CHILDREN'S WRITING: AN EXAMINATION OF THE WRITING PROCESS AND PRODUCTS OF A SELECTED GROUP OF SIX-YEAR-OLD CHILDREN AND A CASE STUDY DEMONSTRATING THE PATTERNS OF DEVELOPMENT IN ONE CHILD'S WRITING

CENTER FOR NEWFOUNDLAND STUDIES

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EDNA PERRY OLDFORD
Children's Writing: An Examination of the Writing Process and Products of a Selected Group of Six-Year-Old Children and a Case Study Demonstrating the Patterns of Development in One Child's Writing

by

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ABSTRACT

The present study sought to expand our knowledge about young children's composing processes by observing them in the classroom situation. The researcher focused on the children's behaviors while writing, the content and style of their products, and the writers' perceptions of their task.

Specifically, this investigation explored the writing processes and products of a selected group of six-year-old children from an elementary school under the Conception Bay South Integrated School Board. The six children selected for this study were identified by Marie Clay's rating scale for early writing and her "Concept About Print" Tests. Data for this study were collected from October through April 1984-85.

Throughout the data collection period, the primary emphasis was placed on gathering information from the selected six children, which provided an intensive study of the writing process. A secondary emphasis was placed on gathering data about children beyond those chosen for intense investigation. This information added depth and contributed to the overall findings. Additionally, obtaining the
information helped to reduce the observation focus on the selected-six children.

The goal of the researcher was to try to understand early writing from the point of view of the child and to make effective research hypotheses and recommendations for the classroom teacher.
ACKNOWLEDGEMENTS

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Appreciation is expressed to the Conception Bay South Integrated School Board for granting permission to carry out the study in that school system. Acknowledgement is also made of the assistance received from the school involved in the study. The principal, Ms. Thelma Hodder, Mrs. Norma Borden and her grade one class were cooperative and helpful during the data collection phase.

I would also like to thank my mother, my husband, Ford, and my two sons, Perry and Mark, for their understanding and encouragement.
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DEDICATION

To the memory of my father

Your love, kindness and warmth live eternally to inspire those who are left behind.
CHAPTER I
THE NATURE OF THE STUDY

Introduction

Having taught in the primary grades for the past eleven years and having to deal with the difficulty young children face with beginning writing, the researcher has been amazed and intrigued by breakthroughs in writing research during the past decade. Findings by researchers such as Marie Clay and Donald Graves have shed a new light on how young children are most effectively guided in their development as writers. The focus of this study was on how children change as a result of interaction with their natural environment and how children respond to specific types of instructional environments.

Research on writing has revealed that writing can begin earlier than what has traditionally been expected. Writing need not be viewed as a secondary language process, naturally following a year of reading instruction, an acquired knowledge of all the alphabet letters and the ability to spell a core of basic words. Rather, this new perspective implies that the child who has attained a degree of oral fluency can begin the writing process.

This study was an attempt to explore the writing processes and products of a selected group of six-year-old children.
Statement of the Problem

In 1982 the Department of Education in Newfoundland developed a policy statement for writing instruction in the elementary grades called Language Growth. To date there is no such policy for the primary grades. Many teachers in our province appear to have little knowledge of children's early writing other than the guidance or directions provided by the language arts guidebook provided by the Department of Education. A great deal of language activities appear on the surface to be varied and creative, but a closer examination often reveals that they reflect unfounded assumptions about language growth and development. As Harste and Burke (1980) propose, they "may in fact debilitate rather than facilitate the process of language literacy" (p. 170).

In the seventies and the early eighties language research began to focus on early writing development. King and Rentel (1979), who initiated a longitudinal study of writing, state that:

Significant clues to understanding the problems associated with learning to write may lie in the early years of schooling when most children experience the transition from their reliance on oral language to the use of written forms of language (p. 243).
They concluded that a framework is needed to focus on how children develop control over the written medium in the preschool years and in the first few years of school. Such a framework would help shed new light on how young children are most effectively guided in their development as writers. As a result of such a framework, primary teachers would gain a greater understanding of students' early writing and improve their role as facilitators and evaluators of the writing process. This study was an attempt to make a contribution to developing such a framework.

Purpose of the Study

The present study was undertaken to explore the writing processes and products of a selected group of six-year-old children. Through the gathering of data in a case study, an attempt was made to portray in detail the developmental process of writing. In addition, the study sought to explore children's development in terms of language organization, understanding of message and sense of directionality (King and Rentel, 1981). The major questions forming the purposes and dimensions of the investigation were:

1) What do children actually do when they write?
2) How do children write before they have much exposure to reading and have been taught formal spelling?
3) Does growth in children's writing follow a predictable sequence?

4) Can definite stages of development be identified in children's writing?

5) What can one learn from studying the writing process of young children?

Need for the Study

Young children just entering school are spontaneous, eager and extremely curious. They have a variety of experiences and have a way of bringing creativeness to all kinds of situations. After some years teaching in the elementary schools in our Province, this writer concludes with Herbert Kohl (1969), the author of 36 Children, that writing can be a means of releasing students to reading and other experiences in original and inventive ways. He states:

It is absurd that young people fear their own writing and are ashamed of their own voices. We have to encourage them to listen to themselves and each other, and to take the time to discover who they are for themselves. If teachers respect the voices of the young, and nurture them instead of tearing them down or trying to develop ones for students, then perhaps school will be less oppressive and alienating to the young (pp. 9-11).

In the primary classroom many such experiences and many opportunities for creative writing are needed to encourage
beginning writers to listen to themselves and others and to develop a growing pride in their own voices.

In Newfoundland as in the United States, one cannot but help notice the lack of attention paid to writing in our schools. Whiteman (1980) notes that according to surveys and reviews conducted for Donald Graves' (1978) report to the Ford Foundation:

Classroom time, public investment in education, educational research, language arts textbooks, teacher certification requirements, and teacher education courses all favor reading over writing by a large ratio. Furthermore, what writing instruction there is generally consists of workbook exercises and drills in what are thought to be "before writing skills," i.e. penmanship, vocabulary, spelling, capitalization, punctuation and standard English usage (p. 150).

Evidence for this lack of attention to writing in Newfoundland can be found in a recent study by Crocker (1983) which studied how time is allocated and used. The Institute studied 36 second grade and 39 fifth grade classrooms in 35 schools located in a variety of urban and rural settings in Eastern Newfoundland. Results of the study indicated that very little emphasis seemed to be placed on composition in these grades. In general, spelling is the area which seemed to be allocated the greatest amount of time in the elementary school language arts program.

King and Rentel (1981) at Ohio State University observed early writing development in children in an inner city and
suburban school in Columbus, Ohio. They suggested that, apart from the studies of Graves (1973, 1978, 1979), most research on student writing in school has been conducted with older children. The writer believes that efforts to understand writing are needed by the primary teacher if one is to improve the teaching of writing and lay the foundation in writing for the elementary grades. If children do not experience purposes for writing early, they may not later experience such a need.

Donald Graves, Head of the Writing Process Laboratory at the University of New Hampshire, has become an innovator in the teaching of writing and one of the leading researchers in this field. Graves (1975) recognized the need for actual observation of the behaviors of writers while they are in the process of writing. He suggested:

The case study approach in the field of comparative research is most often recommended when entering virgin territory in which little has been investigated (p. 229).

This writer agrees with Graves' (1982) suggestion that "if kids are given the chance to write they will" (p. 57). Therefore, the writer believes it is important to investigate children's early writing behaviors in order to understand how they learn the conventions of written language.

Most of the research to date describes composing processes solely from the evaluation of products that young children
create. To use Dyson’s perspective, one has to hope for a holistic view of the child (Dyson, 1983, p. 23).

Graves (cited by Brandt) draws a dichotomy between the process and the product. Brandt and Graves agree that:

Real education, however, is a process — the active process of reading and writing; knowledge must be manipulated and expressed ... before a person can truly make it on his own (Brandt, 1982, p. 58).

Consequently, in order to learn about the process of writing researchers need to spend time with young children, watching them develop pieces of written text. Specifically, there is a need to explore the early writing process since little research is available on the actual behaviors evident when children write. It is to this need of providing an understanding of the writing act and making recommendations and implications for teachers that this study is addressed.

Limitations of the Study

The following are recognized as possible limitations of this study:

1. A primary concern of the researcher is the generality of the results obtained. Only six students participated in the study, and only one grade-one classroom was involved. However, as Graves (1973) concluded, when entering a new area in which little research has been done, the case study is needed and can become
a valuable tool in research. Also, since the subjects were not randomly selected, the results may not be generalizable to other groups.

2. Although data of the case-study child were not gathered until phase three in order to avoid any influence that classroom observation procedures might have on the child's writing behavior and the child's perception of the researcher's role, the researcher has recognized this was not easy to control. Observations were made of the case-study child and the remainder of the selected group in situations other than writing, to lessen the effect of the researcher's presence in the classroom. To assist the reader the following overview of the study is presented:

Chapter II reviews research directly related to the writing process. Chapter III gives the procedures used in the study. Included are details concerning the three phases of the data collection procedures used by the researcher. Evaluation criteria for the study are discussed. Chapter IV reports the findings from the study. This report provides the following data:

Phase I - The Classroom Environment;
Phase II - The Writing Process;
Phase III - The Written Products;
Phase IV - Children's Views About Writing; and
Phase V - A Case Study - Paula.
Chapter V summarizes the study and states educational and research implications.
CHAPTER II
REVIEW OF THE LITERATURE

Introduction

This review examined research about the writing process with particular reference to its beginning stages in young children. Four specific areas of literature which are relevant to the present study were reviewed. Included are:

(1) The Nature of the Child.
(2) The Link Between Oral and Written Language.
(3) Texts as Units of Meaning.
(4) The Developmental Stages of Writing.

The Nature of the Child

Piaget (1959) has posed a 'developmental stage' theory of cognitive development which was based on the results obtained from presenting children of various ages with a set of logical problem-solving tasks. By observing the children, Piaget postulated a set of cognitive processing strategies which children at certain ages were likely to exhibit. Before certain kinds of thinking were possible, children had to have progressed through other forms or stages of thought. Piaget demonstrated that children 'think and act more egocentrically than adults, that they share
each other's intellectual life less than we do" (Piaget, 1959, p. 38). Therefore, younger children's thinking abilities are different from those of older children and children's thinking generally is different from adults. As Piaget (1959) states:

To put it quite simply, we may say that the adult thinks socially, even when he is alone; and that the child under 7 thinks egocentrically, even in the society of others (p. 40).

Donaldson and her colleagues (1978) question Piaget's notion of egocentrism. From their experiments, they have found evidence that children are not at any stage as egocentric as Piaget has claimed; children are not so limited in ability to reason deductively as Piaget and others have claimed; and that the child's language learning skills are not isolated from the rest of his mental growth. Vygotsky and his colleagues (1978) regarded egocentric speech as "the basis for inner speech, while in its external form it is embedded in communicative speech" (p. 27). They contended that the process of development of written language followed "a unified, historical line" which leads from speech, through make-believe play and drawing, to writing. Unlike Piaget, Vygotsky (1962, 1978) proposed that thought and language transact, and one must look beyond spoken language at other uses of language.

According to Vygotsky (1978) the developmental history of written language indicates that when children first
attempt to write their writing consists of "meaningless and undifferentiated squiggles and lines", and often the audience for writing is not considered. He also suggests that having a known audience can help the writer to clarify ideas, since in the writing experience the child is expected to dismiss the person with whom he would communicate and abandon oral language as well.

When young children write, they write for different purposes. Britton (1970) contends that most of the writing done in primary school is in the expressive mode which reflects the egocentrism of child thinking:

A young child's speech will be expressive for the very reason that in his egocentrism he finds it difficult or impossible to escape from his own point of view, to take into account his listener's - or indeed to suppose that 'things as they are' could differ from 'things as he sees them.' A child will take time therefore to learn how to respond to the demands of a situation requiring transactional speech (p. 169).

Britton (1970) further contends that there are other situations in which children change from 'expressive' and 'transactional' to 'formal' or 'poetic' speech. The expressive writing is writing that is done to reveal the self to self. Transactional writing is writing that is used for informing, advising, persuading and planning. Poetic writing shows a "heightened awareness of symbolic, aural and even visual qualities" (Britton et al., 1976, p. 25).
Britton et al. (1976) of the Schools Council Project Writing and Learning Across the Curriculum, 11-16 studied samples of about 2,000 pieces of school writing which they collected from sixty-five secondary schools in England. They scrutinized two dimensions of writing: 'sense of audience' (who the writing was for) and 'function' (what it was for). With regard to 'sense of audience,' they found that in school children write mostly for the teacher. When considering the different sorts of 'sense of audience,' the research team suggested these main categories:

1. Child (or adolescent) to self
2. Child (or adolescent) to trusted adult
3. Pupil to teacher as partner in dialogue
4. Pupil to teacher seen as examiner or assessor
5. Child (or adolescent) to his peers (as expert, co-worker, friend, etc.)
6. Writer to his readers (or unknown audience) (p. 18).

Writers need to be aware that their message or expression may be shared with an audience. Britton and his colleagues (1976) found expressive writing is "the seed bed from which more specialized and differentiated kinds of writing can grow - towards the greater explicitness of the transactional or the more conscious shaping of the poetic" (p. 26).
The writer believes there will always be a purpose for writing, whether it is writing for oneself such as journal writing or writing for others. Graves and his associates (1983) found that most children value the immediate audience of the classmates as well as the teacher; and, in his opinion, a sense of audience is vital as children make the transition from speech to print.

The Link Between Oral and Written Language

Oral language is an important part of the composing process of young children. Graves (1981) contends most children must produce language and sound as they write. When making the transition from oral to written discourse, he states some of the different types of sounds:

1. Sounding to probe for sound-symbol relations

2. Sounding to 'break off' a phonemic unit from the word under attack

3. Rereading language for reorientation in the composing unit. The child must hear where he is in the text. The difficulty or length of time spent on the composing operation determines how much the writer must reread

4. Conversations with friends: 'This monster is going to eat up all the good guys'

5. Procedural language: 'Now what am I going to do? No, this isn't right. I need to change it.'

Procedural language is a more
advanced form of transition from speech to print.

6) Advanced statement of the text: The child says the text in order to sense the appropriateness of the current word. 'He cast the line into the stream.' The child is now writing 'cast' but wants to make sure it fits correctly into the rest of the sentence.

(7) Conversations before and after the composing: Not only is the child speaking during the composing, but language surrounds the entire written event (p. 21).

Graves contends that beginning writers "show through voice alone that writing is much more of a speech event than a writing event" (p. 22).

Dyson (1981) also emphasizes the important link between oral and written language. She suggests that:

By using the familiar, the comfortable way of communicating - as the context for their first writing, young children find diverse answers to the 'how-do-you-do-it' question: talk surrounds their written graphics, augmenting the message-producing power of first writing strategies.

She believes that early writing is only partly a paper and pencil activity; oral language, she contends, is the rooting system for learning to write (Dyson, 1981, p. 776).

Dyson (1983) later investigated the role of oral language in the early writing process of young children. She collected data daily over a three-month period in a kindergarten classroom. Her data consisted of audiotaped recordings of the children's talks at a writing center, written products,
observational notes and interviews with the children and their parents. From her study she concluded that:

'Talk provided both meaning and, for some children, the systematic means for getting that meaning on paper. Any thematic content of written products often evolved in the talk preceding writing. Talk was also used to elaborate on the full meaning of products to audiences (e.g., That’s my mama’s name”). Further, oral language was a tool for seeking needed information, assisting self in encoding and decoding, and, finally, distancing self from work (i.e., expressing evaluations of completed work) (p. 17).

Lamme and Childers (1983) also investigated the composing behaviors of three children ages two to four in sixteen episodes over a six-month period. Results of their study show that these children were “very verbal and social composers”; therefore they concluded that oral language was very necessary during the composing act.

Britton (1970) believes language can be used as a means of organizing a representation of the world, and that language provides the basis of all the predictions we use to operate in the world. Young children use language to make sense of their world. Britton (1970) suggests that talk is essential to learning, and he believes “in due course, writing will grow from talk” (p. 130). In an earlier article, “Talking and Writing” (1967), Britton again emphasized the close relationship between writing, talking and doing. He writes:
Moreover the spoken language remains the "recruiting areas" for further linguistic resources. If you come to an unfamiliar area of experience about which you want to write—a problem, an unprecedented event—then the chances are you will talk before you write. In other words, even as mature users of language we go to talk as a first stage when a task achieves more than a certain degree of difficulty. In practical terms, then, all that children write, your response to what they write, their response to each other; all this takes place afloat upon a sea of talk. Talk is what provides the links between you and them and what they have written, between what they have written and each other (p. 29).

Research has shown that oral language is an essential part of the beginning writing process. Providing opportunities in the classroom for "muttering" and "chattering" is valuable and critical during the process of learning to write. Listening to one's own speech provides a bridge between the spoken and written word for young children (Dyson and Genishi, 1982).

Texts as Units of Meaning

Research has indicated that children begin school knowing how to express meanings in oral language. As King (1980) emphasizes, the child in communicating with people has acquired much more than words and syntax. She contends:

... they have learned what things mean and how to express their personal meaning to others. Language becomes the primary medium through which children encode experience, represent reality to themselves,
and express their personal meanings to others (p. 163).

Halliday (1973), while focusing on the functions that oral language serves, argues that spoken language has an interpersonal function while written language serves an ideational function. The interpersonal function is used in relating and communicating with others; it is person oriented. The ideational function enables the speaker to embody in language his experience of the real world. Language in this sense serves as a thinking function, a means of organizing and expressing knowledge in a logical manner. Halliday suggests that the interpersonal function predominates in spoken language while ideational is predominant in written text. As the child uses language to communicate he achieves increasing competence, and throughout this process the child is learning how to mean (Halliday, 1975, 1976).

Children at an early age try to express themselves in visual signs. Vygotsky (1962) suggests that these early "meaningless and undifferentiated squiggles and lines" have their origin in the actions and the gestures the child uses to indicate meaning. Even very young children "play" at writing; and once they get the idea of what can be done in writing, they discover more about the process.

Halliday and Hasan (1976) point out that texts are semantic units encoded in sentences. The semantic units
are made up of a kind of unity called texture — a semantic unity among the strands of meaning they are attempting to weave into a coherent whole. As King and Rentel (1979) contend, by studying cohesive ties in the texts children produce, important patterns of the development of writing ability may be identified.

King (1980) believes an important step is made when children begin to sense that writing is different from speech. Writing, she contends, is a solitary activity. A writer must maintain a flow of language and thought without the support of a conversational partner. Elementary school children's competence in language, however, is primarily in the area of conversational speech — question/answer, request/compliance, argument, anecdote, narration (p. 167).

Loban (1976) conducted a longitudinal study concerning the stages and growth of children's language in school from kindergarten through grade twelve at Oakland, California. Since part of the study concerned syntactic development, he investigated the average number of words per communication unit in both written and oral language. His findings on written language were based on compositions obtained from grades three to twelve. With regards to written language, he found the average number of words per communication unit did not parallel the smooth development pattern found in oral language.
The Developmental Stages of Writing

The Early Writing Process

Recent research studies on writing by Graves (1975, 1980), Bissex (1980), Clay (1975), King and Rentel (1981) and others indicate that writing, like so many other human behaviors (e.g., speaking and walking), is a developmental process which begins at a very early age. Knowledge about print production seems to occur naturally before children are ever exposed to any formal instruction. This natural course of writing development has been reported by Beers and Henderson (1977), who explored the strategies used by children who devised their own spellings in order to write, and the shifts that they made from invented spellings to conventional spelling on school entry. Read (1975) showed how children used their knowledge of the alphabet to invent spelling systems for recording written messages. Similarly, Carol Chomsky (1975) showed evidence that some children do write a great deal before they know how to read or have been given formal instruction in spelling.

An important investigation by Marie Clay (1975) indicates that sometime between the ages of three and five most children become aware that marks on paper and signs have a purpose and convey a message. Clay (1982) writes:

Children are constructing theories about print from diverse experiences - seeing print in the environment, putting pencil to paper, thumbing through
books and magazines, and receiving birthday cards, invitations and letters (p. 66).

These early discoveries by the child help him or her gain control over their language and provide insight for educators regarding writing programs in the schools.

Lamme and Childers (1983) suggest that very early in life children are intrinsically motivated to scribble (graphic representation) just as they are motivated to babble (verbal expression). Newman (1983) adds support to this perspective by maintaining that:

Children learn to write naturally, just as they learn to speak - they develop an understanding of literacy very early in their lives (p. 86).

How Writing Develops

Early scribbles are thought to be the origin of all drawing and writing. According to Dyson (1983), writing develops from a form of drawing, a graphic representation, to a form of language, specifically an orthographic representation. Dyson (1983) supports Vygotsky's position that children's first representations of meaning arise at first under symbolism; their first marks are written symbols which directly denote objects, people or actions.

Dyson (1983) believes that growth in writing is governed by broad developmental processes or principles; writing appears to follow the orthogenetic principle, as do other facets of human development. She suggests that initially,
mental activity is an undifferentiated fusion of concepts, processes and events. As development progresses, differentiation occurs; distinct and identifiable concepts and processes thus emerge. She contends that the conventional writing process of beginning writers involves four recursive and overlapping components: Message Formulation, Message Encoding, Mechanical Formation and Message Decoding. The child has a message, the child uses some strategy for encoding that message and the child then forms the letters. She found that early writing also involved only two components: Mechanical Formation and Message Decoding (Dyson, 1983, p. 17). A more detailed description of Dyson's broad developmental process or principles can be found in Appendix A.

Dyson's (1983) study complements the study done by Clay (1975) in which Clay analyzed samples of writing done by children between the ages of 4.10 and 8.0 years in New Zealand. Clay (1975) concluded that there may not be any fixed sequence of learning through which all children must pass in early writing. She suggests:

The insights the child must gain relate to arbitrary conventions by which our speech is recorded and it is possible to imagine that the learning of these conventions may be approached from a variety of directions. Eventually as each convention is mastered the children acquire a common fund of concepts but the point of entry—and the path of progress—may be different for any two children. Chance experiences may
produce new insights at any time which alter the entire learned pattern (p. 7).

Like Dyson, Clay believes that children develop writing ability by learning several principles. These principles are summarized as follows:

(a) The Recurring Principle. Very young children tend to produce the same mark over and over again. Children later realize that the same elements can be repeated in word patterns.

(b) The Directional Principle. When the children place words in a line, starting at the correct point and moving in the right direction, they are using this principle.

(c) The Generative Principle. When the children realize that they can make new messages with a different arrangement of known letters and words, they are following the generative principle.

(d) The Inventory Principle. When the children take stock of their own learning and list all the letters of words they can write, match symbols, or even list unfamiliar words they have learned to use this principle.

(e) The Contrastive Principle. When children pair two elements together in order to note differences, they are following the contrastive principle. An example of this would be children contrasting "and" with "AND."

(f) The Abbreviation Principle. This is an attempt by children to deliberately use one symbol implying a full
word, which the child could fill out if he were asked to
(Clay, pp. 20-38). For example, the child may write S.O.S.
indicating that the meaning of the message is understood.

Early scribbles are thought to be the origin of all
drawing and writing. In New Zealand, Clay (1975) found
that during the first year of school teachers did not emphasize
penmanship since this was thought to inhibit the spontaneous
efforts of children. She comments: "The creative urge
of the child to write down his own ideas was considered
to be the important thing to be fostered in written language"
(p. 1). Clay agrees with the following alternatives in
which children:

(a) drew pictures and the teacher wrote
dictated captions

(b) traced over the teacher's script

(c) copied captions

(d) copied words around the room

(e) remembered word forms, and wrote
them independently

(f) invented (generated) word forms,
often correctly

(g) got a written copy of unknown words
from the teacher (p. 1).

Clay (1975) found that elements of adult writing were present
in virtually all of the children's early attempts at writing.
By experimenting with print the writers became aware of
the existence of a written code and set about discovering
it.
Clay (1982) reports that she is reluctant to talk about stages in development; however, she supports a developmental view in which young writers move by various routes across several strands of language learning:

- trying to get a theory about written language
- trying to construct stories
- exploring sound-to-spelling patterns
- developing new language options and
- developing a range of writing forms (p. 69).

Broadly viewed, she contends that children's writing development shows a movement from the early attempts at drawing and scribbling from "gross approximations" which later become refined: weird letter forms, invented words, make-believe sentences" (Clay, 1977, p. 336).

King and Rentel (1981), as part of their longitudinal study, also assessed children's development with respect to their concept of message and related concepts of directionality and spacing. Children's written texts were rated on ordinal scales demonstrating the attributes of each category. These three scales provided an ordinal index of the extent to which children, over time, incorporated various dimensions of each category. They found that many children demonstrated that they understood spacing and directionality well before they demonstrated a concept of message.
Newman (1983) describes writing as a problem-solving process. The young writers explore rules governing the concepts of letters, words, sentences and forms of discourse. Their writing samples demonstrate a movement towards more differentiated concepts of print. Deford (1980) has developed the following framework for understanding children’s development of writing:

1. Scribbling
2. Differentiation between drawing and writing
3. Concepts of linearity, uniformity, inner complexity, symmetry, placement, left-to-right motion, and top to bottom directionality
4. Development of letters and letter-like shapes
5. Combination of letters, possibly with spaces, indicating understanding of units (letters, words, sentences), but may not show letter/sound correspondence
6. Writing known isolated words - developing sound/letter correspondence
7. Writing simple sentences with use of invented spellings
8. Combining two or more sentences to express complete thoughts
9. Control of punctuation - periods, capitalization, use of upper and lower case letters
10. Form a discourse - stories, information material, letters, etc. (p. 162).
Deford suggests that these stages are by no means sequential for all children but there is a suggestion of growing sophistication, as more of the child's strategies and concepts become refined and writing becomes more reflective of conventional writing.

Graves (1973) studied the writing process of a group of seven-year-old children. Further research done by Graves and his team of researchers involving direct observation of young children while they write, found that even first grade children can become successful writers if they are given control of their own writing.

Graves (1973) and his researchers observed fifty-three writing episodes of the fourteen subjects involved in the investigation. A single writing episode was considered to consist of three phases of observation: prewriting, composing and postwriting. He describes these phases as follows:

Prewriting phase: This phase immediately precedes the writing of the child. Writing factors observed in this phase are the contribution of room stimuli to writing choice, rehearsal factors as in art work, discussions with other children and the teacher.

Composing phase: This phase begins and ends with the actual writing of the message. Examples of phase factors are spelling, resource use, accompanying language, pupil interaction, proofreadings, rereadings, interruptions, erasures, and teacher participation.
Postwriting phase. This phase refers to all behaviors recorded following the completion of writing the message. Examples of these behaviors are product disposition, proofreading, and contemplation of the finished product (p. 100).

The Writing Environment

Recent research on the developmental process of writing, as described in the previous sections indicate that children know far more about language when they enter school than is generally assumed. The writing environment can allow children to feel comfortable when experimenting with written language as well as oral language.

Newman (1983) contends that an environment which permits children to take risk, to experiment and to invent is one which fosters writing development.

Harste, Burke, and Woodward (1983), who studied the writing and reading process of preschool and elementary school children, agree that risk is a central feature of the process of literacy and literacy learning. Without risk, they believe, children will not be allowed to develop control over the writing process. They contend that:

The role risk plays in the literacy process needs to be supported, facilitated, and reflected in the advice and programs we provide and design for written language learners of all ages' (p. 257).

Children are exposed to various forms of print in their environment such as labels, signs and books which
make them aware of the function and use of print. As Bissex (1981) writes:

Just as children learn to talk by talking in an environment that is full of talk, children learn to write by writing in an environment full of writing and writings (p. 787).

McDonell and Osburn (1980) give further support to the argument that children learn to write by writing in a risk-taking environment. They claim that:

Writing is a skill that can flourish only if children have freedom to experiment with the written word. Since no human skill can be mastered unless it is constantly practiced, opportunities to communicate in writing must occur daily if children are to advance (p. 310).

It is suggested by McDonell and Osburn (1980) that opportunities to communicate in writing must occur daily if children are to advance. Errors must occur if progress is to be made, as these indicate growth toward conventional writing.

In a study done by Birnbaum (1980), the relationship of certain nonacademic and academic experiences to differences in children's views of composing and level of proficiency in composing was investigated. By means of a case study of eight students from fourth and seventh grades she found that, with one exception, the more proficient writers came from academic environments that were conducive to learning the values and purposes of composing. She concludes by saying:
To develop the ability to engage in composing with different levels of response, the young child must explore the uses of whole language in a context free from the fear of error (p. 209).

Summary

Learning to write appears to be a developmental process which starts at a very early age. Oral language is an important part of the beginning writing process since it is used to make early attempts at print meaningful. A stimulating writing environment may help to ensure that the child's writing process develops naturally.
CHAPTER III
METHODOLOGY

Sample

In this study the writing process of a group of six-year-old children was examined by the researcher as a participant-observer in a grade one classroom. The researcher both observed and interacted with all twenty-seven children; however, the main focus in observation was with the selected six children in order to gain more indepth information on children's perception of what is involved in writing and the thinking behind particular writing behaviors.

This grade-one classroom was chosen for a six-month investigation. There were twelve females and fifteen males whose mean age was 6.6 at the beginning of this study. The six children were chosen during the first phase of the study. Of the six, two represented children who, according to Marie Clay's "Concept About Print" Test, rated above the average stanine score of 5; two children were representative of an average group (stanine score of 5) and the remaining two belonged to a group scoring below the average stanine of 5.

Basis of Selection

To study writing, a first essential was to select a school and a classroom in which the curriculum encouraged
writing from children at the beginning of grade one. In some schools that were considered by the researcher, writing was not encouraged until late in grade one and at the beginning of grade two. In these schools teachers may feel that the students are unable to write because, as one teacher commented, "the children do not know enough words yet." In the grade-one classroom chosen for this study children appeared to, as Graves emphasizes, "want to write" and did write four days a week. The second reason for selecting this classroom was that in this school the researcher could move easily collect data and observe the children. The teacher involved was most cooperative and a good rapport was easily established.

Writing was usually integrated into the language arts program at this school. Some emphasis was placed on literature in the classroom in that the teacher read aloud, discussed books and organized books for study around a common theme. The teacher used a modified language experience approach for reading. The Nelson Language Development Program was used with the class in general as a basis of their language arts program. In addition, the Gage Series and Open Highways Series were used for language arts instruction in small group situations.

During writing, emphasis was not placed on correct spelling and capitalization. In the Nelson Language Development Program some phonics was taught but not overemphasized.
During the entire study the children were encouraged to use invented spelling. Invented spelling was one way that children could express their awareness of print before formal instruction in spelling took place. The children used their knowledge of letter names to graphically represent sounds. Throughout this process the children created their own spelling of words. They also used words from their own word dictionaries, their readers and charts around the room. Emphasis was placed on sharing their stories with the class. The content of the stories was seen as more important than mechanics or correct spelling.

Data Collection Procedures

Throughout the data collection period from the third week of October 1984 to the last week of April 1985, emphasis was placed on gathering data on the six children chosen for investigation. The gathering of extensive writing samples and the naturalistic observation of the six children provided a range of cross-validation of data to support the findings. In addition, the gathering of a full case study data through a parent interview, testing, assembling of an educational-developmental history and observations in several environments, helped to develop research recommendations for teachers of writing.

The data were collected primarily in the morning sessions between 9:00 a.m. and 10:30 a.m. during a language arts
period. As previously mentioned the children in this study wrote four mornings a week, and in two of these sessions the researcher recorded behaviors accompanying the writing episode.

Data collection proceeded through three general overlapping phases: Each phase is described in the following sections.

Phase One (Weeks 1-3)
Preliminary Observation/Initial Assessment

During this phase the writing behaviors of the twenty-seven children were assessed in order to identify six children as the prime focus of the study. During this phase Clay's (1975) rating scale for early writing was used to estimate the level of the child's written expression. Three samples of written work of the twenty-seven children involved were collected and analyzed over the three-week period. Each child's written products were sorted according to the level of language organization, understanding of message and sense of directionality (Clay, pp. 66-67). From these classifications, six boys and six girls were selected and a portion of Clay's Concepts About Print Test was administered to further determine each child's stanine score which indicates the child's status relative to a norming group of children in the age group 5.00 to 7.00 years. A stanine score is a normalized standard score of nine units, with a low score of 1 and high score of 9 (Clay, 1979, pp. 17-21). From the original
of twelve, the six children were selected from this group as the main focus of the study.

Phase Two (Weeks 4-23)
Major Data Collection

During this phase primary emphasis was placed on gathering data on the selected six children and a secondary emphasis was placed on gathering data on the remainder of the class. During the beginning of this phase, the T-unit or communication unit was used as a method of quantifying syntactic development. The six children's writing samples were analyzed according to Loban's (1976) definition of a communication unit: "an independent clause with modifiers" (p. 105). Hunt (1969) used this same method of segmentation in his research and referred to it as the T-unit. The following example illustrates the method of tallying communication units.

Examples of Communication Units

(Transcript of subjects' actual language)
I'm going to get a boy 'cause he hit me/ I'm going to beat him up an' kick him in his nose/ and I'm going to get the girl, too./

Number of Communication Units - 3
Number of Words·Per Unit - 11, 13, 9

At the end of phase two this procedure was repeated in order to compare and assess the syntactic development of the selected six children over the six-month period.

In this stage writing of the children was observed in the classroom situation in order to gain an ecologically
valid view of their writing process. The researcher sat with the child to be observed at his or her table, noting behaviors that accompanied the writing. The procedure for recording the composing behaviors of the children will be discussed in a later portion of this chapter.

In addition to observational notes, data collected during phase two consisted of the children's written products and the researcher's daily journal entries of trends perceived in the class as a whole as well as among individual children.

Phase Three (Weeks 24-25)
Completion of Case Study, Final Analysis of Children's Products and Writing Episodes and Interviews

During this stage a detailed study of one child began. The child's teacher from the previous year was interviewed. As well, the parents were interviewed regarding the child's early experiences with print. These data were gathered in phase three after the classroom observations were completed in an effort not to influence the child's writing behaviors in phase two.

In addition, the twenty-seven children were interviewed individually about their perceptions of what is required to learn how to write and the purposes for writing.

Evaluation Criteria for Children's Writing

Owing to a lack of research in this field, few criteria for the evaluation of beginning writing have emerged.
According to Graves (1980) a careful assessment is necessary in order to see where the child is in terms of his or her control of the writing process. Such an assessment would help the teacher determine where the child is in his developmental process and determine how he is progressing in relation to his own development, not in comparison to the class. The procedure developed and used by Graves (1973) for recording behaviors in the composing phase of writing and an example of a developmental scale are contained in Figures 1 and 2.

King and Rentel (1981) developed three sets of categories from an analysis of children's written scripts in order to assess children's development with respect to their concept of message and related concepts of directionality and spacing. The first, Concept of Message Categories (CMC), incorporated the concept of sign. The other two concerned how writing appears on the page in respect to left-right direction and word and sentence boundaries (King and Rentel, 1981, p. 114-122). Their criteria are described below respectively.

Concepts of Message Categories

0 Child draws a picture, but does not use any letters or numbers. He may use other signs—i.e., stars, Xs plus or minus signs. Child may or may not respond when asked to tell about her/his production.

1 Letters and/or numbers scattered haphazardly across the page, with or without a picture. When asked to
A whale is eating the men. A dinosaur is trying to eat the whale. A dinosaur is freezing a tree at the lion. and the caveman too. the men are killed. The dinosaur killed the whale. The cavemen like is the rocks.

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:17</td>
<td>Gets up to get dictionary. Has the page with pictures of animals.</td>
</tr>
<tr>
<td>10:20</td>
<td>RR</td>
</tr>
</tbody>
</table>

**KEY:** 1-2-3-4 - Numerals indicate writing sequence; 4 -> Item explained in comment column on the right; /// - Erasure or Proofreading; T - Teacher involvement; IS - Interruption Solicited; IU - Interruption Unsolicited; RR - Reread; PR - Proofread; DR - Works on drawing; R - Resource use. Accompanying Language: OV - Overt; WH - Whispering; F - Forms letters and words; M - Murmuring; S - No overt language visible.

**Figure 1**

Example of a Writing Episode
(Graves, 1973, p. 40)
## Writing Process Behaviors of Seven Year Olds
### A Developmental Scale

### I - Prewriting Behaviors

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Drawing use</td>
</tr>
<tr>
<td></td>
<td>No drawing needed</td>
</tr>
<tr>
<td></td>
<td>Drawing after writing</td>
</tr>
<tr>
<td></td>
<td>Drawing before writing</td>
</tr>
</tbody>
</table>

### II - Postwriting Behaviors

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Drawing approach</td>
</tr>
<tr>
<td></td>
<td>None needed (drawing)</td>
</tr>
<tr>
<td></td>
<td>Drawing from writing</td>
</tr>
<tr>
<td></td>
<td>Drawing is reactive</td>
</tr>
</tbody>
</table>

### III - Composing Behaviors

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Prewriting ideation</td>
</tr>
<tr>
<td></td>
<td>Full pre-ideation</td>
</tr>
<tr>
<td></td>
<td>Some fill-in</td>
</tr>
<tr>
<td></td>
<td>General idea, 2-3 sentence advance</td>
</tr>
<tr>
<td></td>
<td>As the child writes</td>
</tr>
</tbody>
</table>

### IV - Writing Episode Reported

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Resource use</td>
</tr>
<tr>
<td></td>
<td>Will travel to get resources</td>
</tr>
<tr>
<td></td>
<td>Use if within reach or glance</td>
</tr>
</tbody>
</table>

### V - Overtness of Accompanying Language

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>No evidence of accompanying language</td>
</tr>
<tr>
<td></td>
<td>Murmur</td>
</tr>
<tr>
<td></td>
<td>Forms letters and words</td>
</tr>
<tr>
<td></td>
<td>Whispers</td>
</tr>
<tr>
<td></td>
<td>Words out loud, sound effects</td>
</tr>
</tbody>
</table>

### VI - Rereading during Writing

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>Rare (1-2)</td>
</tr>
<tr>
<td></td>
<td>Occasional (2-5)</td>
</tr>
<tr>
<td></td>
<td>Constant (5-up)</td>
</tr>
</tbody>
</table>

### VII - Proofread during Writing

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>Largely at word level</td>
</tr>
</tbody>
</table>

**Figure 2**

Writing Process Behaviors of Seven Year Olds
A Developmental Scale
(Graves, 1973, p. 101)
reitell child responds to picture and/or does not attempt
to match writing to speech.

2 Letter and/or number strings, message from print only
in a global sense.

3 Letter and/or number/strings, but message from print
in a more specific sense, i.e., child matches at least
part of spoken message to parts of print. Included
are single word labels for pictures and letter strings
in which only a few words are actually discernable.

4 Copied repeated patterns (e.g. I love ..., My dog
is nice, my dog is good ...). Assume these are original
(5 below) unless strong evidence for actual copying.

5 Invented repeated patterns (see 4 above). Also include
here brief single phrase or clause labels.

6 Piece of writing in which fairly original and varied
phrases and/or sentences are used to convey message.
Writing may or may not include conventional punctuation,
capitalization or spelling. Length and ideas may
vary considerably.

Directionality Categories

0 No writing present.

1 Letters, words and/or numbers scattered across page
at various angles.

2 Letter strings, basically appear left-right, top-bottom,
but words not discernable.

3 Recognizable words arranged in a fairly consistent
pattern but not appropriate for English, e.g., right-left,
bottom-top, around picture.

4 Overall directionality consistent, but several words
and/or many letters reversed.

5 General conventional directionality with occasional
lapses often caused by page constraints (e.g., corner-
turning, beginning new line in middle of page, etc.)

6 Brief phrase or label, only one line, directionality
left-right. Include here also labels under individual
objects.
Correct directionality throughout text (at least two lines) but crookedness of lines to the point of causing line/word order confusion.

Conventional directionality throughout.

Spacing Categories

0 No letters and/or numbers written.
1 Individual or groups of letters and/or numbers scattered across page.
2 Strings of letters, even possibly two or more lines, but no spacing in lines.
3 Strings of letters, possibly including a very few discernable words, with some break down into groups indicating some sense of spacing.
4 Recognizable words, but almost all run-on. Minimal spacing (25% of boundaries or less).
5 Moderate spacing (35-70% of boundaries).
6 Unique or ideosyncratic spacing conventions used (e.g., one word per line, exceptionally large spaces or slashes between each word.)
7 Single phrase or clause (possibly copied) well spaced.
8 Consistently spaces throughout (70%+) with occasional run-on pair or split word (possibly caused by page edge problems). Message a minimum of two clauses and two lines.
9 Conventional spacing throughout message.

The Researcher's Evaluation Criteria for Children's Writing

The first set of evaluation criteria for children's writing used by the researcher dealt with recording behavior during the writing episode of the observation period. The second set of criteria again dealt with the children's
development in respect to their concept of message and related concepts of directionality and spacing. The third criterion consisted of analyzing the children's writing by means of the T-unit or communication unit as a method of quantifying syntactic development over the six-month period.

The criteria first developed by the researcher were for recording behaviors of the selected six children during the composing phase. They approximated Graves' (1973) criteria and are contained in Figure 3. In the left column the researcher recorded exactly what the child wrote. The sequence and significant acts were recorded by the numerals, the circled numerals giving explanations of the specific behaviors noted. For example, the circled 4 in the left-hand column was explained following the 4 in the right-hand column. The key listed was also adapted from Graves (1973) and indicated the range of behaviors monitored when the child engaged in the writing episode. Teacher involvement (T) was any form of teacher interaction with a child during the writing episode. Interruptions (15-10) were monitored for their effect on the continuance of the child's writing. Rereadings and proofreadings (RR and PR) indicated other writing habits. Rereadings were the child's rescanning of writing composed prior to the current word being written. Proofreading was defined as an adjustment of previously composed writing. When the drawing was adjusted to go
<table>
<thead>
<tr>
<th>Child's Story</th>
<th>Accompanying Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fred is a good Singer</strong> 1 2 3 4 5 and He sang A ez sing 6 7 8 9 (10) (11) And it was all thes 12 13 14 15 16 Oad Man He Pd 1 17 (18) 19 (20) 21 And it was Rl ez 22 23 24 (25) 26 cs we got it on 27 28 29 30 31 Owr Rod And we had 32 (33) 34 35 36 lots of fun 37 38 39</td>
<td>10:00</td>
</tr>
<tr>
<td></td>
<td>10:20</td>
</tr>
</tbody>
</table>

**KEY:** 1-2-3-4 - Numerals indicate writing sequence; 4 - Item explained in comment column on the right; /// - Erasure; T - Teacher involvement; IS - Interruption Solicited; IU - Interruption Unsolicited; RR - Reread; DR - Works on drawing; R - Resource use. Accompanying Language: OV - Overt; WH - Whispering; F - Forms letters and words; M - Murmuring; S - No overt language visible.

**Figure 3**

Example of a Writing Episode of the Researcher
with a new idea in the text, (DR) was used. The use of resources to aid writing (R) such as word dictionaries, classroom charts and readers was recorded. Finally, the language behavior from OV (overt full voicing) to S (covert) absence of any visible or aural indication of accompanying language was noted.

A developmental scale adapted from Graves was implemented by the researcher in order to obtain the child's developmental level in writing. This scale was used to obtain a profile and rating of the six selected children's writing process behaviors. As Graves (1973) reported, children at the lowest level of development used numerous word trials, used voiced overt language and had a slow word writing rate. Children reflecting a high developmental profile were strong in composing at word-unit level and wrote rapidly without accompaniment of overt language. Idea flow in this profile was fluid, reflecting a well developed pre-writing idea structure, and no evidence of reeditions was present.

The criteria used by the researcher in order to assess children's development with respect to their concept of message and related concepts of directionality and spacing were the three sets of categories developed by King and Rentel (1981), which are summarized below.

Concept of Message. Children were classified in this category to get at their differing levels of awareness of relationships that exist between messages expressed
by written text and the combinations of letters used to represent the various parts of those messages. The categories differentiate between children with no or little understanding (picture carries message), a vague global understanding (letter strings), the ability to copy or construct limited repetitious message (copied or invented patterns) and the ability to construct an original and varied "readable message."

Spacing and Directionality. The writing of the selected group of six children was classified in terms of their use of spacing and directionality conventions. This concerned how the writing appeared on the page in respect to left-right direction and word and sentence boundaries. The scales developed by King and Rentel (1981) have been described in a previous section. These scales were used by the researcher to assess the six children's knowledge of written language at equal intervals during the study.

The third measure concerned the average number of words per communication unit. Loban (1976) found that the average number of words per communication unit proved to be one of the most crucial measures of fluency during his investigation. At the beginning of Phase Two and at the end of Phase Two the T-unit analysis was carried out by the researcher.
Summary

Since there is little information available on the actual behaviors evidenced by children when writing, there is a need to explore the writing process in such a way that effective research hypotheses and recommendations can be made.

By focusing on the behavior of children when they write and by analyzing the children's written products, the researcher hoped to gain significant clues to understanding the totality of the writing situation. In addition, it was hoped that the case study would portray in detail what transpires as the child moves through the successive steps of learning to write.
CHAPTER IV
FINDINGS

Introduction

The main purpose of this study was to explore the writing processes and products of a selected group of six-year-old children and to describe the developmental process of writing through a case study of one child. The goal of the researcher was to gain an understanding of early writing from the point of view of the child and to subsequently make recommendations for the classroom teacher.

Conclusions and recommendations concerning children's writing were formulated in this study through the reporting and analyzing of data gathered by the following procedures:

1. The recording of behaviors observed during children's writing episodes.
2. The periodic reviewing of children's writing project books and journals throughout the study.
3. The collecting of daily journal entries by the researcher.
4. The collecting of data from a parent interview and extended observations of the case-study child.
5. The recording of children's perception of what is required in learning how to write and the purposes for writing. These data were collected
through personal interviews with all the first-grade children involved.

Figure 4 shows the reporting order used by the researcher. The Phase I report describes the environment and teaching approaches used by the participating teacher. The Phase II report describes writing episodes for each of the six children and summarizes data on the writing process. Since children's writing behaviors and products show developmental sequence, the Phase III report describes the analysis of the syntactic development of the six children and the range of children's knowledge sophistication of print conventions (concept of message and related concepts of directionality and spacing as proposed by King and Rentel, 1981).

Phase IV summarizes data on the interviews with twenty-seven children concerning their perceptions of what is required in learning how to write and the purposes for writing. The fifth phase, "a case study of Paula," concludes Chapter IV.

The purpose of this form of presentation is to provide a wide range of findings and thus add depth to the research conclusions and recommendations for the classroom teacher.

In order to observe the development of writing, the research methodology in the present study may be classified as naturalistic research as opposed to experimental research. This study was designed to provide situations in which
PHASE I
The Writing Environment of the Classroom

PHASE II
The Writing Process

PHASE III
The Written Products

PHASE IV
Children's Views About Writing

PHASE V
Case Study

FIGURE 4
Phases of Reporting the Study
Chapter IV
"natural" behavior could be systematically observed. Consequently, the present investigation makes no attempt to test a hypothesis nor to manipulate the subject's behavior. The research concern of the present study was not to find cause and effect relationships but to comprehensively describe the writing behaviors of six year old children. For example, the investigation included the observation of writing during the prewriting, composing and postwriting phases as reported by Graves (1973). Recordings of the children's writing behaviors were made when they chose to initiate writing. For some children drawing was an important step in the prewriting phase. Other children voiced words and constantly reread in order to reorient themselves to the idea flow in their writing. The different writing behaviors of the children were monitored by the researcher to gain an understanding of the writing process.

A constant concern during the study was reducing the effect of the researcher with regards to influencing the children's classroom writing behaviors. Therefore, at the beginning of the study the participating teacher tried to reduce this effect by informing the class, "Boys and girls we have a new visitor in our classroom this morning. Would anyone like to guess as to who our visitor might be?" One child replied, "A mommy." The teacher responded, "Yes, certainly she may be someone's mommy. Any other suggestions?" Another child replied, "A helper." At this
school the children had been exposed to parent volunteers since kindergarten; consequently, the researcher became accepted immediately as a helper. Additionally, it was explained to the children that the researcher was very interested in what the children were doing in this classroom and that she would be in the classroom for a long while, watching many of the interesting things that they did. From the beginning of the investigation the researcher observed and interacted with the children and was seen by the children as an interested, nonthreatening adult.

Phase I
The Writing Environment of the Classroom

As previously discussed in the review of the literature, the setting for children's writing has an important bearing on both the process and the product. The writing environment of the classroom selected for study is described below by focusing upon the following questions:

1. What are the conditions that foster writing development?
2. Will children write if specific topics are not given?
3. When children are given independent choice, what topics will they choose?

Twenty-seven children were seated at desks arranged in groups of six and seven around the center of the room. Beyond the desks and around the outside of the room there
was a listening area, library area and an area with equipment that was available for children to use in the centers or on special projects being constructed in other areas of the room. The centers were usually done during the afternoon session and changed weekly. When each center was introduced the children discussed their new centers and usually showed great interest in each activity. The large bulletin board at the rear of the room and two small boards on each side of the room contained children's writing and art work.

The language arts were taught in the morning, usually between 9:00 a.m. and 10:30 a.m. Most of the children's writing activity occurred during this period.

Two basic approaches were demonstrated in the teaching of Mrs. B., the participating teacher. In the first approach the teacher was the prime motivator and assigned specific writing topics. However, if the children did not want to write on the particular assigned topic they were allowed to write on a topic of their own. In the second approach, Mrs. B. encouraged the children to write in their journals without assigned topics. When the children were left with no discussion, reading, or teacher explanation, it appeared that the journal writing was not as productive as writing occurring in the first approach. Children wrote in this approach, but, if guide questions were not provided, the children's idea flow was not as fluid as in the first approach. Mrs. B. felt that a stimulus to writing encouraged the
children to develop a framework of ideas or a better understanding of what they wanted to write. This framework helps to strengthen the idea flow and subsequently increase the child's composing speed and length of composition. Journals were usually completed biweekly. The teacher designed questions for the children to answer concerning activities that took place at home and in school. For example:

1. What did you like best of all about this week in school?
2. What did you do this weekend?
3. What did you do last night?

**Figure 5** illustrates an approach used in journal writing.

**Example of Journal Writing - A**

It is worth noting that later in the year this same child adopted the questioning style used by the teacher (see Figure 6).
what did you do this Christmas? I got lots of presents.
I had lots of fun at Christmas. What did you get for Christmas?
I got lots of toys.

translation:
What did you do this Christmas? I got lots of presents.
I had lots of fun at Christmas. What did you get for Christmas?
I got lots of toys.

Figure 6
Example of Journal Writing - B

The Nelson Language Development Reading Program, a basal reading and language series, was used as a basis for most writing assignments. Occasionally, the children might be called together in a large group session to discuss books read by the teacher and children or to discuss special field trips they had undertaken during the study. Writing stimuli were strongly rooted in the suggestions children made to each other or in family events and experiences.

The teacher's role in the teaching of writing was observed to be one of introducing ideas and stimulating and encouraging children while they were writing. During the writing she would circulate, observe and primarily provide
a stimulating, supportive environment. The following transcripts illustrate how ideas for writing were introduced.

Transcript one:

Mrs. B.: We have just finished the Bumpity stories. What makes them different from other stories we did? Who was Bumpity?

Class: A little red car.

Mrs. B.: What was special about him?

Class: He could talk.

He tried to get to the fair.

He was very sad.

Mrs. B.: Tina has brought some figurines that she had at home that helped Bumpity. (Tina brings the figurines to Mrs. B. and holds the figurines for the class to see)

What did the Little Red Hen do?

Class: Cranked him up.

Mrs. B.: The pig?

Class: Changed the flat tire.

Mrs. B.: Moo Cow?

Class: He was strong, he pushed Bumpity out of the mud.

Mrs. B.: And then what happened?

Class: They all got into the car and went to the fair. (Mrs. B. shows a picture chart of Bumpity).
Mrs. B.: This morning I'm going to give you some titles and you can choose a title to write about or you can choose your own title if you wish. We can write about Bumpity's being sad. Do you have your idea of what you want to write about? Remember, this can be a make-believe story.

Transcript Two:

Mrs. B.: Yesterday, you found scary notes around the classroom. Think about a scary sound and a scary story if you have one. Tell us something that happened to you.

Class: I dreamed about a snake around me.

Mrs. B.: Sometimes I get scared nighttime when I wake up.

Mrs. B.: Do you think you see monsters sometimes when you awake during the night?

How many of you have a night light in your room?

How many of you have no light? (Children responded by raising their hands).

Mrs. B.: Sometimes it is better to keep your door closed to your room - in case of a fire. The smoke would not get to you so quickly.
Class: Last night I heard a tapping sound on my window. I put my head under my pillow. I was too scared to look out.

Class: When I was sleeping I had a nightmare. I put my pillow over my head.

Class: One night the power went off and I was scared. Mommy came in and put her arms around me and I was O.K.

Class: Sometimes in the nighttime I get scared and I go out and sleep with Mom and Dad.

Class: Last year in April when we got up the window was broken.

Class: One time I saw a light in my window. I called my Dad but it was only the snow plow.

Class: One time I slept down to Nanny's and I couldn't sleep all night because the wind was making a funny noise in the chimney.

Class: One time I dreamed about Frankenstein. I kicked all of the blankets off. Mom said I could get in her bed.

Mrs. B.: Last night I asked you to think about a scary picture and write a story or scary note. Write a scary story or scary note in your storybooks. Remember the scary story we did yesterday in our reader.
It appears that the children's interests were kept in mind as Mrs. B. selected various topics or story starters for the children's writing. Usually specific topics or story starters were given throughout the year. Examples of these included the following:

- Pets
- Report on Visit to Arts and Culture Centre
- A Monster Story
- Thanksgiving
- Our Halloween Party
- Our School
- My Fairy Tale
- Animals
- The Leprecaun
- Turtles
- All About Me
- Birds
- Kittens
- A Bear Story
- Christmas
- The Surprise Party
- Mittens
- Friends
- A Scary Story
- Giraffes
- Once Upon a Time ...
- Easter
- Tigers

Throughout the researcher's observations, topics or story starters were consistently introduced through discussion, reading and teacher explanation. As special days or events were covered, the children's topics became seasonally oriented, as in "The Leprecaun".

Occasionally, a choice of topics for writing was given to the children. For example, at 9:00 a.m. Mrs. B. called all the children together to sit on the floor. Discussion during an observation on November 1, 1984, centered around
the children's experiences during Halloween Night. Various children shared personal information about this special occasion. Mrs. B. suggested that they could write about their experiences during Halloween Night or about anything they wanted. An analysis of the twenty-seven stories arising from this instruction showed the following:

Table 1
Distribution of Story Topics

<table>
<thead>
<tr>
<th>Topic Choice</th>
<th>Number of Writings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chickens</td>
<td>1</td>
</tr>
<tr>
<td>Sailing Boats</td>
<td>2</td>
</tr>
<tr>
<td>The Halloween Party</td>
<td>2</td>
</tr>
<tr>
<td>Why I Like Halloween</td>
<td>1</td>
</tr>
<tr>
<td>Total Unassigned Topics</td>
<td>6</td>
</tr>
<tr>
<td>Total Assigned Topics</td>
<td>21</td>
</tr>
</tbody>
</table>

Essentially, the above distribution indicates that the majority of the class wanted to stay close to the assigned topic. From observation in the classroom it appears that sometimes it is not easy for the child in the beginning stages of writing to switch interest and concentrate on the topic at hand. For example, during one observation early in the study in October, Mrs. B., the participating teacher, had started word dictionaries with the children. The children, during the particular observation, began their language arts period by writing all the words they
could think of that began with "A" in their word dictionaries. The teacher encouraged them to use these words to help them write their story if the need arose. One child was very interested in this activity and seemed preoccupied with his word dictionary when he began writing his story. On this occasion Mrs. B. read the King Midas fairy tale, discussed fairy tales and asked the class to try to write a fairy tale. The child observed by the researcher wrote the story shown in Figure 7.

There was a boy
Who ate an apple in April.

Figure 7
Example of A-words Story

When the child read his story to the class later, he explained, "I had all A-words." One explanation may be that the child was not interested in a fairy tale as much as making "A" words. Again, this may indicate the inappropriateness of using fairy tales at the beginning of first grade and expecting children of that age group to understand the elements of fairy tales without repeated exposure to this genre of literature. An alternative explanation may be that very
young writers seem to write sometimes for their own sake. At this early age, as Graves (1983) concluded, beginning writing is a highly egocentric act until children become aware of their audience and understand the writing process. A review of the twenty-seven stories on this particular occasion revealed that less than half of the class wrote a fairy tale. This may indicate that at the beginning stages of writing children seem to ignore audiences or suggestions from others and see writing as egocentric play.

**Summary**

Throughout the study Mrs. B. experimented with various themes and different ways of presenting them. As previously explained, a significant amount of writing was stimulated by a combination of teacher suggestions and story starters largely based on themes from The Nelson Language Development Reading Program. Various children's literature such as Maurice Sendak's picture book *Where the Wild Things Are* was read aloud to extend the children's experiences. It seemed that the children at this age group were most excited about relating various firsthand experiences in their stories. Reporting on a trip they undertook together or relating an incident regarding a woodpecker a child saw on the way to the bus stop often suggested messages which each child was able to expand and make meaningful. Given encouragement...
the children were able to say what they saw or felt, to listen to others and to experiment with ways of expressing their ideas to others.

Phase II
The Writing Process

In Phase II the researcher has summarized the data which were generated by the eighteen six year old children during fifty-seven writing episodes. A writing episode, previously discussed in Chapter II, included three major phases: prewriting, composing and postwriting. The researcher used a Developmental Writing Scale adapted from Graves (1973) to report the writing behaviors observed and to summarize the observational data on the children's writing episodes. Recordings were made of the children's writing behaviors during each of the three writing phases. Because some of the six children may have been absent during some of the observations, twelve of the fifty-seven writing episodes recorded were not from the selected group of six children.

This phase reports on the writing process of the six children selected for intense investigation. The results of the process observation will be discussed by categories of performance according to Marie Clay's (1979) Concepts About Print Test as discussed in Chapter III. This information is presented in Table 2.
<table>
<thead>
<tr>
<th>Categories</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group One</td>
<td>Lori Ann</td>
</tr>
<tr>
<td>Below the average stanine of 5</td>
<td>X</td>
</tr>
<tr>
<td>Group Two</td>
<td></td>
</tr>
<tr>
<td>Average stanine of 5</td>
<td></td>
</tr>
<tr>
<td>Group Three</td>
<td></td>
</tr>
<tr>
<td>Above the average stanine of 5</td>
<td></td>
</tr>
</tbody>
</table>
Group One - Writing Episodes

The first of the three groups of children, Lori Ann and Jerome, is reported in this section. The writing episodes, which follow, demonstrate Lori Ann's and Jerome's writing development and control over the writing process. Writing episodes discussed belong to the group of children who represent below-the-average stanine of 5 (Marie Clay's Concept of Print Test, 1979).

Prewriting Phase - November 21, 1984. The class was given a picture of baby birds with their mother and father feeding them. A discussion followed with the children sharing ideas generated by the picture. Later Mrs. B. asked the class to write about the picture. Lori Ann talked to various children in her group as she cut and glued the picture in her storybook.

Composing Phase - November 21, 1984. Lori Ann's accompanying language for this episode was classified as overt (see Figure 8). She wrote slowly and struggled at the word level. Included in Figure 9 is a comparison of her writing development during the course of the study.

Postwriting Phase - November 21, 1984. Lori Ann colored the picture and when finished went to Mrs. B. and read the story to her.
<table>
<thead>
<tr>
<th>Child's Story</th>
<th>Accompanying Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>the birds r</td>
<td>Lori Ann cuts out picture.</td>
</tr>
<tr>
<td>fedns the</td>
<td>Lori Ann: &quot;Have you got glue,</td>
</tr>
<tr>
<td>①  ②  ③  ④  ⑤</td>
<td>Paula?&quot;. &quot;I'm doing it side-</td>
</tr>
<tr>
<td>⑥  ⑦</td>
<td>ways.&quot; &quot;Let me see your new</td>
</tr>
<tr>
<td>translation:</td>
<td>pencil case, Paula.&quot;</td>
</tr>
<tr>
<td>The birds</td>
<td>1 - Copies 'birds' and 'worms'</td>
</tr>
<tr>
<td>are feeding</td>
<td>from chalkboard. Mrs. B.</td>
</tr>
<tr>
<td>the</td>
<td>tells her to do her own story.</td>
</tr>
<tr>
<td>babies worms</td>
<td>She erases and starts again.</td>
</tr>
<tr>
<td></td>
<td>2 - Copies from chalkboard.</td>
</tr>
<tr>
<td></td>
<td>3 - Asks Mrs. B. Told to sound it</td>
</tr>
<tr>
<td></td>
<td>4 - Asks Mrs. B. She helps Lori</td>
</tr>
<tr>
<td></td>
<td>6 - Asks Mrs. B. She helps Lori</td>
</tr>
<tr>
<td></td>
<td>7 - Copies from chalkboard and</td>
</tr>
<tr>
<td></td>
<td>then colors picture.</td>
</tr>
</tbody>
</table>

**KEY:** 1-2-3-4 - Numerals indicate writing sequence; 44 - Item explained in comment column on the right; /// - Erasure; T - Teacher involvement; IS - Interruption Solicited; IU - Interruption Unsolicited; RR - Reread; DR - Works on Drawing; R - Resource use. 
Accompanying Language: OV - Overt; WH - Whispering; F - Forms letters and words; M - Murmuring; S - No overt language visible.

Figure 8

<table>
<thead>
<tr>
<th>Child's Story</th>
<th>Accompanying Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a vhs.</td>
<td>( \text{OV} ) 2 - Whispers each letter.</td>
</tr>
</tbody>
</table>
| Mat The Myes  | \( \text{IS}, \text{R}, \text{OV} \) 6 - Looks in reader. Lori Ann: "I'm looking for 'watch'."
| translation:  | Krista says, "wot"." Lori Ann: "I want to find it in my reader." (She is not successful). Sounds out the word. |
| I have a vhs. | \( \text{RR} \) 5 - Rereads 5 and 6. |
| watch the movies. | \( \text{OV} \) 8 - Voices. |

**KEY:** 1-2-3-4 - Numerals indicate writing sequence; 4 - Item explained in comment column on the right; /// - Erasure; T - Teacher involvement; IS - Interruption Solicited; IU - Interruption Unsolicited; RR - Reread; DR - Works on Drawing; R - Resource use. Accompanying Language: OV - Overt; WH - Whispering; F - Forms letters and words; M - Murmuring; S - No overt language visible.

**Figure 9**

Writing Episode B: Lori Ann; February 8, 1985
Summary. A review of Lori Ann's seven writing episodes indicated she was at a low developmental level according to Graves (1973). Developmental Writing Scale data leading to this determination are found in Figure 10.

Prewriting Phase - November 22, 1984. Jerome looked around the classroom and spoke to Paula. He said, "Paula, will you lend me your book (reader)?" Jerome had lost his reader. He looked at a project about kittens done by one of the children. There was a display of projects on the bulletin board. Jerome spent about ten minutes drawing his picture and then copied his title from the project display.

Composing Phase - November 22, 1984. Throughout this phase Jerome continued to focus on the bulletin board. He frequently spoke with a friend, asking how to write a word. He took considerable time in forming the words. His work illustrated that he was not sure of his letter formation. Figure 11 and Figure 12 contain examples of Jerome's writing episodes.

Postwriting Phase - November 22, 1984. Jerome read his story to the researcher and then read it to Mrs. B.

Summary. A review of Jerome's eight writing episodes revealed that he was at a low developmental level as indicated by the Developmental Writing Scale of Graves (1973).
I - Prewriting Behaviors

- Drawing use
  - No drawing needed
  - Drawing after writing
  - Drawing before writing

II - Composing Behaviors

1. Rereading during writing
   - Rare (1-2)
   - Occasional (2-5)
   - Constant (5-up)

2. Resource use
   - Will travel to get resources
   - Use if within reach or glance

3. Overtness of accompanying language
   - No evidence of accompanying language
   - Murmurs
   - Whispers
   - Words out loud

III - Postwriting Behaviors

- Review with contemplation
  - Some sharing with friends, teacher
  - No contemplation, puts away immediately

Mean Placement - Seven Writing Episodes

Figure 10

Writing Developmental Scale of Lori Ann
adapted from Graves (1973, p. 101)
Child's Story

KITTEN Claw Knitting

(1) (2)

translation:

Mittens claw knitting.

Accompanying Behavior

9:35

1. R., OV

1. Copies from bulletin board. (Says to researcher, "Look what I did? What does it say?")

2. Jerome: "Michael, how do you spell 'claw'? I don't have a book to copy off."

David: "Sound it out, Jerome." Jerome asks the researcher and is told to try to get the word himself. He tries but later decides to ask Mrs. B. who spells it for him.

Asks Mrs. B. 'knitting'.

Jerome and Mrs. B. sound it out together. Jerome hesitates before putting down 'n'. He says, "How do you do 'n'?"

9:55

Figure 11

Writing Episode A: Jerome, November 22, 1984
<table>
<thead>
<tr>
<th>Child's Story</th>
<th>Accompanying Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9:55</td>
</tr>
<tr>
<td>The giraffe makes</td>
<td>1. T, R, R</td>
</tr>
<tr>
<td>funny face</td>
<td>2. R</td>
</tr>
<tr>
<td>translation:</td>
<td>3. T, R, OV</td>
</tr>
<tr>
<td>The giraffe makes a</td>
<td>4. R, T</td>
</tr>
<tr>
<td>funny face.</td>
<td>5. R, OV</td>
</tr>
</tbody>
</table>

KEY: 1-2-3-4 - Numerals indicate writing sequence; 4 - Item explained in comment column on the right; /// - Erasure; T - Teacher involvement; IS - Interruption Solicited; IU - Interruption Unsolicited; RR - Reread; DR - Works on Drawing; R - Resource use.

Accompanying Language: OV - Overt; WH - Whispering; F - Forms letters and words; M - Murmuring; S - No overt language visible.

Figure 12
Writing Episode B: Jerome, February 25, 1985
Although there was a noticeable improvement in his writing behavior from the first observation at the beginning of the study, Jerome relied on his drawing of the giraffe to help him form his ideas for his story in the February writing episode. He spent most of his time on his picture and actually wrote only three words during that episode, indicating his struggle at word level. Surprisingly, there was no indication of rereading during any of the observations of Jerome. This is in contrast to Graves' (1973) findings in that children, at that level of development in his study engaged in numerous rereadings of what they are writing. At the end of the study Jerome continued to write slowly, accompanying his writing with overt language. Figure 13 contains Jerome's Developmental Writing Scale (Graves, 1973).

Group Two - Writing Episodes

Writing episodes in this group were indicative of children who, according to Clay's Concept About Print Test, belong the average group (stanine score of 5). The writing episodes of Kimberly and Blair which follow reflect their progress during the course of this study.

Prewriting Phase - October 31, 1984. Kimberly was given a worksheet with words that began with "M" and was asked to color the pictures that began with that letter. The worksheet had a monster for the children to color as well.
I - Prewriting Behaviors

Drawing use

No drawing needed

Drawing After Writing

Drawing Before Writing

II - Composing Behaviors

1. Rereading during writing

Rare (1-2)

Occasional (2-5)

Constant (5-up)

2. Resource Use

Will travel to get resources

Use if within reach or glance.

3. Overtness of Accompanying Language

No evidence of accompanying language

Murmur

Form letters and words

Whispers

Words out loud.

Sound effects

III - Postwriting Behaviors

Review with contemplation

Some sharing with friends, teacher.

No contemplation. Puts away immediately.

Mean Placement - Eight Writing Episodes

Figure 13

Writing Developmental Scale of Jerome adapted from Graves (1973, p. 101)
Mrs. B. then read the book *Where the Wild Things Are* by Maurice Sendak and asked the class to write a monster story. Kimberly drew the picture first and then started writing.

**Composing Phase - October 31, 1984.** During this phase, Kimberly spent a lot of time trying to sound out the words and continuously reread in an apparent effort to obtain the idea flow. The recorded behaviors are reported in Figure 14 and Figure 15.

**Postwriting Phase - October 31, 1984.** When Kimberly was finished writing she colored the picture and read her story to Mrs. B. Later she read her story to the class.

**Summary.** A summary of Kimberly's seven writing episodes suggests that Kimberly's composing speed improved during the six-month period. For example, she progressed from the point of writing twelve words in forty-five minutes during the October writing episode to the stage where she wrote fifty-nine words in the same time period during the April writing episode. She continued to use overt language to accompany her writings and reread to reorient herself to the idea flow of her writing. It was apparent to the researcher that her rereading may have slowed her composing speed since this behavior was typical of the composing process. Towards the end of the study Kimberly's writing behavior indicated that she was no longer struggling at the word level; she had a significant understanding of what she wanted to write from the beginning.
<table>
<thead>
<tr>
<th>Child's Story</th>
<th>Accompanying Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>a pn T mt thr</td>
<td>9:45</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>1 - 3 - Voicing</td>
</tr>
<tr>
<td>s m m is for</td>
<td>3 - Rereads 1 - 3</td>
</tr>
<tr>
<td>6 7 8 8 9 10</td>
<td>4 - Voicing</td>
</tr>
<tr>
<td>monster</td>
<td>5 - Voicing</td>
</tr>
<tr>
<td></td>
<td>6 - Rereads 1 - 6</td>
</tr>
<tr>
<td></td>
<td>11 - Copies from chalkboard</td>
</tr>
<tr>
<td></td>
<td>10:30</td>
</tr>
</tbody>
</table>

Translation:

Once upon a time there lived some monsters. M is for monster.

**KEY:** 1-2-3-4 - Numerals indicate writing sequence; 4 - Item explained in comment column on the right; // - Erasure; T - Teacher involvement; IS - Interruption Solicited; IU - Interruption Unsolicited; RR - Reread; DR - Works on Drawing; R - Resource use. Accompanying Language: OV - Overt; WH - Whispering; F - Forms letters and words; M - Murmuring; S - No overt language visible.

Figure 14

Writing Episode A: Kimberly, October 30, 1984
<table>
<thead>
<tr>
<th>Child's Story</th>
<th>Accompanying Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Once upon a time</strong></td>
<td><strong>1</strong></td>
</tr>
<tr>
<td>There was a sad little</td>
<td><strong>2</strong></td>
</tr>
<tr>
<td>girl and she name was</td>
<td><strong>3</strong></td>
</tr>
<tr>
<td>Humpty. She liked to go to the fair and she will see lots of things at the fair and they dad lots of fun and they could buy some ice cream and after they could go swimming and they could teach humpty how to swim.</td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>

**KEY:** 1-2-3-4 = Numerals indicate writing sequence; 4 = Item explained in comment column on the right/++ = Attention; T = Teacher involvement; DS = Interruption Solicited; DI = Interruption Unsolicited; BR = Reread; DR = Works an Drawing; R - Resource used. 
Accompanying Language: OV - Overt; WH - Whispering; F - Formal letters and words; M - Margurizing; B - No overt language visible.

---

**Figure 13**

**Writing Methods B: Kimberly, April 24, 1988**
Figure 16 illustrates Kimberly's eventual development of control over the writing process. Data generated through her writing episodes suggest she was at the average level of development according to Graves' (1973) Developmental Writing Scale (see Figure 16).

**Prewriting Phase - November 28, 1984.** As part of his reading, Blair was asked to look at five pictures of playful kittens in his reading workbook. He was asked to choose the picture he liked best and write a story about it. During this phase Blair talked to Kimberly about what picture she was going to write about. He spent approximately ten minutes looking at the workbook and drawing his picture.

**Composing Phase - November 28, 1984.** Like Kimberly, Blair spent a lot of time sounding out the words. His looking at the picture though, indicated he relied on his drawing to a great extent to help him understand what he wanted to write about. Blair stopped writing after step seven. After he discussed his story with Mrs. B., he was able to continue writing. During this episode it appeared that he was struggling at the word level. Although he didn't reread what he had written, he used overt language. The behaviors accompanying his composing process are tabulated in Figure 17 and Figure 18.

**Postwriting Phase - November 28, 1984.** Blair put his workbook in his seat and went to Mrs. B. and read his story to her.
I - Prewriting Behaviors

Drawing use
- No drawing needed
- Drawing after writing
- Drawing before writing

II - Composing Behaviors

1. Rereading during writing
   - Rare (1-2)
   - Occasional (2-5)
   - Constant (5-up)

2. Resource Use
   - Will travel to get resources
   - Use if within reach or glance

3. Overtness of Accompanying Language
   - No evidence of accompanying language
   - Murmur
   - Whispers
   - Words out loud
   - Sound effects

III - Postwriting Behaviors

Review with contemplation
- Some sharing with friends, teacher
- No contemplation. Puts away immediately

- Mean Placement - Seven Writing Episodes

Figure 16

Writing Developmental Scale of Kimberly adapted from Graves (1973, p. 101)
<table>
<thead>
<tr>
<th>Child's Story</th>
<th>Accompanying Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>thes kitten is</td>
<td>10:50</td>
</tr>
<tr>
<td>1. 2</td>
<td>2 - Copies from workbook.</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Kitten in a</td>
<td>2 - Voicing.</td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>hre wof hes</td>
<td>4 - Voicing.</td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
</tr>
<tr>
<td>translation:</td>
<td></td>
</tr>
<tr>
<td>This kitten is climbing up a tree with his claws.</td>
<td></td>
</tr>
<tr>
<td>8. ///</td>
<td>8 - Erases.</td>
</tr>
<tr>
<td>9. OV</td>
<td>9 - Voicing 9 and 10.</td>
</tr>
<tr>
<td>10.</td>
<td></td>
</tr>
<tr>
<td>11:10</td>
<td></td>
</tr>
</tbody>
</table>

**KEY:** 1-2-3-4 - Numerals indicate writing sequence; 4 - Item explained in comment column on the right; /// - Erasure; T - Teacher involvement; IS - Interruption Solicited; IU - Interruption Unsolicited; RR - Reread; DR - Works on Drawing; R - Resource use. 
Accompanying Language: OV - Overt; WH - Whispering; F - Forms letters and words; M - Murning; S - No overt language visible.

Figure 17

Writing Episode A: Blair, November 28, 1984
### Child's Story

**Bumpy’s Picnic**

Once upon a time Bumpy and his friends went out in the woods and had a picnic. When they were finished they wanted to go to the fair but never knew where it was. But they tried and it was.

They went everywhere but we soon never so we gave up. The end.

### Accompanying Behavior

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30</td>
<td><strong>Bumpy’s Picnic</strong></td>
<td><strong>1:</strong> 1-2-3-4</td>
</tr>
<tr>
<td>4:</td>
<td><strong>In:</strong> 6-7</td>
<td><strong>2:</strong> R</td>
</tr>
<tr>
<td>4:</td>
<td><strong>As:</strong> 9-10</td>
<td><strong>3:</strong> OV</td>
</tr>
<tr>
<td>4:</td>
<td><strong>A:</strong> 11-12</td>
<td><strong>4:</strong> OV</td>
</tr>
<tr>
<td>10:05</td>
<td><strong>A:</strong> 13-14-15</td>
<td><strong>5:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>B:</strong> 16-17</td>
<td><strong>6:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>C:</strong> 18</td>
<td><strong>7:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>D:</strong> 19</td>
<td><strong>8:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>E:</strong> 20</td>
<td><strong>9:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>F:</strong> 21</td>
<td><strong>10:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>G:</strong> 22</td>
<td><strong>11:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>H:</strong> 23</td>
<td><strong>12:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>I:</strong> 24</td>
<td><strong>13:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>J:</strong> 25</td>
<td><strong>14:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>K:</strong> 26</td>
<td><strong>15:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>L:</strong> 27</td>
<td><strong>16:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>M:</strong> 28</td>
<td><strong>17:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>N:</strong> 29</td>
<td><strong>18:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>O:</strong> 30</td>
<td><strong>19:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>P:</strong> 31</td>
<td><strong>20:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>Q:</strong> 32</td>
<td><strong>21:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>R:</strong> 33</td>
<td><strong>22:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>S:</strong> 34</td>
<td><strong>23:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>T:</strong> 35</td>
<td><strong>24:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>U:</strong> 36</td>
<td><strong>25:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>V:</strong> 37</td>
<td><strong>26:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>W:</strong> 38</td>
<td><strong>27:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>X:</strong> 39</td>
<td><strong>28:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>Y:</strong> 40</td>
<td><strong>29:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>Z:</strong> 41</td>
<td><strong>30:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>aa:</strong> 42-43</td>
<td><strong>31:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>bb:</strong> 44-45</td>
<td><strong>32:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>cc:</strong> 46-47</td>
<td><strong>33:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>dd:</strong> 48-49</td>
<td><strong>34:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>ee:</strong> 50-51</td>
<td><strong>35:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>ff:</strong> 52-53</td>
<td><strong>36:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>gg:</strong> 54</td>
<td><strong>37:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>hh:</strong> 55</td>
<td><strong>38:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>ii:</strong> 56-57</td>
<td><strong>39:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>jj:</strong> 58-59</td>
<td><strong>40:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>kk:</strong> 60-61</td>
<td><strong>41:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>ll:</strong> 62-63</td>
<td><strong>42:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>mm:</strong> 64-65</td>
<td><strong>43:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>nn:</strong> 66-67</td>
<td><strong>44:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>oo:</strong> 68-69</td>
<td><strong>45:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>pp:</strong> 70-71</td>
<td><strong>46:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>qq:</strong> 72-73</td>
<td><strong>47:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>rr:</strong> 74-75</td>
<td><strong>48:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>ss:</strong> 76-77</td>
<td><strong>49:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>tt:</strong> 78-79</td>
<td><strong>50:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>uu:</strong> 80-81</td>
<td><strong>51:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>vv:</strong> 82-83</td>
<td><strong>52:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>ww:</strong> 84-85</td>
<td><strong>53:</strong> OV</td>
</tr>
<tr>
<td>13:29</td>
<td><strong>xx:</strong> 86</td>
<td><strong>54:</strong> OV</td>
</tr>
</tbody>
</table>

**Translation:**

Once upon a time Bumpy and his friends went out in the woods and had a picnic. When they were finished they wanted to go to the fair but never knew where it was. But they tried and it was. They went everywhere but we soon never so we gave up. The end.

**KEY:** 1-2-3-4 - Numerals indicate writing sequence; 4 - Item explained in comment column on the right; // - Erasure; T - Teacher involvement; IB - Interruption Solidified; IU - Interruption Unsolidified; BR - Backed; OK - Works on Drawing; R - Resource used; A - Accompanying Language; OV - Overt; WI - Whispering; F - Forms letters and words; M - Mumbling; 8 - No overt language visible.

---

**Figure 18**

Writing Episode 9: Blair, April 24, 1969
Blair's writing process development was noteworthy to both the researcher and Mrs. B. Towards the beginning of March it appeared that Blair began to feel more comfortable with invented spelling and began to write stories of much greater length. On March 14, 1965, he wrote a story called The Lost Bear which was twenty pages in length. Mrs. B. reported that Blair continued writing through recess and most of that day. At the beginning of the study Blair seemed very concerned about correct spelling and hesitated before writing. He was overheard commenting, "Now, what can I write today?" and "I don't know what to write." Somehow during the development of the writing process he appeared to gain confidence in his writing ability and went beyond the difficult task of recognizing sound-symbol relationships. His composing speed increased significantly from March onward. His composing speed increased from the point of writing ten words in twenty minutes during the November writing episode to writing fifty-five words in thirty-five minutes during the April writing episode. Appendix C contains a copy of Blair's surprising story. During several writing episodes after March, Blair did not see drawing as an important part of his composing process. He wrote rapidly, without using overt language. A review of Blair's seven writing episodes indicates he is at the high level of development according to Graves' (1973) Developmental Writing Scale. This finding is reported in Figure 19.
I - Prewriting Behaviors

Drawing use

No drawing needed

Drawing After Writing

Drawing Before Writing

II - Composing Behaviors

1. Rereading during writing

Rare (1-2)

Occasional (2-5)

Constant (5-up)

2. Resource Use

Will travel to get resources

Use if within reach or glance.

3. Overtness of Accompanying Language

No evidence of accompanying language

Murmur

Form letters and words

Whisper

Words out loud

Sound effects

III - Postwriting Behaviors

Review with contemplation

Some sharing with friends, teacher.

No contemplation, puts away immediately

- Mean Placement - Seven Writing Episodes

Figure 19

Writing Developmental Scale of Blair
adapted from Graves (1973, p. 101)
Group Three - Writing Episodes

Writing episodes in this group were characteristic of the advanced level or the above average stanine of 5 according to Marie Clay's "Concept of Print" Test (1979).

Prewriting Phase - November 22, 1984. Paula was asked to close her eyes and think about Candy's kittens. They had just finished talking about the fact that Candy had kittens. This was described in a story they had just finished reading. Paula did not draw before writing her story; she began writing her story immediately.

Composing Phase - November 22, 1984. Paula wrote rapidly without overt language. She was proficient with invented spelling and used this knowledge to obtain a rapid idea flow.

Postwriting Phase - November 22, 1984. Paula read her story to Mrs. B. and proceeded to draw her picture.

Summary: A review of Paula's seven writing episodes indicates that there was no need for her to engage in overt language. There was very little evidence of rereading or of struggling at the word level. From the beginning of the investigation her early spelling strategies demonstrated that she had mastered some conventions of sound-symbol relationships. Figures 20 and 21 in part contain examples of Paula's attempts at invented spelling. Toward the end of this investigation Paula's writing episodes reflect closer approximations to conventional spelling.
<table>
<thead>
<tr>
<th>Child's Story</th>
<th>Accompanying Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kittens are soft</td>
<td>9:30</td>
</tr>
<tr>
<td>And kittens like to</td>
<td>1 - Copies from reader.</td>
</tr>
<tr>
<td>drink milk</td>
<td>2 - Proceeds at a rapid pace.</td>
</tr>
<tr>
<td>get into trouble</td>
<td>Very quiet, no voicing of words.</td>
</tr>
<tr>
<td>And they play with Candy</td>
<td></td>
</tr>
</tbody>
</table>

KEY: 1-2-3-4 - Numerals indicate writing sequence; 4 - Item explained in comment column on the right; /// - Erasure; T - Teacher involvement; IS - Interruption Solicited; IU - Interruption Unsolicited; RR - Reread; DR - Works on Drawing; R - Resource use. Accompanying Language: OV - Overt; WH - Whispering; F - Forms letters and words; M - Murmuring; S - No overt language visible.

Figure 20

Writing Episode A: Paula, November 22, 1984
The girl:

What did you do on the right side of the room?

I played with my collection of footballs and baseballs. I also read a book about football and baseball.

The boy:

What did you do on the left side of the room?

I read a book about football and baseball. I also played with my collection of footballs and baseballs.

They:

What did you do in the middle of the room?

I played with my collection of footballs and baseballs. I also read a book about football and baseball.

The girl:

I played with my collection of footballs and baseballs. I also read a book about football and baseball.

The boy:

I played with my collection of footballs and baseballs. I also read a book about football and baseball.

They:

I played with my collection of footballs and baseballs. I also read a book about football and baseball.

The girl:

I played with my collection of footballs and baseballs. I also read a book about football and baseball.

The boy:

I played with my collection of footballs and baseballs. I also read a book about football and baseball.

They:

I played with my collection of footballs and baseballs. I also read a book about football and baseball.

The girl:

I played with my collection of footballs and baseballs. I also read a book about football and baseball.
Paula's writing behavior places her high on Graves' (1973) Developmental Writing Scale which is represented in Figure 22.

Prewriting Phase - December 12, 1984. Since the children were excited about Christmas, Mrs. B. asked them to close their eyes and think about what Christmas meant. A lengthy discussion followed, eliciting various ideas for story writing. Mrs. B. then read a story about the real meaning of Christmas from The Book of Bible Stories. For this story David was asked to write about what Christmas meant to him. He began writing the story immediately.

Composing Phase - December 12, 1984. David wrote rapidly without much overt language. The writing was fluent, reflecting well developed prewriting idea structure. Early in the first grade David used correct punctuation and had a sense of paragraphing. David's attempts to use punctuation and to organize his thoughts in paragraph form can be seen in Figures 23 and 24.

Postwriting Phase - December 12, 1984. David drew his picture and then read his story to Mrs. B.

A review of David's eight writing episodes indicates he was at the high average level of the Developmental Writing Scale according to Graves (1973). This finding is reported in Figure 25. David's writing episodes throughout demonstrate a well developed knowledge of the conventions of writing. Like Paula, his ability to use invented spelling enabled him to approximate conventional spelling.
I - Prewriting Behaviors

Drawing use

- No drawing needed
- Drawing after writing
- Drawing before writing

II - Composing Behaviors

1. Rereading during writing
   - Rare (1-2)
   - Occasional (2-5)
   - Constant (5-up)

2. Resource Use
   - Will travel to get resources
   - Use if within reach or glance

3. Overtness of Accompanying Language
   - No evidence of accompanying language
   - Murmur
   - Whisper
   - Words out loud
   - Sound effects

III - Postwriting Behaviors

- Review with contemplation
- Some sharing with friends, teacher
- No contemplation. Puts away immediately

- Mean Placement - Seven Writing Episodes

Figure 22
Writing Developmental Scale of Paula adapted from Graves (1973, p. 101)
<table>
<thead>
<tr>
<th>Child's Story</th>
<th>Accompanying Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christmas</td>
<td></td>
</tr>
<tr>
<td>Christmas is when</td>
<td>1.  R, 4.  ///, IS, R</td>
</tr>
<tr>
<td>the Christ was born.</td>
<td>6.  IS</td>
</tr>
<tr>
<td>You get presents.</td>
<td>15. ///, 19. ///</td>
</tr>
<tr>
<td>Christmas is fun.</td>
<td>24. ///, IS</td>
</tr>
<tr>
<td>ther was a big star</td>
<td>24. IS</td>
</tr>
<tr>
<td>in the sky one night.</td>
<td></td>
</tr>
</tbody>
</table>

**Translation:**

Christmas

Christmas is when
the Christ was born.
You get presents.
Christmas is fun.
There was a big star
in the sky one night.

**Key:** 1-2-3-4 = Numerals indicate writing sequence; 4 = Item explained in comment column on the right; /// = Erasure; T = Teacher involvement; IS = Interruption Solicited; IU = Interruption Unsolicited; RR = Reread; D = Works on drawing; K = Resource use.

**Accompanying Language:** O = Overt; WH = Whispering; F = Forms letters and words; M = Mumbling; S = No overt language visible.

Figure 23

Writing Episode A: David, December 12, 1984
<table>
<thead>
<tr>
<th>Child's Story</th>
<th>Accompanying Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lions</strong></td>
<td></td>
</tr>
<tr>
<td>This is a Daddy Lion</td>
<td>1 - Copies title.</td>
</tr>
<tr>
<td>with his cub, the cub</td>
<td>2 - Erases &quot;O&quot;.</td>
</tr>
<tr>
<td>money is gone hunting</td>
<td>3 - Finishes story quietly; no sounding of words, works independently.</td>
</tr>
<tr>
<td>with a group.</td>
<td></td>
</tr>
<tr>
<td>Lions can be found in room.</td>
<td>4 -  20 - 21</td>
</tr>
<tr>
<td>Lions part two</td>
<td>22 - 26 - 27</td>
</tr>
<tr>
<td>Lions can also be found in Jungles. The end</td>
<td>28 - 30 - 31</td>
</tr>
<tr>
<td>tigers, tigers are like the Lions but they have stripes and the Daddys</td>
<td>32 - 33 - 34 - 35 - 36</td>
</tr>
<tr>
<td>translation: Lions This is a Daddy Lion with his cub. The cub's money is gone hunting with a group. Lions can be found in room. Lions - Part Two Lions can also be found in Jungles. The End. Tigers. Tigers are like the Lions but they have stripes and the Daddys have no mane. Tigers can be found in room.</td>
<td></td>
</tr>
</tbody>
</table>

**NOTES:** 1-2-3-4 = Numerals indicate writing sequence; A = Item explained in comment column on the right; /// = Erasure; T = Teacher involvement; IS = Interruption Solicited; IU = Interruption Unsolicited; RR = Re-read; DR = Works on Drawing; N = Resource used. W = Accompanying Language: O = OverFluent; Whispering; F = Forms letters and words; M = Muttering; N = No overt language visible.

Figure 24

Writing Episode B: David, February 24, 1965
I - Prewriting Behaviors

- Drawing use
  - No drawing needed
  - Drawing after writing
  - Drawing before writing

II - Composing Behaviors

1. Resteading during writing
   - Rare (1-2)
   - Occasional (2-5)
   - Constant (5-up)

2. Resource Use
   - Will travel to get resources
   - Use if within reach or glance

3. Overtness of accompanying language
   - No evidence of accompanying language
   - Murmur
   - Form, letters, and words
   - Whispers
   - Words out loud
   - Sound effects

III - Postwriting Behaviors

- Review with contemplation
  - Some sharing with friends, teacher
  - No contemplation, puts away immediately

Figure 25
Writing Developmental Scale of David
adapted from Graves (1973, p. 101)
Summary

In the present study the two children from the high average group, selected on the basis of Clay's *Concept About Print* Test (1979), used well-developed writing and spelling abilities. David and Paula used combinations of conventional spelling, invented spelling and some correct punctuation. Blair and Kimberly from the group of children who represent the average stanine of 5 according to Clay's *Concept About Print* Test experimented with sounds, letters and letter combinations. Both children's writing process development showed improvement during the course of the study. Lori Ann and Jerome belonged to the group of children who were below the average stanine of 5 (*Clay's Concept of Print Test*, 1979). They seemed limited in their expressive ability at the beginning of the study. However, they showed that they had acquired a conscious knowledge of sound-symbol relationships and were learning to develop control over the writing process.

Phase III
The Written Products

In Phase III the research reported on the selected group of six children with regard to their concept of message and related concepts of directionality and spacing as discussed by King and Rentel (1981). The concept of message categories, previously discussed in Chapter III, differentiated between
children with no or little understanding (picture carries message), a vague global understanding (letter strings), the ability to copy or construct limited repetitious message (copied or invented patterns) and the ability to construct an original and varied "readable" message. The researcher analyzed mid-monthly one sample writing of the selected six children from October 1984 to April 1985 and classified them into the categories developed by King and Rentel (1981).

**Concept of Message Categories**

The following examples illustrate the range of development in the six children's concept of message as revealed by their writings. They further illustrate how the writings were classified into the categories previously discussed.

Figure 26 represented number three of the concept of message categories (letter and/or number strings and message from print only in a global sense). The first three words, "thanks", "pilgrims" and "America", are discernable, but the writer appears to have a vague idea of the message he constructed.

Figure 27 and Figure 28 represented number four of the concept of message categories (copied, repeated a pattern [for example, "I love ...", "My dog is nice", "My dog is good ..."]). Assume these are original [5 below] unless strong evidence for actual copying. These examples suggest
Figure 26
Example of Number 3 of the Concept of Message Categories

that the children may have been influenced by the style of writing in their basal readers or may have repeated the pattern for the fun of repetition. It appears that the children were using Clay's recurring principle (spontaneously repeating certain forms) and the flexibility principle (able to vary forms). Using a limited repertoire of writing behavior, both children repeated some simple word groups with one element varied in each sentence.

Figure 27
Example of Number 4-A of the Concept of Message Categories

translation:
I like making snowmen.
I like going to Walt Disney.
I like Walt Disney.
The funny farm

A barn is on a farm.
A horse is on a farm.
A silo is on a farm.
A wagon is on a farm.

Some animals sound funny. A horse is on a farm.
A cow is on a farm. A dog is on a farm. A cat is on a farm.
A chicken is on a farm.
A lamb is on a farm.
A duck is on a farm. A goat is on a farm.
A calf is on a farm. A silo is on a farm. A goat is on a farm.
A colt is on a farm.
A wagon is on a farm.
A barn is on a farm.
A truck is on a farm.
A tractor is on a farm.

An apple is on a farm.
Sheep is on a farm.
Eggs are on a farm.
Hay is on a farm.

Figure 28

Example of Number 4-8 of the Concept of Message Categories
Another child's writing demonstrates the contrastive principle of Clay's previously discussed in Chapter II. This can be seen in Figures 29 and 30 which are examples of number six of the concept of message categories (piece of writing in which fairly original and varied phases and/or sentences are used to convey message. Writing may or may not include conventional punctuation, capitalization or spelling. Length and ideas may vary considerably). In Figure 29 the child divided the page into two scenes similar to those illustrated in the book used as a motivator.

The researcher included Figures 31, 32 and 33 from number six concept of message category as examples of varying natural language. While these examples are different from each other in content and complexity, the writers of all three example's used original and varied written phrases to convey a unique message.

Analysis of the written products collected October 154, November 15, December 15, January 15, February 15, March 15 and April 15 during the study revealed that five of the selected six children were in number six of the concept of message categories.
Figure 29

Example of Number 6-A of the Concept of Message Categories (Contrastive Principle)

This is a grizzly bear and the polar bear is sleeping.

Translation:

This is a polar bear and the polar bear is walking.

Figure 30

Example of Number 6-B of the Concept of Message Categories

Translation:

I would like to live where Pablo lived and meet Pablo and play with him and then we will have some cocoa.

Great! ☺️
The surprise party is for Brad and Stephen. We are going to have cookies and cake and the Kool-Aid.

Figure 31
Example of Number 6-C of the Concept of Message Categories

translation:
Halloween witches are ugly and evil and I am going to be a witch for Halloween and we have pumpkins in our window.
I love Halloween.
Paula

Figure 32
Example of Number 6-D of the Concept of Message Categories
Once upon a time there was a sad princess.

The king and he had a castle there was a castle and in.

The princess and she was always sad. She cried and she cried.

They tried and tried but nothing work on and on and she wouldn't stop, she cried day and night.

One day a handsome young prince came riding through the forest and stopped at the castle.

He loved her so and found the princess.

The carriage that day tore through the forest and stopped at the castle.

Then one day a handsome young prince came riding through and found the princess.

The tears and tears and nothing could be done.

He looked at the princess.

The tears and tears and nothing could be done.

Prince came riding through and found the princess.

He looked at the princess.

He looked at the princess.

He looked at the princess.

The tears and tears and nothing could be done. Years passed.

They tried and tried but nothing could be done. Years passed.

He liked her so.

He liked her so.

He liked her so.

The tears and tears and nothing could be done. Years passed.

He liked her so. He loved her so much he bent down crying.
and kissed her and
she stopped crying. She went
downstairs and showed
everyone what the prince
did and the very very next
day they got married and
lived happily ever after.

Figure 33:
Example of Number 6-E of the
Concept of Message Categories

Over seven observations one child, Jerome, fluctuated between
number three concept of message category and number six
concept of message category. In several of his written
products only some of the words were actually discernable
and a single phrase was used to convey the message. On a
few occasions there was strong evidence that the messages
were copied either from a reader, a chart on the bulletin
board or from the writing of a fellow student. Jerome's
Concept of Message Categories are summarized in Table 3.

Spacing and Directionality Categories

The children in this study were generally successful
in mastering the conventions of spacing and directionality.
At the beginning of the study they were told to use their
finger to help them space their words. The patterns of
left-right directionality were consistent over the duration
of the study. It appears that directionality was mastered in kindergarten by all of the students.

Results of Syntactic Development

Research by Loban (1976) and others has established the fact that elaboration and complexity of syntax are clearly a measure of development in written language. An examination of the six selected children's written products at the beginning of Phase II, the fourth week of the study, and at the end of Phase II, the twenty-third week in the study, revealed clearly an increase in their communication units. As can be seen in Table 4, the average number of words per communication unit showed a substantial growth for all students. The full analysis of the syntactic development is presented in Appendix B.

Jerome did not show evidence of an increase in communication units; however, at the end of Phase II he had increased the number of words per communication unit. Of all the students, Blair showed the greatest increase in both communication units and average number of words per communication unit. Both Paula and David showed a substantial increase in the number of communication units. A detailed analysis of the communication unit can be found in Appendix B.
Table 3
A Summary of Jerome’s Concept of Message Categories

<table>
<thead>
<tr>
<th>Ratings</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture Only</td>
<td></td>
</tr>
<tr>
<td>2. Letter strings, Global message</td>
<td></td>
</tr>
<tr>
<td>3. Letter strings, Specific matches</td>
<td></td>
</tr>
<tr>
<td>4. Repeated patterns copied</td>
<td></td>
</tr>
<tr>
<td>5. Repeated patterns invented</td>
<td></td>
</tr>
<tr>
<td>6. Original matched message</td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>Number of Communication Units</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td></td>
<td>Beginning (November 1, 1984)</td>
</tr>
<tr>
<td>David</td>
<td>3</td>
</tr>
<tr>
<td>Paula</td>
<td>3</td>
</tr>
<tr>
<td>Blair</td>
<td>2</td>
</tr>
<tr>
<td>Kimberly</td>
<td>1</td>
</tr>
<tr>
<td>Jerome</td>
<td>1</td>
</tr>
<tr>
<td>Lori Ann</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 4: A Summary of Data on Syntactic Development
Summary

The three categories concerning concepts of message, directionality and spacing reflected particular dimensions of the children's understanding of these three conventions of print. All students reflected understanding of these conventions with the exception of Jerome. It appears that his concept of message was not yet well developed. All students showed a substantial growth in the length of the communication unit and five students displayed an increase in the number of the units.

Phase IV
Children's Views About Writing

In order to gain an emerging profile of their concept of the good writer and writing in general, the twenty-seven children involved in this investigation were asked the following questions:

Part A: What do you think you need to be able to do in order to write good stories?

Part B: Why do you think it is important to write stories?

At times the researcher had to rephrase the questions to ensure the children at this age level understood. Each child was interviewed individually and responses were tape recorded on April 24, 1985.
The Knowledge of Writing Question

The children's knowledge of writing was measured by finding categorical behaviors in their responses. A summary of the responses to the first question is contained in Table 5. The full statements given by the children are found in Appendix D. Approximately forty-six per cent of the class were concerned about knowing a lot of words and approximately forty-two per cent of the class were concerned about being able to think and organize their thoughts. It was surprising that only nineteen per cent of the class believed they should be able to sound out words when, in fact, this approach was stressed by Mrs. B. for the duration of the study.

The Purpose of Writing Question

The children viewed the purpose of writing in a variety of ways (see Table 6). In four cases children said that they wrote because it was fun. Nine children presented a specific purpose for writing (for example, "To learn things, like you learn how to spell words and sound them out"); and "Ah, to learn. So you ... when you get bigger you know what to get in groceries." In four cases children said they wrote stories for an audience (for example, "So your teacher can hear them and so you can bring your book home and your mom can hear them, and dad and your nanny and poppy").
Table 5

<table>
<thead>
<tr>
<th>Knowledge of Writing Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Categories</strong></td>
</tr>
<tr>
<td>---------------------------------</td>
</tr>
<tr>
<td><strong>Page Layout</strong></td>
</tr>
<tr>
<td>Page Layout</td>
</tr>
<tr>
<td>Penmanship</td>
</tr>
<tr>
<td>Neatness</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
</tr>
<tr>
<td>Be able to draw well</td>
</tr>
<tr>
<td><strong>Communication Unit</strong></td>
</tr>
<tr>
<td>Know letters</td>
</tr>
<tr>
<td>Know words</td>
</tr>
<tr>
<td>Sound out words</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
</tr>
<tr>
<td>Must think before write</td>
</tr>
<tr>
<td>Have a good title</td>
</tr>
<tr>
<td><strong>Characterization</strong></td>
</tr>
<tr>
<td>Tell how a person feels</td>
</tr>
<tr>
<td><strong>Content and Idea Flow</strong></td>
</tr>
<tr>
<td>Know how to make it up</td>
</tr>
<tr>
<td>Know your content</td>
</tr>
<tr>
<td>Have lot of stories in your head</td>
</tr>
<tr>
<td>No response</td>
</tr>
</tbody>
</table>
Table 6
Purpose of Writing

<table>
<thead>
<tr>
<th>Categories</th>
<th>Number of Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Could not verbalize a purpose</td>
<td>X X X X X X X</td>
</tr>
<tr>
<td>Writing as a way to acquire knowledge</td>
<td>X X X X X X X X X X</td>
</tr>
<tr>
<td>Writing as a pleasure</td>
<td>X X X X</td>
</tr>
<tr>
<td>Writing for an audience</td>
<td>X X X X</td>
</tr>
<tr>
<td>Writing as a way to develop skills</td>
<td>X X X X</td>
</tr>
</tbody>
</table>
In three cases children said writing stories helped them practise skills (for example, "So you learn words and your letters" and "To learn to write"). One child thought about the question for a while and responded "So you won't get bored." Seven of the twenty-seven children found it difficult to verbalize a response to this question since the question required children to reflect on their writing experiences.

Summary

The knowledge of writing question revealed that a major concern of the students involved the communication unit (knowing the words) and organization (thinking before writing). The main purpose for writing was seen as a way to acquire knowledge.

Phase V
A Case Study - Paula

Observations of Paula began in October and continued through April of grade one. It seemed that Paula demonstrated more knowledge or control over her written expression than any other student. From the beginning of the study Paula enjoyed experimenting with language, inventing spellings and presenting a message. Her complexity of written units increased from three communication units to sixteen different units at the end of the study.
Background

Paula was characterized by her teacher as a capable grade-one student. She was a happy, confident child who rarely needed assistance while writing her stories. Occasionally, she solicited help, copied words from the chalkboard, and encoded more than ninety percent of her words independently. Because Paula's teacher directed her to write stories on her own and to spell the words independently, Paula became a successful writer.

Paula's kindergarten teacher disclosed that she was not reading when she entered kindergarten, but because of her interest, about halfway through that year she was reading on her own. Mrs. H., her kindergarten teacher, explained that children are encouraged to read, attempt to draw pictures, and begin writing stories in her class.

During Phase III an interview was conducted at Paula's home. Paula's mother, Mrs. H., was interviewed April 26, 1985 - a transcript of the interview is contained in Appendix E. Mrs. H. revealed that Paula was always interested in books. She liked being read to when she was younger, and presently Paula often sits on the chesterfield chair with Gregory, her younger brother, and Leslie Ann, her sister, reading to them.

Paula, at six, is the eldest of three children. Leslie Ann is three years old and Gregory is seventeen months.
old. Her mother worked as a secretary for sixteen months when Paula was two and a half, and, except for this period, she has remained at home. Paula's father is employed with the provincial government and was at work during the time of the interview.

From viewing the contents of Paula's desk at home, it was clear that Paula's environment was abundant with print. Coloring books, activity books, puzzles and crafts that she owned before she went to school were kept in her desk. There was also a picture she had drawn of Mrs. H. carrying Gregory in the womb. There were in her closet numerous books, games, tapes, a tape recorder and a puppet stage she had made.

During the interview Mrs. H. was able to recognize the source of many of Paula's writing themes. The researcher brought Paula's writing books from school and had Mrs. H. comment about anything she thought was significant. Mrs. H. was able to read all of her invented spellings and remarked that her spelling had improved by the end of the study.

The source of many of Paula's writings appeared to be from her daily life, her actual experiences with her family and her friends at school.

First Grade: October to April

Since two of Paula's writing episodes and her developmental scale have already been discussed in this chapter, some of
the remaining numerous pieces of writing that grew out of the on-going curriculum will be reported with emphasis on the classroom events that surrounded her writing.

The first observation, October 18, 1984, revealed that Paula had started writing by using invented spellings. This enabled her to write freely from the beginning without much interruption on her flow of ideas. On the previous day the class had visited the Arts and Culture Centre to see the children's singer and performer, Fred Penner. A discussion revealed what each child enjoyed the most about the performance. The class sang many of the songs from the concert such as "Red Rooster", "Marvelous Little Toy" and "Goblin". After a lengthy discussion Mrs. B. said, "What do you think we are going to do next?". The class responded, "Write a story about it." Paula wrote many of the words, quickly vocalizing the following invented ones; sag - sang; ez - easy; clld - called; ths - this; odd - old; pd - played; rll - real; cs - cause; owr - our and rcd - record. Saying the sounds that made up the words she wanted to write was the approach she appeared to be using (see Figure 34).

A writing episode produced three months later in Figure 35 showed considerably more control over the writing process. The spellings are more conventional in appearance. Some of the more difficult words were provided by Mrs. B.
Fred is a good singer.
And He Sang A ez Sing
And it was told that
Old Man He Pd I
And It was Rill ez
cs we got it on
Own Pcd And we had
lots of fun

Figure 34
Writing Episode 1 of Paula
October 18, 1984

translation:
Fred is a good singer
and he sang an easy song.
And it was called "This
Old Man He Played One"
and it was real easy.
cause we got it on
our record. And we
had lots of fun.

Dec 13 We went to St.
Lukes Home And we saw
some old people And we
Sang Christmas Carols
And the old people clapped.

Figure 35
Writing Episode 2 of Paula
December 13, 1984
Except for "carols" and "clapped" which she sounded out, the majority of words were spelled correctly. This story was similar to that of October 18, 1984, in that it was written after the class had returned from a visit to St. Luke's Nursing Home. Again a lengthy discussion preceded the writing. The children were asked to draw their picture first and then write a story about their visit. Paula on this occasion decided to write her story first.

A month later there were several important observations to be noted about her writing episode (see Figure 36).

I can get you and make you into boo and eat you.
Hee-Hee-Hee-Hee.

Figure 36
Writing Episode 3 of Paula
January 23, 1985

The topic of discussion, on this occasion, was scary stories. Paula proceeded to draw her picture first. Her drawing showed considerable detail for a grade one student. There was no evidence of vocalization; Paula wrote quietly and independently. After twenty minutes, Paula appeared to have finished her story. However, she began erasing all of,
the print. The researcher intervened to ask why this action was necessary and she replied, "I want to do my story again to make the words look scary." Paula proceeded to change the appearance of the print to make the words look spooky in tune with her drawing. All of the words in this episode except "bou - boo" are spelled conventionally. It seems she has used capital letters for emphasizing the importance of "Bou" and "Hee-Hee-Hee-Hee." This episode may suggest the importance of allowing the child to experiment as a user of written language.

A little later the same month, January 31, 1985, Paula demonstrated her ability to use subordinate clauses, conjunctions, the possessive and a variety of verbs along with pronoun reference to achieve a unified story. In Figure 37 her writing continued to be expressive, reflecting her attempt to portray an experience from a personal point of view. During this occasion Paula had made a puppet on the previous day and was asked to think about a name for her puppet and tell about what her special puppet can do. Once the stories were completed Paula and her classmates held up their puppets at the puppet stage and shared each story with everyone.

From February to the end of the study Paula's writing showed a gradual increase in the amount of description.
My puppet's name is Paula,
Cuz it got a brownie
dress on and she is Mighty
Mouse, cause she can fly,
and she is nice and I
like her. The End.

Figure 37
Writing Episode 4 of Paula
January 31, 1985

However, egocentrism remained in that she seemed not to take
into account her audience. In Figure 38 Paula had changed
from the first person as she was caught up in the general
enthusiasm of the class.

Additionally, at this point other changes were noted
in Paula's writing output. The amount of her writing increased
significantly. This change continued throughout the study.
Apart from increase in length, Paula used a more formal
beginning, gave setting information, used action and a final
event or ending. Her writings demonstrated that Paula
had become sensitive to the elements of story and story
language (Figure 39).
Education Week March 7

Education Week is a special week cause you do lots of things.

In kindergarten we have to bring dolls from other lands and in grade one we made posters of polluting and not polluting and we say I care cause we are wearing our I Care buttons and our moms are coming today and they are coming right after recess and we get to show everything in the class to them. And we are using my posters cause they came in handy!

The End.

Figure 38
Writing Episode 5 of Paula
March 7, 1985
translation:

Once upon a time there was a leprecaun. He was a jolly leprecaun. He liked to help and one day he was helping. A funny thing happened. Lots of lights came on and bells began to ring. And soon the bells stopped and horns began and then all was quiet and it began to get dark and the moon and stars came out and the leprecauns got sleepy and one by one they fell asleep and anyway they worked hard.
all day long that they should be sleepy.

The End.

Figure 39
Writing Episode 6 of Paula
March 15, 1985

A writing episode produced at the end of this study showed that Paula's knowledge of the written language, with great support from her teacher, has continued to expand during the winter and spring. Her message on April 17, 1985, had become much easier to read, with spelling more closely approximating conventional spelling exceeding the standard of the class (see Figure 40).

Once upon a time there was an elephant who liked to laugh. When a person or some animal told him a joke or he laughed when he

translation:
Once upon a time there was an elephant who liked to laugh. He laughed when a person or some animal told him a joke and he laughed when he
just wanted to.
Sometimes he told
his jokes to another
person and when the
person did not know
the joke, the
elephant told the
person the answer
and then he
would laugh and
sometimes he
told an animal
a joke and most
of the animals knew
the elephant's
jokes. But sometimes
they forgot
the jokes. So the
elephant told the
animal the joke
and the animal
and the elephant
laughed and sometimes
they laughed
all night and sometimes
All week
and one time
the elephant told
an animal a joke
and they laughed
forever until they
got very old and
died.

Figure 40
Writing Episode 7 of Paula
April 17, 1985

The Range of Writing

A sequential listing of the writings of Paula over
the six-month period that she was observed showed the extent
and variety of her text. Table 7 summarizes Paula's composing
behavior and Table 8 illustrates the range of her writings
during the course of the study.

It appeared that during the course of the study Paula
exhibited more change in writing ability than did any other
participant. Paula wrote stories of greater length as the
study progressed. Overt language that was evident at the
beginning of the study decreased so that sound effects
during composing were minimal.
<table>
<thead>
<tr>
<th>Episode number</th>
<th>Word Length</th>
<th>Composing time (minutes)</th>
<th>Resource use</th>
<th>Excerpts during writing</th>
<th>Proofreading after writing</th>
<th>Overtness of accompanying language</th>
<th>Pupil interaction</th>
<th>Pupil interaction solicited</th>
<th>Pupil interaction unsolicited</th>
<th>Teacher participation</th>
<th>Rehearsing during writing</th>
<th>Date of writing</th>
<th>Topic Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>18 15 I</td>
<td>0 0 0</td>
<td>F</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>October 18, 1984</td>
<td>Report on Trip to see Fred Penner</td>
</tr>
<tr>
<td>2</td>
<td>19 15 I</td>
<td>0 0 0</td>
<td>S</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>November 22, 1984</td>
<td>Kittens</td>
</tr>
<tr>
<td>3</td>
<td>20 15 4</td>
<td>0 0 0</td>
<td>S</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>December 5, 1984</td>
<td>What you want for Christmas</td>
</tr>
<tr>
<td>4</td>
<td>24 30 2</td>
<td>0 0 0</td>
<td>S</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>December 13, 1984</td>
<td>Report on Trip to St. Luke's Home</td>
</tr>
<tr>
<td>5</td>
<td>16 20 0</td>
<td>0 0 0</td>
<td>S</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>January 23, 1985</td>
<td>A Scary Story</td>
</tr>
<tr>
<td>6</td>
<td>31 25 0</td>
<td>0 0 0</td>
<td>S</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>January 31, 1985</td>
<td>My Puppet</td>
</tr>
<tr>
<td>7</td>
<td>95 45 3</td>
<td>0 0 0</td>
<td>S</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>February 25, 1985</td>
<td>Giraffes</td>
</tr>
</tbody>
</table>

Key for Overtness of Language:
- OV = Language out loud
- WH = Whispers
- F = Forms words
- S = No evidence of overtness of any kind
<table>
<thead>
<tr>
<th>Date of Writing</th>
<th>Topic Area</th>
<th>Word Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 17, 1984</td>
<td>My Pet</td>
<td>24</td>
</tr>
<tr>
<td>October 24, 1984</td>
<td>Call the Doctor</td>
<td>33</td>
</tr>
<tr>
<td>October 25, 1984</td>
<td>A Fairy Tale</td>
<td>22</td>
</tr>
<tr>
<td>October 30, 1984</td>
<td>Unassigned Topic - Our School</td>
<td>22</td>
</tr>
<tr>
<td>October 31, 1984</td>
<td>Fall</td>
<td>14</td>
</tr>
<tr>
<td>November 1, 1984</td>
<td>Our Halloween Party</td>
<td>10</td>
</tr>
<tr>
<td>November 15, 1984</td>
<td>Unassigned Topic - any imaginary character - Kittens</td>
<td>23</td>
</tr>
<tr>
<td>November 21, 1984</td>
<td>Birds</td>
<td>30</td>
</tr>
<tr>
<td>November 22, 1984</td>
<td>Kittens Playing</td>
<td>26</td>
</tr>
<tr>
<td>December 6, 1984</td>
<td>A Bear Story</td>
<td>22</td>
</tr>
<tr>
<td>December 12, 1984</td>
<td>Baby Jesus</td>
<td>29</td>
</tr>
<tr>
<td>January 10, 1985</td>
<td>Snowballs</td>
<td>17</td>
</tr>
<tr>
<td>January 11, 1985</td>
<td>A Surprise Party</td>
<td>34</td>
</tr>
<tr>
<td>January 17, 1985</td>
<td>The Magic Mitten</td>
<td>39</td>
</tr>
<tr>
<td>January 24, 1985</td>
<td>Pablo</td>
<td>22</td>
</tr>
<tr>
<td>January 30, 1985</td>
<td>Jenny's in the Hospital</td>
<td>28</td>
</tr>
<tr>
<td>February 6, 1985</td>
<td>Valentine's Day</td>
<td>58</td>
</tr>
<tr>
<td>February 7, 1985</td>
<td>Friends</td>
<td>118</td>
</tr>
<tr>
<td>February 1985</td>
<td>The Meaning of Valentine's Day</td>
<td>56</td>
</tr>
<tr>
<td>February 20, 1985</td>
<td>Pancake Day</td>
<td>84</td>
</tr>
<tr>
<td>February 28, 1985</td>
<td>Lions, Tigers and Leopards</td>
<td>98</td>
</tr>
<tr>
<td>March 7, 1985</td>
<td>Education Week</td>
<td>88</td>
</tr>
<tr>
<td>March 1985</td>
<td>The Two Brother Leprecauns</td>
<td>127</td>
</tr>
<tr>
<td>March 1985</td>
<td>Funny Things That Happened to ME</td>
<td>86</td>
</tr>
<tr>
<td>March 1985</td>
<td>The Leprecaun</td>
<td>93</td>
</tr>
<tr>
<td>March 1985</td>
<td>Tigers</td>
<td>188</td>
</tr>
<tr>
<td>March 26, 1985</td>
<td>The Farm</td>
<td>304</td>
</tr>
<tr>
<td>April 1, 1985</td>
<td>When I Grow Up</td>
<td>63</td>
</tr>
<tr>
<td>April 1, 1985</td>
<td>Why We Have Easter</td>
<td>324</td>
</tr>
<tr>
<td>April 17, 1985</td>
<td>Once Upon a Time</td>
<td>151</td>
</tr>
<tr>
<td></td>
<td>Bumpity the Sad Little Car</td>
<td>672</td>
</tr>
</tbody>
</table>
When Paula's first writing episode was compared with her final writing episode, the elaboration of her written language was extensive as she gained control of her message. Over the six-month period Paula grew in her ability to develop in her awareness of the function of written language in alternate settings.

Writing for Different Purposes

"To develop as writers, children need to write." This statement has been repeated constantly by educators involved in the study of children's writing. Paula showed evidence that her writing was meaningful. Sharing meaning seemed to be the focus of her writing. It appeared that she shared her meaning with others by writing for real purposes.

An interview conducted at Paula's home revealed that Paula saw that writing has real purpose for everyone. For example, when her father went on a business trip she put the following letter in his suitcase (see Figure 41).

translation:

Dear Daddy:
I hope you have a good time on your next trip. You can do this hidden picture while you are away.

Love,
Paula

Dear Daddy:
I hope you have a good time on your next trip. You can do this hidden picture while you are away.

Love,
Paula
Figure 41
Example of a Letter from Paula

She constantly left notes for her parents around the house. Among them is an example found in Figure 42.

<table>
<thead>
<tr>
<th>to Dad</th>
<th>I love you but I don't like your songs. From guess who?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do</td>
<td>translation:</td>
</tr>
<tr>
<td></td>
<td>To Dad: I love you. But I don't like your songs. From</td>
</tr>
<tr>
<td></td>
<td>guess who?</td>
</tr>
</tbody>
</table>

Figure 42
Example of a Note from Paula

Sometimes Paula expected a written reply as in Figure 43. However, on this particular occasion she wanted her
father to reply with the response 'yes' or 'no'. When he tried to explain his answer she blanked it out and said, "You were only suppose to answer 'yes' or 'no'." And sometimes Paula appeared to feel a responsibility or a desire to teach or share her writing ability with her sister and brother. It became clear that Paula had some awareness of the function of written language when she began using her brother and sister as an audience and began varying the content. She came to differentiate the audience she wrote for: parents, teacher, sister and brother and herself.

Do you know who St. Patrick was?
Do you know what he did? Yes. And what is his favourite color? Yes.
Do you know what he eats? Yes.

Figure 43
A Written Reply from Paula

She wrote letters, asked questions that needed to be answered immediately, constructed lists, recorded important events in her life in her diary and continued to explore with print.
Her sense of audience and style as well as her purposes began to change over a period of time. An example of her writing at home using her brother and sister as the audience is included in Appendix E.

Paula further experimented with language at home by writing a journal. When comparing her journal at home to that written at school, it appeared that at home her style was more of a recording of events like a calendar. She seemed to be influenced by the theme approach used in school when organizing her journal at home. Each page of her journal at home had a heading such as Streets, Homes, Places. Both home and school journals were reflective of ideas and thoughts she wished to convey to an audience. However, it seems her particular mode of self-expression was captured in her journal writing.

Summary

Paula as a six-year-old writer developed a variety of forms and wrote for real purposes. Over the course of the study she displayed that writing has a real purpose for her. She clearly wanted to write and seemed proud to share her meaning with a variety of audiences. With the continued support of her understanding teacher she was successful in developing her own voice.

From the beginning of the study Paula enjoyed experimenting with language and invented spellings. Her complexity of
written units increased from three communication units to sixteen different units at the end of the study. From February to the end of the study Paula's writing showed a gradual increase in the amount of description. Her writing showed the use of a more formal beginning, gave setting information, used action and a final event. Her writing demonstrated that Paula had become sensitive to the elements of story and story language. For example, during a writing episode dated March 7, 1985, Paula used the phrases "and then all was quiet" and "one by one they fell."
CHAPTER V
DISCUSSION AND IMPLICATIONS

This study was undertaken to present a comprehensive description of the writing behaviors of a selected group of six-year-old children and to present a detailed analysis of the wide range of these children's writing attempts. The major questions forming the purposes and dimensions of the investigation were:

1. What do children actually do when they write?
2. How do children write before they have much exposure to reading and have been taught formal spelling?
3. Does growth in children's writing follow a predictable sequence?
4. Can definite stages of development be identified in children's writing?
5. What can one learn from studying the writing process of young children?

Conclusions are based upon the findings reported in Chapter IV concerning the selected group of six-year-old children.

It appeared from observing the selected six children that the children displayed various levels of ability in written expression. A comparison of the results of Clay's (1979) Concept About Print Test and Graves' (1973) Developmental Writing Scale revealed that Lori Ann and Jerome were at the lowest level of writing development and below
the average stanine of 5. They used numerous word trials, rereadings, voiced overt language and had a slow writing rate. David and Paula, who scored above the average stanine of 5, wrote rapidly without accompaniment of overt language, reflecting a high developmental profile according to Graves' (1973) Developmental Writing Scale. Kimberly's writing behavior indicated evidence of a moderately developed prewriting idea structure. A decrease in rereadings suggested an average level of writing development according to Graves' (1973) Developmental Writing Scale. Blair's recorded writing behavior showed a substantial improvement at the word unit level and less evidence of accompanying overt language. Even though Blair belonged to the group of children who represented the average group (stanine score of 5) on Clay's (1979) Concept About Print Test, his writing episodes indicated that he was consistent with a high developmental level according to Graves' (1973) Developmental Writing Scale.

Data on the writing process, obtained through the recordings of the writing behaviors of the selected group of six-year-old children, revealed that the length of the writing attempts was shorter (5-13 words) for children at a lower level on Graves' (1973) Developmental Writing Scale. The children who placed high on Graves' (1973) Developmental Writing Scale wrote between 55-87 words. For example, David's and Paula's number of written communication units increased from exactly 3 to an average of 15 at the conclusion of the
study. There was also an increase in their average number of words per written communication unit. It went from 4.33 at the beginning to 5.88 at the end of the study for David and from 8.33 to 8.99 for Paula. Lori Ann, who was at the low level of development on Graves' (1973) Developmental Writing Scale, advanced from 1 to 5 written communication units. Jerome's number of written communication units remained constant at 1. Their average number of words per communication unit increased from 5.00 to 11.00 for Jerome and 6.00 to 11.60 for Lori Ann. Over the period of the study the children from the lower developmental group (Jerome and Lori Ann), as indicated by Graves' (1973) Developmental Writing Scale, did not show as much of an increase in the number of communication units as did the developmental high group (Paula and David). An analysis of Blair's and Kimberly's average number of words per communication unit increased from 4.50 to 9.41 (Blair) and 8.00 to 9.50 (Kimberly). However, analysis of the number of communication units revealed that Blair's increased from 2 to 17 while Kimberly's increased from 1 to 4.

Observation of the writing process of the selected group of six-year-old children revealed that at their level of writing ability there was no evidence of proofreading during or after the composing phase. Graves found in his study of the writing process of second grade children in 1973 that proofreading was common at that level. Resources
were not used extensively by the six-year-old children, although there was periodic use of charts, their own word dictionaries and basal readers. All six children showed variability in the usages of overt language during the writing episodes. Children from the lower end of Graves' (1973) Developmental Writing Scale needed to hear words out loud, whispered to themselves, formed letters and words and murmured during the composing phase. Rereadings were characteristic of children classified as low on Graves' (1973) Developmental Writing Scale. It seemed that drawing was important to help some of the children, who were low on Graves' (1973) Developmental Writing Scale, maintain their flow of ideas. Reading their stories to the class after they had completed their writing was important to all six children throughout the study. Therefore, children's reliance on overt oral language is a crucial link in their progression to written language communication.

The main conclusion drawn from the classroom interviews was that children wrote for unique reasons and viewed their writing in ways that were significant for each of them. Their main concern was knowing a lot of words and being able to think and organize their thoughts in order to write good stories. Nine of the twenty-seven, six-year-old children presented a specific purpose for writing. Four of the children said they wrote stories for an audience. At the conclusion of the study it appeared that six year old children
seemed to write for their own sake, thinking egocentrically when engaged in the writing process.

By contrast, conclusions drawn from the case study of Paula show that she became aware of a sense of audience over the course of the study. She developed in her awareness of the function of written language in alternate settings. She also varied the content of her writing as she differentiated the audience for whom she wrote. As the study progressed, the use of overt language became less important to Paula. As the length of her stories increased, she became sensitive to the elements of story and story structure. As her invented spelling developed, she became conscious of a variety of written language conventions such as the use of subordinate clauses, conjunctions, the possessive, a variety of verbs and pronoun references. Paula's proficient use of invented spelling allowed her to encode meaning fluently. This was also in contrast to most of the other children who struggled to express their thoughts because they had to spend excess time developing their skills to deal with the conventions of print.

Another important conclusion drawn from the recorded writing behaviors of the six children involved in the present study is that these six-year-old children developed a concept of writing and early spelling strategies before receiving much formal instruction. Productive written language learning
occurred when the children were allowed to take risks and to experiment with written language.

Because of individual differences in the selected group of six-year-old children, the researcher is inclined to agree with Clay (1982) in saying that young writers appear to move by various means across several strands of language learning. Sometimes the writing process is interrupted and an entire new pattern may emerge. There may not be any fixed sequence of learning which all children must pass in early writing. In the present study Paula and David used well-developed writing and spelling abilities. Blair and Kimberly experimented with sounds, letters and letter combinations. Lori Ann and Jerome, who seemed limited in their expressive ability at the beginning of the study, acquired a conscious knowledge of sound-symbol relationships as they learned to develop control over the writing process.

Educational Implications

Recorded behaviors of the selected group of six-year-old children in this study suggest:

1. Children need to be provided with an environment which encourages the experimentation of print. Teachers and other adults may offer encouragement of children’s print experimentations by accepting efforts without criticism or correction, enjoying
their attempts and asking for explanations of the child's written products.

2. The physical environment of home and school can be easily adapted to provide the atmosphere for print production. Free access to a wide selection of writing materials should be provided for the children. Teachers need to be aware that even giving very young children one sheet of paper may affect the length of the story they will write.

3. Development of a positive writing environment continues by allowing the primary consideration to be the meaning of the message while relegating mechanics and writing skills to secondary emphasis. The child who presents a parent or teacher with a message utilizing invented spelling is attempting to convey a meaningful communication. The reader should concentrate on the meaning of the children's message and not their presentation of conventional spelling.

4. Further encouragement of children's natural interest in print allows them to learn functional uses of writing. Letter writing and grocery lists, for example, would involve children in the functional use of language learning. The letters, notes, and lists of children might include examples
of invented spelling. These productions should be accepted in that form.

5. The education of young children should provide for environments that require a diverse number of writing activities in the primary grades. The time devoted to drills and mechanics may be better utilized by encouraging children to learn about print in their own effective way. The beginning child should be allowed natural experimentation with sounds and symbols. Although further research is needed, children's spelling should be accepted in its present stage of development.

6. Writing should be presented as a natural language activity. Writing opportunities presented in a non-threatening atmosphere help children learn to perfect their writing and spelling abilities.

7. Our educational system appears to value early reading at the expense of early writing. Development of writing abilities is often delayed until reading is mastered. Both of these language arts can help to reinforce each other. Children appear to simultaneously write and perceive soundsymbol relationships involved in reading.

8. Data collected in this investigation imply that children possess a wide range of abilities and
knowledge in language learning. In the early stages drawing and talk are very important to the developing writing process. Some children need frequent rereadings in order to keep their thoughts organized and remember what they are writing about. More effective teaching will result when teachers are cognizant of this phenomenon. Therefore, teachers need to understand about language development in very young children.

9. There is every reason to suspect that children in kindergarten would be excellent subjects for a program of reading instruction which incorporated instruction in writing at the same time. In this way the children can begin viewing writing not as something alien imposed upon them. In the present study, at the end of the investigation written communication was something the children could deal with. The printed page was theirs, very familiar and not alien.

Research Implications

Some of the implications for research are discussed below.

1. The present investigation suggests the need for further research in the area of early writing and reading behavior with large groups of children.
2. A need exists to investigate the prevalence of writing in kindergarten children as well as pre-kindergarten. An understanding of these processes through which very young children progress will assist their educators.

3. More studies are needed in which researchers come in direct contact with children and teachers. Direct contact with and extended observation of children are necessary in order to develop sound conclusions relating to the developmental process. Therefore, further studies are needed using the case study method which leads to an understanding of the individual child.

The process of learning to write, like many of the developmental processes, is a far more complicated endeavour than many teachers realize. The researcher believes that this investigation has shed some light on the writing process of young children.
BIBLIOGRAPHY


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APPENDIX A

The Writing Process Categories.
APPENDIX A

The Writing Process Categories

Writing Purposes

1. To write (i.e., no clearly identifiable purpose exists beyond this, e.g., "I'm gonna' do it how my Mama does it.")

2. To create a message (i.e., the meaning of the message is unknown to the child, e.g., "What does this say?")

3. To produce or to practice conventional symbols (e.g., the ABC's, displayed written language) with concern for a referent

4. To detail or accurately represent a drawn object (e.g., the S on Superman's shirt)

5. To label objects or people drawn or located in the environment

6. To make a particular type of written object (e.g., a book, a list, a letter) without concern for a message

7. To organize and record information (e.g., to write a list of friends)

8. To investigate the relationship between oral and written language without concern for a particular referent

9. To express directly feelings or experiences of oneself or others (i.e., direct quotations, as in writing the talk of a drawn character), and

10. To communicate a particular message to a particular audience

Writing Process Components

Message Formulation (Formulation of actual message to be written)

1. Level of specificity
   (a) the topic of the message is specified (e.g., "It's about my puppy.")
(b) the actual wording of the message is specified (e.g., "This is gonna' say, 'My puppy eats too much.'").

2. Level of coherence

(a) no apparent relationship exists between the message and graphics previously drawn or written on the page (e.g., a list of unrelated words)
(b) message is related in some identifiable, thematic way to other (but not all) graphics on the page
(c) entire product (including written and/or drawn graphics) produces a coherent whole

3. Level of linguistic organization (adapted from Clay, 1975)

(a) word
(b) any two- or three-word phrase
(c) any simple sentence consisting of 3 or more words
(d) a group of 2 or more sentences

Message Encoding

1. Segmented oral message

(a) not applicable (i.e., one word message[s] not segmented into smaller units)
(b) no segmenting exists
(c) message is segmented into phrases, words, syllables, or sounds (i.e., a deliberate pause of 1 second or more exists between units)

2. Systematized procedures for encoding segments (i.e., procedures for independently selecting particular letters to represent particular oral language segments)

(a) no orthographic systematizing exists; child may (i) use cursive-like script, (ii) select, in an apparently random fashion, letters or letter-like forms (from the child's pool of known forms) to be written, (iii) request entire message be encoded by another; child then copies message
(b) some systematic, orthographic procedure or combination of procedures are used; child may (i) rearrange a fixed subset of the alphabet (e.g., child's name), (ii) use a personal (unconventional) syllable-based strategy (i.e., writing a certain number of letters per syllable), (iii) use a letter-name strategy, (iv) use personal or conventional system of sound/symbol correspondences, (v) request
spelling of a segment from another, (vi) base spelling on visual recall, (vii) consult a reference (e.g., a word list)
(c) a combination of systematic and nonsystematic procedures

Mechanical Formation

1. Conventionality of symbols
   (a) cursive-like script
   (b) letter-like forms
   (c) intermingling of letters and letter-like forms
   (d) letters

2. Discreteness of symbols
   (a) connected symbols
   (b) unconnected symbols
   (c) mixed

3. Ease and efficiency of production
   (a) each stroke is slowly drawn
   (b) some strokes are slowly drawn
   (c) letters or letter-like forms are fluently produced

4. Spatial arrangement (adapted from Clay, 1975)
   (a) no evidence of conventional directional pattern
   (b) part of the conventional directional pattern is in evidence; either "start top left," or "move left to right," or "return down left"
   (c) reversal of the conventional directional pattern (right to left and/or return down right)
   (d) conventional directional pattern
   (e) conventional directional pattern and spaces between words
   (f) extensive text without any unconventionalities of arrangement and spacing of text

Message Decoding

1. Segmented written message
   (a) not applicable (i.e., one word message not segmented into smaller units)
   (b) no segmenting exists
   (c) the written text is segmented (i.e., particular portions of the text are focused on to be decoded into particular oral phrases, words, syllables, or sounds)
2. Systematized procedures for decoding segments

(a) no systematic orthographic procedure is used for decoding text; child may (i) engage in apparent fantasy behavior, (ii) request entire message be decoded by another

(b) some systematic orthographic procedure or combination of procedures are used; child may (i) request decoding of text segment from another, (ii) use situational context as the basis for decoding, (iii) use a syllable-based decoding system (i.e., matching a number of oral syllables to the perceived number of segments in text), (iv) use a letter-name strategy (i.e., decode a word containing that letter name), (v) use a personal or conventional system of sound/symbol correspondences, (vi) base decoding on visual recall of (a similar) word

Forms of the Written Product

1. A graphic product or a section of a graphic product (drawing and writing intermingled on a page)

2. A label or caption for a drawing (writing located in close proximity to the referents)

3. A list (single words arranged vertically)

4. The alphabet

5. A card (small paper attached to a present or an envelope containing addressee's name)

6. A letter (a product which included the names of the addressee and the sender)

7. An envelope (a paper folded around a letter which included, at the least, the name of the addressee)

8. A book (a multipaged product containing writing)

a No developmental order is implied here.

b A message must contain more than one word before the distinction between requesting as a systematic and as a nonsystematic procedure becomes meaningful.

(Dyson, 1983, pp. 25-26)
APPENDIX B

Samples of Communication Unit Analysis


APPENDIX B

Samples of Communication Unit Analysis

For each of the six students a sample of writing done at the beginning of and at the end of Phase Two is shown. Analysis included computing the number of words in each communication unit, totalling the communication units and finding the average number of words per communication unit by dividing the number of words by the number of communication units.

Communication Units

Beginning of Phase Two. -- November 1, 1984 -- David

Transcript:

\[\begin{array}{ll}
5 & /I\ went\ trick\ or\ treating./ \\
3 & /I\ was\ skeleton./ /I\ had\ lots\ of\ fun./ \\
3 & \text{units} \\
\end{array}\]

Total = 13 words

Average: 4.33

Communication Units

End of Phase Two -- April 17, 1985 -- David

Transcript:

The Sad Princess

\[\begin{array}{ll}
8 & /Once\ upon\ a\ time\ there\ was\ a\ castle.//\ and\ in\ that\ castle\ there\ was\ a\ king/ (and\ he\ had\ a\ princess\ and\ she\ was\ always\ sad)/ she\ cried\ and\ cried\ day\ and\ night/ .
7 & /She\ wouldn't\ stop/ she/ \end{array}\]
went on and on and
one day the king had
an announcement to make.
the announcement said
someone in the kingdom
must stop her from crying.
forever said the king angrily.
they tried and tried but nothing
could be done. years passed.
then one day a handsome young
prince came riding through
the forest and stopped at
the castle that day.
and found the princess
crying. he loved her so
much he bent down
and kissed her.
she stopped crying.
she went
downstairs and showed
everyone what the prince
did. (and the very very next
day they got married and
lived happily ever after.)

Total = 94 words
Average: 5.88

Communication Units

Beginning of Phase Two - November 1, 1984 - Paula

Transcript:

/I had Las of fun./ms
Borden And I got 20:
Bags of Cps And 2
Bags of CS/And I
sd trick or treat./

Total: 25 words
Average: 8.33

Communication Units

End of Phase Two - April 17, 1985 - Paula.

Transcript:

/Once upon a time
there was an elephant who liked to laugh:

he laughed when a person or some Anamel told him a joke/or he laughed when he jist whated to:

sometimes he told his jokes to a noter.

person/And when the person Did Not Knooe the joke the elephant told the person the Anser/

And then he would laugh/And some times he told a Anamel a joke/And most of the Anales Knoe the elephants Jokes/But some times they forgot the jokes/so the elephant told the Anamel the joke/

And the Anamel

And the elephant laughed/And some times they laughed all niat/And some times all week/

And one time the elephant told a anamel a joke And thy laughed for ever tall they got vary old and Died:

the - end/

14 units Total = 137 words

Average: 8.99
4 /I likt the prde/
5 /I likt the Drks
two./

2 units

Total = 9 words

Average: 4.50

Communication Units

End of Phase Two - April 17, 1985 - Blair

Transcripts:

Once upon a time I met a tall giraffe

/once upon a time wan i want
13 aot sid i mat a giraffe//it wanted smtng to et bot i
dedent no wyt to gv fem/
13 /so i gav hem papkorn//and i
gav hem pap chor i amo gv
ham avre teing//all we had
9 laft wyis a can ov tonafeh/
9 /we had too go aot and boe-
awr saf//the naks teing
we bot wyis som kretsi/
4 /hat tum tan//We had som
5 ov tam//the giraffe want
10 bak too the zoo wer he blah/
6 /i dednt wynt too et tam/
10 /wh the giraffe aot sid wyis
21 'eten the brachis//i gat so
mad tat i jpt in too
may bote and slpt in too
my jakit and wnt aot sid/
13 /wan i did go aot sid i so all
9 ov the brachis//i sall the noo
zoo a kralls the sret/
8 /ndo i know wr the giraffe

17 units

Total = 160 words

Average: 9.41
Communication Units

Beginning of Phase Two - November 1, 1984 - Kimberly

Transcript:

8 /I like all of My treat I had./

1 unit Total = 8 words

Average: 8.00

I Units:

End of Phase Two - April 17, 1985 - Kimberly

Transcript:

8 /Once upon a time a bunny got lost/

13 /I said to the lost bunny do you want me to help you/

9 let me lost bunny I want next lost to help/

8 /I like helping a lost bunny The End/

4 units Total = 38 words

Average: 9.50

Communication Units

Beginning of Phase Two - November 1, 1984 - Jerome

Transcript:

5 /I went to a house/

(I went to a house)

1 unit Total = 5 words

Average: 5.00
T Units

End of Phase Two - April 17, 1985 - Jerome

Transcript:
11
/Once upon a time I.
met a fox that gos howl/
1 unit
Total = 11 words
Average: 11.00

Communication Units

Beginning of Phase Two - November 1, 1984 - Lori Ann

Transcript:
6
/Halloween
/Lik Halloween tric
kor treat. /
1 unit
Total = 6 words
Average: 6.00

T Units

End of Phase Two - April 17, 1985 - Lori Ann

Transcript:
8
/Once upon a time a bunny
got lost / the roBt haD anB
hatD Bekik hes mom mot
sapep and lAf hm in the co/
16
/so he kib and kib Bekis he las
hes mpm / intl a ples cam am
10
/see he mit / yor moh nom
hr ran is te ni mas tea-
cim to the toe Deprmt/
9
5 units
Total = 58 words
Average: 11.60
APPENDIX C

Blair's Writing Episode

The Lost Bear

March 14, 1985
Once upon a time there was a bear. It wasn't a big bear; it was a little bear. One day when no one was looking, the little bear went into the woods and got lost. That night they looked everywhere, but the next morning the sun came out and melted the snow where the snow was. The little bear found his way back to the village every one was so happy little bear never did that again.

The next morning it was little bear's birthday. After little bear's birthday, little bear was big enough to go to school. He learned math and printing every day he learned different stuff. One day when he came home from school no one was home. They were gone to the supermarket when they came back from the supermarket, in the car they had a lot of food. That night they had something to eat. The next morning they decided to go to the beach when they got to the beach they parked their car in the parking lot then they got a spot at the beach. When they finished swimming they had something to eat and then they went home. When they got home it was dark. That night little bear had a dream about his mom because he wanted to quit school and go to a different place he told his mom can he go. His mom decided can he go she said you can go to a different place
packed his stuff in a suitcase when he got to the place. He found a place to stay. They showed him to his bedroom. When he got to his bedroom he unpacked his clothes and put it in the drawers than he went out of the bed room then he had something to eat and went outside and played. When he came in he was tired then he went to his bed room and had a nap when he wok up he wanted to go back to the village. Then he packed his suitcase and snuck out the back door and ran back to the train right then he got to the station then he got in to the train and rode back to the village. When he got back to the village he got out of the train and went in to the house when he went in to the house every one was happy then he unpacked his suitcase and put his clothes in his drawers and put on his clothes and went out side and than he went to his friends house when he got to his friends house he asked are they comming out the he and his friends went some where to play when they found a place to play they had a problem they couldn't think of a game to play they thought and thought and thought they still couldn't think of a game to play. Then a person thought of a game to play it was called frozen tag every one thought it was a good game then they started to play. One of the Bears tripped in a branch and another banged
in to a tree and the last
Bear bumped in to
the Bear that bumped in
to the tree will they couldn't
play that game so they
thought of another game to
play another Bear thought of a
other game to play it
was called hiding go seek they
tried that game one of
the Bears went in the snow
and fell right through another
Bear tripped up in a
Branch and his claw got
stuck in a trap and the
last Bear when he
went after the Bears
he always tripped up
in a Branch they couldn't play
that game so they thought
of a other game to
play and the last Bear
thought of a game to
play it was called house
so they tried that game
the biggest was the father
and the middle size one
was the mother and the
littlest was the little boy
their house was the woods
the little Bears bike was
a piece of a board
well almost a bike
then he tried to ride
of on his bike he
tried and he tried and
he tried finally he fell
over and bumped his head
than the father smoked a
cigarette and coughed and
choked then the mother
tried to get a vacuum
cleaner and clean the
ground when she found
a vacuum cleaner she
swept up all of the
dirt then they had a clean
house nothing was there
so they couldn't play that game
they played frozen tag
and they played hiding go seek
and house, so they couldn't
play anymore games now.
so every one went home
and when they were going
home one of the Bears
tripped up in a branch
and found some treasure
and they lived 'happily ever
after"
March 14

The last Bear was a Bear et wais a Beg Bear et wais a let Bar
one day wan on one wais lik the lat Bear wot in to the
wes and got lost theat nit
to let avre wer the nakst
men the sun wam got on
mado the sno wan the sno wals
call madad the lat Bar fed
heis wa bak to the uleg avre
one wais so happy lat Bar nav
da ta a gan
the "next morning" et Wallis latl Bears Birthday off de Hat! Bears Birthday Wallis ovre latl Bear Wallis Bay o not to go to Sol be 1rd mat and praying ovre day be 1rd defret set one day Wallhe Kam hom from Shall no Wan Wallis hom
Went to the supermarket.
Went to the car back from the supermarket in the car. Ta had a lot of food tat nit to had.
Said to eat the next morning.
Said to go too the behe. Went to the behe ta prkd ta.
Car in the pricing lat tan
Ta got a spr at the Bethe
wan ta fane hat Sming ta ha
Saying to et and tan ta Wal
hom wan ta got hom it wis
Ark fat hit ball bear had a
dream a dat he is mami bis
Man, he got to the place. Go. Se. Sad. You can go to a different place. So, he's got to be at a different place. He'll know that. And go.
he fand a plac to heis bed
rom wan, he gat to heis
bad rom he tahn pakt
heis klois and pot it in
the jrois tan, he want
tat or the bad ram.
Tan he had somting to eat and want at six and plad wan. He kam in he was tired. Tan he want to hes bad rom and had a nap. Wan he wok up he wadd to go bak to the viej. Then
he paint heis sokas, and
Snak at bak to the train
rat wan he gat to the
Sabling fan he gat in
to the train, and rod
bak to the vehicle wan he
gat bak to the vleg
he gat of o' the tran
and wad in to the haois
wan he want in to the
haois awre one was happe
ran he an pakt heis soke,
und platt heis klois in heis
klois and put an heis klois
and want got, sied and tan.
he wat to heis frands haos
wan, he got to, he frands
haosis he ast ar' to korn
aot tan he and he is tronis
want smwar to play wan.
ta faond a plac to play
Taq had a pram to a gam to play ta tot and tat and tat to self taingk taingk for a gam to play tan or prsing tat or a gam to play et. wzi. klo
frossing tag ovre one tatt et wyis a god game tan ta Srt B to play. One ov the Bears tripped in a branch and another bad in to a tree and the last Bear bort in to
the Bear tat bought in
to the tree wall ta had
play tat gam so ta
tat or a natr game to
play a natr Bear tat or a
natr game to play et

Whis kid hiding go sell ta
The Bears want in the Snow
and fat rat tro a notch
Bear trep up in a branch and he is klall got
stick in a hrap and
the last Bear man be
want attr the Bears
he all weis grept up
in a Brunch ta kid pl
+at game so ta tat
or a notr game to
play and the game last Bear
+at or wyis kid game to
play et wyis kid house.
So ta trid tat game the begis wyis the fatr and the medislid one was the mother and the let isl wyis the lefl boy tar house wyis the wadis the latl Bearis bak wyis
a pes ov a baird
wal allmost a biek
tom he trid to rid
ov in he is biek he
trid and he trid and
he trid fiinle her fol
ovr and bent he is hed
tan the firr, smok't a sigaret and laft and troik't tan the moher.
trid too got a vaum klenr and klen the grand wan she fond a vaum klear she
swapt up all or the
dirt ten ta had a klen	house nateing way is ter
so to kodd play tat game
ta playd frasing tag
and ta playd hid ing go sak
and house so ta kodd.
play any mor, games no
so evre one want hom
and wan ta wr going
hom. one ov the Bears
hept up in a brat
and found sim traits
and ta levd haple ov dr
APPENDIX D

Children's Views About Writing

April 24, 1985
APPENDIX D

Children's Views About Writing

April 24, 1985

Researcher: (a) When you are writing stories, what do you think you need to be able to do in order to write good stories?

(b) Why do you think it is important to write stories?

The responses of the different children are the following:

Paula: (a) 1. Think about it a lot.
2. To write a story you need to be able to write - By writing some words that make up a story.
3. Know something about writing.
4. Think about it a lot and put a lot of words to it.

(b) Ah ...

Jamie: (a) 1. Write good stories.
2. Think what he is going to write.

(b) See how good we can write.

Brad: (a) 1. Lots of words.
2. You can look in your reader. Your reader helps you find words.

(b) 1. You can read them to the teacher and ah, I like writein them and sometimes when I get the words wrong she ah, I tells the teacher and she puts them on the board.

Robert: (a) 1. Know ah - you got to know how to draw stuff.
2. You can use stuff special - like you got to use stuff to write with ... special.
-175-

3. You got to ah ... like when your writing you got to know what you are going to write about and stuff.

(b) Ah ...

Angela:  
(a) 1. They got to think ah ...
2. They got to think about what they are going to write and like look in books to see what else they can make up.

(b) Because they are good.

Stephanie:  
(a) 1. To be good printers.
2. To be good writers.
3. Need to concentrate and all that.

(b) ... no response.

Renee:  
(a) 1. Write about like ... write about people who are sad and all that.
2. You know about ... like know about what you write.
3. You start your story and then you just draw your picture.
4. Try to sound out your letters when you try to do your words.

(b) So your teacher will like them.

Jerome:  
(a) 1. Do your best work.
2. Any story in your book that you likes.

(b) So we can do good work.

Krista:  
(a) 1. You needs to know the letters.
2. You need to know the words you are writing.

(b) Because then you'll know how to write lots of stories when you grow up.
Jeffrey: (a) 1. To sound out the words.
          2. To do a good story. I can't think of anymore. I don't know.
(b) So your teacher can hear them and so you can bring your book home and your mom can hear them and dad and your nan and popp.

Billy: (a) 1. I don't know.
        2. Think about a story to write first.
        3. You need to know the words in the story you are going to write.
        4. You need to know a lot of words.
(b) What? I can't think of anything.

Lofi Ann: (a) 1. Think of the words.
        2. Ask the teacher or ask your friend next to you.
        3. Lots of words.
(b) To read.

David C.: (a) 1. Words.
        2. What to put down.
        3. Print.
(b) Ah, to learn. So you ... when you get bigger you know what to get in groceries.

Jacqueline: (a) 1. I don't know.
           2. How to print. I don't know.
(b) I don't know. To learn words.

Curtis: (a) 1. Think a lot and you need lots of concentration too.
(b) To learn things, like you learn how to spell words and sound them out.
Andrea: (a) 1. You should be able to sound out the words.
2. You should be able to... You shouldn't be able to forget what you are going to write down.
(b) Because so you won't get bored.

Chad: (a) 1. I don't know (pause).
(b) To practise.

Kimberly: (a) 1. Be a good writer.
2. Paint ... and sometimes we draw good pictures. I can't think of anything else.
(b) ... no response.

Blair: (a) 1. Got to think.
2. Ah ... this is hard. I said think already.
(b) To learn to write.

Stephen: (a) 1. Words.
2. The letters. I can't think of nothing else.
(b) So you learn words and your letters.

Tina: (a) Try the best you... that you can do it and try to sound out your words.
(b) We write about all kinds of things. Cause I try my best every day when we write stories.

Heather: (a) 1. Like ... knowing a lot of words.
3. Sound out words.
(b) I don't know.
Vanessa:  (a) 1. Words.
         2. Practise it. Like practise writing stories.
         3. Know how to do good printing.
(b) You learn about stories ... when you read about them you learn about them.

Christopher: (a) 1. To hold his pencil right. I don't know.
         2. Pictures. I don't know.
(b) To help us learn - to help us when we grow up to write and print.

Craig:     (a) 1. A good title.
         2. Think of a good story.
         3. Need ... ah ... be able to try to write the words.
         4. And remember what you are going to write.
(b) I don't know.

Michael:  (a) 1. You have to listen to your brain ... ah ... it tells you (pause) it helps you when you write a story.
(b) You have to think ... ah ... what story you are going to write (pause) so you learn about ... ah ... so you can learn different things.

David P.:  (a) 1. Sometimes I got to know words.
         2. Think of a good story to write.
(b) 1. To learn words.
     It's fun.
APPENDIX E

Interview with Mrs. H.
April 26, 1985
Researcher: What about before she started kindergarten? Was she interested in watching "Sesame Street"?

Mrs. H.: Oh yes, she watched television all day now if I didn't take her away from it. Yes, she watched "Sesame Street," all the programs, whatever was one.

Researcher: I noticed a lot of books in the bookcase. Did you read to her when she was little?

Mrs. H.: There's more books in the bedroom. Arch's cousin says there's no trouble to know that this house has got children. We had to put more shelves in the closet in the bedroom for books. Yes, she would bring in books - she had one book in particular, Leslie took to the same book when she started wanting...
to be read to—Baby Cheerful Taffful that was her favorite book. She had ages and ages. Actually, some of the books out there belong to myself and Cindy—I think must be Cindy's. We read that. She would come in in the morning (she was never a good sleeper until now) and early in the morning. 6:30 or 7:00, she would say, "Read, open your eyes and read." That's the way it was, she just wanted to be read to. Leslie picked up on the same book when she started wanting to be read to, last year some time.

Researcher: Did she write any stories before she started kindergarten?

Mrs. H.: I got some things I can show you. The YM/YWCA had a program on Saturday afternoons for about two hours. It was arts and crafts type thing. We took Paula down there for a while. She really enjoyed that. I saved the things she brought back. That was the year before she started kindergarten. She was about four or four and a half. She liked to color, she had lots of coloring books. I took out the blackboard too and she would scribble all over the place.

Researcher: I want you to look at some of her writing she did at school and comment on anything you feel is important for my information.

Mrs. H.: (Viewing Paula's writing episode of October 18, 1984)

This is where she saw Fred Penner at the Arts and Culture Center. We've been there lots of times. I take her to see the movies. I think this is eight that she saw since she was three.

Researcher: (Viewing Paula's writing episode of October 17, 1984)

Paula is writing about her pet cat.

Mrs. H.: Yes we had a cat, Smokey. We had to give him away, we carried her out home because she is Siamese or part Siamese and she is
high-strung. We couldn't trust her with Leslie or Gregory.

(Viewing Paula's writing episode titled "Call the Doctor")

That sounds like a story book she had. She went to a birthday party and got a prize. I think that's about the book *Penny Goes to the Doctor*.

(Viewing Paula's writing episode in November concerning Birds). She reads: The mother and father are getting worms for the baby birds so the baby birds won't die and won't get sick and the father is taking care of the babies.

Researcher: This one is interesting. Paula divided her page and compared the grizzly bear and the polar bear.

Mrs. H.: We got some books from Grolier, *I Want to Know Books*. There are two sections to them. Perhaps that's where she got the idea for that.

(Viewing Paula's writing episode of December 12, 1984, called Baby Jesus)

This one is about Christmas. She had to know all about Christmas, God and the Baby Jesus.

(Viewing Paula's writing episode of December 13, 1984, in which she reported on visiting St. Luke's Home)

This one is where she went to St. Luke's Home. Yes, she thought that was wonderful. One old lady was one hundred and one years old and one of the children said, "You can't be that much, you can only be a hundred."

Paula asks a lot of questions. She asked the other day, "Where does numbers end?" I said, "Oh, but numbers don't end." She said, "But they must end." I said, "They go on and on more than you can imagine." She said; "Even more than a million." I suppose she can't visualize that you could
have that much written down on the page. It's the same thing about age, dying and going to heaven. She wanted to know how you got to heaven. I had to explain that your body doesn't go to heaven, only your soul. She thought that only old people died so I said I suppose we'll have to tell her no, that's not so because someone might die belonging to her that is not old. She thinks old is someone who is grannies age - 80 - old is when your that age - old and wrinkly. Anyway she figured out then that you don't have to be old to die. She was only five or five and a half then and Arch's grandmother died and of course she wanted to go. She came home and told me that granny died and now she is going to heaven, her soul is going to heaven. She is going to have white wings. She is going to watch over all of us now and she won't be lonely. There hasn't been any questions about that since. She wants all of her questions answered. You can't say because anymore, that's not good enough.

Researcher: Here is her journal she did at school.

Mrs. H.: I remember her reading that before. Her words are not as good here at the beginning of the year but I mean you can see as she goes on that her spelling is improving. (At this point Leslie Ann, Paula's sister, interrupted with a book. She placed the book in front of her mother and said, "Read now." Leslie Ann is told to wait until later).

That one was about in church. Once a month we have family communion and the children are allowed to stay. They must have had pictures on that day. Paula likes to go to Sunday School.

That one was about the CFIC sale we had.

The day she bumped. That one ... "I bumped my head. I had to go to the doctor. The day I bumped it was the day I had to go skating but I never went cause the helmet might have hurt it." She really had a big bump on her head.
That one was March 29. "Well a T.V. crew came to my classroom. We had to write a story because we could write good stories and they filmed us and we had lots of fun." She is too busy writing stories now to write in her journal.
APPENDIX F

Paul's Writing Using Leslie Ann and Gregory as Audience
My Program Book
My pet "Book
Full with pets
And full with
Concerts
My Best Book
Paula
Lesley
Gregory
Lisa
Roger

I love pets, we are having a pet parade on Sunday.
My pet
I have a cat. Her name is Smokey and I like her but she is around the bay because of Lesley and Gregory. Because Lesley and Gregory are to little.
Oct. 18 21
1964 13 April 12
1973 13 April 29
1982 13 Nov 29
1983 1976 41 July 24
Dec. 13 17
1954 R1973 Feb 2
-Sept. 13 6 
1946
And he sang a easy song. And it was this old man he played one.

I love the show and it was great.

@And he sang @too easy songs and they wore I had A Roast.
APPENDIX G

Paula's Journal at School
APPENDIX G.
Paula's Journal at School

Translation for Paula's Journal at School

September, 1984
I went to a restaurant yesterday for a special occasion. Because it was a special occasion and it was my Mom's and Dad's anniversary.

September, 1984
I went to McDonald's. Last night and I loved it cause it was my aunt's birthday and it was fun and we had a coke.

September, 1984
My name is Paula H.

September, 1984
I like to skate and I go to skating. At the skating arena this year.

September, 1984
Today the Helpers are Robert and Jamie.
Today is:
Wednesday the
26 of September
My Name is Paula

October, 1984

I read my reader
for School and I
watched a good show
and I watched it
while I read my
Reader

October, 1984

Rose Petal And it
was great And Mommy
Let me stay up
to watch it and
I loved it and it
was All About.
that Rose Petal.
Drank a potion and She lived

October, 1984

You should of watched it
cause it was exciting.
And it was a
long Show it was
on till 9:00

October, 1984

I went to a party
on Saturday. It was
at McDonalds and I
had fun because
Fall, 1984

I went to Church
on Sunday and we
had to go up stairs
cause it was christening day
and communion day too and
I saw pictures to
and it was fun at
church and we had
to 'stay in church

October, 1984

I loved the centers we
did and this is the center
I loved best the
pumpkin one and we had
movies in school and we had
two safety ones and two
fairy tales and we liked
a little fun the safety ones

October, 1984

We had a Halloween
party in school and
my mommy made cookies
for it and I was
the helper

November, 1984

I am glad you liked
the cookies and on
saturday we went
to the cfic sale and
me and lesley
bought a decoration for
the Christmas tree

I go to Brownies on Thursday and I have fun in Brownies. And we sing songs in Brownies too.

We started Centers and we had in the dental hygienist. And I was the center leader. And we had to fill in some lines.

My cousin was out to my house and we played treasure boat.

November 30, 1984

We did printing and we are going to finish centers today.

November 30, 1984

We did printing and we are wearing our I Am Special buttons today and we are writing in our journal this morning. And we did Math.

January 22, 1985

I bumped my head and I had to go to the doctor and the Day I bumped it that Day was the Day I
had to go Skating But I never went cause the helmet might of hurt it

I went bowling on Sunday and First I got the ball in the gutter And then I had a strike And I got a trophy And two big Macs

March 29, 1985

Well a TV Crew came to my classroom And we had to write a story cause they came Because we could write good stories And they filmed us and I had A lot of fun the - 'end
I wrote to a RSDT

Uyosday for a SSL

Cash RecsZt it wae

a SSL akon and it

wae my Moms and Dads

andavsear

.

I wrote to Mrs. Lent Net

and I lod it

CS2 it wae my Aniss

Btday and it wae

fun and we hd all

Colk

My name is Paula H
Sept. 1984

Paula: You sure have exciting times. What do you like to do? Best of all? Go to SSGT.

I talk to SSGT.
And I go to SSGTS.
At the SSGTS. Rhna.
Tiss yrr.

today the Helpers. Aer.
Robert and Jamie.

Today is
Wednesday the
26 of September.

My Name is Paula.
Paula, what did you do last night?

Read My Reader

for Sooh! And I went a good SWW and I went it

Will I Read My Reader

What show did you watch?

What was it all about?

Ros Ptti And ti

Was Gyt And MommY

I t Me SA Up

to WC ti And

I ld ti And ti

Was All About

Fat Ros Ptti

Dr A. Ros And So L+
pin. I saw Rose Petal. But
it sure sounds like a great
show. And it was

You said we'd try
CS it was ICSR.
And it was a
big show it was
on till 11:00.

What did you do this weekend,
Paula? Tell me about it.

I went to a party
on Saturday. It was
at McDonald's. And I
had fun because.
Fall, 1984

I went to church on Sunday and we had to go up stairs cause it was Children's Day. And Kmynday to And So I saw pictures to. And it was fun at church. And we had to stay in church. You seem as if you really enjoyed church. I'm sure. Jacqueline's party was fun too.
I loved the St's. We did and t's is the St.
I loved BST the Pm one. And we had
Mus in SH11. And we had
too St ones. And too
trettis. And we had
A It fm the St
One's
What did you do this weekend?
What did you like best of all
About this week in school?
We had a Halloween
Party in School. And
My Mommy Mad CAOCS
for it. And I was
the/Helper

I liked the party too, and I certainly liked your Mommy's cookies! You were a great helper and you got to be helper for two days, didn't you? What did you do this weekend? Oh I'm glad to you like the cookies. And on Saturday we went to the CFIC sale. And me and Lesley bought a decoration for the Chisim tree. You sure had a nice weekend, Paula. What kind of decoration did you buy? I guess you're really looking forward to Christmas.
I go to Brownies on Thursday. And I have fun in Brownies. And we sing songs in Brownies to
Did you like this week in school? What did you do?
We started Centers.
And we had in the dental hygenist.
And I was the Center leader. And we had to fill in same lines.
Good! Tell me about your weekend. My cousin was out to my house. And we played frisbee.
I like treasure boat too, Paula.

I bet you and your cousin had fun.

We did Printen. And we are going to finish Centers today.

[Nov 30]

We did Printen and we are wearing our "I Am SPECIAL"

Both's today and we are rating in our journal the Storing and we did ( 

Mate

You sure did lots of exciting things, didn't you? What did you like about this week?
Jan 22

I love my bed and I had to go to the Doctor and the Day I hate it that Day was the Day I had to go Satig. But I never what cause the helmet hurt or hurt it. I was really sorry that you bumped your head and I'm sure it must have hurt you. You were really a brave little girl though. What did you do this week? I Wnet boating on Sunday. And Forts I got the ball in the gart. And tere I had A Sack. And I got a fore. And to bra makes.
APPENDIX H

Paula's Journal at Home.
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That 10 to go

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