about the forms or conventions of print (to form letters, to construct sentences)" (Cooper, 1993, p. 7). It appears that learning the mechanics of writing or the conventions of print is a complex task in and of itself. Children learning to express their thoughts in writing must develop knowledge about letter recognition and formation, sound symbol relationships, spacing, punctuation and conventional spelling. Many of the writing samples indicated that it was easier for most grade one children to apply this developing body of knowledge to expository structures which required them to tell about information and experiences. Narrative writing demands that children learn

an additional body of knowledge which pertains to the numerous elements of narrative or story line.

Table 20

Genres Read, and Writing Forms Requested of the Children

		Genre Read						Forms of Writing Requested of Children						
Teacher	Total	Expository		Narrative		Poetic		Total	Expository		Narrative		Poetic	
		Count	%	Count	%	Count	%		Count	%	Count	%	Count	%
A	121	15	12.5%	91	75%	15	12.5%	44.67	40.5	91%	3	7%	1	2%
B	120	5	4%	102	85%	13	11%							
C	116	7	6%	102	88%	7	6%	25	21.33	85%	2.67	11%	1	4%
D	118	14	12%	79	67%	25	21%	23.67	21.67	92%	1	4%	1	4%
E	100	9	9%	60	60%	31	31%	64	53.67	84%	9	14%	1	2%
F	58	15	26%	41	71%	2	3%	24	22.33	93%	.67	3%	1	4%
G	154	34	22%	64	42%	56	36%	17	14.3	84%	2	12%	.67	4%
H	159	16	10%	113	71%	30	19%	52.33	49.33	94%	0	0%	3	6%

Teachers A, B, C and E involved their children in author studies which focused attention on a selection of books by chosen authors. Rereadings of some titles occurred to increase familiarization with the story and its characters. Most of the narrative writing in this study evolved from these author studies which appeared to have a strong influence on narrative writing.

Some narrative samples were supported by an organizational structure which helped the child gain familiarity with the story and also provided a format for the child's ideas. This structure helped focus the writer and provided security to enable the child to attend to the required writing tasks. For example, A₃'s organizational structure or outline for Gifts for Jessie enabled him to successfully retell Fox's Shoes from Grandpa. As well, E₂'s retelling of Bougeois' Franklin in the Dark was supported by illustrations provided by the teacher which cued the writer to remember the story sequence. The examples are provided in Appendices I, J and Q.

Structures appeared to be an important component for successful writing, especially narrative writing. A₃'s work was included in the appendix for two reasons; one to provide an example of a support structure which enabled a young writer to successfully complete narrative writing and, two, to provide evidence that a student whose work is representative of lower ability can write successfully when the outline or organizational framework is provided. This study reveals that the elements of narrative require teaching.

Themes usually influence the selection of read-aloud books and the topics of the writing activities. Read aloud, class discussion and follow up activities such as art, drama and writing work together to build the knowledge base related to theme topics. The information needed to complete requested writing activities often comes from knowledge

gleaned from the classroom atmosphere which has been created during the development of theme topics, rather than being directly linked to particular read-aloud titles. Themes are important avenues for schema development in young readers and writers and provide children with information to write about. It appears that about 90% of read aloud and writing activities are theme related with approximately 44% of writing activities being directly related to read-aloud titles.

Journal writing was a component of the writing program in all eight classrooms with the approach varying considerably from classroom to classroom. A great difference existed in the quality and quantity of the writing that different teachers were able to nurture in their children. In some classes journal writing was a daily expectation, while others wrote once a week or less. Students in all classes were usually free to choose their own topics, so many entries were about family, friends and activities which took place outside of school. The themes and special events addressed in school were also evident in some entries. Journal writing was usually expository in form, but some narrative retellings of read-aloud selections did occur.

Some children are writing in their journals four times as often as others. In Teacher D's class journal writing accounted for 59.15% of the writing samples while in Teacher E's class it represented 18.75% of the writing. A closer look at the average number of writing samples indicated that Teacher D's class had an average of 14 samples, while Teacher E had an average of 64 writing samples showing that her overall approach placed high priority on the importance of writing activities with journal writing being one aspect of writing which in this class was encouraged weekly. In general, Teacher D placed less emphasis on writing with journal entries being the most important component

Table 21

Comparison of Journal Writing in the Eight Classrooms

Teacher	# of Journal Entries on Average	# of Writing Samples	%
A	23.33	44.67	52.28
B	28	45.67	61.31
C	12.67	25	50.68
D	14	23.67	59.15
E	12	64	18.75
F	8.33	24	34.71
G	6.00	17	35.29
H	21.00	52.33	40.13

of writing which was also encouraged on a weekly basis.

Some teachers indicated that journal writing was promoted on a daily basis. This was especially so for Teachers A, B and H while others placed considerably less emphasis on this form of writing. Student B₁ was writing in her 6th journal at the completion of data collection. Some of her entries were four and five pages long and included such entries as story retellings. Other top students' writing indicated a similar knowledge of the conventions of print yet their entries were usually less than one page.

Implications of Findings

It appears that all teachers are now accepting the importance of reading to children but not all have taken the step of successfully coupling reading with writing activities. Some teachers are well on their way, while others need some support to make this reading writing connection. Presently there is a big difference in the kind, quantity and quality

of reading and writing being done from classroom to classroom. Read aloud has achieved acceptance in the last 10 - 15 years as a cornerstone of literary development; we must now think about how we can utilize literature more effectively as models for children's writing.

While children are gaining mastery of the mechanics of learning to write it is easier for them to use expository writing forms to tell about information and experiences rather than have to worry about the elements of a narrative story. Children worked best when a framework was provided which helped them focus and organize their work. This framework provided support which enabled children of all ability levels to write successfully. If children are to produce various forms of writing it seems that they must be made aware of the various features of each form. The read aloud of a particular genre is not sufficient to influence writing forms. Children must be involved in activities (such as story sequencing and retelling for narrative and rhyme for poetry) which will focus attention on the needed elements of each writing form and so increase awareness of the need for these elements in the child's own writing.

Author studies produced some of the best examples of narrative writing. Three of these have been mentioned previously and are provided in Appendix I, J and Q. Author studies help children become familiar with the books of a particular author. Rereading was more common during author studies. B₁'s journal entries provided examples to illustrate the benefits of rereading to familiarize children with the story.

Carle's Today is Monday was read to the class over a week duration using the big book version. On March 10, B₁ wrote the following entry in her journal. Rereading of the text had produced a familiarity with the book which enabled her to write this detailed

retelling:

Mar, 10

This is the cat from
 Today is monday. I'm
 goint to rettall it. Hir I
 go today is monday, monday
 Chips. Today is tuesday, tuesday
 Apples, today is wednesday,
 Wednesday pizza. today is
 thursday, thursday patatos
 today is friday, friday
 spgtiie. today is saterday
 Saterday Hot dogs. today
 is Sunday. Sunday Ice
 Cream. today is monday.
 today is monday. monday.
 Chips all you hugey chileen
 come and eat it up. today
 is tuesday today is tuesday
 tuesday apples all you
 hungey childen come and
 eat it up. today is wensday
 Wensday wensday pizza all
 yyou hungey childen come
 and eat it up. today
 thrday today is thrday
 thrday patatos all you
 hungey childen come and
 eat up. today is friday

Today Is Monday

Pictures by Eric Carle
 Today is Monday
 Monday, string beans
 Tuesday, spaghetti
 Monday, string beans
 Wednesday, ZOOOOP
 Tuesday, spaghetti
 Monday, string beans
 Thursday, roast beef
 Wednesday, ZOOOOP
 Tuesday, spaghetti
 Monday, string beans
 Friday, frech fish
 Thursday, roast beef
 Wednesday, ZOOOOP
 Tuesday, spaghetti
 Monday, string beans
 Saturday, chicken
 Friday, fresh fish
 Thursday, roast beef
 Wednesday, ZOOOOP
 Tuesday, spaghetti
 Monday, string beans
 Sunday, ice cream
 Saturday, chicken
 Friday, fresh fish
 Thursday, roast beef

today is friday friday
 spgiite all you hungey
 childen come and eat
 up. today is Saturday
 today is Saterdag saterdag
 Hot dogs all you hungey
 childen come and eat it
 up. today is Sunday today
 is Sunday Sunday Ice cream
 all you hungey childen come
 and eat it up.

Wednesday, ZOOOOP
 Tuesday, spaghetti
 Monday, string beans
 All you hungry children
 Come and eat up!

B₁'s entries related to Carle's books The Mixed Up Chameleon and The Very Quiet Cricket showed some knowledge of the story but the entries are short and provided less evidence of knowledge of sequence of events and details. Neither of these titles had been reread nor was either related to a previous writing activity.

April 12th

This is the mixed-up Chameleon.
 I like the mixed-up Chameleon
 because he turns into
 alot of animals. At
 the end when he's
 all mixed-up he tries
 to catch a fly but
 he counen't because
 he was all mixed-up.
 In all th other animals
 but then he wished
 to be his self so he

was his self again.
 What lesson did the
 chameleon learn, B,¹? he
 learned that even if
 youour defferrt you shod
 Still like yourself.

April 17th
 This is the Very
 Quiet Cricket. This
 is the cricket that
 was very quiet and this
 is way he is calles The
 Very Quiet Cricket. In
 the story he meets
 lots of insets and the
 insets said good morning.
 I like the Very
 Quite Cricket for
 thee resns number one
 he makes a nos number
 two it by Eric carle
 numbee three I made
 a picher of the Very
 Quiet Cricket that
 way I like the Very
 Quiet Cricket
 The Spshl
 thing about Eric Carle
 is that he youseis

toishyou paper for his
alastashans.

Poetry appears not to be written very often because it seems to have an even more difficult format to follow than narrative. The files of Teachers A and E contained samples of children attempting the writing of a poem. The writing occurred after the children had participated in the composing of class poems using rhyme. E₂ succeeded in writing a poem with a rhyming format. E₃ simply wrote an expository sentence telling about penguins (see Appendix R).

Recommendations for Further Research

Teachers who provided a support structure for writing activities appeared to direct young writers to produce high calibre writing because the support provided a pattern or outline which guided the children through the requirements of the requested writing activity. Most children need this additional support, especially when attempting narrative writing. Further research could consider the best time and the best way to introduce children to the elements of story structure.

Another study could investigate the narratives which are being read to young children and consider why teachers read so much of this genre. In many cases it may be that narrative text contains considerable factual information and perhaps this is better conveyed through a story line.

This study suggests that journals were used in different ways. The differences can be evident in the quantity, quality and creativity of the writing. Further research could investigate the factors which influence effective journal writing. to determine what motivates young writers to be active, successful participants in journal writing.

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APPENDICES

APPENDIX A

MACDONALD DRIVE ELEMENTARY SCHOOL

Beverley A. LeMoine, B.A. (Ed.), B.P.E., M.Ed.
Principal
Hazel Clarke, B.A. (Ed.), M.Ed.
Assistant Principal



150 MACDONALD DRIVE
ST. JOHN'S, Nfld.
A1A 2K9
TEL: (709) 753 6020
FAX: (709) 753 3800

January 5, 1995

Mr. W. C. Lee
Superintendent
Avalon Consolidated School Board
St. John's, NF

Dear Mr. Lee:

I am working toward completion of a Master of Education Degree in curriculum and instruction from Memorial University. In the fall of 1994, I worked with Dr. Elizabeth Strong and Dr. Mona Beebe developing my thesis proposal entitled, Read Aloud and Its Impact on Young Children's Writing. The proposal was approved by The Faculty of Education in December, 1994.

In order to conduct my thesis research, I am required to complete a twelve week study in eight grade one classrooms. This task is very straight forward and does not involve the testing of any children. The co-operating teachers will be asked to keep a daily log or record of the children's literature which they read aloud to the children in their classes. They will also be asked to provide dated samples of writing done during school time from three children whose performance is representative of the range of abilities within the class. The read-aloud logs and the writing samples will become the data for my study. This study will not interrupt the regular classroom program in any way.

I am requesting your permission to collect the necessary information from eight grade one classrooms within the jurisdiction of the Avalon Consolidated School Board.

Sincerely,

Heather House-Walters

APPENDIX B



The Avalon Consolidated School Board

P.O. BOX 1980, ST. JOHN'S, NEWFOUNDLAND A1C 5R5
TELEPHONE (709) 754-0710 FAX (709) 754-0122

January 11, 1994

Ms. Heather House-Walters
MacDonald Drive Elementary School
MacDonald Drive
St. John's, NF

Dear Ms. House-Walters:

Permission is granted to collect information from eight grade one classrooms within the jurisdiction of the Avalon Consolidated School Board in accordance with your letter to Mr. W.C. Lee dated January 5, 1995.

Sincerely,

Fred B. Rowe
Assistant Superintendent

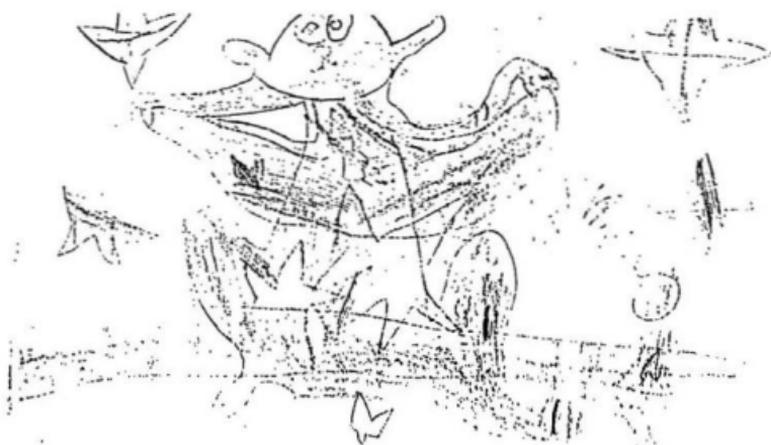
cc: Elementary School Principals

APPENDIX C

APPENDIX D

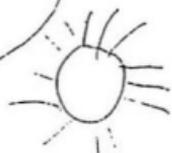
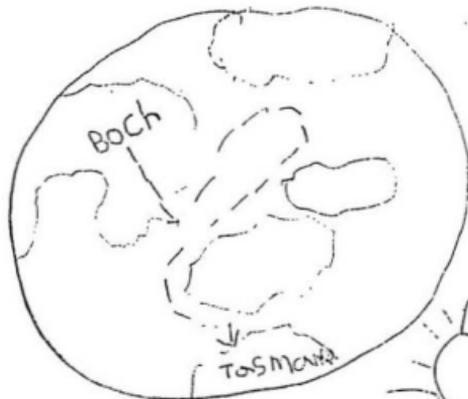
APPENDIX E

APPENDIX F



(Mar. 30)

My faferat Koala is Grandma poss.
 Grandma poss and husk travelled
 all over AUSTRALIA. We eat lots of
 foods. Mem Foy rot this book:
 wach mem Foy Book is yollr
 faferat: mm Miss _____ tell me ples?
 Grandma poss can make
 majaki She only make's majak
 in the hiet. She Only
 makes majak in the hiet
 bekis So no win can see
 her Miss _____ Grandma
 Poss waers glas: huss _____



Would you like to make magic
Az? ^{yes} I would
 What would you do? I wou^{ld} tern
 the world up sydt down

Thank you Az, I think you're
 Great too! My favourite Mem Fox book
 is Possum Magic. Why do you like this
 book Az? I like this book
 bk's pass can make magic.

APPENDIX G

A Love Recipe For My Dog



Feb. 24, 1995

- 1 Juicy Bone
- 1 tub of water
- 1 Biscit
- 2 1/2 hour nap.

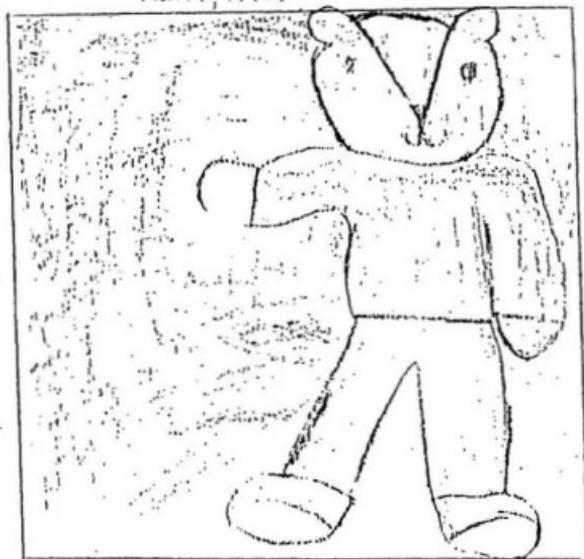
Give him a Juicy Bone Then give him
1 tub of water Then sit him down and
Give him the Biscit and let him have a
2 1/2 hour nap That makes a happy dog.

APPENDIX H

Teddy Bear



Mar 9, 1995.



Cute

red

Blue

furry

cuddly

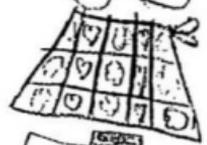
COOL!

My comfort object is my
teddy bear. His name is comfort.
He has blue pants and his shirt
is red. His round little eyes are cute.
Comfort is furry and cuddly.
When I am sad I talk to him.

APPENDIX I

Mar. 24, 1995

Gifts For Jessie:

- 1. Grandpa →  Shoes
- 2. Dad →  Socks
- 3. Mom →  Skirt
- 4. Cousin →  blouse
- 5. Sister →  sweater
- 6. Grandma →  cot
- 7. Aunt →  Scarf

~~8~~ Brother →  hat

~~2~~ Uncle →  mittens

~~10~~ Grandpa → Jeans

APPENDIX J



A Retelling Of
Shoes From Grandpa

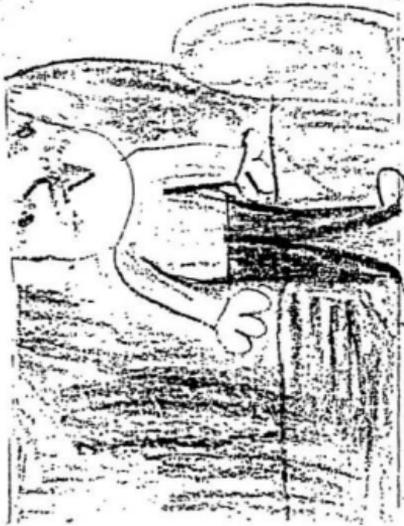
by: A3

Mar. 30, 1995

Dedicated To:

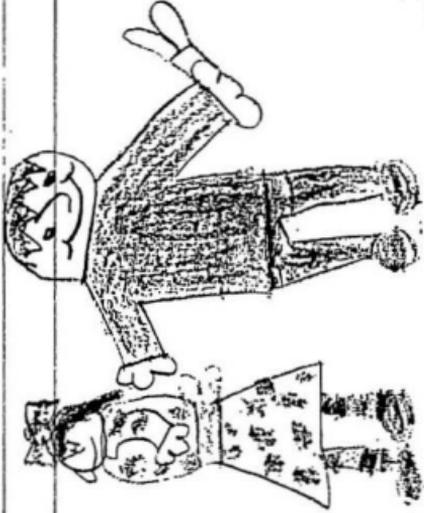
MAN and CIA

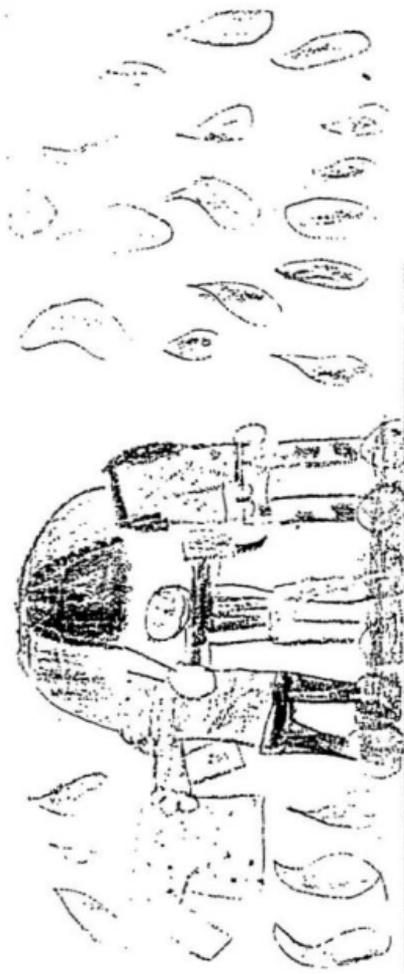
Copyright 1985



One day Jess did Evitt the f mile
for a brok, grandpa sad I wet bie
you sim shoes

Hir Dad bit Socks firn the Lockships
Hir MOM bit Hir skirt that wat5ko the
drt.

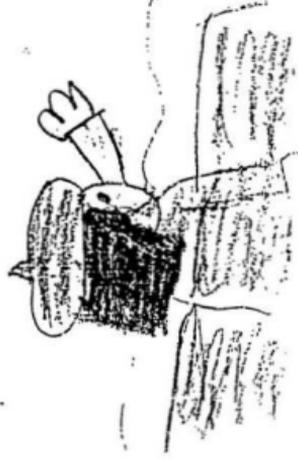
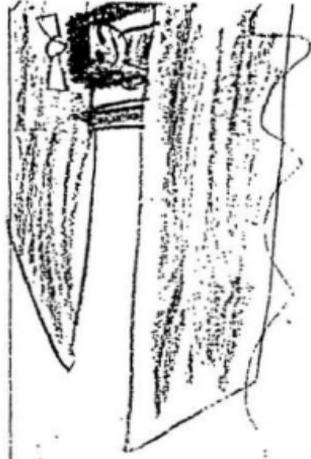




Hir Cousin bit blies

Hir Sister bit Hir o swart

Hir grand ma bit u cut that you can bet
on u bet. Mr Aunt netit Hir o Srf.





the brother but his hat that goes on like
that his uncle bit his me/75 that no sister than
Cafes

Grandpa bot his jeans



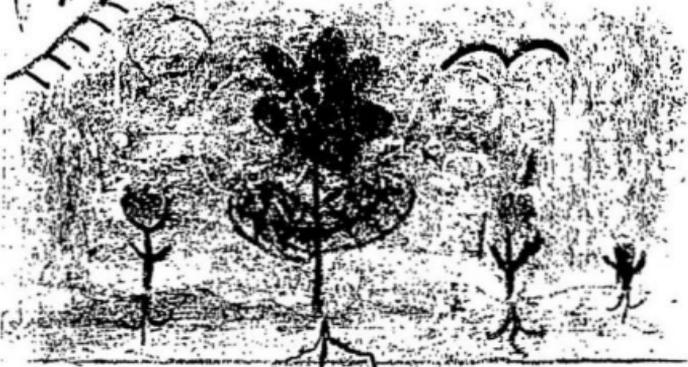


Good job A3



APPENDIX K

Apr. 26th

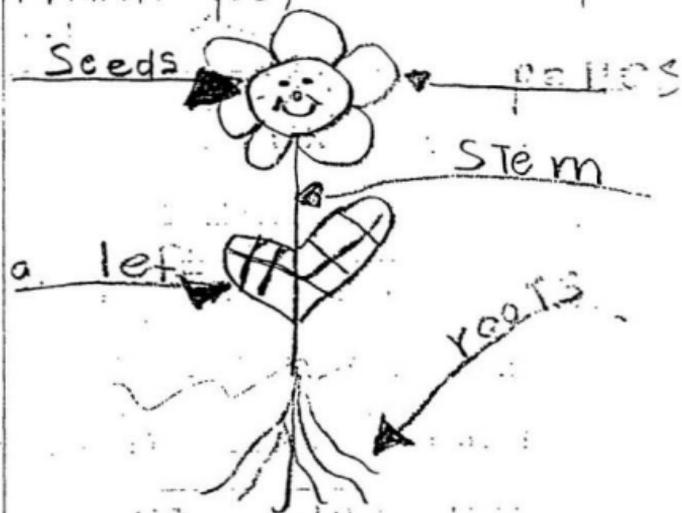


Flowers need water
to grow and sunshine
to grow. Also:
flowers are pretty.
But DO NOT! pick them.
because they make nature
beautiful. you can by

them at stars.

I like flowers, too! Would you draw me a sunflower below and label it?

Thank you, _____!



APPENDIX L

In what Audrey Wood book would you find...



A king who wouldn't get out of the bathtub. King Bidgood's in the Bathtub

A witch who turned children into food. Hecedy peg

A penguin who didn't listen to his grand nanny. Little Penguin's Tale

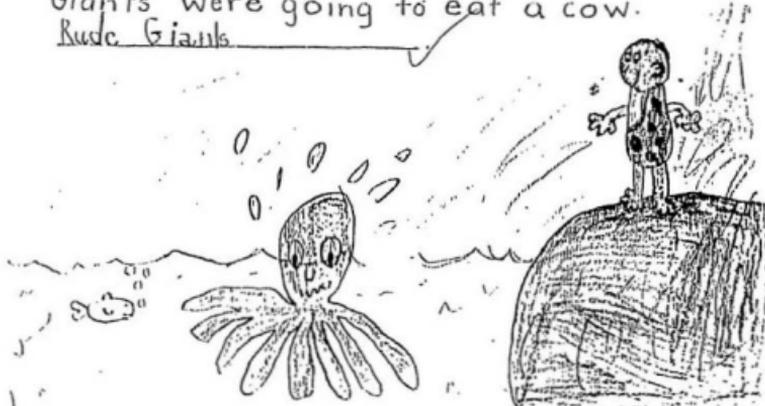
A ~~mouse~~ that was bitten by a flea. The Napping house

A loon who sang a tune. Silly Sally

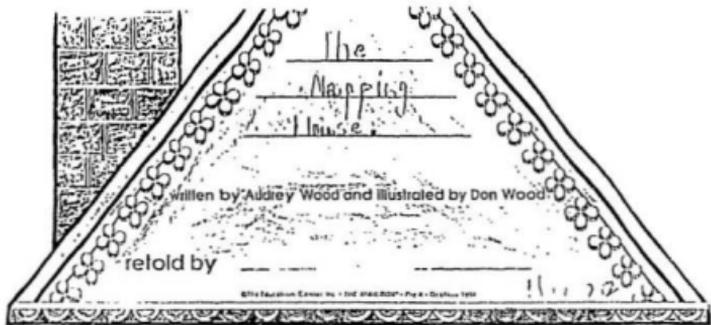
A mouse who shared his strawberry. The Big Hungry Bear

Cave people who laughed for the very first time. The tickle Octopus

Giants were going to eat a cow. Rude Giants



APPENDIX M



Wakful flea.



Slumbering mouse



Snoozing cat.



Dozing dog.



Dreaming child.

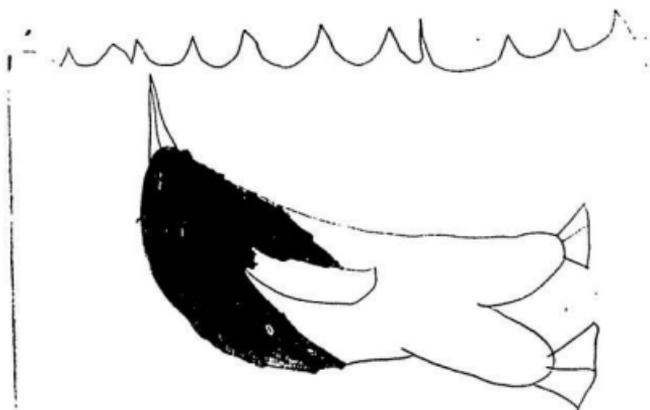


Snooring granny.



APPENDIX N

D,



Penguins like to
march up and down.

They have fun
doing these. Some times
they march up

One said of the
hillain tabaellir =

100

March

15

D,

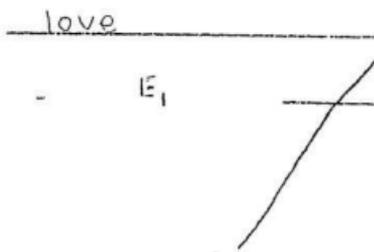
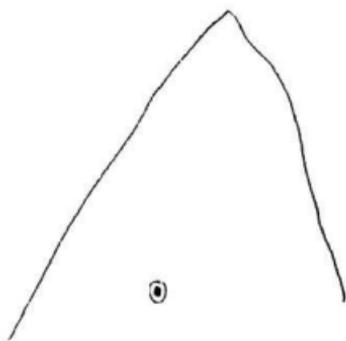
APPENDIX O

Feb 9

Feb 9 1995

Dear Mr. Penguin Man

Thank you for talking about penguins
to us. I'm crazy about blue fairies and
chin striped penguins. Thank you for the stickers
and for showing us Cuddly Duddy. Thank you
for the picture of the S.S. Eagle and the book.
and thank you for signing the book.



©

Feb 9

Dear Mr. Penguin Man

Thank you for coming to
our class and making our robot
Penguins Thank you for giving
us stickers

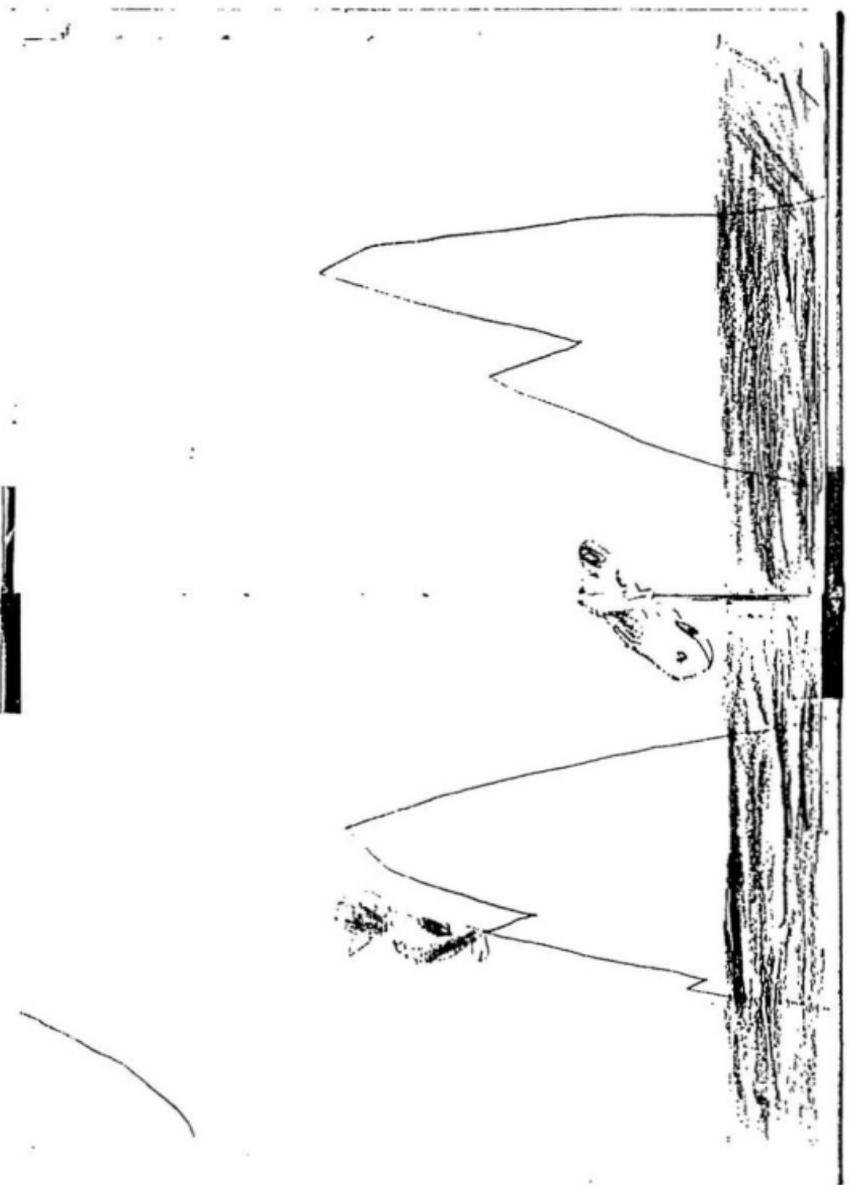
Love



APPENDIX P

Mar. 2-9, 1915.





dedicated to
my famolle and
my scale mats
© 1995

About Penguins

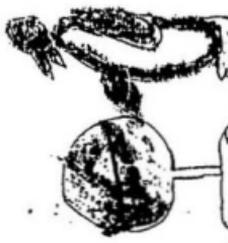


MI

Contents

Introduction	1
Where Penguins Live	2
Appearance	3
Babies	4
Food	5
Enemies	6
Other Interesting Facts	7
Conclusion	8

ALL ABOUT
PENGUINS



Where Penguins live

Introduction

This is a book about penguins. I like this book. I hope you like this book too. Some penguins live in Antarctica. Some live in the Falkland Islands and Galapagos Islands.

3.



Appearance

4.



Babies

Penguins are black and white. Some are called penguins.

them have wings; cold done.

beaks.

5



penguins eat krill the penguins enemies
and squid, squid are the leopard seal
are like octopus and the squid the
largest enemies is
the killer whale.



Other Interesting Facts

Penguins are birds.

But they can not

fly.

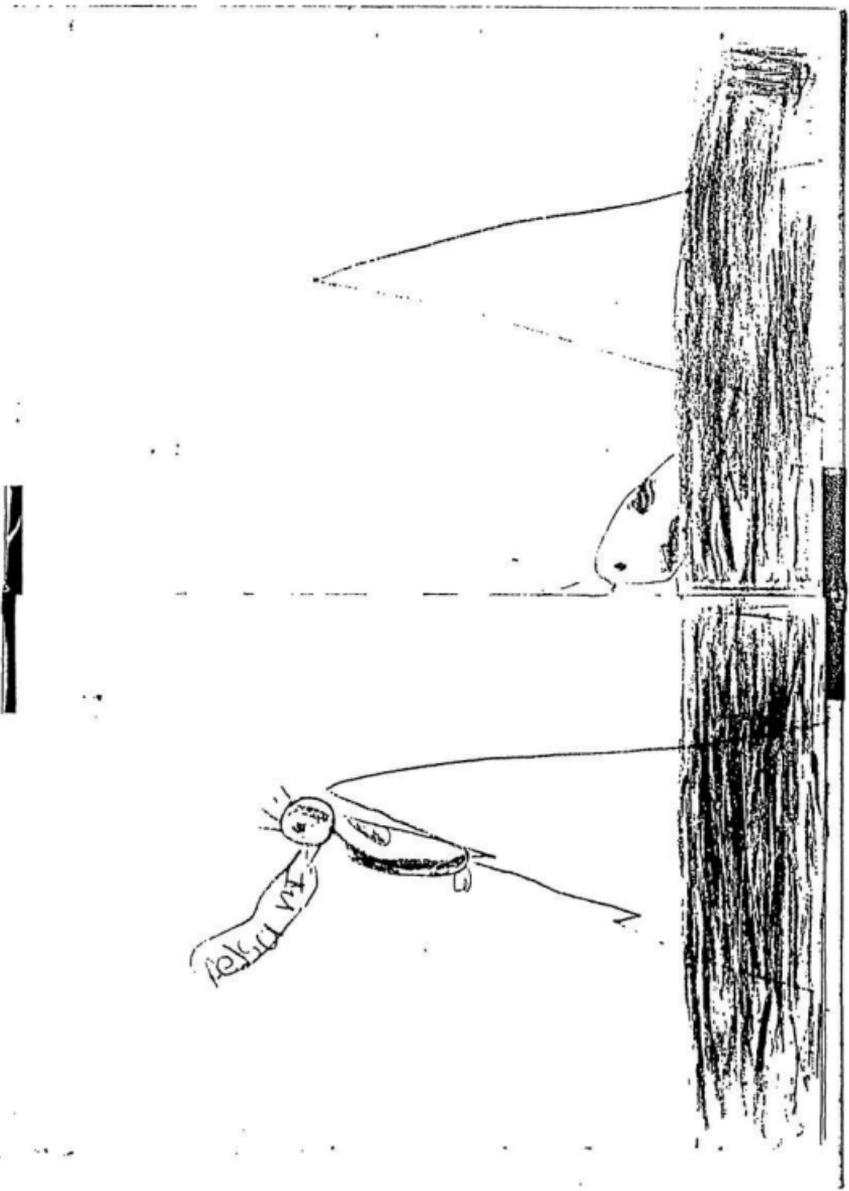


Conclusion

Penguins feathers

overlap in one

skirt and



APPENDIX Q



Franklin was a turtle. He was afraid of crawling into his small, dark shell. And so, Franklin, the turtle, dragged his shell behind him.

Every night, Franklin's mother would shine a flashlight and shine it into his shell.

"See," she would say, "there's nothing to be afraid of."



"So," he went to get help. He
met a duck. Duck was afraid
of deep waters. And so, when
nobody was looking he wore his
water wings.



Then, franklin met a lion. lion was
afraid of loud noises. And so, when
nobody was looking he wore his
earmuffs.



Then, franklin met a bird. bird was
afraid of high heights. And so, when
nobody was looking, he used his
parachute.



Then, franklin met a polar bear.

Polar bear was afraid of freezing.

And so, when nobody was looking.

he wore his snowsuit.

APPENDIX R

Write and illustrate your own poem:

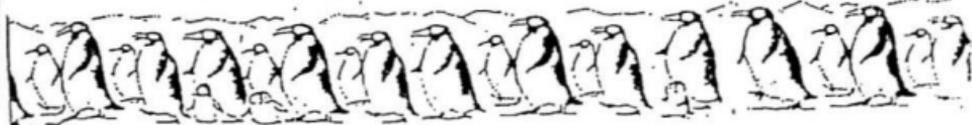
May 10

F₂



Mike and Nick

Mike and Nick are
Brothers
they are little Scoots
they come out at night
they always where there (5)
boots





Mo 11

Write and illustrate your own poem

E3

maaroni penguin

maaroni penguin
look so funny bee -
Cause of their
hair.

