

STUDENTS' PERCEPTIONS AND PRACTICES OF PLANNING AND THEIR TEACHER'S
DECISION-MAKING DURING WRITING INSTRUCTION

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DEDICATION

To my Iron Chef and Curly-tops, thank you for your unconditional love, support, and patience.

To the memory of my PaPa, Vance Snider, who inspired my collegiate journey. I finished, PaPa.

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“Surely God is my help; the Lord is the one who sustains me.” Psalms 54:4

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ABSTRACT

LASHERA DENISE MCELHANY

STUDENTS' PERCEPTIONS AND PRACTICES OF PLANNING AND THEIR TEACHER'S DECISION-MAKING DURING WRITING INSTRUCTION

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The purpose of this qualitative collective case study was to examine the teacher's instructional goals, practices, and decision making during writing instruction, to examine the practices students engage in when they plan, and to understand second grade students' perceptions of planning when writing. The design of this study was informed by collective case study methodology in an exploration of the phenomenon of planning practices and perceptions and the instructional influences on second grade writers within the context of the second grade classroom. Data collected for this study included student writing plans and writing samples, peer and student-teacher conversations about writing, observations, written artifacts, and digital media. NVivo 10 qualitative research software was used to assist with data management and analysis.

Analysis revealed two themes related to teacher decision-making: *Whatever They Needed* and *Taking Hold of Thinking Maps*. My role as the teacher/researcher and the decisions I made were fundamental as I chose to expand my practices of modeling the process of writing to support whatever my second grade students

needed as writers. Three themes were revealed in relation to second grade students' planning practices and perceptions about planning: *Models and Modeling*, *Intersubjectivity*, and *Multiple Perspectives as Practice*. By modeling the planning process, I was able to provide a scaffold for practicing the skills necessary to hone the craft of writing. Peers can be a source of ideas, motivate writing choices, and create meaning for the final product. Findings in this study provide additional support to the literature regarding peer talk and peer conferences.

Planning is the part of the process of writing that appears to be most influenced by development. The findings in this study provide strong evidence that developing writers between the ages of 7 and 8 (second grade) have the ability to plan despite developmental concerns. In this study, the participants' responses to questions about the planning process revealed they understood the importance of planning and its purpose. Students used the tools available to them to construct plans and referenced Thinking Maps as part of the planning process.

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CHAPTER I

INTRODUCTION

Writing is a complex process of constructing texts for a variety of purposes and audiences (Bereiter & Scardamalia, 1987; Flower & Hayes, 1981). What writers think and do as they compose text is influenced by his or her social and cultural contexts and the cognitive sub-processes that are used for composing and expressing ideas (Bereiter & Scardamalia, 1987; Flower & Hayes, 1981; Dyson, 1997, 1989). When the writer writes, he is lead through a series of complex operations to help him find the solution to a rhetorical problem: What am I writing?; For whom?; and What purpose? (Flower & Hayes, 1981; Graves, 1982).

Writing is also a recursive process that allows the writer to move back and forth through the various phases of planning, drafting, revising, editing, and publishing (Bereiter & Scardamalia, 1987; Emig, 1971). Context, audience, and purpose influence this recursive process. Writing instruction focuses on the recursive sub-processes of writing, reminding writers what steps to take as they write making the complexity of the task more manageable (Flower & Hayes, 1981; Lin, Monroe, & Troia, 2007). By engaging children in the process of writing, it helps them “gain control over the types of recursive activity characteristic of mature writers” (Lin, et. al., 2007, p. 212).

Emergent writers explore writing as a way to learn about writing (Clay, 1975, DeFord, 1980). The emergent writer composes spontaneous texts that experiment with

letters, words, spacing, and writing materials. Emergent writing tends to be egocentric with little awareness given to audience or context (Dyson, 1994). As writing develops, writers begin to shift their focus from self to purpose, context, and audience. Evidence of planning and rehearsing ideas prior to composing begins to appear (Bereiter & Scardamalia, 1982, 1987; Flower & Hayes, 1981, 1984).

Planning of the written text is a valuable and important practice for skilled writers. However, developing writers approach the written text with little or no forethought, often generating ideas as they compose (Bereiter & Scardamalia, 1987; Flower & Hayes, 1981). Developing writers need to know why planning is important, how it helps the writer, and when to use it (Graham, Harris, & MacArthur, 2006). Best practices for planning instruction explain the purpose, describe, and model the process (Graham et al., 2007).

Statement of the Problem

“Writing permits and sometimes requires deliberate planning” (Bereiter & Scardamalia, 1987, p. 191). Planning enables the writer to handle the quantity and complexity of ideas necessary when composing text. As the writer develops his writing skills, the planning process emerges and changes with the writer.

Emergent writers (pre-k through first grade) are cognitively tasked with the exploration of learning to write (Clay, 1975; Deford, 1980). Emergent writers spontaneously create text and often plan verbally before and during the construction of text (Bereiter & Scardamalia, 1987, Clay, 1975; Graves, 1982). For

emergent writers, the product of planning is the text (Bereiter & Scardamalia, 1987).

As a writer's skills develop, the cognitive tasks associated with writing shift from the generation of content to the knowledge that guides and informs the choice of content, language, and contexts (Bereiter & Scardamalia, 1987; Flowers & Hayes, 1981). With the shift in cognitive tasks, the role of planning emerges with adolescent writers. Bereiter & Scardamalia (1987) focused on the planning processes of writers age 10-14. Adolescent writers recognized planning as part of the process, but minimized its role. Students in this age group produced plans that became their text. However, when plans were discussed in social contexts, such as peer groups or student-teacher conferences, a higher level of planning occurred.

For adult writers, planning is used as a strategy for organizing the structure of the content, concepts, and text (Bereiter & Scardamalia, 1987). The product of planning is a plan and the text produced contains elements of the plan, but not necessarily the notes themselves.

Planning is a developmental process that emerges and changes with the writer's skills. The writer approaches the planning process differently at various stages in his writing development. The literature is replete with how emergent, adolescent, and adult writers approach the planning process (Bereiter & Scardamalia, 1982, 1987; Emig, 1971; Flower & Hayes, 1981, 1981; Graham et al., 2007; Honeycutt, 2002; MacArthur, 2009; Saddler, Moran, Graham, & Harris, 2004;

Schnee, 2010; Thompson, 1999; Tracy, Reid, & Graham, 2009; Warrington, 1999).

Writers between the ages of 7 and 8 (second grade) carry the ability to plan despite developmental concerns (Bereiter & Scardamalia, 1987). However, little is known about the planning processes of second grade writers..

Purpose of the Study

The purpose of this qualitative collective case study was to examine the teacher's instructional goals, practices, and decision-making during writing instruction, to examine the practices students engage in when they plan, and to understand second grade students' perceptions of planning when writing. The study was designed for systematic inquiry of existing instructional practices occurring during writing instruction.

Research Questions

The following research questions guided the study design:

1. What were the instructional goals, practices, and decision-making of the teacher?
2. What planning practices do students engage in while writing?
3. What perceptions about planning do second grade writers' hold?

Significance and Delimitations

This qualitative collective case study is unique in its close look at second grade writing instruction, students' planning when writing, and their developing perceptions of planning. Multiple sources of data were collected during the last five

weeks of school by the teacher-researcher. Focus students were identified after the data was gathered, the school year had ended, and deeper layers of data analysis were underway. The study is significant in its focus on second grade students who are developing beyond emergent writing.

Delimitations define the boundaries of the study. The setting was a second grade class located in a North Texas suburban public school.

Teacher as Researcher

This study was conducted in my second grade classroom. I was the teacher/researcher. At the time of this study, I had taught 11 years in the elementary classroom setting. The first eight years of my teaching career were spent as a kindergarten teacher and the past three were in second grade. Prior to teaching at my current campus of Patrick Elementary, I taught two years at an “at-risk” school. I have a Master of Education Degree in the field of early childhood education. The theories and practices learned in my graduate level classes helped me build a strong foundation for the every day practices in my elementary classroom.

I believe that literacy learning is social and active and writing is a component of literacy/literacies. As a classroom teacher, I had always struggled with how to teach children to write. During a summer graduate course, my passion for children’s writing was sparked. It was through my study of process writing, that I began to understand the recursive process of writing. I implemented daily writing

workshops in my kindergarten classroom and observed tremendous growth in my students' writing. It was exciting to see their successes and how much writing impacted their reading skills, too.

Midway through my doctoral program, I changed grade levels from kindergarten to second grade. Second grade was quite different from kindergarten in that most students possessed the skills to read and write. However, the attitude in which writing was approached was quite different. In kindergarten, children are in awe of print. However, in second grade, writing is met with groans and questions of "How much I do I have to write?" or "What do I write about?" My desire as a second grade teacher was to help my students once again find the "awe" in print and to develop their abilities as writers.

Throughout the study, I was a participant observer. I maintained dual citizenship as the teacher/researcher. The *SAGE Dictionary of Qualitative Inquiry* defines the participant observer as one who uses ethnographic methods to generate understanding of others through long periods of engagement; taking part in daily activities of those studied; and immersion of self in the setting to develop knowledge of others' ways of thinking or acting (Schwandt, 2007, p. 219). As the teacher, I guided the instruction within the context of my classroom. As the researcher, I collected and analyzed the data that guided the collective case study. As the teacher/researcher, I combined the responsibility of daily planning and teaching with the responsibility of data collection.

Definition of Terms

Emergent writer – Pre-k through first grade writers who develop a gradual awareness and knowledge about print through explorations of written language, interactions with other literate persons, and observations of others engaged in literacy activities (Clay, 1975; Graves, 1983; Strickland & Morrow, 1989).

Developing writer – Second through third grade writer who transitions from experimentation with written text to more conventional writing skills that develop longer compositions with a beginning awareness of audience, purpose, and context; use of phonetic and spelling knowledge to write words; and begin to use the process of writing to construct texts (Tompkins, 2011).

Planning – The action of turning ideas into written text for use as an organizational tool to meet goals and strategies to construct text (Bereiter & Scardamalia, 1982, 1987; Flower & Hayes, 1981, 1984).

Process writing - A complex recursive process the writer uses to move back and forth through planning, drafting, revising, editing, and publishing while constructing written text (Bereiter & Scardamalia, 1987; Emig, 1971).

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The purpose of this qualitative collective study was threefold: 1) to examine the teacher's instructional goals, practices, and decision making, 2) to examine the practices students engage in when they plan, 3) to understand second grade students' perceptions of planning when writing. The guiding questions for this research considered: 1) What are my goals, instructional practices, and as I support second grade writers in my classroom? 2) What planning practices do students engage in while writing? 3) What perceptions about planning do second grade writers' hold?

In this section the literature pertaining to the background of the study is reviewed. Specifically, literature relating to: the complex process of writing, writing development, writing and the planning process, social construction of text, writing instruction, and teacher decision-making.

The Complex Process of Writing

Writing is a complex process of constructing texts for a variety of purposes and audiences (Bereiter & Scardamalia, 1987; Flower & Hayes, 1981). Writers use a distinctive cognitive process to compose texts (Flower & Hayes, 1981). Emig (1971)

identified the first categories of the process of writing through think-alouds with twelfth grade writers: planning, starting, composing aloud and reformulation. The process was described as recursive influenced by context, audience, and purpose. While this model influenced classroom instruction and many teachers began to use it as *the* writing process, which was less flexible and more linear in nature (prewrite, write, and revise), Flower and Hayes (1981) constructed a model of writing to demonstrate the process elements of writing as both recursive and interactive.

Writing as a Cognitive Process

The Flower and Hayes Model (1980, 1981) described the cognitive view of the process of writing. This model offered a view of the complex processes and sub-processes of writing:

- Planning--generation of ideas, goal setting, and organization of text
- Translating—attention to audience, style, tone, syntax and semantics
- Reviewing—consideration of the text, evaluation, and revision

The Flower and Hayes (1981) model describes how these sub-processes leads the writer through a series of complex operations to help them find the solution to a rhetorical problem: What am I writing?; For whom?; and What purpose?.

Writing as a Recursive Process

Writing is a recursive process that allows the writer to move back and forth through the various phases of planning, drafting, revising, editing, and publishing (Bereiter & Scardamalia, 1987; Emig, 1971; Flower & Hayes, 1981). This recursive process is influenced by context, audience, and purpose (Bereiter & Scardamalia, 1987;

Emig, 1971; Flower & Hayes, 1981; Graham, MacArthur, & Fitzgerald, 2007). Writers need the flexibility of the recursive process. Writing instruction focuses on the recursive sub-processes of writing, reminding writers what steps to take as they write making the complexity of the task more manageable (Bereiter & Scardamalia, 1987; Emig, 1971; Flower & Hayes, 1981; Lin, Monroe, & Troia, 2007). By engaging children in the process of writing, it helps them “gain control over the types of recursive activity characteristic of mature writers” (Lin, et. al., 2007, p. 212).

Writing Development

Emergent Writers

Emergent writers explore writings as a way to learn about writing (Clay, 1975; DeFord, 1980). The emergent writer composes spontaneous texts that experiment with letters, words, spacing, and writing materials (Clay, 1975; Dahl & Farnan, 1998; DeFord, 1980; Graves, 1982). Emergent writing tends to be egocentric with little awareness to audience and context (Dyson, 1994). Young children often write spontaneously from ideas sparked by pictures, captions, texts, or peers. Bereiter and Scardamalia (1987) referred to this type of writing as knowledge-telling: writing that begins with a writing task or topic that uses natural language abilities acquired through every day social experiences. A knowledge-telling writer retrieves information to write with little or no planning and it appears much like an ordinary conversation. A shift begins to occur as emergent writers are propelled to make greater attempts at written communication.

Developing Writers

As writing develops, writers begin to shift their focus from self to purpose, context, and audience. Literacy experiences lead to a variety of sources for writing topics and structure (Dahl & Farnan, 1998). Developing writers begin to understand the social and personal power of print by not only writing for their own purposes and meaning, but also to meet the needs and expectations of others (Dyson, 1993, 1995). Children's experiences, cultural models, and classroom environments begin to influence what children think and do as they write (Dahl & Farnan, 1998; Dyson 1989, 1991, 1997; Gee, 2008). Evidence of planning and rehearsing ideas prior to composing begins to appear (Bereiter & Scardamalia, 1982, 1987; Flower & Hayes, 1981, 1984).

Planning of the written text is a valuable and important practice for skilled writers (Graham et al., 2007). However, developing writers approach the written text with little or no forethought, often generating ideas as they compose (Bereiter & Scardamalia, 1987; Flower & Hayes, 1981). Developing writers need to know why planning is important, how it helps the writer, and when to use it (Bereiter & Scardamalia, 1982, 1987; Flower & Hayes, 1981, 1981, 1984; Graham, Harris, & MacArthur, 2006; Graham et al., 2007; Harris, Mason, Graham, & Saddler, 2002).

Writing and the Planning Process

Flower and Hayes (1981) define planning as the "internal representation of the knowledge that will be used in writing" (p. 372), and elsewhere as an abstract process that often surfaces as a "vague, incomplete, and diverse map to guide complex explorations" (Flower & Hayes, 1984, p. 124). For the purpose of this study, planning

was defined as the action of turning ideas into written text for use as an organizational tool to meet goals and strategies to construct text (Bereiter & Scardamalia, 1982, 1987; Flower & Hayes, 1981, 1984).

Planning is the part of the process of writing that appears to be most influenced by development. Emergent writers use oral language to “think aloud” what will be written (Bereiter & Scardamalia, 1987; Dahl, et. al., 1998). A writer’s monitor functions to help the writer make decisions about ideas, organization of those ideas, and when to review as he or she processes and progresses while composing text. Young writers have difficulty monitoring these processes that encourage the sustainability of generating new ideas and adding more as they write (Bereiter & Scardamalia, 1987). Young writers often write immediately when tasked to compose a text avoiding the planning process altogether.

While developing writers may plan infrequently and ineffectively, planning and rehearsal do begin to appear during this stage of written development (Graham, et. al., 2007). Developing writers recognize planning as part of the process, but minimize its role. However, when planning is recognized and reflected upon as part of the process, elements of good writing begin appear (Dahl, et. al., 1998; Graham, et. al., 2007). Best practices indicate developing writers need to know why planning is important; how it helps the writer; and when to use it (Graham, et. al., 2007). Developing writers also need authentic writing experiences with audience and purpose.

Bereiter and Scardamalia (1987) researched intermediate age writers and the planning process. Students were asked to develop plans before constructing a draft. The difference between novice and expert writers was significant with their use of the plans to

construct the first draft. Novice writers simply transcribed the notes into the text of their draft. Bereiter and Scardamalia observed this behavior occurring until about the age of 12. Expert writers, or more experienced writers, transformed the notes into a text not at all similar to the planned notes. During the process of writing, the writer actively transforms their thoughts into more complex and abstract ideas. The writers moved from knowledge telling to knowledge transforming. The use of reflective planning to generate new ideas or refine existing goals while writing was also evident with expert writers.

Social Construction of Text

Classroom Discourse and Its Influence on the Process of Writing

While Cazden (2001), Graves (1983, 2003), and Calkins (1986) discuss the influence of peer conferences; Kissel (2009) studied the impact of classroom discourse, specifically peer talk and the social construction of writing. Peer talk is a form of classroom discourse that involves a conversation between one or more students. Kissel (2009) found that peer talk, images, and movement provided meanings beyond the text and often influenced the written text. Thus, the social situation of written construction scaffolded the writing and gave multiple meanings to the marks on the page. From a socio-cultural model perspective, peers can be a source of ideas, motivate writing choices, and create meaning for the final product (Gee, 2008; Kissel, 2009).

Student-Teacher Writing Conferences

In many classrooms, the teacher completes the process of revision for the student. It typically comes in the form of red inked comments and grammatical correction on the

students' written work. However, editing students' writing not only diminishes the positive feelings about the process of writing, but it also reduces student ownership of the written work (Stemper, 2002). This lack of personal investment can lead to low self-esteem, poor motivation, anxiety about errors, and less risk taking. Teacher editing can leave students feeling overwhelmed and confused.

In contrast, the writing conference between student and teacher encourages the writer to speak throughout the revision process. Writing is a craft that should be controlled by the child (Graves, 1983). Conferencing allows the teacher to support the craft by continuously returning responsibility and control to the child. Productive conferences are ones that are child-directed and the teacher serves as the guide (Freedman, 1984; Graves, 1983). Effective conferences have feedback that allows the student to express his or her opinions and needs (Goldstein & Conrad, 1990).

Writing conferences provide a collaborative writing and learning opportunity for both the teacher and student (Calkins, 1983; Ewert, 2009; Graves, 1983). For students, conferences allow for more productive writing, increase in affective relationships with their peers and teacher, and better receptiveness to teacher feedback (Ewert, 2009). For teachers, conferences provide an awareness of student skills and the means to help them with a written piece while providing continued support (Dyson, Freedman, B. Center for the Study of Writing, & P. Center for the Study of Writing, 1990; Graves, 1983). By continuously supporting the students' work, the teacher is providing a scaffold for future skills.

Scaffolding is one of the most important elements of the writing conference between teacher and student (Graves, 1983). It is the basic support structure built by the teacher *with* the student. Then, that structure is built upon as the student grows and develops as a writer. Working within the writer's zone of proximal development, writing conferences provide the scaffold for practicing the skills necessary to hone the craft of writing (Graves, 1983; Vygotsky, 1978).

According to Dyson, et al. (1990), conferencing shows the students' gradual awareness of text and how it can be changed. Teachers and students must understand that writing is a recursive process that takes time. It also requires students to be flexible in the process and to take time to revise, rethink, and edit content, not just spelling and grammatical errors.

Graves (1983) states several characteristics should occur over time during the student-teacher exchange during conferences. Each conference should follow a predictable pattern. Predictability creates a supportive structure that encourages the student to take risks while providing an environment that encourages the writer to ask challenging questions about his piece. Furthermore, when students learn to follow the predictable pattern of the conference, then it can be replicated in their peer conferences.

When the conferences are predictable, teachers are able to focus on the child's initiated response to his writing (Graves, 1983). Focus should be on content and not spelling or grammar. Teachers should guide the writer through the content in early drafts. Focus on mechanical skills should occur in later drafts. Graves states three factors should

be considered before choosing the focus of the conference: 1) writer's intent; 2) frequency of skill problem; and 3) the writer's place in the draft.

The writing conference allows teachers a place to show what they mean (Graves, 1983). Often coming in the form of a question the writer can answer. With questions, a waiting period for response is important. As teachers provide opportunity for writers to question and respond to their writing, the role of the conference is reversed and students begin to initiate the conversation without prompting.

According to Graves (1983), it is important children are given access to the language to be able to talk about writing. Since the teacher is a writer, he or she can provide the language in context for the student writer. If students are given the language to speak about their writing, they will gain metacognitive skills that allow them to talk about their writing in greater detail, so a playful atmosphere is important. Writing is serious business, but if the students' affective filter is lowered, then he can be more productive in the conference. A sense of humor on both the teacher and student's part relieves the tension in the process of writing leaving an element of surprise and joy with the writer's intentions by allowing the student to take a safe risk.

Conferences allow for the joint construction of meaning on behalf of the writer. However, the teacher must be careful not to dominate the conference (Haneda, 2004). It is easy for teachers to automatically assign roles during the conference. The student becomes the passive listener and the teacher, as the initiator, becomes the one who actively directs the conversation. Eodice (1998) found three problems with teachers and writing conferences. First, the teacher controls the inquiry. Secondly, the teacher's

questions may derail the student's thoughts about his writing. Lastly, wait time is key, but teachers do not give students enough time to think and respond. Successful conferences were ones where teachers and students are negotiating and working collaboratively on the writer's work.

Ownership of the work should lead to ownership of the conference (Eodice, 1998). However, there are times when the student's agenda is not the teacher's (Nickel, 2001). The teacher may be ready to move forward with a piece of writing, but the student has no intention of moving or changing their position about their work. These are students who are reluctant to change their written piece no matter what the teacher suggests. According to Nickel, reluctance may be because the student has completed the story and is ready to move on to a new piece. Secondly, the teacher may not fully understand the subject or context of the student's work. Misunderstanding a student's point of view may occur with students who use media as a source of writing or who may have a different cultural background. Lastly, students may simply not understand what the teacher is suggesting or modeling because of a language barrier which may be especially true for English language learners.

Teacher attitude can also impede student gains during the writing conference (Eodice, 1998). Eodice found language and communication skills to be a hindrance and heavy influence on teacher attitude. Students' writing ability also plays a role in teacher attitude during conferences. Stronger writers were more assertive and sought teacher feedback (Eodice, 1998; Patthey-Chavez & Ferris, 1997). They also received 50 percent more instructional time than weaker writers. Patthey-Chavez & Ferris (1997) also

discovered that stronger students showed some teacher influence on the final drafts. On the other hand, weaker writers spoke less during conferences, rarely initiated conferences, and used more affirmative talk like “Uh-huh, yeah, etc.,” and the teacher dictated the conference. These dictated directives and ideas were found word for word in the students’ final drafts.

Peer Conferences

Cazden (2001) and Kissel (2009) both studied the influence of classroom discourse and peer talk and the social construction of writing. Cazden found the feedback generated through peer conferences benefited the creative process because the idea of audience became a reality. Peer conferences allow the writer to test out their topic choice (Calkins, 1986; Cazden, 2001; Graves, 1983, 2003). Cazden cautions peer suggestions may be taken too authoritatively and the benefits of learning from a peer will be lost when text is not transformed from a suggestion into one’s own.

Writing Instruction

Writing Mini-Lessons

According to Graves (2003), one of the most valuable ways to teach the craft of writing is to write with children. By writing with children, teachers model the process of writing revealing the mysteries of how words “appear” on paper. The process is no longer hidden and students can experience the process of writing from choice of topic to the final published piece.

Writing mini-lessons are one component of writing instruction. Mini-lessons are described as “suggestions” for the writers and can be used to address concerns, explore issues, model techniques, or other writing strategies, and even experiment with writing (Calkins, 1994, p. 193). Mini-lessons are brief and should be designed to engage writers in “writer-ly conversations” (Calkins, 1994, p. 194).

The structure of the mini-lesson varied based upon the needs of the writers. However, mini-lessons often begin with an anchor text. An anchor text could be in the form of children’s literature, a student’s written work, or an exemplar piece of writing. Anchor texts can be used to explore many features of writing from content, style, word choice, to the organization of the text (Calkins, 1986; Kieczykowski, 2001). From the anchor text, writing strategies or suggestions are shared with the writers. Then, writers are asked to try what they learned in their own writing.

Planning Practices and Thinking Maps

“Classroom instruction in the use of prewriting strategies is intended to equip pupils with means of retrieving, organizing, and developing their initial and subsequent responses” (Chai, 2005, p. 1). Use of prewriting activities facilitates writing and allows students to access information, apply research techniques, and work collaboratively to eventually complete the written work. Educators have used strategies that facilitate students’ thinking and creative abilities by using graphic organizers such as webs, clusters, outlines, and mind maps for many years. Once students learn and practice using such tools, students can adapt these strategies to

various written tasks (Hyerle, 1993; Chai, 2005). Depending upon frequency of use, instructional exposure, and practice with prewriting strategies, writers will use variations of one or more prewriting strategies during planning (Chai, 2005).

“Thinking Maps combine the flexibility of brainstorming webs and the structure of task-specific graphic organizers with visual patterns for the depth and complexity of critical thinking” (Hyerle & Yeager, 2007). Hyerle (1993) developed Thinking Maps based upon fundamental thinking processes. Teachers and students construct Thinking Maps as a common visual language for making connections, visual thinking, and assessments for thinking and learning. Thinking Maps are tools used across grade levels and curriculum by teachers and students to construct knowledge.

Teacher Decision-Making

Decision-Making Components

The teacher is an active, intelligent professional whose activities include interactive and pre-active components (Borko, 1981; Jackson, 1968). Interactive components involve interactions between teacher and student and require immediate decision-making to meet the demands of the situation (Borko, 1981). While pre-active teaching involves reflective decision-making as the teacher constructs lesson plans, prepares instructional materials, assesses student work, etc. During pre-active teaching decision-making, the teacher has the opportunity set instructional goals, seek information about students and curriculum in the context

of these goals, formulate hypothesis based upon this information, and select teaching methods and instructional materials to assess the hypothesis. Teachers have several factors that influence the decision-making process in the classroom: student behavior, individual philosophies and educational beliefs, instructional tasks such as materials and strategies, and institutional guidelines and pressures (Borko, 1981).

Sutcliffe and Whitfield (1976) suggest all human activity involves decision-making in two categories, non-immediate and immediate. Non-immediate decisions typically concern future events that allow for changes to be made prior to the event. While immediate decisions occur as a result of events that do not allow time for reflection. According to Sutcliffe and Whitfield (1976), a teaching decision is made during the execution of the responsibilities of the teacher within a social context that involves two or more individuals. Their primary research concerned the immediate decisions teachers made in response to observable behaviors that required immediate response. Findings suggested teachers consistently classified decisions made in the classroom by student behavior, lesson content, and environmental stimuli. "Decision-making is a fundamental part of the teacher's role in the classroom (Sutcliffe & Whitfield, 1976, p. 18).

The Writing Teacher

Prior to the 1960s, writing teachers focused instruction on the mechanics of writing and on a well-written rule-followed final product (Lawrence, 2006). The

role of the writing teacher was to explicitly teach students to identify parts of speech, diagram sentences, outline, and the mechanics of the English language. The classroom was teacher-centered with little interaction from or with the students.

In the late 1960s and early 1970s, Murray (1968) and Emig (1971) and other researchers such as Bissex (1980) and Graves (1983), began to study the process of writing. The process of writing emphasized the process of creating meaning rather than the product. In the process approach classroom, the role of the teacher is to teach “students about writing processes so they can make writing decisions for themselves, and teach them to focus on the process of creating meaning when they write” (Lawrence, 2006, p. 1). Teachers use student writing, as well as their own, as instructional tools to teach skills and concepts. The writing teacher listens to student writers during conferences and constructs mini-lessons to meet the needs of the writer. The writing teacher creates a writer-ly environment where students and teacher share the process of writing.

CHAPTER III

METHODOLOGY

The purpose of this qualitative collective case study was threefold: 1) to examine the teacher's instructional goals, practices, and decision making, 2) to examine the practices students engage in when they plan, 3). to understand second grade students' perceptions of planning when writing. The study was designed for systematic inquiry of existing instructional practices occurring during writing instruction.

This chapter explains the methodology that was used to direct the study. The following research questions guided the study design:

1. What were the instructional goals, practices, and decision-making of the teacher?
2. What planning practices do students engage in while writing?
3. What perceptions about planning do second grade writers' hold?

In the first section of this chapter, I discuss the collective case study research methods that were employed to conduct the research. I then describe the phases of the study, participants, and research setting. Finally, I provide a detailed description of the types of data I collected, how the data was collected and the data analysis techniques.

Methodological Overview

Collective Case Study Design

Stake (1995) describes the case as “a specific, complex, functioning thing” (p. 2). He further describes the case as a bounded and integrated system. Merriam (1997) defines the case study as “an intensive, holistic description and analysis of a single instance, phenomenon, or social unit” (p. 27). While a case study focuses on a single phenomenon or object of study (Merriam, 1997; Stake, 1995), a collective case study involves collecting and analyzing data from several cases with the intention of understanding each case as part of the larger goal of the study.

I chose a collective case study design that examined the perception and practices of second grade writers during the planning process of writing. A collective case study design allowed me to examine several individual cases within the context of my classroom in order to “investigate a phenomenon, population, or general condition” (Stake, 2000, p. 437). By employing the collective case study method, I sought to better understand or possibly theorize about even larger collections of cases (Stake, 1995). Each case in a collective case study provides further information that informs a specific theme. The cases examined in this study were categorized based on the desire to further understand the phenomenon of planning practices and perceptions and the instructional influences on second grade writers within the context of the second grade classroom.

Rationale for the Collective Case Study Design

The collective case study design sought to examine several individual cases in a context to “investigate a phenomenon, population, or general condition” (Stake, 2000, p. 437). The use of the collective case study design allowed me situate the study within the singular context of my classroom in order to examine student cases for specific themes and issues related to the phenomenon of student perceptions, practices, and instructional influences on the planning process during the process of writing. In-case themes were uniquely represented as they developed because individual cases are not known in advance (Stake, 2000). This process was followed by cross-case analysis. The use of collective case study can inform future related investigations in a broader perspective of the phenomenon (Stake, 1995). However, the specificity of the cases will not permit generalizations beyond these cases.

Research Timeline

This study was conducted in four phases. Phase I consisted of the review of literature in preparation for the development of the study. Phase II consisted of gaining access to the site and gathering data. Phase III focused on the analysis and interpretation of the data collected. Finally, Phase IV dealt with the discussion, conclusions, and recommendations for further research.

Table 1

Timeline of Study

| Phase | Focus | Activities | Review & Analysis |
|--|---|---|---|
| <i>Phase I</i> 03/01/11 to 04/02/12 | Complete and defend Proposal Negotiate entry— secure permission from district and school Prepare documents for IRB | Continuous reading of literature to refine chapters I, II, and III | Planning methodological procedures for data collection and analysis |
| <i>Phase II</i> 04/03/12 to 06/01/12 | Secure parental permission for student participants Access site and collect data | Collect, organize, and catalog data Set up project in NVivo 10 for data analysis | Methodological procedures for recording and cataloging data sources |
| <i>Phase III</i> 05/07/12 to 7/01/14 | Data Analysis | Transcribe audio and video recordings Scan student work for analysis Type Fieldnotes Import data sources into NVivo 10 for coding Code data in NVivo 10 | Catalog data Fieldnotes, audio and video transcripts, and student work data via NVivo 10 Recursively develop, define and refine categories and data interpretations |
| <i>Phase IV</i> 08/22/14 | Report Findings | Complete dissertation | |

The Setting

The School District

Sycamore ISD is an AAAA school district with approximately 5200 students. The school district is located in a small community in north central Texas about 20 miles south of a large metropolitan city. Sycamore is a town that is growing. Due to the population increase in recent years and projected future growth, the town elected in 2007 to build two new schools to meet student population demand. These new facilities were built to replace the existing high school and Patrick Elementary and allow for projected growth in the student population of Sycamore. Currently, Sycamore ISD has one high school, junior high, intermediate school, and four elementary campuses.

The School

This study took place at Patrick Elementary School in the researcher's second-grade classroom. Patrick Elementary was the newest elementary campus in Sycamore ISD and opened in 2009. The current building was built directly behind the old campus. Upon completion of the new campus, the entire staff and faculty were moved to the new location and the old campus was closed. At the time of the study, the campus was only three-years old. Patrick Elementary houses approximately 500 students from kindergarten through fourth grade. Kindergarten, first, and second grades have four sections. Third and fourth grades have five sections.

The building has high ceilings, tile floors, and a colorful palette of primary colors throughout the building. Each grade level is sectioned into pod-like hallways and denoted by color. For example, second grade is located in the yellow hall. Students also have access to a large library and science and computer labs. The library provides students access to digital databases and a variety of print material for research. The computer lab also includes a significant number of computers for each student to use during scheduled lab times. Flip video cameras, digital cameras, mini-PC laptops, and Alphasmarts, which are mini-word processors, are also available for checkout.

Each classroom is equipped with two student computers, one teacher computer, document camera, and projector. Teachers also have access to satellite television and a digital library of educational videos for use across the curriculum. The classroom also has five iPod Touches for student and teacher use that were purchased with a grant from the Sycamore Education Foundation.

The Classroom

My second-grade classroom was located in the yellow hall. It is bright, cheery, and inviting. The room was decorated with a Solar System theme with colorful models of planets made from paper lanterns hung from the ceiling. Bulletin boards displayed the current word wall words and literacy and math station groups. A large rug for classroom meetings and lessons was at the front of the room. (See Figure 1.) A teacher workstation was located in one corner. The back of the room

was used for reading. In one corner, an antique claw foot tub was ready for students to sit inside and read. The same corner housed shelves with books organized by genre as well as a variety of literacy station material. In the other corner, a horseshoe table was the area for guided reading and also served as a workstation for students. Tubs full of math manipulatives were located in the math station. Student desks were grouped by fours or fives, which allowed for easy student collaboration. A large 50-gallon tank with two turtles named Hide and Seek was also a part of the classroom environment and served as a source for writing and discussion throughout the year.

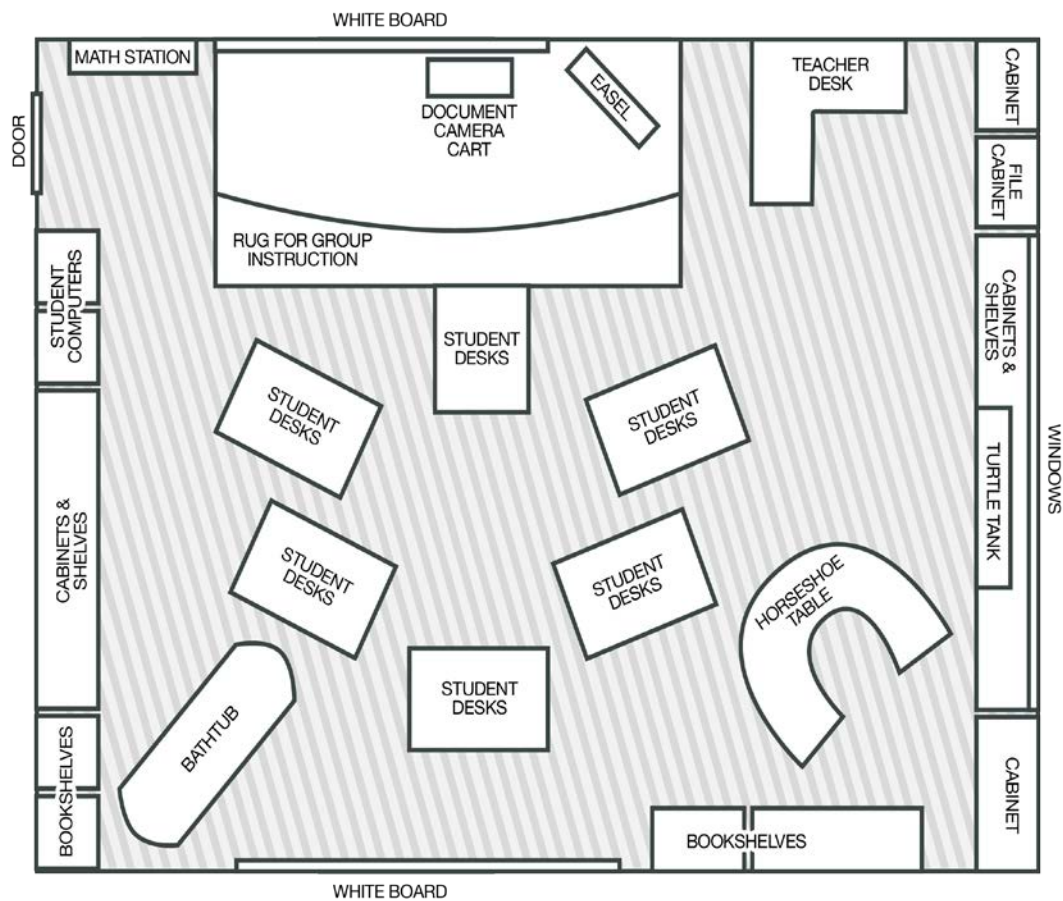


Figure 1. Classroom layout

The Participants

Participants

Since we know very little about the process approach to writing, specifically the planning process, in second grade writers, this study focused on second grade students. As explicated in chapter one, I was the teacher/researcher. I conducted the study in my second grade classroom with my students. There were 23 students enrolled in my class for the 2011-2012 school year. There were 12 boys and 11 girls in the class. The racial demographics consisted of white/not-Hispanic, African

American, and Hispanic. Seven students were considered “at-risk.” These students were deemed “at-risk” for the following reasons: retained in a previous grade level or did not perform satisfactorily on the Texas Primary Reading Inventory in a previous grade level. One “at-risk” student received speech pathology services. Another received speech pathology services and special education instruction and support in reading, writing, and math.

The collective case study design sought to examine several individual cases in a context to “investigate a phenomenon, population, or general condition” (Stake, 2000, p. 437). Initially, the study focused on the class as a whole. In-case themes were uniquely represented as they developed because individual cases were not known in advance (Stake, 2000). Individual cases were selected for in-depth analysis based upon student conversations about writing and writing samples that exhibited use of planning.

Data Sources And Collection Procedures

Although students participated in the process approach to writing from the beginning of the school year, data for this study were collected during the spring semester during the final five weeks beginning April 30 and continued through May 31. Student writing plans and writing samples were collected at various stages in the process of writing. Other data collected included peer and student-teacher conversations about writing, observations, written artifacts, and digital media.

Table 2 lists the questions of this study and sources of data that were used to answer each one.

Table 2

Research Questions and Data Sources Collected and Analyzed

| Research Questions | Sources of Data Collected and Analyzed |
|--|--|
| <p>Question One:</p> <p>What are my goals, instructional practices, and decision-making as I support second grade writers in my classroom?</p> | <ol style="list-style-type: none"> 1. Teacher lesson plans 2. Video-recordings of whole-group writing instruction 3. Writing samples collected during the five week period 4. Field notes of classroom observations 5. Transcriptions of conversations about writing during peer-talk, peer conferences, and student-teacher writing conferences 6. Field notes of personal reflections. 7. Field notes of methodology. |
| <p>Question Two:</p> <p>What planning practices do students engage in while writing?</p> | <ol style="list-style-type: none"> 1. Writing samples collected during the five week period 2. Field notes of classroom observations 3. Transcriptions of conversations about writing during peer-talk, peer conferences, and student-teacher writing conferences |
| <p>Question Three:</p> <p>What perceptions about planning do second grade writers hold?</p> | <ol style="list-style-type: none"> 1. Transcriptions of the video-recordings of whole-group writing instruction 2. Field notes of classroom observations 3. Transcriptions of conversations about writing during peer-talk, peer conferences, and student-teacher writing conferences |

Written Artifacts

Writing Samples

Student writing samples were collected to explore how students initially planned their written work and carried out that plan as they wrote. Writing samples were collected and digitally scanned as students worked through the pre-writing process, initial construction of text, following peer-writing conferences, after student-teacher writing conferences, and final publishing. Scans of all pre-writing plans were taken for analysis as well. Digital scans of written work were kept in an individually named computer file for each participant.

Lesson Plans

As the teacher, I created and implemented the writing lesson plans for my classroom. Lesson plans were developed to meet the instructional needs of the students and worked to support them throughout the process of writing. Mini-lessons were structured to model writing strategies and suggestions to enhance the process of writing. Lesson plans were collected and analyzed as part of the instructional practices that supported the second grade writers in my classroom.

Whole-group Writing Instruction

In order to understand the instructional practices that support the process of writing, I implemented mini-lessons for each writing session. Mini-lessons varied based upon the needs of the writers. Mini-lessons were conducted three to four times per week dependent upon the needs of the class. I structured the mini-lessons

by sharing an anchor text, modeled components of the process of writing, and provided an opportunity for students to “try out” the suggestion. Following the writing time, students were given the opportunity to share their work with the class.

I also observed *how* the instructional components of the writing process were implemented. By video-recording whole-group writing instruction, I could see the lesson plans in action. Furthermore, this allowed me to observe the lesson from the perspective of the researcher. I captured the perspective of the teacher as reflections and observations were made in my fieldnotes. Video-recordings were captured using a GoPro and Flip camera during each writing lesson within the five weeks of the study.

Fieldnotes

Fieldnotes are the descriptions of experiences and observations made by the participant observer. Corsaro, (1985) was one of the first to categorize fieldnotes into four categories: observation notes, methodological notes, theoretical notes, and personal notes. Observation notes are a detailed description of the actions and discussions of the participants while engaged in activity. According to Emerson, Fretz, and Shaw (1995), observation notes provide a sketch of the setting and participants within the context and timeframe of the observation period. Methodological notes are reminders to the researcher regarding data collection techniques or further information needed about data already collected. Theoretical notes are interpretative notes about the actions and discussions of the participants

during observations. Theoretical notes might include hypothesis, comments, or connections made about the observations. Lastly, personal notes are “uncensored feeling statements about the research” (Richardson, 2000, p. 941).

Emerson, et. al. (1995) suggests “the ethnographer writes down in regular, systematic ways what she observes and learns while participating in the daily rounds of life of others” (p. 1). As the participant observer, I collected fieldnotes of my observations and experiences as the teacher/researcher, questions for students, personal thoughts, feelings, and assumptions throughout the study.

Fieldnotes were recorded as I observed the writing sessions. I also collected observation notes during student-teacher writing conferences. Furthermore, I captured my reflections as the teacher after conducting the mini-lessons. By listening to audio-recordings and viewing video-recordings of writing sessions, I gained another perspective as the researcher observing outside the confines of the teacher conducting the lesson.

Audio Recorded Conversations about Writing

By conversing with students about writing, I sought to gain an understanding of how second grade writers were engaging in the planning process and the various practices they employed as writers. Conversations included instructional practices such as asking students to “think aloud” during writing and asking students to describe their planning processes. Other writing conversations such as peer-talk,

peer conferences, and student-teacher conferences were also employed during this study.

While conversations about writing with peers and the teacher/researcher were normal classroom practices, audio-recording the conversations was not. Only students with consent to participate in the study were recorded. Audio-recordings occurred as students engaged in conversations about writing during writing sessions, peer writing conferences, and student-teacher writing conferences.

Peer-Talk

Peer-talk may lead students to a writing idea or enhance an already written work. During all writing sessions, students were encouraged to talk with peers. An iPod Touch with a microphone extension was placed with each group of student desks in the classroom to record the conversation of students during each writing session. Each group of student desks also logged who was present during the recording on an index card.. Only conversations related to the process of writing and study were transcribed, coded and analyzed. The recordings allowed me to analyze peer influence and peer-talk on the participants' writing.

Peer Writing Conferences

Students conducted peer conferences with one another as necessary to discuss their written work. Students initiated the peer conferences and followed the model set by the teacher/researcher. Peer conferences consisted of students reading and listening to one another's writing; compliments on specific writing

elements utilized from mini-lessons; questions and suggestions. Students used conference guideline forms to help direct their conferences. Students used iPod Touches with a microphone extension to record peer conferences.. Only conversations related to the process of writing and study were transcribed, coded, and analyzed.

Student-Teacher Writing Conferences

After peer conferences, I conducted student-teacher writing conferences. Productive conferences are ones that are child-directed and the teacher serves as the guide (Freedman, 1984; Graves, 1983). Effective conferences have feedback that allows the student to openly express himself or ask questions, offer opinions or concerns, and express his or her needs (Goldstein & Conrad, 1990). During the student-teacher conferences, student writing were briefly read to assess the student's needs or concerns. Compliments on the writing elements used or use of a particular skill were given. Then, the conference focused on the specific needs expressed by the student. Other possible areas of focus during these conferences related to a particular skill I identified to enhance the student's work. These conferences were also recorded using an iPod Touch with a microphone extension. Conversations pertinent to the process of writing and study were transcribed, coded, and analyzed to understand the influence of the teacher's voice on the writer's work. Recordings were also analyzed to further understand student writing plans as they continuously worked on a written piece.

Formal and informal individual student-teacher conferences were held with students. Formal conferences were conducted at the horseshoe table. Informal student-teacher conferences were held at the student's desk during observations of student writing. Informal conferences were not private, so other students may have heard the conversation. Therefore, it may be possible that informal conferences at a student's desk influenced the writing of those who overheard. While the teacher-researcher initiated the majority of conferences, students were encouraged to initiate conferences if needed. The teacher/researcher kept record of all conferences and used the notes to create mini-lessons for whole group instruction. Audio-recordings of the writing conferences were made using an iPod Touch and microphone extension.

Organizing and Cataloguing the Data

In order to manage the amount of digital media data that was collected, I organized and catalogued my media files using a media data journal (Montgomery, 2009). The journal was divided into sections for each iPod Touch and digital video. As events were recorded, I listed the file number created by the device in the media data journal. I also recorded these file numbers in my fieldnotes to create a data trail that linked the document files together.

Upon downloading the digital files to the computer, I renamed the files to better reflect what the files contained. Montgomery (2009) suggests using a

“consistent shorthand system” (p. 8). Once the files were renamed, I listed the newly named files in the digital media journal for cross-referencing purposes.

Methods of Data Analysis

The qualitative researcher uses a “set of interpretative natural practices that make the world visible” (Denzin & Lincoln, 2000, p. 3). In this section, I discuss the procedures I used to analyze and interpret the data collected for this collective case study.

Data Analysis

Data analysis is the process of making meaning out of the data (Merriam, 1997; Stake, 1995). According to Stake (1995), data analysis is not looking at the beginning, middle, or end of observations, but it is looking at the parts that are important to us and giving them meaning. Merriam (1997) describes data analysis as a process moving from the concrete to the complex. Through this complex process, researchers can gain meaning through direct interpretation or categorical aggregation (Stake, 1995). When a researcher uses direct interpretation, a single instance draws meaning without looking at multiple meanings. Categorical aggregation occurs when a collection of instances give way to relevant meanings. These meanings make up the findings of the study that are reflective of the various analytical levels necessary for theory building (Merriam, 1997).

Richards (2009) describes the process of analysis as layers. In order to generate new insights about the meanings held by the participants and gather ideas

about a topic within the data, one must code the data. The goal of coding is to retain the data, to keep revisiting ideas and topics to better understand patterns and relationships within the data. Richards (2009) distinguishes between three types of coding based upon the processes required to interpret the data: descriptive, topic, and analytic.

Descriptive coding is the first layer of coding. Descriptive coding “describes a case” (Richards, 2009, p. 99). Descriptive coding requires the researcher to think through what information will be included or left out from data collected (Merriam, 1997). This first layer of coding allows the researcher to develop “labels to represent the ideas, values, or meanings that emerge from the data” (Montgomery, 2010, p. 69).

The second layer of analysis is topic coding (Richards, 2009). Topic coding requires little interpretation as the researcher sorts the data into a list of categories and subcategories. Merriam (1997) likens this layer to sorting groceries. By comparing one item to another the grocery items can be classified into many different categories. As one begins the sorting process, themes will emerge that will reflect the focus of the study.

The final layer of coding is the analytic layer (Richards, 2009). Analytical coding refers to the interpretation and reflection on meaning made from the data. In this final layer, inferences are made, models are created, and theory is generated (Merriam, 1997).

For the purpose of this study, I utilized Richards (1997) layers of analysis for coding data. Data collection and analysis were concurrent and recursive processes. I also used the support of the qualitative data analysis software, NVivo 10, to assist with data management and analysis.

At the end of each writing session, I digitally scanned each participant's writing sample and uploaded it into a file named for the participant. Lesson plans and field notes were typed. At the end of each day when data was collected, I would download the audio recordings from the iPod Touches into a file on my computer. My husband would download the digital video recordings and sync them with an audio track from a digital voice recorder to enhance the audio. I would then upload the files onto my computer. I logged the files into my digital data log and renamed the file to reflect the recorded material.

I listened to audio recordings daily and made notes for audio clips to transcribe. My aunt had agreed early on to help with transcriptions, but was unable to assist when the time came. I transcribed files myself and hired a transcription service to assist with the less complex transcriptions. During this time, my sister moved to the area and agreed to help with transcribing. She transcribed hours of group writing sessions and peer conferences. I verified the transcripts after they were returned before uploading them into NVivo 10 for analysis.

I began the data coding process by focusing on the decisions I made as the teacher. I uploaded the writing samples, lesson plans, field notes, and transcriptions

into NVivo 10 for coding. I read through my lesson plans, fieldnotes, transcripts, and viewed video lessons for each writing session. I created nodes to organize the data. Next, I began to read and code data related to the three focus case students.

Ethical Responsibilities

This study involved young children and it was my responsibility, as the researcher, to ensure that the rights of the participants were respected. Since the participants were young children, I took special care and precautions to ensure their rights were protected. For anonymity purposes, all names, including the school district, school, and participants, were changed and pseudonyms chosen by me were used.

I requested permission from the parents and guardians of the student participants. First, I contacted parents via a letter that informed them of the study and requested consent. The letter included an invitation to attend an informational meeting held to inform parents about the study and to request for their child to be a participant in the study.

During the meeting I planned to describe the purpose of the study, the data that was to be collected, possible risks of participating, and answer any questions they had regarding their child's participation in the study. No parents came to the scheduled meeting. Most parents signed the consent forms and returned them to school. I followed up with each parent via phone to answer any possible questions. I even contacted the parents who had not returned a consent form, explained the

purpose of the study, and asked for their child to participate. All but two students in my class participated in the study.

As the teacher in the classroom, I was in a position of authority over the participants. Participation in this study was voluntary. Regardless of the student's participation status, the student's social, emotional, physical, and academic needs continued to be met.

During the duration of data collection, all data was cataloged by me and stored in a locked cabinet in my home office. Digital data was also be cataloged by me and stored on a password-protected computer. Only the raw audio and video-recordings were reviewed by me for the purpose of identifying segments what were extracted, edited, and formatted for compatibility for import to NVivo 10 software for qualitative data analysis. The audio and video-recording segments selected by the teacher/researcher for further analysis were imported into the NVivo 10 qualitative data analysis software program. The selected recordings were viewed or heard by me, members of my doctoral advisory committee, and my sister, who agreed to help with the transcription of audio and video data. To protect the anonymity of the student participants, pseudonyms were used in all transcriptions of field notes. Non-participants who engaged in the conversations about writing in either the audio or video-recordings were omitted from the transcripts. Non-participant data was not used in this study.

At the completion of my PhD program, I shared my findings with Sycamore ISD. Parents or guardians of student participants received a digital copy of the results of the dissertation study upon request. All digital and written data collected during this study will be destroyed on January 1, 2018. No data will exist after 2018. In addition, I plan to present my findings in academic magazines or journals and at professional literacy and research conferences.

Potential Risks

In this section I report the potential risks as defined by my university Institutional Review Board for research with humans, particularly, minors.

A possible risk in this study was loss of confidentiality. Confidentiality was protected to the extent that is allowed by law. A pseudonym for each participant was used for the study. No one but the researcher knows the student's real name.

Another risk in this study was fatigue, students may have experienced fatigue due to physical exertion after gym or recess. Students were encouraged to take breaks as needed to ensure their physical well-being was cared for throughout the instructional day. The class takes regular restroom breaks throughout the school day. Students were also encouraged to request a restroom break in between whole-group breaks as needed.

Coercion was a possible risk in this study. Participation in this study was voluntary. The decision whether or not to allow your child to participate rested solely with the parent or guardian. Regardless of the student's participation status,

the student-teacher relationship was not affected. The students' social, emotional, physical, and academic needs continued to be met regardless of participation in the study.

Since e-mail was used as a communication tool with parents and guardians of participants, there was a potential risk of loss of confidentiality with any e-mail, downloading, and Internet transactions.

CHAPTER IV

FINDINGS

Introduction

This chapter reports findings from a qualitative collective case study in my second grade classroom as my students and I participated in various writing events over a five-week time period. The study was designed for systematic inquiry of existing instructional practices occurring during writing instruction. The purpose of this qualitative collective case study was threefold: 1) to examine the teacher's instructional goals, practices, and decision making, 2) to examine the practices students engage in when they plan, and 3) to understand second grade students' perceptions of planning when writing. The findings focus on factors that influenced my instructional decisions, goals, and practices as the classroom teacher. The findings also focus on my students' perceptions and practices as they planned for writing. This chapter is organized by the teacher's instructional goals, practices, and decisions; writing events, and second grade writers' perceptions about planning.

The Teacher/Researcher's Instructional Goals, Practices, And Decisions

Over the course of the study there were many decisions made, including what to teach, how to teach, what materials to use, where writing instruction occurred, how to group students, where students wrote, and writing goals for

students. The findings focused on my lesson plan goals and objectives, observations, and personal notes during writing instruction. I analyzed field notes, observations, audio transcripts of writing events, and videos for terms and themes.

The Teacher/Researcher's Instructional Goals and Decisions

The end of the year is a review time across the curriculum. Since I had completed required lessons from our managed curriculum and our textbooks had been taken up for summer storage, I chose to focus my review efforts on writing. During the course of the study, I developed lesson plans that were a review of genres of writing we had done throughout the school year. When I planned the writing lessons, I chose genres my students were familiar with and needed more experience with writing. Genres I chose to review were personal narratives, expository texts: how to and non-fiction reports, fictional writing, and writing to a prompt.

I developed lessons myself along with goals and objectives of my grade level team members. However, I chose to use the newly adopted writing curriculum as a resource guide for the review. I patterned several lessons after the curriculum, but supplemented with other text examples. Other sources that influenced my writing objectives included state objectives, or Texas Essential Knowledge and Skills (TEKS), and Sycamore ISD's Year at a Glance (YAG) document that followed the scope and sequence of the managed curriculum.

I also incorporated Thinking Maps into the process of writing because students had previously used them when organizing their writing plans. Thinking Maps are visual representations of one's thinking. Each Map is a visual representation of an abstract thought process such as defining in context (Circle Map), classifying or grouping (Tree Map), describing (Bubble Map), comparing and contrasting (Double Bubble Map), sequencing and ordering (Flow Map), analyzing causes and effects (Multi-flow Map), identifying part or whole relationships (Brace Map), and seeing analogies (Bridge Map).

My initial goal was to guide students through the process of writing, from planning to publishing. However, my study's focus was on the students' planning process, so I chose to construct plans and initial drafts for all genres except the personal narrative and non-fiction report. Students constructed published pieces for the personal narrative and non-fiction report.

My study was conducted the last five weeks of the school year. The end of the year can be a hectic time with a variable classroom schedule due to events such as end of year assessments, field day, holiday breaks, field trips, and end of year award assemblies. While I did follow my lesson plans for the duration of the study, how and when I chose to deliver the lessons varied with the needs of my students and classroom schedule (see Tables 3 and 4).

Table 3

Regular Daily Classroom Schedule Prior to Study

| Regular Classroom Schedule |
|---|
| 7:35-8:00 Daily warm-up/morning routines |
| 8:00-8:15 Spelling |
| 8:15-8:30 Language Arts |
| 8:30-8:40 Phonics |
| 8:40-8:45 Restroom break |
| 8:45-9:30 Gym/Music |
| 9:30-9:45 Read aloud/snack |
| 9:45-10:30 Math |
| 10:30-11:00 Math Stations |
| 11:00-11:25 Reading |
| 11:25-11:30 Restroom Break |
| 11:30-12:15 Lunch/Recess |
| 12:15-1:00 Writing Workshop |
| 1:00-1:30 Science |
| 1:30-2:15 Literacy Stations/Tutoring |
| 2:15-3:00 Social Studies/Library/Computer |
| 3:00-3:10 Wrap-up/Dismissal |

Table 4

Classroom Schedule During the Study

| End of the Year Schedule During the Study | |
|---|---|
| 05/07/12 10:35 Personal Narrative 11:53 Personal Narrative 05/08/12 9:50 Personal Narrative 1:49 Personal Narrative small group 05/09/12 8:25 Personal Narrative small group 05/10/12 8:28 Personal Narrative small group 10:57 Personal Narrative small group 05/11/12 12:19 Personal Narrative draft one 1:30-2:39 Peer Conference mini-lesson and Peer Conferences 05/14/12 Field Trip 05/15/12 End of Year Assessments 05/16/12' 10:14 10:20 10:25 10:29 10:42 11:12 12:04 12:45 12:56 1:07 1:15 1:22 1:27 1:32 1:40 1:47 1:52 2:00 Student-Teacher Writing Conferences 05/17/12 8:03 8:10 10:00 10:40 10:49 1:47 Student-Teacher Writing Conferences 05/18/12 8:05 8:13 8:21 Student-Teacher Writing Conferences 10:04 Personal Narrative Editing Mini-Lesson 12:46 Personal Narrative Editing Mini-lesson Reteach | 05/21/12 7:53 Expository text mini-lesson 9:08 Expository text planning 9:45 Expository text mini-lesson and draft one 05/22/12 9:14 Expository Text Mini-lesson 9:53 Expository Text Mini-lesson 10:27 Expository Text Mini-lesson 11:55 Expository Text Mini-lesson 12:12 Expository Text Mini-lesson draft one 1:57 Animal Research Project introduction 05/23/12 1:00-2:00 Expository Text Peer Conferences 05/24/12 2:01 Prompt writing 10:00 Animal research finalization 05/25/12 No school 05/28/12 No school 05/29/12 10:07 Fictional Text 12:17 Fictional Text 05/30/12 8:19 Student writing surveys 2:30 Prompt writing 05/31/12 10:12 Prompt writing 10:29 Final Interviews 06/01/12 9:50 10:02 10:19 10:33 10:48 12:04 12:18 Final Interviews |

Decisions about Grouping and Where Instruction Occurred

Throughout my study, I conducted mini-lessons in whole group and small group settings. I modeled writing tasks and charged my students afterward with constructing their own ideas into written work. Students met with me and with each other about their writing. I used my own writing samples, trade books, non-fiction texts, and the writing curriculum textbook as examples for student writing expectations.

Most mini-lessons were conducted as a whole group. Whole group instruction occurred at the front of the classroom on the large rug (see Figure 2). I conducted small group instruction at the horseshoe table at the back of the room. I also used this table for individual student-teacher conferences as needed. I also made observations and conducted “on the spot” conferencing at student’s individual desks.

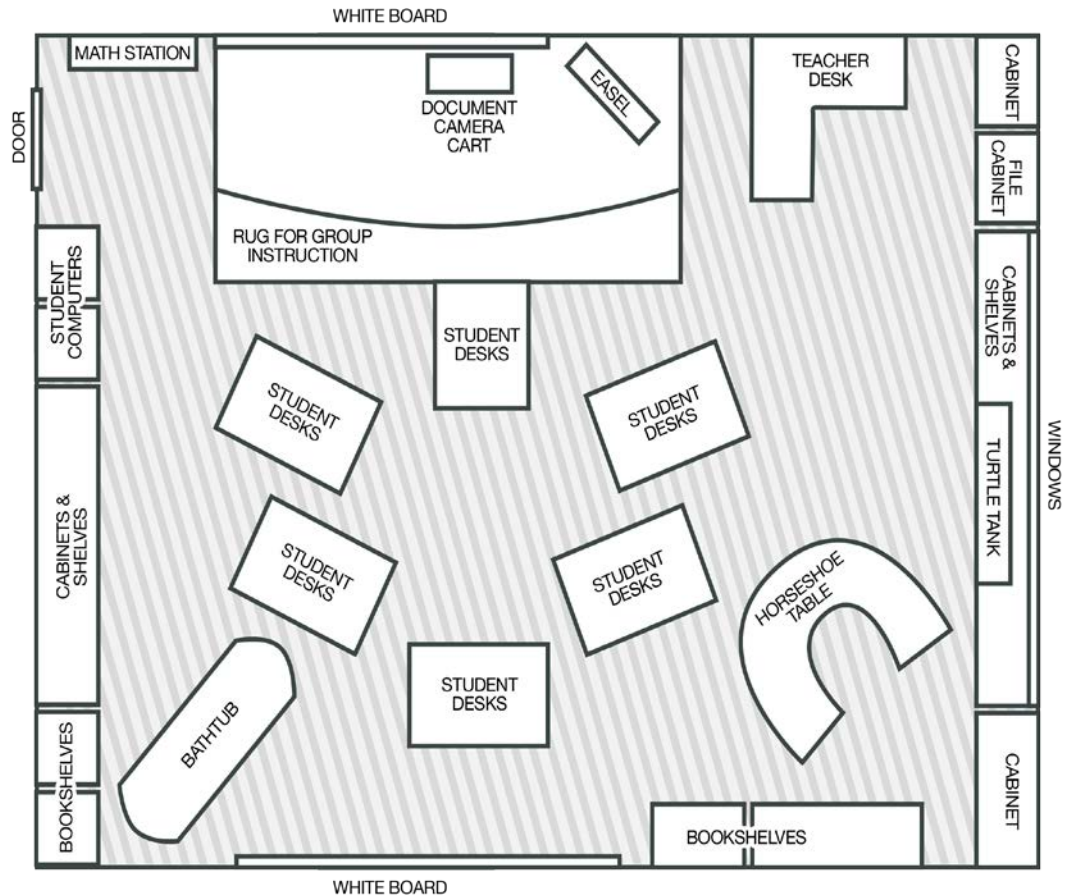


Figure 2. Classroom layout

Throughout most of the study's writing assignments, students constructed their own individual plans and texts. Students were also paired with one another to conduct buddy conferences after the initial construction of their texts for revisions and edits. These pairings were flexible and varied with the task. Some days I would choose their partners and others I would allow them to choose who they worked with that day. I had a couple of students whom I always chose who they worked

with because they had difficulties working with others and I knew with whom they paired well with during tasks.

Decisions about Where Students Worked

Students planned and constructed initial drafts at their desks. However, I had desks grouped by sets of four or five so students could collaborate with one another as they worked not only on writing, but also across other curricular areas. Table groups were arranged by varying academic and behavior needs of students.

Buddy conferences were held in student chosen areas around the room or at large group tables in the hallway. When students constructed plans or initial drafts with a partner, they would work at each other's seat, around the room, or in the hallway. When students would meet with me to work on writing, we worked at the horseshoe table or at individual students' desks.

Decisions about Writing Goals for Students

Student needs vary by individual student. I had been with this group of students for an entire school year. I was aware of each of my students' strengths and weaknesses. I was able to address the needs of my students based upon observations I made as they constructed their plans and initial texts. I also reviewed their writing samples after construction for the purpose of conducting student-teacher writing conferences. I used conferencing time to address individual goals for writing. Examples of these instructional decisions include working with individual students to organize their plans for writing a personal narrative, asking

questions to help students find more details to add to their writing, or working with pairs of students to revise their fictional story.

Focus Case Students

Focus case students were identified after the data was gathered, the school year had ended, and deeper layers of data analysis were underway. Individual cases were selected for in-depth analysis based upon student conversations about writing and writing samples that exhibited use of planning.

Focus Case Student: Rick

Rick, an Anglo male, was eight years old at the time of this study. Although Rick was new to our school district, he had been a member of the classroom the entire school year. He was a natural leader and had many friends. Often, the other boys in the class would argue over who would get to be his partner during group or partner work. Rick was gentle, kind, and genuinely helpful to those who asked for help. He befriended a difficult student in our classroom. Rick and Daryl worked together often and Daryl listened well to Rick's suggestions.

Rick seemed to enjoy school and would offer "out of the box" ideas to the discussions. He often picked up on subtle humor, inferences, and sarcasm that others in the class missed. It was not until near the end of the school year that Rick was identified as a Gifted and Talented (GT) student and began to attend GT classes during the day.

I chose to highlight Rick's work in this study because he developed plans as instructed, but his plan designs were minimal in nature. However, the writing Rick produced from his minimalist plans was above average for a second grade student.

Focus Case Student: Carol

Carol, an Anglo female, was eight years old at the time of this study. Carol had been a member of our classroom the entire school year. She was an extremely shy and quiet student who rarely spoke in class, especially to me. At the beginning of the year, she would not answer assessment questions one-on-one. As the year passed, she did answer questions when she offered to participate in the discussion by raising her hand. I relied mostly on her written work to check for understanding.

While it was rare for Carol to participate in the classroom discussions throughout the year, during the course of the study, she opened up and shared her ideas with the class and myself. She actively participated in the writing events and appeared to glean much from the peer and student-teacher conferences. It is for those reasons I chose Carol's work to highlight for this study.

Focus Case Student: Michonne

Michonne, an African-American female, was eight years old at the time of this study. Michonne had also been a member of our classroom the entire school year. She was a loud and opinionated student. Michonne did not have any close friends in the classroom. She preferred to work alone on projects and most other students did not want to work with her. When it came to partner work, I often gave her the

choice to work alone or I would specifically pick her partner to minimize the risk of a negative encounter for all parties involved.

When it came to class work, Michonne would often complete tasks quickly and incorrectly. She did not handle constructive criticism or correction well as evidenced by her unwillingness to make changes or listen to suggestions about her written work during writing conferences with her peers or myself. Often, I would re-teach lessons to Michonne and work one-on-one with her to help her complete assignments. She was successful when she had undivided attention from me, but that would not transfer to independent tasks.

I chose to highlight Michonne's work in this study because she was strong-willed and passionate about her work. Michonne constructed plans, but her writing did not develop much beyond the planning process. Often, her drafts were a replica of her plans with a few words added to make a complete sentence. When Michonne met with peers to discuss her writing, she would refuse to listen to their suggestions, which often lead to an argument. During our time together in student-teacher writing conferences, I made attempts to get Michonne to add details to her writing. The work we constructed together was often written at the bottom of her original work and not integrated into future drafts of her writing.

Writing Events

Personal Narratives

The first lesson reviewed characteristics of a personal narrative. I began the mini-lesson by reading Patricia Polacco's *Thundercake*. I chose the story because it was an example of a personal narrative. I also chose the story because I wanted to model linking text to self since it was possible students could relate to being scared of thunderstorms.

I had my students seated on the rug at the front of our room. This is where we sat for most whole group instruction, especially if it involved a read aloud. I began by reviewing the definition of a personal narrative and reminded students we had read and written this type of story earlier in the year. I read aloud the story and only paused occasionally to ask questions to check my students for understanding. Afterwards, I discussed the purpose for writing a personal narrative and transitioned students into thinking about possible topic choices for writing their own personal narratives.

Using the document camera, I modeled making a list of ideas for personal narrative topics. As I began the think aloud process of making a list, students started raising their hands. Initially, I assumed they wanted to share their own topic ideas. Instead, they wanted to help *me* write *my* list of topics. As we engaged in conversation about personal events from my life, my students easily joined the discussion offering ideas, thoughts, and sharing their own personal tales in relation

to mine. Their ideas included: the day I got married, my first day of teaching, when I became a mom, etc. I used this teachable moment to remind students that it is okay to talk with others when they are writing, especially when gathering ideas.

Table 5

Excerpt of Transcript Group Writing Lesson: Personal Narrative Planning

| | |
|----------------|--|
| Mrs. McElhany | I think I am going to think of probably 6 things that I can think of that happened in my life that I might want to write about. Are you thinking of something? What are you thinking of? |
| Rick | Happy time when you got married. |
| Mrs. McElhany | A happy time when I got married. That might be a good idea so maybe I can put my wedding day. Okay, Glenn? |
| Glenn: | The time when you got a baby. |
| Mrs. McElhany: | Okay, when Addie and Emmie were born. Okay, Tyreese? |
| Tyreese: | The time you played, the first time you played with your little daughters. |
| Mrs. McElhany | Okay so maybe we recently went to the park that kind of gives me an idea. I could write about when we walked the trail at the park. Bernadette? |
| Bernadette: | The first time you taught. |
| Mrs. McElhany | Oh, that was a scary time. My first day... my first day of teaching. Now I can remember my first time of teaching second grade. But I can't really remember much about my first day of teaching kindergarten. So I think maybe I will write about my first day of teaching second grade. |
| Mrs. McElhany | Oh, okay, do you have an idea? |
| Hershel | When you went to the museum. |
| Mrs. McElhany | Okay, a trip to the museum those are always fun. Now do you guys know what you just did? You were brainstorming with me. You were helping me think of ideas. Is that okay to do as writers? |

After generating my list of ideas, I sent my students back to their desks and charged them with the task of creating their own list of topics for their personal narratives. Initially, I asked them to write five ideas. I set the timer and encouraged them to brainstorm on their own first. After a few minutes, I had them share their lists with the others at their table. Following the sharing of their lists, I gave students a few more minutes to add or make changes to their list. The next day, I planned for students to choose a topic from their list of ideas and begin planning their personal narrative.

The next day, I gathered my students on the rug to model planning a personal narrative. I used the adopted writing curriculum textbook as my example text for how to plan and write a personal narrative. The kid-writing example offered in the textbook was about a boy's trip to the zoo with his brother.

As we viewed the textbook example together, I reviewed my list, chose a topic, and then told my students why I chose it. I told them I had an interesting story about a grown-up only night at the science museum to view an Egyptian mummy exhibit.

When I modeled my planning process for the personal narrative, I used a Circle Map from Thinking Maps. A Circle Map is used to describe people, objects or events. It is a way to collect thoughts in an organized manner. I chose Thinking Maps as a tool for planning because our district had adopted Thinking Maps a few years prior and students were familiar with how to organize ideas using them.

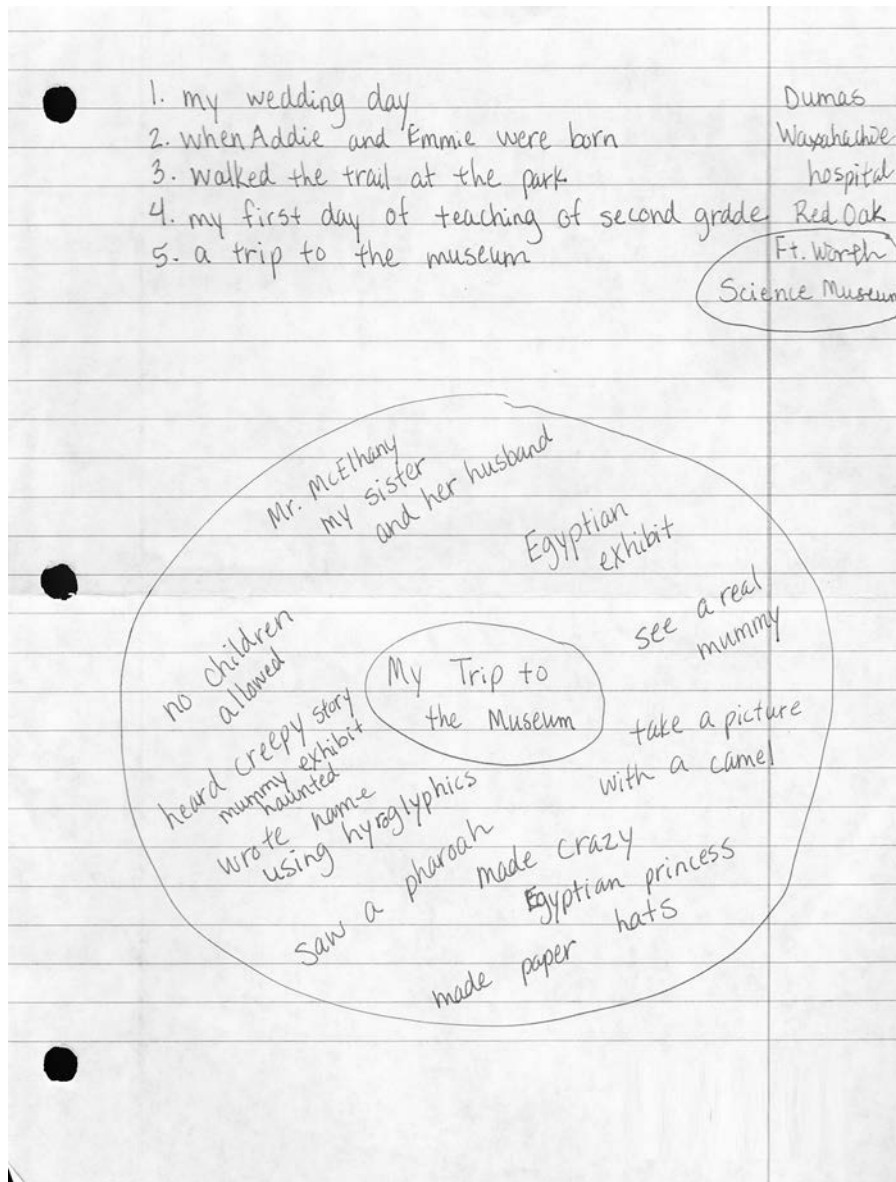


Figure 3. Teacher modeled Circle Map plan for a personal narrative

Once I chose my topic, then I began to model the planning of my personal narrative. At this time, students became actively engaged in the lesson and with the current discussion about my trip to the science museum. Prior to this, when I used the textbook example, students were not discussing the text. I was the one

dominating the conversation by asking questions and sharing my experience in relation to the zoo topic presented in the textbook. Students responded simply to questions I asked about the textbook writing example.

Table 6

Excerpt of Transcript Group Writing Lesson: Personal Narrative Planning

| | |
|---------------|--|
| Mrs. McElhany | Okay let's look at Collin's paragraph that he wrote. His narrative paragraph. . . and it is called "My Zoo Surprise". So where do you think his story happened just by looking at his title where do you think it might have happened? |
| Students | The zoo. |
| Mrs. McElhany | Well let's read and find out what happened to Collin at the zoo. [reading from textbook] <i>My big brother and I had fun at the zoo. The peacock squawked and fanned out their tails. Prairie dogs chased each other and dived into their holes. Then we squeezed to get to a huge window where we could see under water. Suddenly a polar bear crashed into the water it pushed its nose to the window. My big brother and I were nose to nose with the polar bear.</i> I liked that picture. Can you see being nose to nose with the polar bear? I like that. Now what do you think made the zoo so fun for Collin, based on what he wrote in his narrative? |
| Daryl | Because he was with his big brother and having a good time with him. |
| Mrs. McElhany | Okay he was having a great time with his brother. What were some other things that made his day so fun at the zoo? What do you think Andrea? |
| Andrea | He went nose to nose with the polar bear. |
| Mrs. McElhany | I like that picture that image that he put in my mind and do you think he had a good time seeing the animal? |
| Students | Yes. |
| Mrs. McElhany | Yes, sometimes it is kind of interesting to go to the zoo and see some of the things the animals do. So let's look at his paragraph that he wrote and let's look at the structure of it how it is organized. The first part in blue he has what? |
| Students | A topic. |
| Mrs. McElhany | A topic sentence, what is a topic sentence? Bernadette. |
| Bernadette | It's where you were. [Inaudible] |
| Mrs. McElhany | Okay, where you were and whom you were with and tell your reader right away the main idea of your paragraph. What you were doing and whom you were with. Okay then all these black sentences we are calling that the body and that tells us what happens in the story. What happened in the last part is the? |
| Students | Closing. |

(Continued)

Table 6 cont'd

| | |
|---------------|--|
| Mrs. McElhany | Closing and that gives the reader something to think about. What did you think about when he says my big brother and I were nose to nose with the polar bear? Were you thinking about that in your mind? |
| Students | Yes. |

In contrast, students actively engaged during my planning process. For example, they began to ask me questions about my topic as I wrote down details on my circle map. During our discussion, I was able to think aloud my planning process and how I was collecting details for my writing later. When we finished our discussion, I asked students to go to their desk and choose a topic from their list and begin planning their writing using a circle map.

Table 7

Transcript of Group Writing Lesson: Personal Narrative and Creating a Plan

| | |
|---------------|--|
| Mrs. McElhany | We are going to have our plan and get it started. Why is it important for us to have a plan Hershel? |
| Hershel | So that we can write ideas down or a certain part of an idea when we go writing you can say let me go back to my plan and look. And then you could find everything you need in that plan. |
| Mrs. McElhany | Okay anybody else have another reason why we might think a plan... we need a plan while we write. Why that might be important to us. What do you think? |
| Daryl | So that you can know what you are going to write about except like not knowing what to write about if you are writing about your dog and then you start writing about your parents...It's not writing about your dog. It's writing about your parents. |

(Continued)

Table 7 cont'd

| | |
|---------------|--|
| Mrs. McElhany | <p>So it is about staying on the topic about what you are writing about so you are not talking about like you said writing about your dog and then talking about your mom and dad and you forgot all about whom? Your dog. So it is keeping us on track as we are writing. Helping us organize things. So let's look at how Collin organized his ideas and got his plan through writing his personal narrative. [student re-direction]</p> <p>Alright well here is Collin and he says when he was planning his paragraph he started by choosing an interesting topic. So the first thing they did was name some places that they visited. The teacher listed those on the board and then Collin chose to write his trip to the zoo. Okay, so they made a list of places and then he chose one of those places to write about. Okay, well I am going to model that for you. Okay?</p> <p>I think I might look at my list that I made yesterday. That might help me think of places that I went. So [reading] <i>my wedding day...when Addie and Emmie were born...I walked the trail of the park... my first day of teaching of second grade... and a trip to the museum.</i> Oh I can name some places by this... add this to my list. Well, I got married in Dumas so that is a place and Addie and Emmie were born in Waxahachie at the hospital and the park is also in Waxahachie and our school and a trip to the museum. We go to the museum quite a lot and that is over in Fort Worth.</p> |
| Student | My mom goes to the museum too. |
| Mrs. McElhany | And this is at the Fort Worth Science Museum so I think looking at those places and really thinking about a fun place or a fun time I can write about to tell you a story. I think I am going to choose the science museum and... Yes, sir? |
| Carl | There was a time I went to the science museum when my brother came home but we didn't have any money. |
| Mrs. McElhany | Okay yes, you have a question or a story? |
| Hershel | The Fort Worth museum that I go there with my mom a lot just when we go to a kid's museum. Every time I get to choose an IMAX movie (inaudible). |
| Mrs. McElhany | Okay, well I am going to choose the Fort Worth Science Museum and I am going to... I have chosen a place and a time to write about a trip to the museum and now I'm going to start gathering some details. Now I think before I start gathering some details like Collin did I think I am just going to brain storm some of the ideas about that time I went to the museum. So I am going to create a circle map. [reading and writing] <i>My... trip...to...the...museum.</i> This one time I went to the museum I went with Mr. McElhany. |
| Daryl | Mrs. McElhany, we can't see. |

(Continued)

Table 7 cont'd

| | |
|---------------|---|
| Mrs. McElhany | I am sorry. Thank you for telling me that. I think I am going to move that book out of the way it will be easier for me to write. Okay, Mr. McElhany, my sister and her husband and we got to go. No children were allowed. It was a grown up night at the museum and they had all of these really fun things for us to do and it was during the Egyptian exhibit |
| Glenn | Where were Addie and Emmie? |
| Mrs. McElhany | We got a baby sitter. It was the Egyptian exhibit we got to do these fun things. We got to see a real mummy and we got to take a picture with a Camel! |
| Students | Was it real? |
| Student | I've ridden a camel. |
| Mrs. McElhany | ...it was a fake Camel and we made these crazy Egyptian princess hats. |
| Student | Even Mr. McElhany did that? |
| Mrs. McElhany | No, he didn't make a hat. And, we wrote our name using Hieroglyphics. That is the alphabet that the Egyptians use. It is the picture alphabet. Oops! [reading] <i>Hiero-glyphics</i> . I will have to check the spellings on that word just to make sure. What else did we do? I saw a Pharaoh. |
| Daryl | What is that? |
| Mrs. McElhany | That was an Egyptian king and.... |
| Student | Oh!...and the Queen? |
| Mrs. McElhany | Well they do have Egyptian queens. There were some... let me think what else did we do that was really fun without the children there. Oh! we made paper... |
| Student | Awesome |
| Tyreese | How in the world did you make paper? |
| Shane | How did you make paper? |
| Mrs. McElhany | Oh! I heard a creepy story! I heard that the mummy exhibit was haunted. Well, if we had time we could do that.... |
| Tyreese | Mrs. McElhany, turn the lights off and use a flashlight to tell us! |
| | [Crosstalk] |
| Mrs. McElhany | We will see. I really like the way Bob is being a good listener and Dale. Excellent! Oh, look at all these great things I thought of for my trip to the museum. Do you have a question or a story? |
| Carl | Can kids come or was it just grown-ups? |
| Mrs. McElhany | It was only grownups. |
| Shane | Why? |

(Continued)

Table 7 cont'd

| | |
|---------------|--|
| Mrs. McElhany | Because a lot of times grownups go to the museum with their children and this was a special night that they had for just grownups to come out and enjoy the museum without their children. |
| Glenn | What if a kid tried to sneak in? |
| Mrs. McElhany | Nope they would not let kids in the door. |

As students were choosing their topics and making their circle maps, I encouraged them to discuss ideas with peers at their table. I did this so students could think aloud as they planned. I also wanted them to discuss their plans and ask questions about one another's ideas.

As I was observing my students planning their topics, I noticed several had very broad topics and were having difficulty thinking of details to add to their circle map. I decided to incorporate another type of Thinking Map into the planning process to help students gather and organize more details for their first drafts. I chose to use a Tree Map, so students could categorize their details using the five Ws: who, what, when, where, and why. Instead of modeling this whole group, I chose to use the small group setting.

By sitting at the horseshoe table in the back of the room with small groups of students, I could easily model how to create a Tree Map and use it for planning. The small group setting also allowed me a closer look at each student's writing topic, so I could help him or her think about details for their upcoming drafts. While meeting in small groups took more time, I was able to help my students discover more details about their topic by orally asking questions about their story idea.

After several days of meeting in small groups, I called my students to the rug to model how to write the first draft for the personal narrative. I began by referring my students back to the textbook example from the previous lesson. The textbook example had the structure of the personal narrative broken down into three parts: topic sentence, body, and closing statement. As I reviewed the textbook example, I referred often to my own personal Tree Map plan to show how I could use details I had gathered to construct my first draft.

After reviewing the textbook example, I modeled construction of my first draft using a Tree Map and following the structure shown in the text. Once I began writing about my trip to the museum, students shared the writing environment and engaged in the discussion. They offered their own ideas and asked questions about my writing. As I wrote, I redirected students back to the plan for details in my narrative. While thinking aloud, I organized my writing by events using first, next, then, and last. As I began my closing statement, my students wanted more details about one part of my writing. It was not appropriate to add those particular details to my writing, so I promised to share the story later. At the end of the mini-lesson, I reviewed how I used my plan to construct my text and charged my students with the task of writing their own personal narratives at their desks. I also reminded them, using the text example, how to structure their written texts with a topic sentence, body, and closing statement.

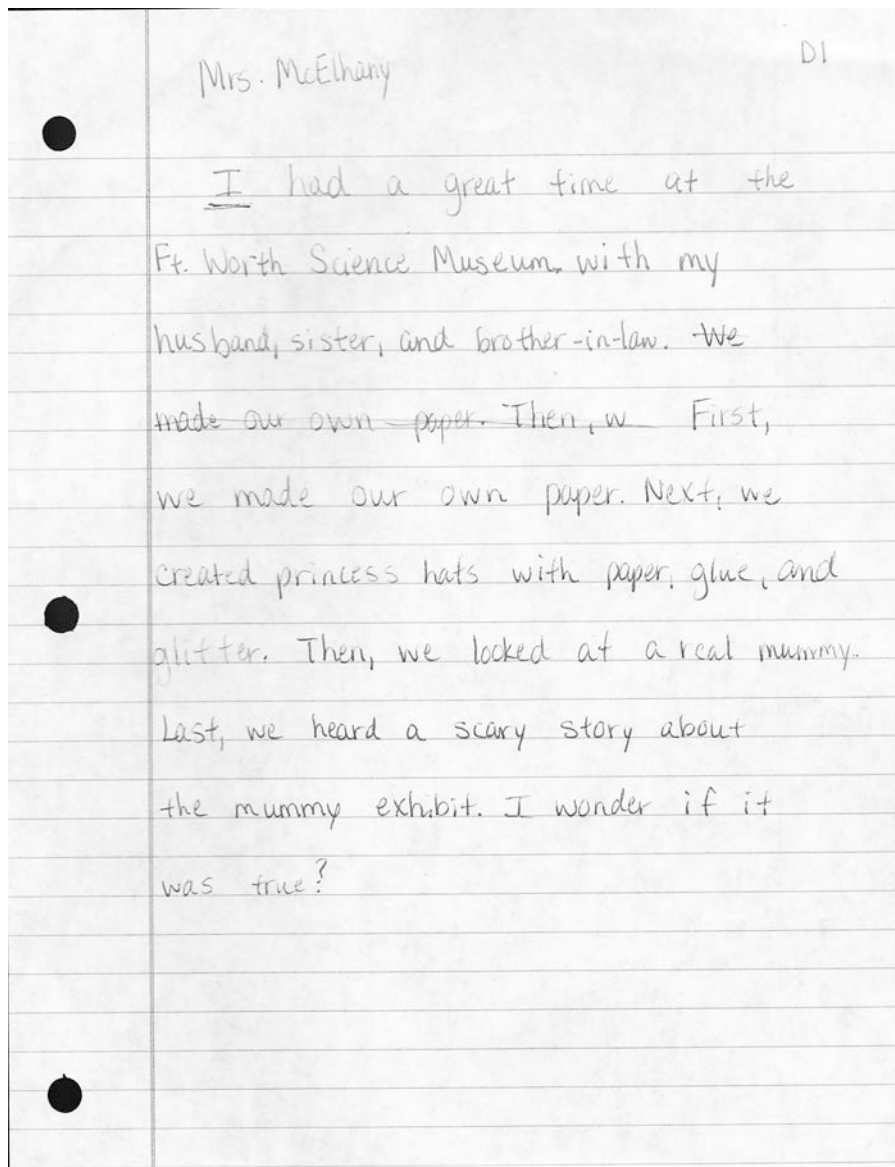


Figure 4. Teacher constructed first draft of the personal narrative

On this particular day we had a different schedule, so I decided to have students participate in buddy conferences. I wanted them to share their first drafts with one another and asks questions about each other's writing. I split the class into two groups. The first group chose a partner and shared their writing. The second

group stayed in their seats and read silently while waiting for partners in the first group to finish their conferences. When students engaged in buddy conferences, they were encouraged to find a place in the room or hallway to share and discuss their writing.

While students met with one another, I observed buddy conferences. I observed girls conducting buddy conferences in the manner that had been previously modeled. However, the boys appeared more interested in the recording devices than discussing their own writing. This was also evident when I listened to recordings later.

After students completed their first drafts, I took them home and read through each one and made notes so I could conduct individual student-teacher writing conferences. I wanted to guide my students during the conference, so I made notes and prepared a few open-ended questions to help me as we discussed their writing.

I met with students one-on-one at the horseshoe table in the back of the room. I began each conference by asking them to tell me about their writing. Then, I complimented them on one area of their writing. Finally, I asked them what they might change about their writing. Some offered their own ideas, but with most, I noted areas for possible improvement. During this process, most students would take the suggestions back to their desk and rewrite. However, I did have a few that remained at the table with me and we made revisions together.

After students made revisions, I chose to move them into the editing phase of the writing process. With the editing phase, I encouraged students to conduct buddy conferences. I introduced my students to a new tool, an editing checklist, to help them organize their buddy editing conferences. Instead of modeling how to use the editing checklist, I quickly read over it with my students as a whole group and charged them with the task of using it during their conferences. I sent them away in pairs to edit their writing with this new tool. My failure to model the editing process with the checklist prior to buddy conferences ended with less than desirable results. I observed students quickly checking off items on their lists without even reading each other's writing. If they did share their writing, it was held closely to them and not shared with their buddy visually. Others used the opportunity to socialize. I decided to reteach how to edit their writing and model how to use the checklist tool.

I called my students back to the rug to re-teach and model how to use the editing checklist tool. I chose a student to help me edit my museum story writing. While using the buddy conference checklist, we worked together to edit my writing on the document camera. Afterwards, I sent students off in pairs to conduct buddy conferences. The second round of conferences was much improved.

Due to time constraints for data collection, I decided to be the final "editor-in-chief" for the personal narratives. I called each student up and told them what I was doing and why. I sat down with my purple pen and a stack of papers and began circling and crossing out and moving text all over the student's pages.

After I finished editing, I gave the work back to the student and had them complete a published copy of their work.

Soon after the final editing session of my students' work, one of my advisors asked why I was trying to push students through the entire writing process if the focus of my study was on planning. That conversation changed my perspective and my purpose for the final weeks of writing instruction. Instead of pushing to move each genre of writing I had planned through the writing process, I chose to focus on planning for writing and the initial construction of the text.

Personal Narratives: Student Work

Students were asked to construct a personal narrative. Students constructed two types of plans: a Circle Map and Tree Map with details for their personal narrative. After constructing plans, students wrote the first draft of their personal narrative. Then, students met with me for a student-teacher writing conference. Most students revised draft one and wrote a second draft. Students also held peer conferences to share their writing and discuss revisions. Students met with me, the teacher, for final edits before completing a final draft.

Focus Case Student Rick's Personal Narrative Work

Rick first constructed a list of possible ideas for a personal narrative. Each idea involved participation by Rick in some way; therefore his ideas fit the definition of a personal narrative given in the lesson. After he created an initial list of ideas, he chose one idea to construct a plan and develop into his personal narrative.

Rick chose to write about a family trip to the zoo. For his initial plan, he formed his ideas in a Circle Map. His ideas related to his trip with details about the animals he saw at the zoo. He mentions the phrase “nose to nose,” a phrase we saw and discussed in our textbook, twice in his plan. In this plan, he writes what animals he saw. The only actions that affected Rick personally are the petting of the giraffe and eating fruit smoothies.

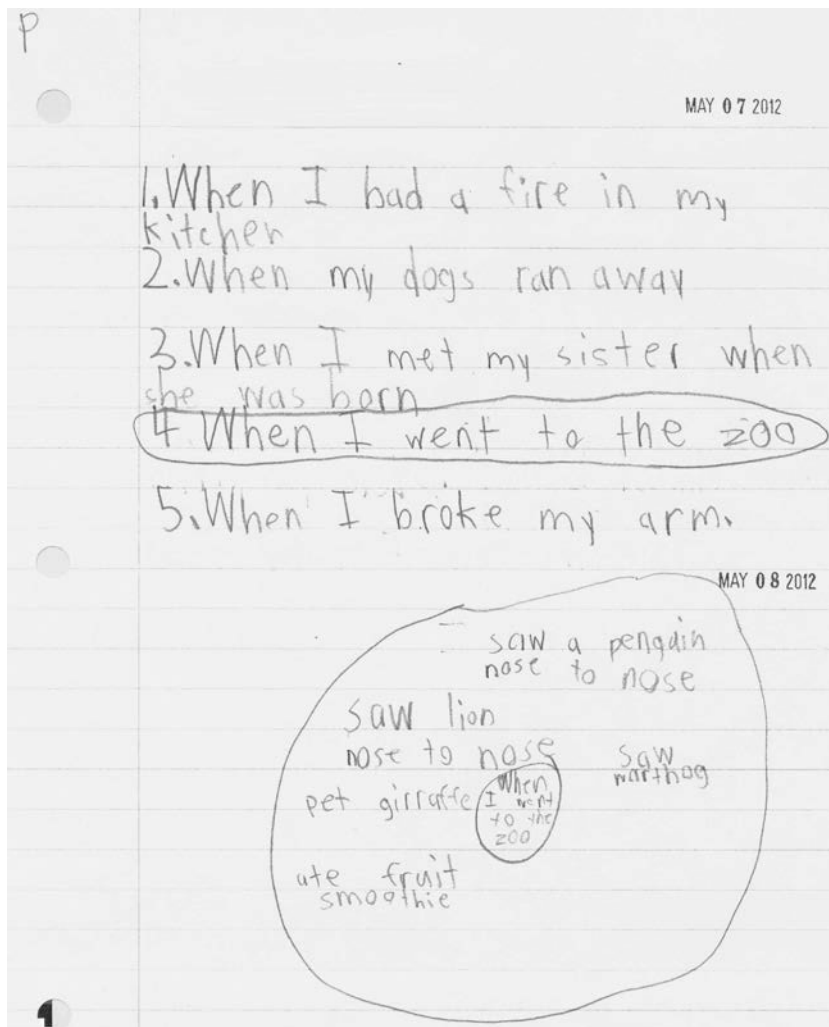


Figure 5. A list of personal narrative ideas followed by a Circle Map with details about a trip to the zoo constructed by Rick

After students constructed a Circle Map, I worked with students in small groups to create a Tree Map to answer the five W questions: Who?, What?, Where?, When, and Why?. The purpose of the mini-lesson was to gather more details for the body of the personal narrative. Figure 6 shows the five W question Tree Map Rick constructed during the small group mini-lesson.

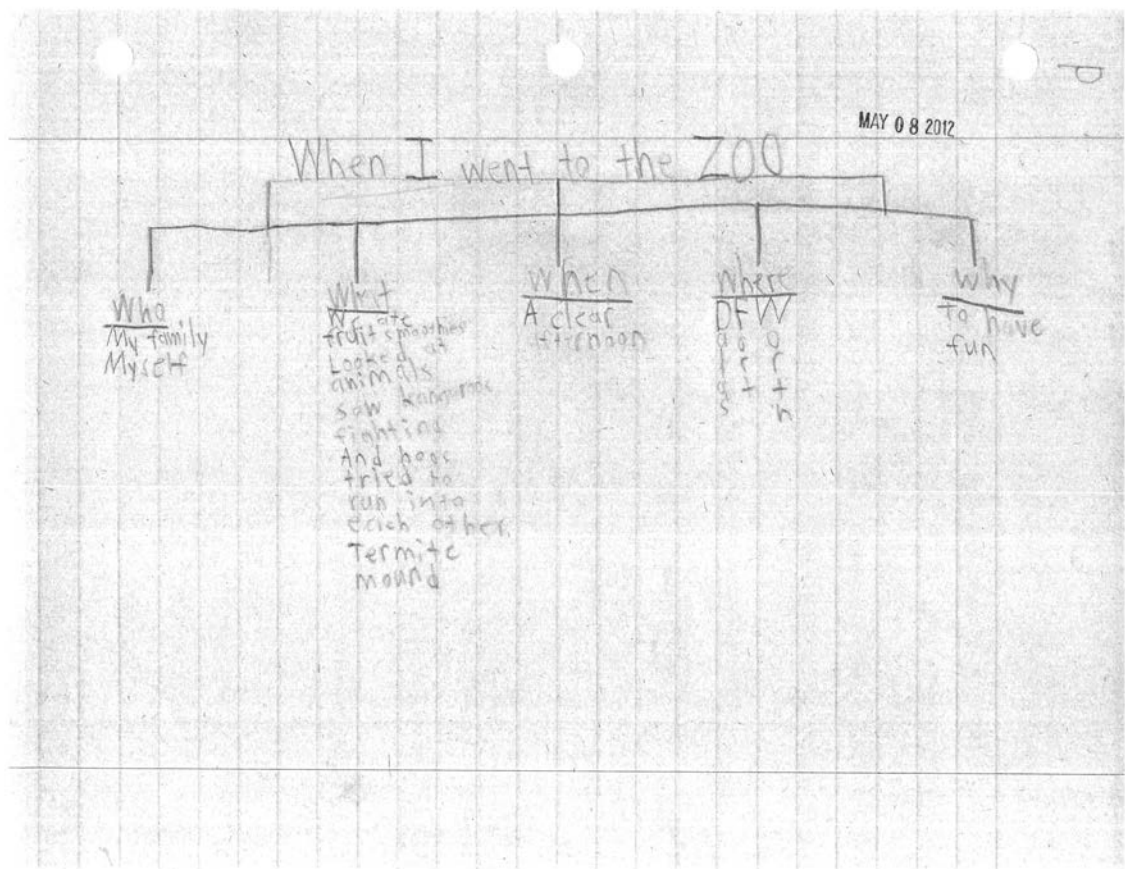


Figure 6. A five W question Tree Map personal narrative writing plan with corresponding draft one constructed by Rick

Rick added details to his Tree Map that were not on his initial Circle Map plan. Under “what,” he listed different animals and their actions as opposed to just a listing of the animals he saw on the previous plan. The only transfer of ideas from the Circle Map to the Tree Map was the mention of “hogs” and the eating of “fruit smoothies.” Following our brief discussion of his plan, Rick added the details about the hogs running into one another and the kangaroos fighting. He used several of the details from his Tree Map plan within the body of the text. The following is an excerpt of the transcript from the mini-lesson with Rick’s group.

Table 8

Excerpt from Rick’s Group’s Personal Narrative 5 W Question Tree Map Mini-Lesson

| | |
|---------------|---|
| Rick | I’m finished. |
| Mrs. McElhany | Okay, so...what did you say? [reading] <i>We ate fruit smoothies.</i> |
| Rick | And looked at animals. |
| Mrs. McElhany | Okay. Did you see anything interesting there? |
| Rick | Um...I saw two hogs try to run into each other and two kangaroos fighting. |
| Shane | That’s not fair! |
| Mrs. McElhany | If you were reading his story, would you like to know those things? |
| Shane | Yes! |
| Mrs. McElhany | Do you think those might be important details he might want to add? |
| Shane | Yes! |
| Mrs. McElhany | I think I would add those. Those are kind of interesting stories. It makes your story exciting. Okay? |

Figure 7 is the first draft Rick constructed after the two initial plans. He divided and labeled each section of the narrative into the parts we discussed in class: topic, body, and closing.

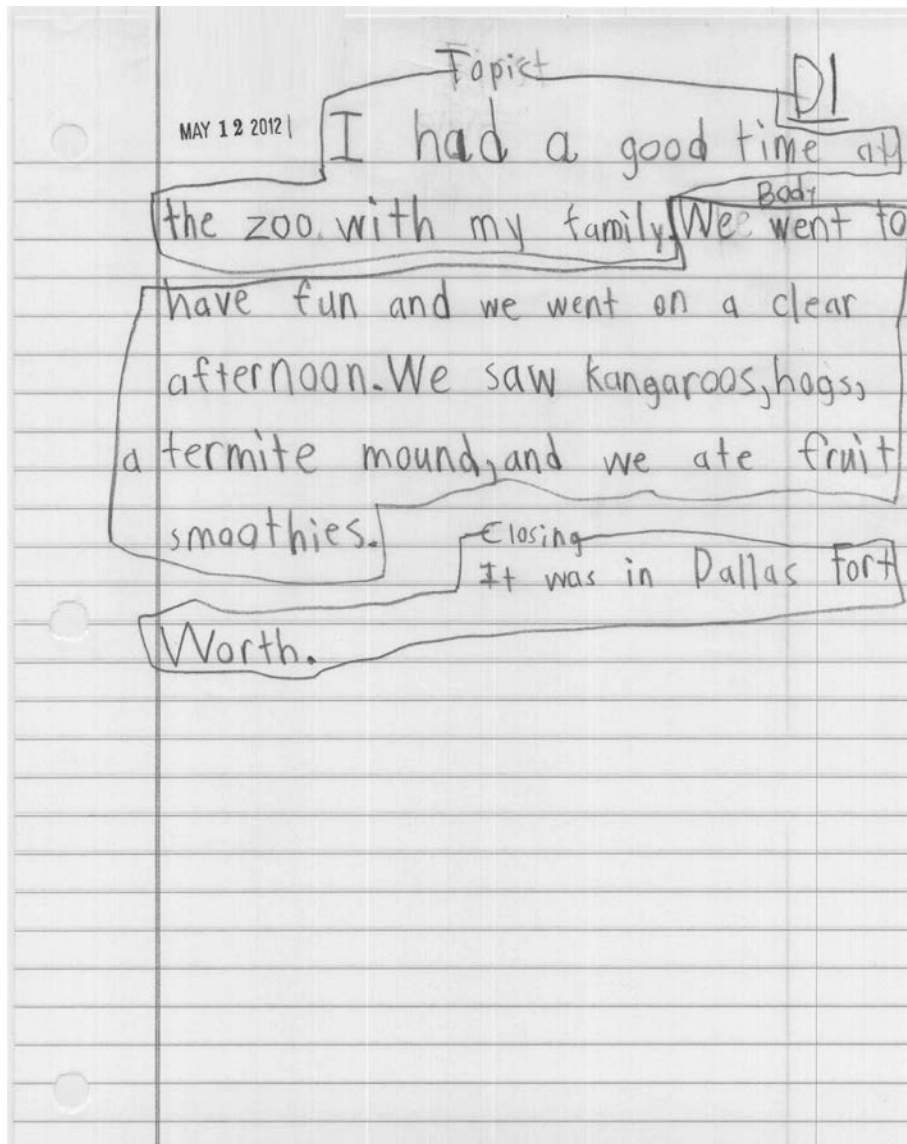


Figure 7. Draft one of Rick's personal narrative with notes and changes after a student-teacher writing conference

Following the construction of draft one, Rick and I held a student-teacher conference to discuss his personal narrative. Prior to the conference, I noted that Rick's topic and details were good, but he needed help with sequencing and a closing statement. Table 9 is the transcript from Rick's student-teacher conference.

After the conference, I further noted Rick had given cool details while talking and thinking through his writing, but decided to focus the conference on his closing statement.

Table 9

Student-Teacher Conference Transcript with Rick

| | |
|---------------|--|
| Mrs. McElhany | Tell me what you have been writing about, Rick. |
| Rick | I wrote about the zoo because I went with my family and I thought it'd be fun to write about. And, I saw a lot of things and it'd be interesting to write about. |
| Mrs. McElhany | Ok, what kind of interesting things did you add in your story? |
| Rick | That we saw all kinds of animals and then we saw kangaroos that were just kicking each other and jumping around. And, the hogs kept running around and kept running into hay bales. Then, the termite mound and elephants. And, I just had a good time with my family when I went to the zoo. |
| Mrs. McElhany | Ok, I like that you're telling me some more details about these animals and what they were doing. I'm wondering, you said something about the hogs running into hay bales, why were they doing that? Do you know? |
| Rick | No. |
| Mrs. McElhany | Were they fighting each other or just doing it themselves one at a time? |
| Rick | First, they were fighting each other then they started running into it. |
| Mrs. McElhany | That's kind of interesting. |
| Rick | There's a little fence that separates them. There's two different kinds of hogs and they can't have them together. So they just kept running into the hay because it helps the bottom of the fence stay in the ground. |
| Mrs. McElhany | Ok, kind of interesting. Well, one of the things that I notice about your writing that I liked was that you have an excellent topic sentence. So, [reading] <i>I had a good time at the zoo with my family.</i> So you told me the main idea about what you're going to talk about and then in your body you sequenced that out. In your body you start to give me details here. On what you did and what you saw there and then your closing statement, you told me where it was. Now, one of the things that I want to talk to you about today is your closing statement. Now remember that a closing statement has to leave the reader wondering or thinking about something. So, what do you think about your closing statement? |
| Rick | It tells the reader what was and not wondering what or where or what was it. |
| Mrs. McElhany | Ok, so what do you think as the writer of the story, you might want to do there? |

(Continued)

Table 9 cont'd

| | |
|---------------|--|
| Rick | Put this at the end of the closing and then maybe add some stuff about, like if something about what we did if they were wondering about like something else we did. |
| Mrs. McElhany | You told me one of the reasons that you wrote this story was that it was a fun day with your family. What do you think about that as a closing statement? |
| Rick | Um, I kind of...I kind of was thinking about it. |
| Mrs. McElhany | Ok, now why don't you go, I want you to take this and go work on this closing statement, ok. Then I want you to come back and see me when you get finished, alright? |

Post student-teacher conference, Rick's final draft of his personal narrative only had minor changes (See Figure 8). He changed the time of day from "a clear afternoon" to "it was noon" and he explicitly named the types of hogs he observed at the zoo. Finally, he asked a wondering question for his closing statement with the addition of the question mark he noticed was missing during final edits.

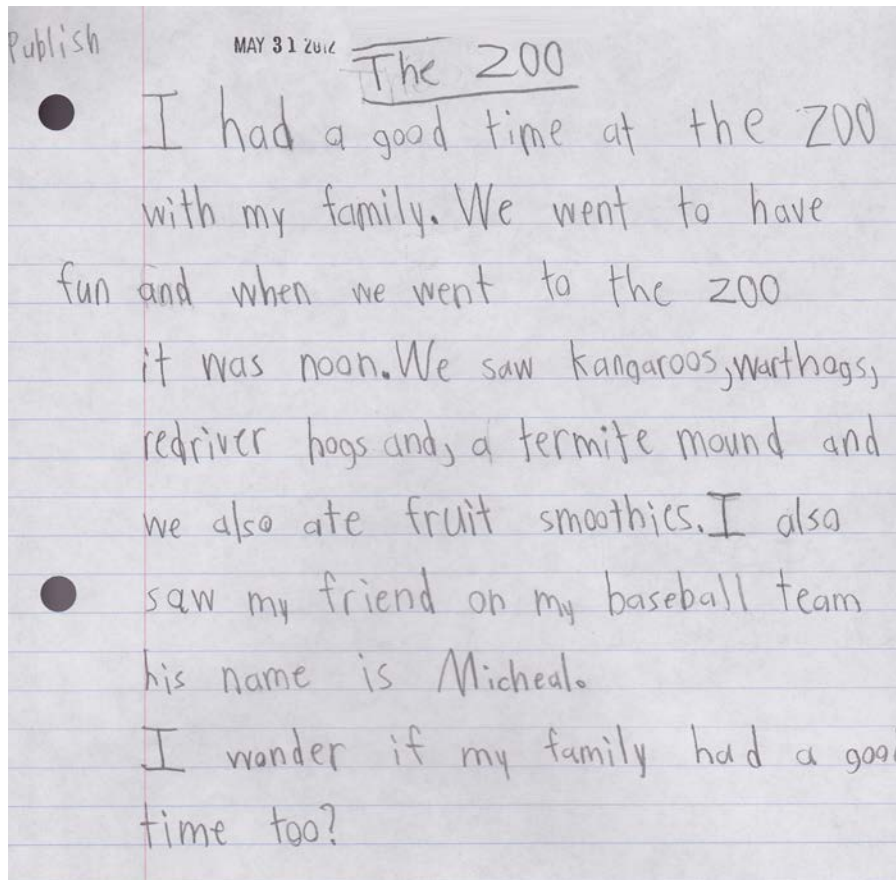


Figure 8. Rick's personal narrative final draft

Focus Case Student Carol's Personal Narrative Work

Carol created an initial list of eight ideas for her personal narrative. After each idea, she wrote a location for the event. For example, she wrote "pet store" for her idea "the time I had my first dog." On her final two ideas listed, she initially had "my first" written, but scratched "first" out and wrote "second" instead. From her list of eight ideas, Carol chose to write about her second trip to the Galveston that also encompassed the idea she had written: a second trip to the ocean.

Following the list of ideas, Carol constructed a Circle Map. Her Circle Map had details about her trip to Galveston. She listed who went on the trip, the activities they participated in while there, and how long it took to arrive at the destination.

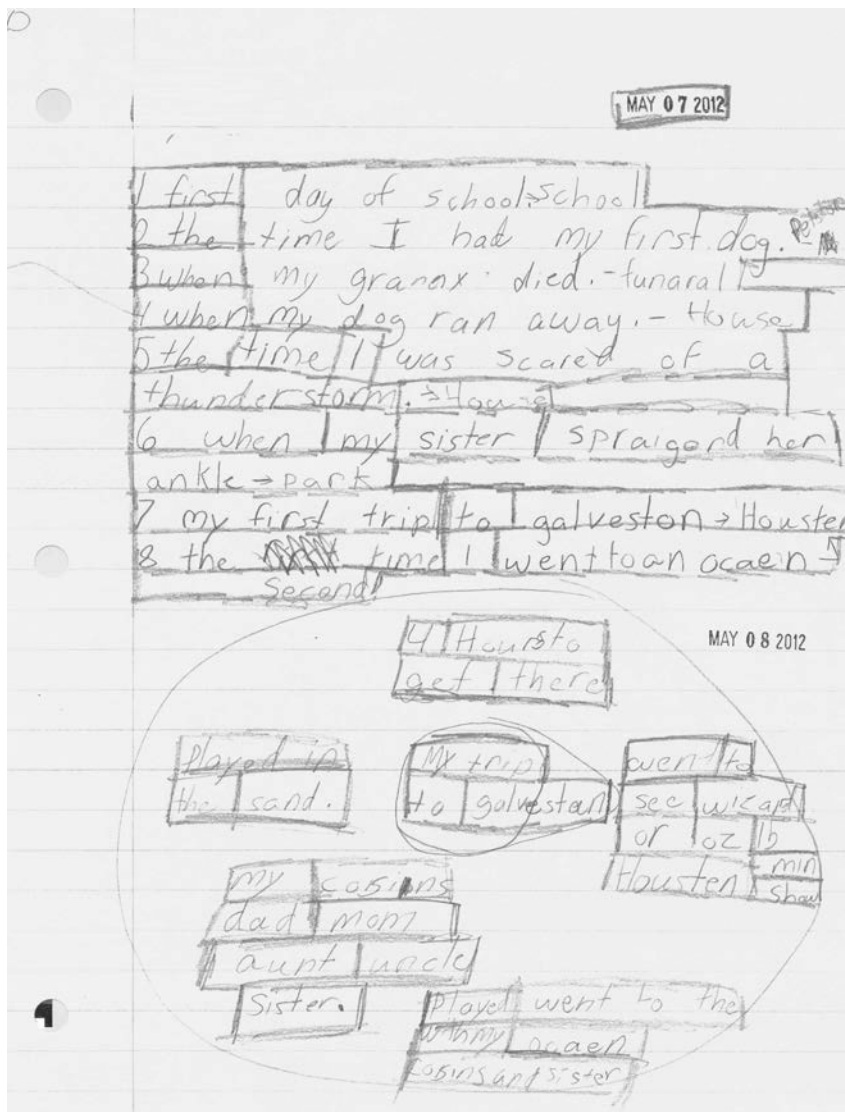


Figure 9. A list of personal narrative ideas followed by a Circle Map with details about a trip to Galveston constructed by Carol

Figure 10 is Carol's Tree Map she constructed during the small group mini-lesson. Carol did not make many changes in her plans from the Circle Map to the Tree Map activity. She only had one additional detail under "when." She actually remembered the date of her trip.

Due to the quiet nature of Carol, there was no discussion regarding her Tree Map during the small group mini-lesson. I looked over her Circle Map and Tree Maps, but did not press for additional details to be added. I acknowledged my astonishment at her remembrance of the date of her trip. There was no verbal response, but only a smile and nod. She appeared satisfied with her work and I felt it was sufficient enough for her to use the ideas to construct her first draft.

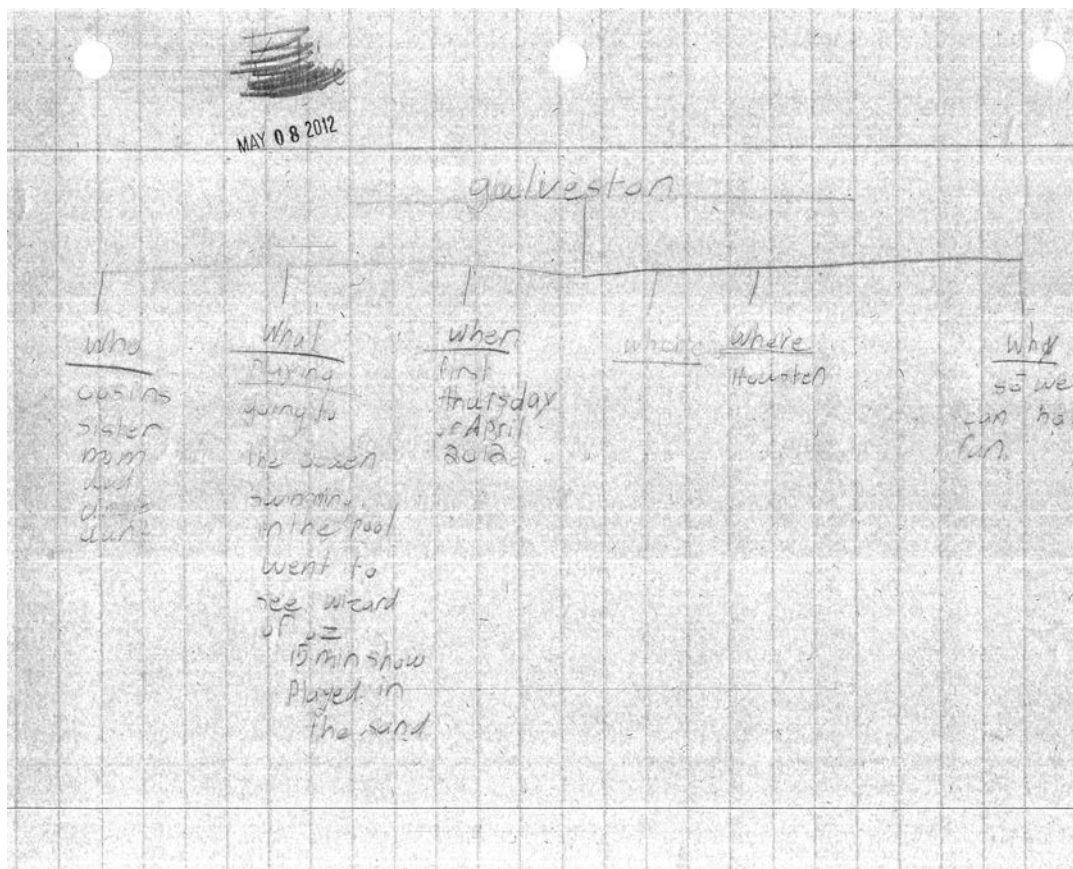


Figure 10. A five W question Tree Map personal narrative writing plan with corresponding draft one constructed by Carol

Carol transferred the ideas from her Circle and Tree Maps into her first draft. She added a detail about the purchase of a boogie board and surfing that was not on any of her initial plans or discussed with peers or myself during conferences. Figure 11 is Carol's first draft with notes and changes added after a student-teacher writing conference.

| | | |
|--|---|----|
| | MAY 12 2012 | |
| | | DI |
| | <p>I had a great time at galveston with my cousins uncle aunt dad mom and sister. when we went to the ocean I was nervous a then we watched a wizard of oz 15 min show. we went on the first thursday of April 2012. it is at houston. we had lots of fun. I stayed in a hotel. at the store I got a boogie board and when we went to the ocean we surfed. we went to the swimming pool. it took us 4 hours to get there and 4 hours to go home.</p> | |
| | First | |
| | Next | |
| | Then | |
| | Last | |

Figure 11. Draft one of Carol's personal narrative with notes and changes after a student-teacher writing conference

Prior to the student-teacher writing conference with Carol, I noted in my personal notes that she had a great topic sentence, lots of good details, but needs help with organizing and sequencing events. I used these observations about her writing to guide the student-teacher writing conference. Table 10 is the transcript from my student-teacher writing conference with Carol. Carol is shy, especially with adult interactions. She responded with very brief answers to my questions. She appears to know what is needed to help with the order and sequencing of events. At

the end of our discussion, I charged her with the task of reordering her events and using first, next, then, and last.

Table 10

Transcript of Carol's Student-Teacher Writing Conference

| | |
|---------------|---|
| Mrs. McElhany | Hi, Carol, how are you? |
| Carol | Good. |
| Mrs. McElhany | Tell me about what you've been writing about on your personal narrative. |
| Carol | How it was. |
| Mrs. McElhany | What was? |
| Carol | Going to Houston. |
| Mrs. McElhany | And you also went to, where? |
| Carol | Galveston. |
| Mrs. McElhany | Galveston. |
| Mrs. McElhany | I was reading your story and I really like your topic sentence. You did a great job setting the tone and setting the main idea for your story. [reading] <i>I had a great time at Galveston with my cousins, uncle, aunt, dad, and mom, and sister.</i> Then you started following up with all of these wonderful details on what you did on your trip in Galveston. You gave a lot of good details, but one of the things I noticed, was that some of your details were out of order. What could we do as a writer to help with our order of events? |
| Carol | [Quiet pause] |
| Mrs. McElhany | Can I show you? Do you remember we talked about using these words: <i>first, next, then, and last?</i> Do you think that using those words might help you sequence some of your details in your story? |
| Carol | Yes. |

(Continued)

Table 10 cont'd

| | |
|---------------|--|
| Mrs. McElhany | Ok, now, because you told me that your trip to the ocean you're nervous and you start telling me about watching <i>The Wizard of Oz</i> and when you went and where you went and you had fun. You stayed at a hotel and you went to the store and got a boogie board. You surfed and then you went to the swimming pool. It took you four hours to get there and four hours to go home. That makes you sound like you had this wild trip like you were going back and forth, back and forth, back and forth. So what do you think you need to go back and work on? |
| Carol | The order. |
| Mrs. McElhany | Do you think you can do that using the details you have in your story? Because you have lots of wonderful details. I really like some of the language used. That you were nervous and I was really wondering about you being on a boogie board. I've never done that. Was that fun? Ok, so think about first, next, then, and last. Ok? Alright. |

Figure 12 is Carol's second draft after the student-teacher writing conference. She added the sequence words: first, next, then, and last. She also added more details like unpacking her suitcase and about her trip home at the end. Carol also edited out some details she had in draft one that pertained to the question of when in her trip. This draft also shows the editing process prior to the final published writing. Figure 13 and 14 is Carol's final draft of her personal narrative.

Edit 5-18-12
LM

MAY 16 2012
D2 Post ST conference

A T
~~X~~ (trip) to Galveston

I had a great time at Galveston with my cousins, uncle, aunt, mom, Dad, and sister. First, I went to the hotel to unload the suitcase. Then, we watched ^{TV} lizard of oz 15 ^{minute} (min) show. Last I went to the store and I got to ^{buy} (by) a boogy board. We went to the ocean and surfed. Then it was the last day. ~~at Galveston~~ we went to the ^{ocean} (ocean) one more time. Then it was time to go home so we packed. ~~I was sad but I was home when~~ ^{up} I woke up.

Figure 12. Carol's personal narrative draft two post student-teacher writing conference

MAY 31 2012

● A Trip to Galveston

I had a great time at Galveston with my cousins, uncle, aunt, mom, dad, and sister. First, I went to the hotel to unload the

● Suitcase. Then, we watched The Wizard of Oz fifteen minute show. Last, I went to the store and I

● got to buy a boogy board. We went the ocean one more time. Then it was

Figure 13. Carol's personal narrative final draft front page

time to go home
so we packed up.

Figure 14. Carol's personal narrative final draft back page

Focus Case Student Michonne's Personal Narrative Work

Michonne made a list of seven personal narrative ideas. However, only three of her ideas were personal and written in a positive manner. For example, she wrote "when I went to the pool" and "my dog." The other ideas on her list pertained to students who sat at her group of desks and were written in a negative context with "when I didn't meet . . ." or when she "didn't go to school."

For her initial Circle Map plan, Michonne chose to write about a trip to the museum. She mentions that it was scary and notes the "dead things" she saw there. She also mentions a rocking floor. There are few specific details about the museum other than the "dead baby" and "dead human faces" she saw there.

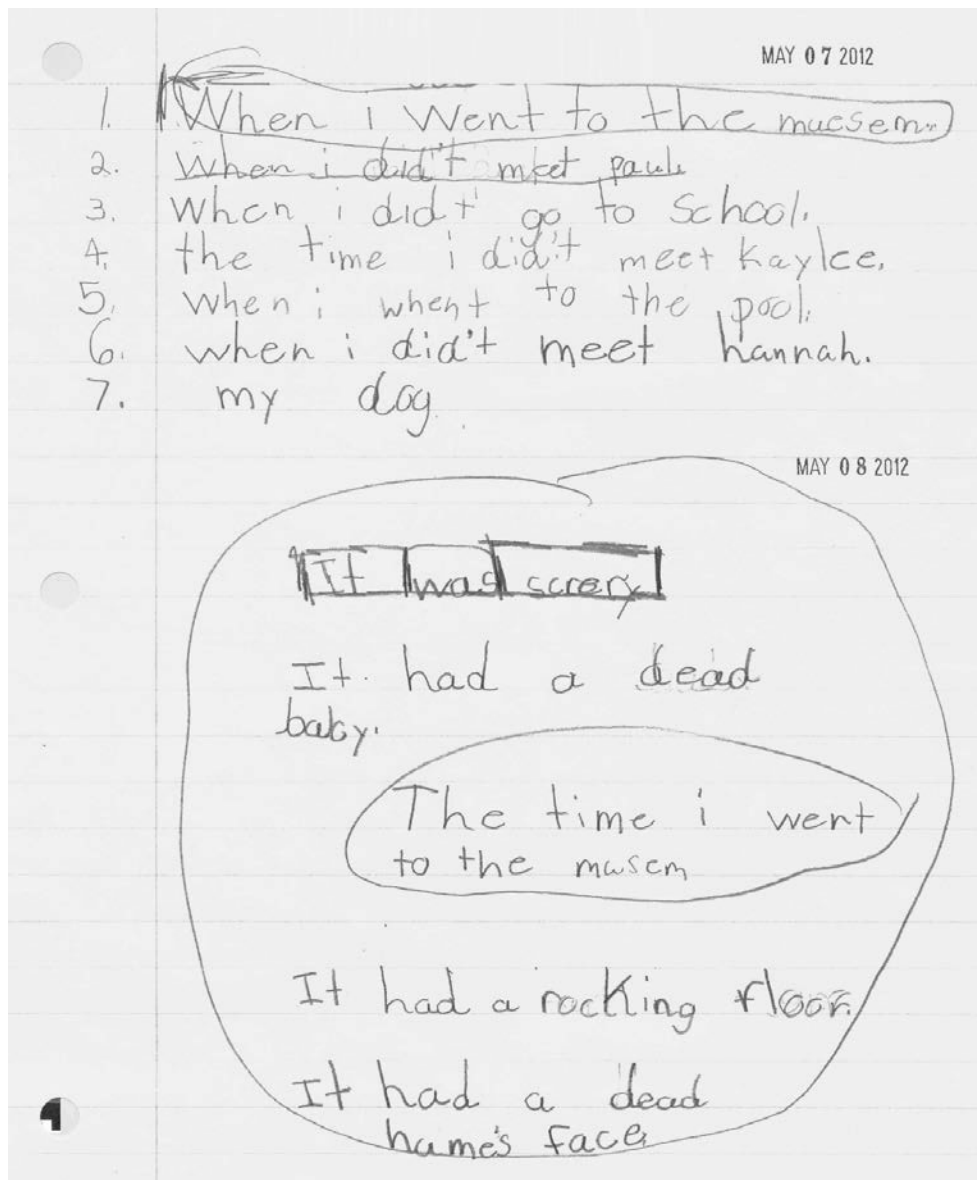


Figure 15. A list of personal narrative ideas followed by a Circle Map with details about a trip to the museum constructed by Michonne

Figure 16 is Michonne's Tree Map constructed during the small group mini-lesson. She was asked to answer the five W questions: Who?, What?, When?, Where?, and Why? The purpose of the activity was to elicit more details in the plan to help with the construction of the first draft.

Michonne's Tree Map has new details that were not in the initial plan on the Circle Map. She writes who was at the museum with her. She does mention the dead things she saw and even added, "Ewww!!" to exclaim her disgust. She added when and where she visited the museum as well as they had fun while visiting. While there are new details to added to this particular plan, there are very few details.

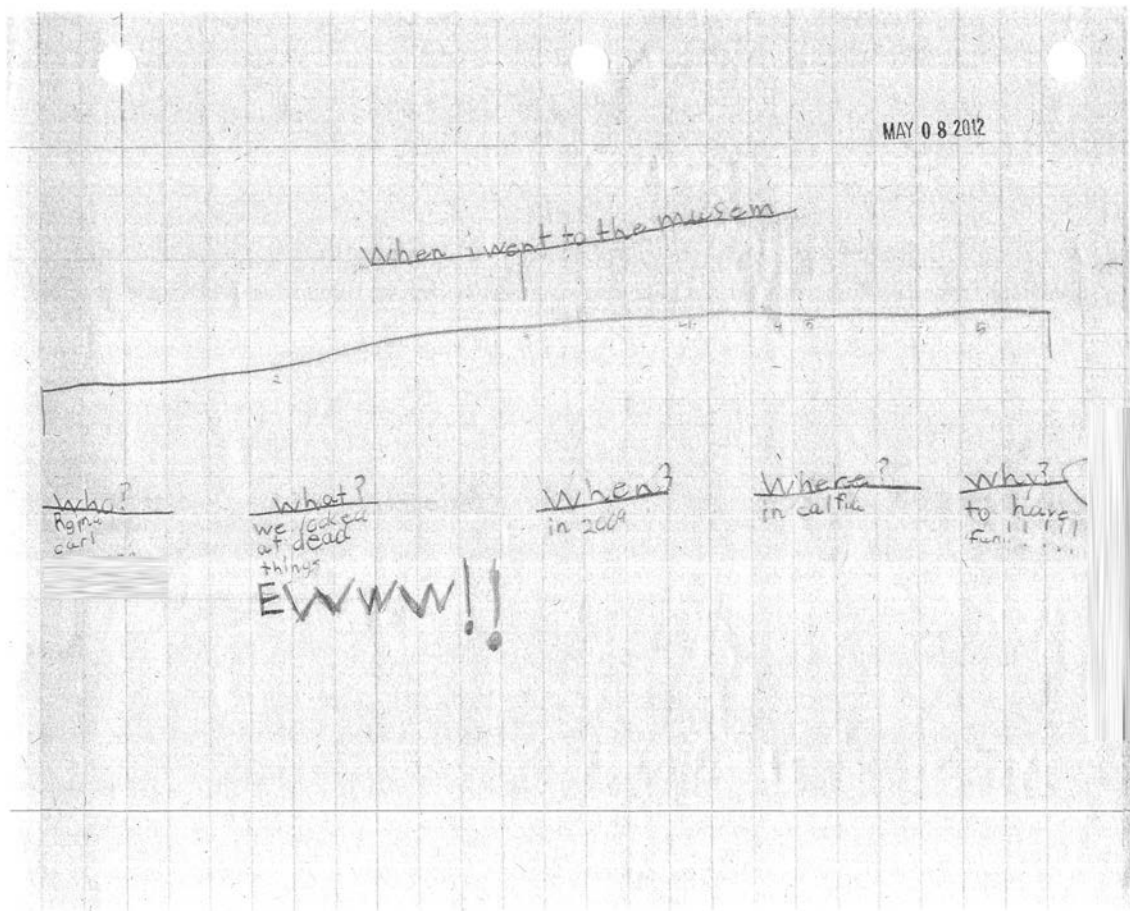


Figure 16. A five W question Tree Map personal narrative writing plan with corresponding draft one constructed by Michonne

During the mini-lesson, I attempted to guide Michonne and elicit more details for her plan. She continuously mentioned that she only saw dead things at the museum. I was trying to clarify what types of things she saw there like a mummy for example, but she was not responding to my questions. I was also trying to understand what type of museum she visited, so I could help her gather more details for her upcoming writing assignment. Table 11 is a transcript of the conversation during the mini-lesson for the Tree Map.

Table 11

Excerpt from Michonne's Group's Personal Narrative 5 W Question Tree Map Mini-Lesson

| | |
|---------------|---|
| Mrs. McElhany | Okay, I want to talk to you about yours, Michonne. Now, I'm going to ask you. Did you really go to the museum? What museum did you go to? |
| Michonne | It was with my Aunt Rayanna in California. |
| Mrs. McElhany | Okay. And...what did you see there? What did you do there? |
| Michonne | Dead things that were disgusting. |
| Mrs. McElhany | Okay. What kinds of things? |
| Michonne | Dead things. |
| Mrs. McElhany | What kind of dead things? |
| Michonne | Dead human faces. |
| Mrs. McElhany | Okay. Anything else you saw there that was interesting to you? |
| Michonne | A dead baby. |
| Mrs. McElhany | Okay. Did you go to the Body World exhibit? |
| Mrs. McElhany | Oh, you did? Or, were you looking at mummies and things? What were you looking at? |
| Michonne | Dead things. Like... |
| Mrs. McElhany | Was it all different kinds of people? |

(Continued)

Table 11 cont'd

| | |
|---------------|--|
| Michonne | Dead things. |
| Mrs. McElhany | What kinds of dead things? Can you be more specific? |
| Michonne | We saw... |
| Mrs. McElhany | Tell me some specific things. You said you saw a dead body and a said a dead baby. Anything else that you saw that was eye catching? |
| Michonne | Some of the things that were dead were kind of talking a little bit. |
| Mrs. McElhany | Okay? How were they doing that? |
| Michonne | It was a haunted museum. |
| Mrs. McElhany | Okay, I want you to think about that for a minute. |
| Michonne | (pause) |
| Mrs. McElhany | Do you think that's real? |
| Michonne | Uh-huh. |
| Mrs. McElhany | So are you telling me a story or the truth? |
| Michonne | Truth. I went with my Aunt Rayanna. |
| Mrs. McElhany | Were things really doing that at the museum? |
| Michonne | If you press the button and it will talk. |
| Mrs. McElhany | So it will tell you about the exhibit if you press the button. Okay, anything else you can think of or any other details? |
| Michonne | Uh-huh. |

Figure 17 is Michonne's first draft. Her draft is almost identical to her Tree Map plan. She writes everything in order exactly as it appears on her Tree Map. There is little to no difference in her plans and draft. After her writing, I planned for a student-teacher writing conference to help guide Michonne's writing.

Prior to the student-teacher writing conference, I noted Michonne had a good topic sentence, but needed more details for the body and a closing statement. Table 12 is the transcript from Michonne's student-teacher writing conference.

D1

MAY 12 2012

I had a great time at the museum
 with my aunt Ringer, uncle Gard and my
 sister. We looked at dead
 things ewww!! In 2009. In Califia.
 We had
 To have fun!!!

Dinosaur bones

Rocking floor

~~M~~ummy fun

~~A~~ntor rocking floor

First
 Next
 Then
 Last

Figure 17. Michonne's first personal narrative draft with notes and changes post student-teacher writing conference

Table 12

Transcript from Michonne's Student-Teacher Writing Conference

| | |
|---------------|---|
| Mrs. McElhany | Ok, I have Michonne and tell me what are you working on in your writing? |
| Michonne | The time that we went to the museum. |
| Mrs. McElhany | Ok, one of the things I did notice about your writing. I really like your topic sentence because you told me exactly what you were doing and who you were with. You told me that you had a great time at the museum and that you were with your Aunt Rayanna, Uncle Charles, and your sister Gracie. One of the things that I did notice that you didn't tell me much detail. You only gave me a few details. You only actually gave me one detail about what you did at the museum. I have been to the museum and on my trip I saw way more then one thing. Can you think of anything else that you saw at the museum? |
| Michonne | The dinosaur skeletons. |
| Mrs. McElhany | Ok, let's kind of make a list of some ideas and things that you saw at the museum. So, write that down. Anything else that you saw that you remember from your trip? |
| Michonne | I saw the horse rocking. |
| Mrs. McElhany | The what? |
| Michonne | The floor was rocking. |
| Mrs. McElhany | What, the floor was rocking, what do you mean? |
| Michonne | It was going back and forth. |
| Mrs. McElhany | Why was it doing that, was the building about to fall down? |
| Michonne | No, it was a kind of museum that things were moving. |
| Mrs. McElhany | Oh, was it like the Ripley's Believe It or Not? Oh, it was. Ok, do you remember why the floor was moving? |
| Michonne | Because they wanted to make you think that it was real. |
| Mrs. McElhany | Ok, did you think it was real? |
| Michonne | No. |
| Mrs. McElhany | So, you probably saw a lot of interesting things there? You said [reading] you saw dead things, dinosaur bones, the floor was rocking. Anything else you remember? |
| Michonne | No. |
| Mrs. McElhany | So you got your dinosaur bones. That floor's kind of interesting. Did they make the floor move because they wanted it to, wanted to scare you, or were they doing it to make you think you were in an earthquake? |
| Michonne | To scare you because it was there. |

(Continued)

Table 12 cont'd

| | |
|---------------|--|
| Mrs. McElhany | Oh, ok. You've got a few more details here. What do you think about doing now with your story? |
| Michonne | By putting those things in there. |
| Mrs. McElhany | How are you going to do that? Ok, anything else that you can think of that you want to add? Ok, now I did want to talk about this sentence right here, because you tell me some details. That you saw dead things and then you tell me in two thousand and nine in California. This right here isn't even really a sentence. You could actually use this and you could move it up and put it in your topic sentence. That tells the reader when you went or where you went. Or you could take it out. What do you think? |
| Michonne | I think that at the top of the sentence. Erase this and the sentence. |
| Mrs. McElhany | Ok, and what about right here? If we change this one to we had fun, this makes it, this closes out your paragraph. Your story. We had fun. That tells me that you had fun doing all of these wonderful things that you got to see and do. What are you thinking? I see your lips moving. What are you talking about to yourself? Tell me what you're thinking. |
| Michonne | That I should write down two more things. |
| Mrs. McElhany | Oh, what kind of two more things? |
| Michonne | We saw a music room. |
| Mrs. McElhany | Oh, tell me about the music room. |
| Michonne | If you go to the hallway there will be another floor that is rocking. What else did you...you said you thought of two more things. We saw a mummy in a tomb. |
| Mrs. McElhany | Oh, was it a real mummy? |
| Michonne | No. |
| Mrs. McElhany | Ok, what did it look like? |
| Michonne | It was wrapped up in white. |
| Mrs. McElhany | Ok, so are you thinking you might want to add those details as well? Ok, do you want to add those to your list so you remember what you were thinking? Ok, so you've got a good topic sentence and you're going to go back and add some more details in the body. Right? Ok, now one thing that might help you with organizing the details. Do you remember some of those words that we used to help us sequence? What words do we use? |
| Michonne | The one that was on our pink paper. |
| Mrs. McElhany | What ones? |
| Michonne | Those. |

(Continued)

Table 12 cont'd

| | |
|---------------|---|
| Mrs. McElhany | Oh those are answering those questions. |
| Michonne | I'm thinking about putting things in order. Like first, next, then, and last. |
| Mrs. McElhany | So those might be some things that you think about helping you with putting your details on what you saw. Ok. So what are you going to do now? |
| Michonne | Go put those in the sentence. |
| Mrs. McElhany | Ok, so you're going to get another piece of paper and you can rewrite your paragraph and label it draft two because you're going to add those details in alright. |

During Michonne's student-teacher conference, I was able to get a few more details about her trip to the museum. I had her list these details at the bottom of her first draft. They included dinosaur bones, the rocking floor that was in her original Circle Map plan, a mummy, and another rocking floor. We also discussed her using first, next, then, and last to help sequence the events of her story. For her closing statement, I added "we" and a verb "had" for clarification to her statement about having fun. At the end of her conference, I charged her with the task of constructing draft two with the suggested changes and additional details. Figure 18 is Michonne's second draft.

5-18-12 LM edit

MAY 17 2012
D2 - Post ST
conference
Revised in 2nd ST
conference
5-17-12

I had a great time at the ~~Museum~~ ^{Muesum} museum
~~with my aunt Ringe, (uncle) Paul~~
 and my ~~sister~~ ^{sister} ~~sister~~ ^{sister}
 We baked at
 dead things "EWW!!!" in 2009 in
 caltina. We had fun and we
 saw ~~dinosaur~~ ^{dinosaur} bones, a fat floor,
~~another~~ ^{another} ~~rocking~~ ^{rocking}
~~hammy~~ ^{hammy} ~~tomb~~ ^{tomb} and ~~another~~ ^{another} ~~looking~~ ^{looking} floor.

Figure 18. Draft two of Michonne's personal narrative with notes and changes after a second student-teacher writing conference

Michonne's second draft did not include the use of first, next, then, and last to sequence the events of her narrative. Instead, she copied everything from her first draft with the exception of the last sentence. She did add "we had" that was discussed in the student-teacher conference. She also added the additional details

she listed during our conversation. These details were added at the end of her writing and tagged onto the closing statement about having fun.

After Michonne wrote her second draft, I initiated a second student-teacher writing conference. Table 13 is the transcript from the second student-teacher conference with Michonne. She notices that her writing does not make sense and that it doesn't "sound good." I attempted to get her to recognize the changes she needed to make to her own writing. After she was not suggesting changes, I asked if I could help her with the changes. She obliged and I moved a few words around and removed some sentence fragments. Afterwards, I had her re-read her writing and asked what she thought. She agreed it was better and chose not to make any more changes. Figure 19 is Michonne's final draft with the changes added we made during her second student-teacher writing conference.

Table 13

Transcript of Michonne's Second Student-Teacher Writing Conference

| | |
|---------------|--|
| Mrs. McElhany | Ok, I have Michonne and you've revised and you rewrote. I want you to read your writing to me. |
| Michonne | [reading] <i>I had a great time at the museum. My aunt Jena, my uncle Carl, and my sister Breana. We looked at the things and we had fun and we saw dinosaurs, a rocking floor, and another rocking floor.</i> |
| Mrs. McElhany | Tell me what you're thinking about your writing now. |
| Michonne | This part doesn't make sense. |
| Mrs. McElhany | What part? |
| Michonne | This part. |
| Mrs. McElhany | Why not? |
| Michonne | We went to California and we saw dinosaur bones. |

(Continued)

Table 13 cont'd

| | |
|---------------|---|
| Mrs. McElhany | Why is it not making sense to you? |
| Michonne | It doesn't sound that good. |
| Mrs. McElhany | Are you thinking about changing it? |
| Michonne | This one and the saw. |
| Mrs. McElhany | Explain to me what you're thinking. |
| Michonne | I can turn this word into something else. |
| Mrs. McElhany | Ok, do you have a topic sentence? |
| Michonne | Yes. |
| Mrs. McElhany | Do you have a body? Do you have a closing statement? |
| Michonne | No. |
| Mrs. McElhany | If this part doesn't make sense right here, what are you going to do about it? |
| Michonne | This word and that word. |
| Mrs. McElhany | <p>You're going to move this word up here? So now this becomes an extremely long sentence. [reading] <i>In two thousand and nine in California and we had fun and we saw dinosaur bones and rocking floor and a mummy tomb and another rocking floor.</i></p> <p>Can I help you?</p> <p>Ok, the sentence right there, the one that doesn't make sense to you... You know why it doesn't make sense to you? Because it isn't in the right place. Let's move it down here. Let's get rid of this word and let's make this the beginning of your new sentence. I'm going to get rid of this sentence right here because this isn't a sentence. [reading] <i>In two thousand and nine in California.</i> It's in the middle of all your details about what you saw at the museum. So, now read your story and see if it makes sense to you.</p> |
| Michonne | [reading] <i>We had a good time at the...</i> |
| Mrs. McElhany | No start from the top. |
| Michonne | [reading] <i>I had a good time at the museum with my Aunt Rayanna, my Uncle Charles, and my sister Gracie. We looked at the dead things. Ewww! We saw dinosaur bones and a rocking floor, a mummy tomb, and another rocking floor. We had fun.</i> |
| Mrs. McElhany | What do you think now?. |
| Michonne | That sounds better. |
| Mrs. McElhany | Why does it sound better? |
| Michonne | Because I read it in the right order. |

(Continued)

Table 13 cont'd

| | |
|---------------|---|
| Mrs. McElhany | What are you thinking about your writing now? |
| Michonne | It sounds better. |
| Mrs. McElhany | Anything else you might want to add or take away? |
| Michonne | No. |
| Mrs. McElhany | So you're thinking this is pretty much done? Ok. |

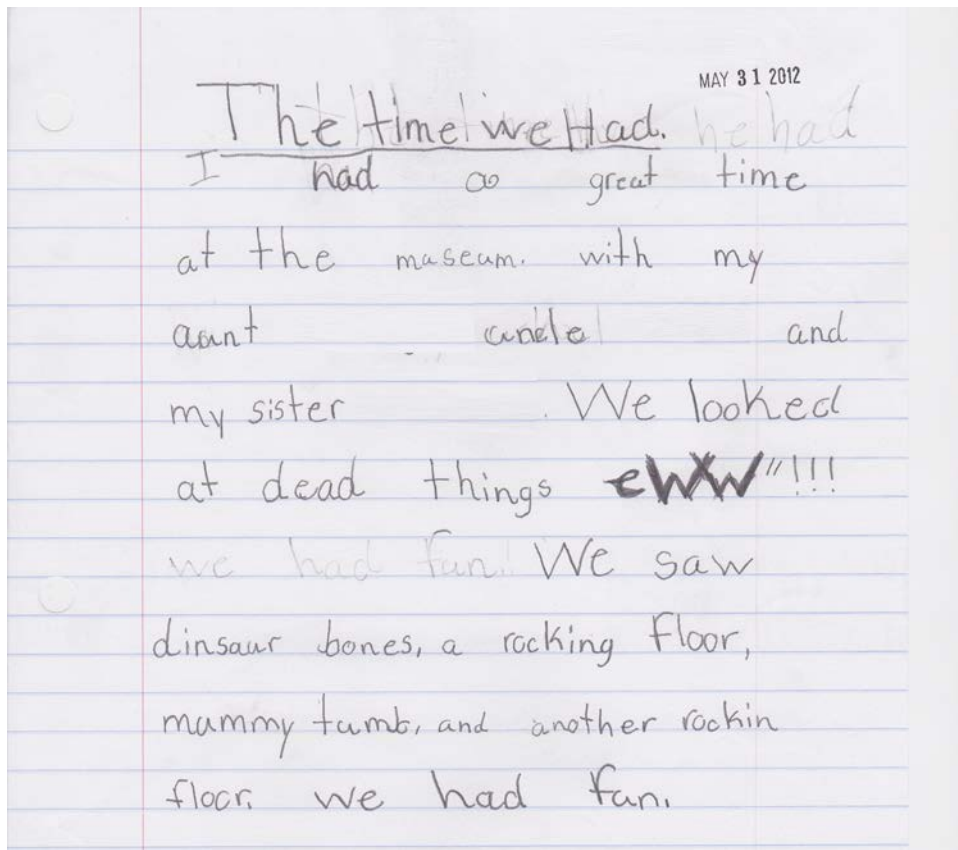


Figure 19. Michonne's personal narrative final draft

Expository Texts: How to Make Your Favorite Snack

I began our writing review of expository texts by asking students to remember several examples of expository texts we had read throughout the year in class. My students remembered that expository texts were non-fiction texts that

gave facts or information about a topic. I had planned to explore and review two types of expository texts: how to writing and non-fiction report writing.

I planned to have students write how to make their favorite snack. I started by sharing a book about instructions and various places we encounter them in our daily lives. The text mentioned instructions for using maps, building a model, recipes, clothing labels, rules for games, etc. The text also mentioned the use of instructions in written or symbolic forms such as signs or pictures.

Since I planned for my students to write about how to make their favorite snack, I read aloud another example expository text about how to make a sandwich. It had a simple text structure and easy to read directions for constructing a sandwich. I wanted a text that my students could use as an example for constructing their plans and draft for a favorite snack.

After I read aloud the text, I focused on the organization of the text's use of order words: first, next, then, and last. Using this structure, I modeled how to construct a Flow Map to plan for my writing. A flow map is a Thinking Map that shows the sequence of events. I also incorporated order words: first, next, then, and last into my Flow Map. My plan included a list of ingredients for my snack followed by a Flow Map that sequenced how to make my snack.

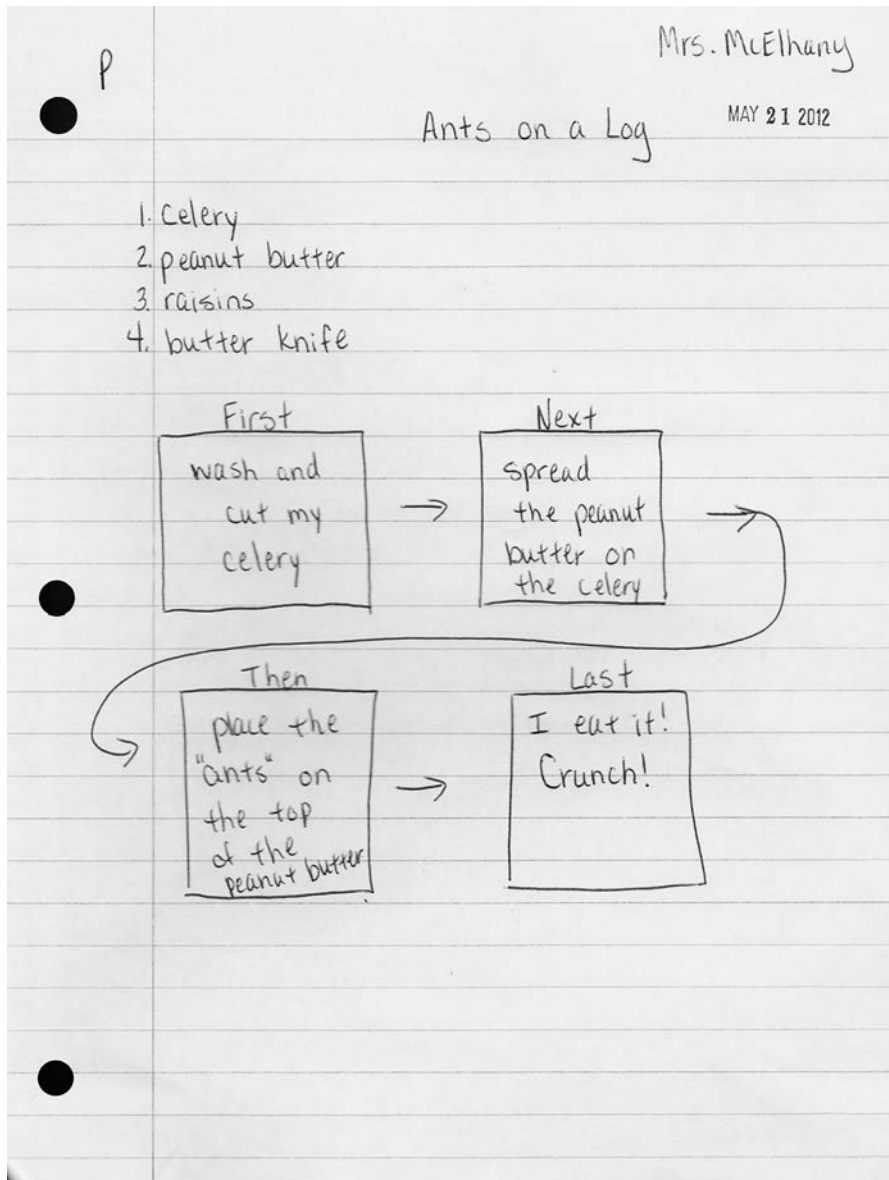


Figure 20. Teacher modeled plan: Flow Map how to make a favorite snack

Afterwards, I charged my students with task of choosing their favorite snack and making a list of ingredients. Then, I had them construct a Flow Map to sequence the steps for making their snack. I also asked them to use sequence words: first, next, then, and last.

Once students completed their plans, I called them back to the rug to model the construction of draft one. I used my plan from the previous lesson to construct my first draft. I modeled how to create an opening statement telling the reader about the topic. Then, I used sequencing words to structure text in my draft. After I wrote my draft, I asked my students if they would be able to follow the instructions to make my snack. Then, I asked them to return to their seats and use their plans to construct their own drafts.

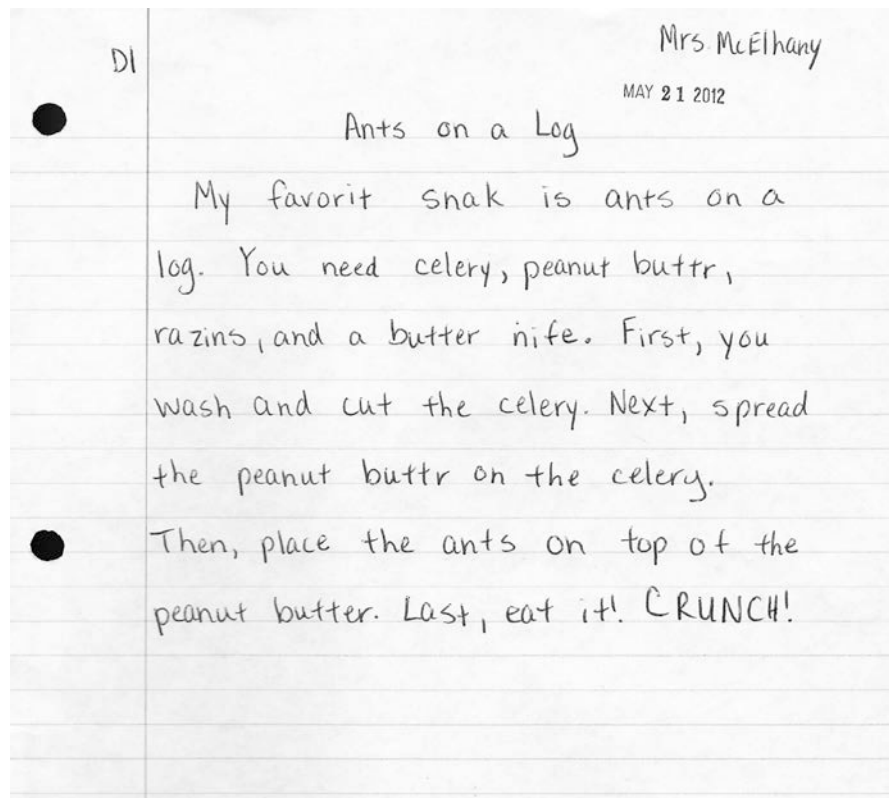


Figure 21. Teacher modeled draft one: how to make a favorite snack

Expository Texts: How to Make Your Favorite Snack Student Work

Students were asked to make plan and write how to make their favorite snack. Plans included a list of ingredients followed by a Flow Map to sequence how to make a snack. Students were asked to use sequence words: first, next, then, and last as part of their plans and drafts. Peer conferences were conducted between the construction of draft one and draft two.

Focus Case Student Rick's How To Make Your Favorite Snack Work

Rick chose to write instructions for a peanut butter apple snack. His plan included a list of ingredients followed by a Flow Map to visually show the steps for constructing his favorite snack. Each step in his Flow Map as an command action to *get* something. The action varies in the third direction with the use of the tool to *spread* the peanut butter onto the apples.

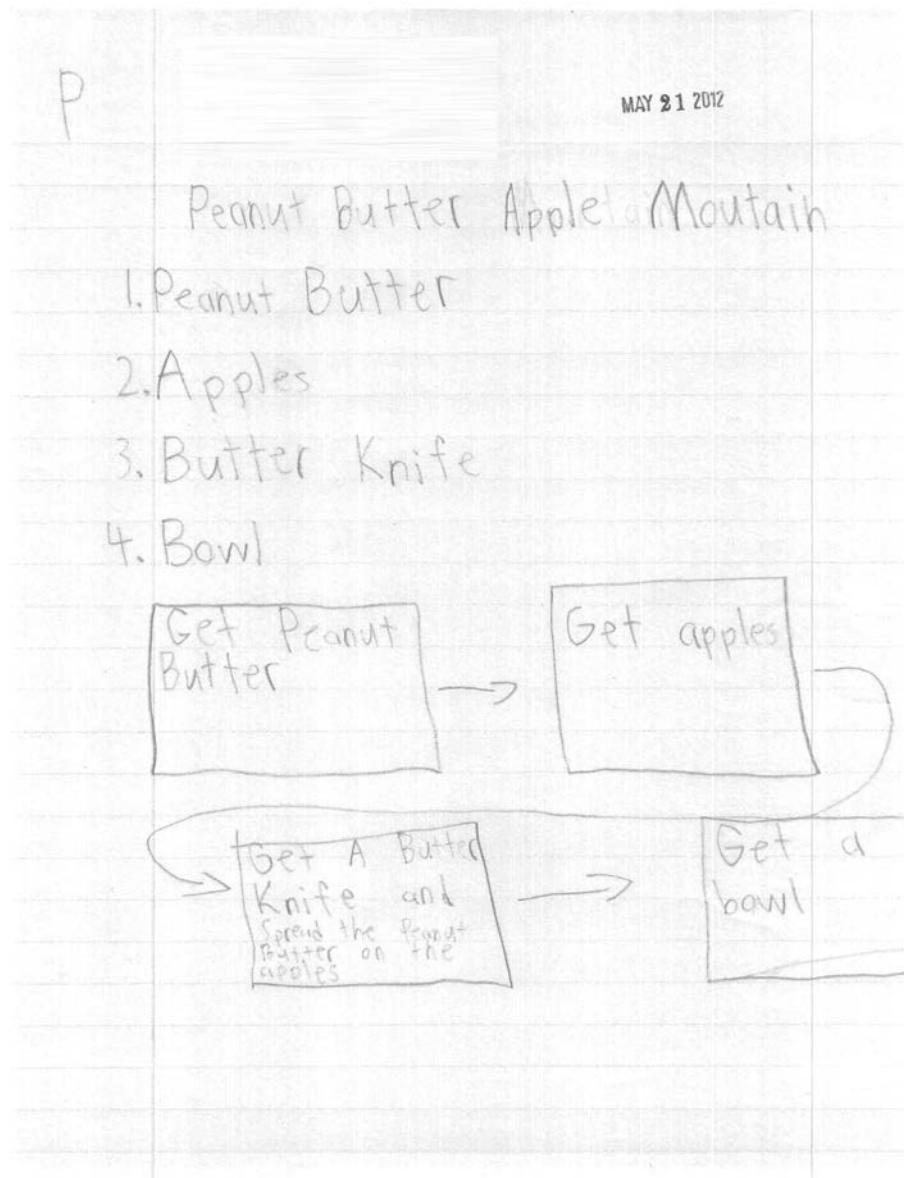


Figure 22. Rick's plan for how to make your favorite snack.

Rick's first draft follows the teacher modeled first draft. Rick used the same opening statement, but changed the name of the snack. He also used sequence words *first*, *next*, *then*, and *last*. Rick also used the same large print onomatopoeia as modeled in the teacher example.

Rick used phrases directly from his plan in the body of his first draft. He does add an additional ingredient of caramel at the end of his first instruction giving the reader the option of using peanut butter or caramel to construct the snack. Rick also edited the phrase “peanut butter apple mountain” in the second sentence to the simple word “it.”

The peer conference conducted between the first and second draft did not yield any changes in Rick’s draft. During the conversation, the pair of students only read each other’s work, but did not suggest any changes. Rick did ask his partner why he added “CRUNCH!” to the end of his work if his snack did not require ingredients that would make noise when eaten. His partner replied he only added it for fun.

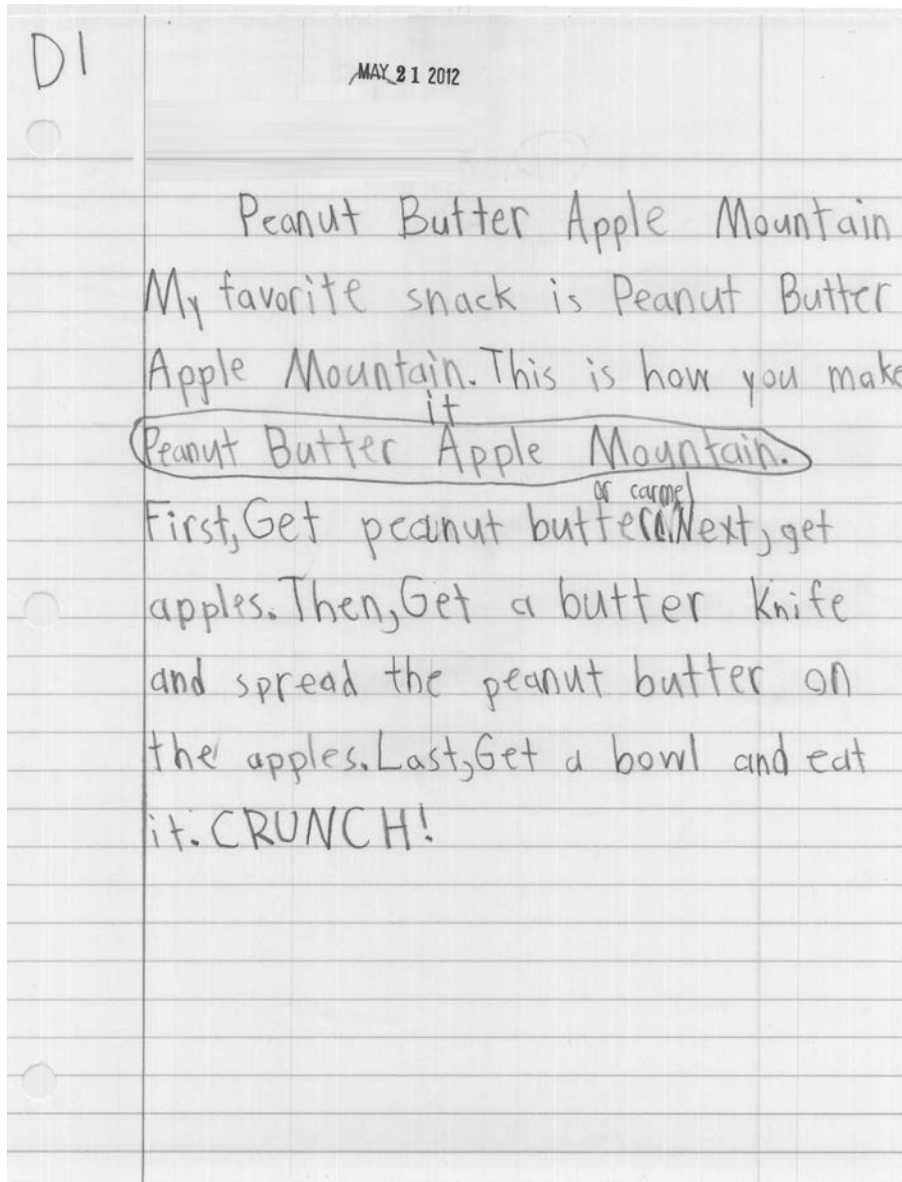


Figure 23. Rick's draft one for how to make your favorite snack

For Rick's second draft, he chose to alter the title and ingredients in his snack. He added caramel as an alternative to peanut butter. He did keep the phrase change he edited in draft one. Throughout the second draft, any place that had the

ingredient option of peanut butter was also followed by “or caramel.” In the final instruction, Rick adds that the reader must “put the apples together.”

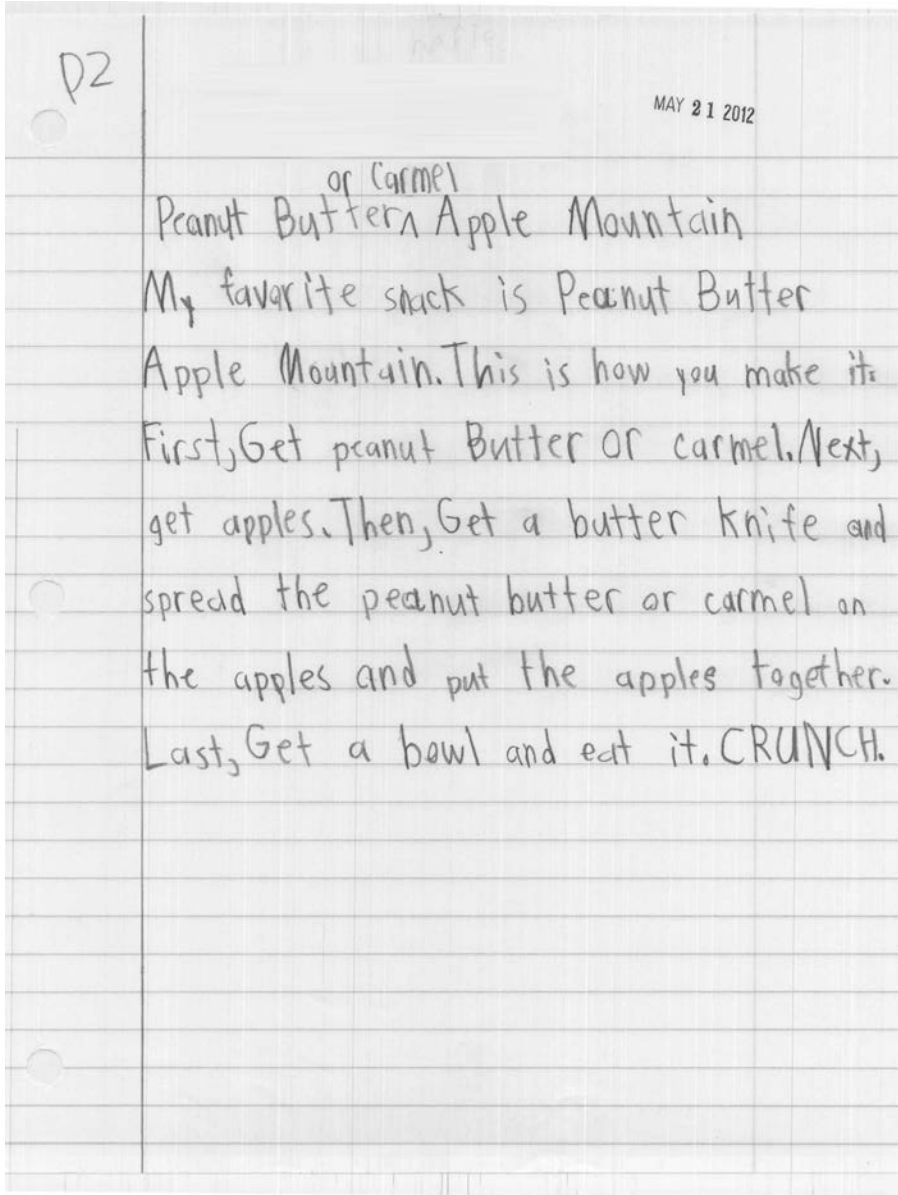


Figure 24. Rick's draft two for how to make your favorite snack

Focus Case Student Carol's How To Make Your Favorite Snack Work

Carol had a difficult time getting started on this particular task. She chose several different options to write about, started a plan, then erased. She finally settled on making s'mores her favorite snack. In her plan, Carol made a list of ingredients and drew a picture to illustrate the final product. She also constructed a Flow Map with each step needed to construct a s'mores. Along with each written instructional step, Carol also illustrated each one.

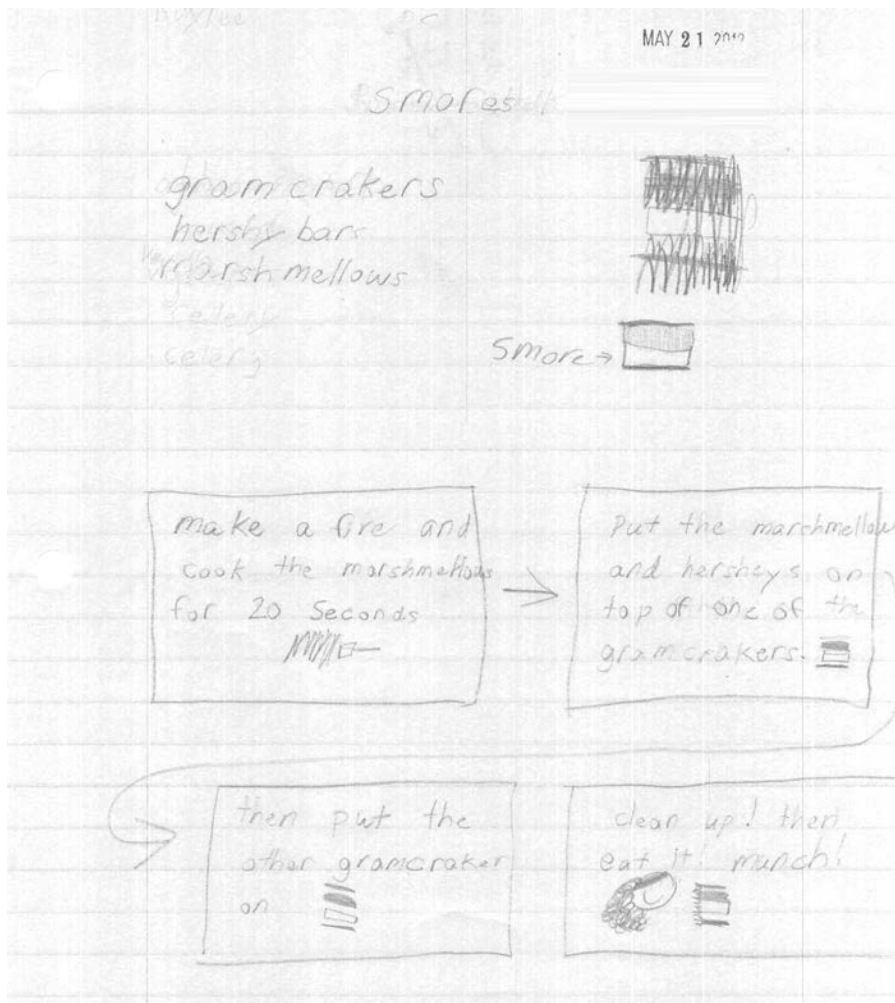


Figure 25. Carol's plan for how to make your favorite snack

Carol's opening statements in her first draft follow the teacher modeled example. She tells the reader what the snack is and the ingredients needed to make it. The body of her draft consists of the phrases used in her plan. She does use sequence words *first* and *then*. Carol does vary steps two and three of her plan. Her plan was very specific with the order of ingredient placement. However, she is less specific in her first draft with where to place the ingredients. Carol also uses a large print onomatopoeia word for emphasis as modeled in the teacher writing sample.

Carol's peer conference between the first and second draft did not yield any changes for her writing. She and her partner only read each other's drafts, but did not discuss any possible changes or questions.

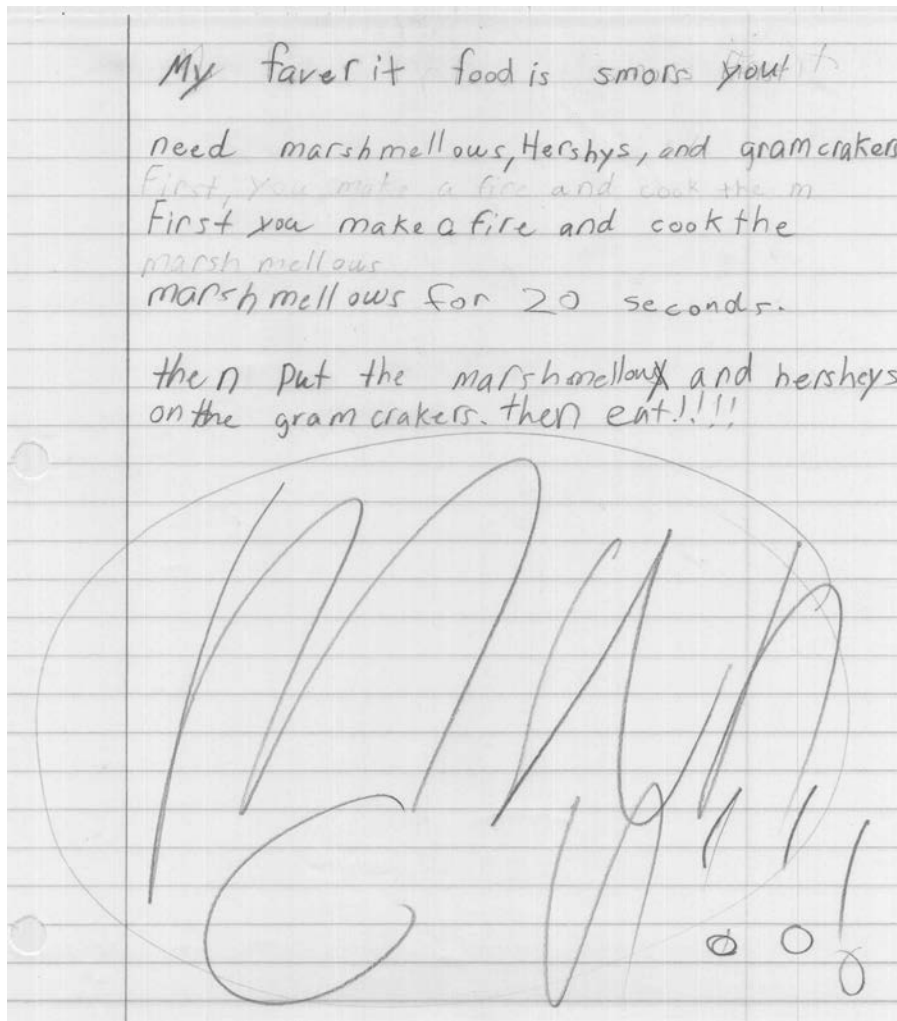


Figure 26. Carol's draft one for how to make your favorite snack

Carol's second draft is similar to draft one. However, she changes the first instruction entirely. Instead of building a fire and cooking the marshmallow over the open flame, she chose to cook the marshmallows in a microwave. I am not sure what prompted the change in instructions.

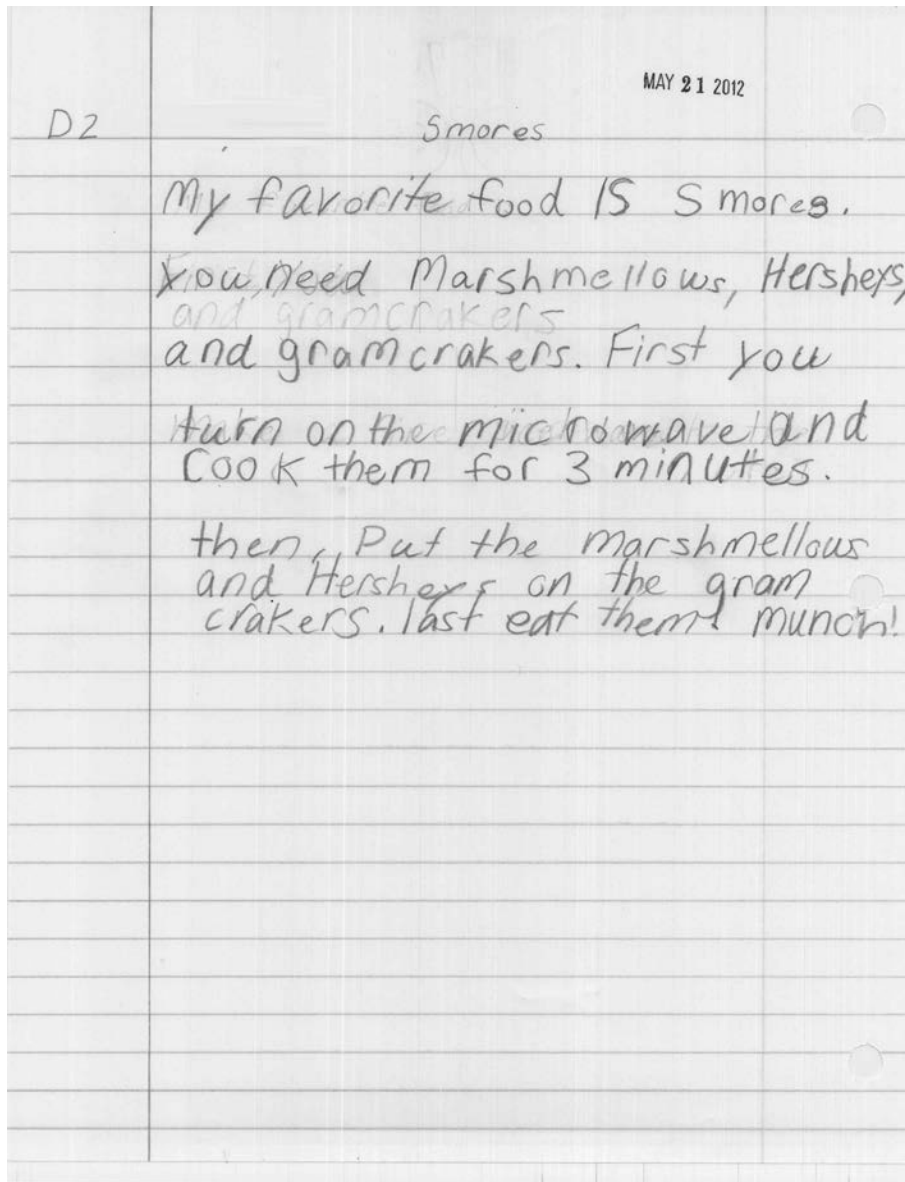


Figure 27. Carol's draft two for how to make your favorite snack

Focus Case Student Michonne's How To Make Your Favorite Snack Work

Michonne's plan for making her favorite snack is a hybrid list of ingredients and directions to follow. She starts the list with two items needed to make peanut butter toast. She suggests a butter knife and bread. The final three items on her

plan are directions for making and eating the snack. Michonne did not construct a Flow Map to sequence the steps for making her snack.



Figure 28. Michonne's plan for how to make your favorite snack

Michonne followed the teacher-modeled example for her opening statements. She told the reader what snack to make and followed by the listing of

her ingredients and instructions from directly from her plan. She did use sequence words *then* to direct the reader to the next step in the process. Her draft ended with a directive to eat the snack in large bold print for emphasis much like the teacher modeled example. The only difference between Michonne's draft one and two was the changing of the word in the opening statement from *food* in draft one to *snack* in draft two.

Michonne's peer conference did not yield any changes between her first and second draft. She and her partner only read each other's work. She attempted to get her partner to change the spelling of a word in his draft, but he refused to accept her suggestion. They did not discuss Michonne's writing.

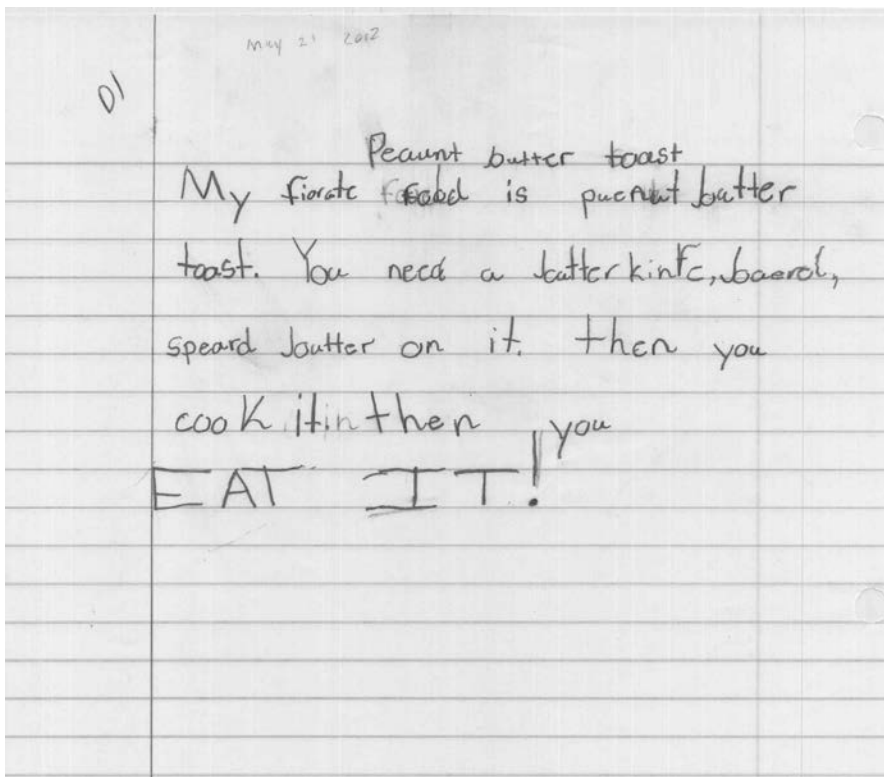


Figure 29. Michonne's draft one for how to make your favorite snack

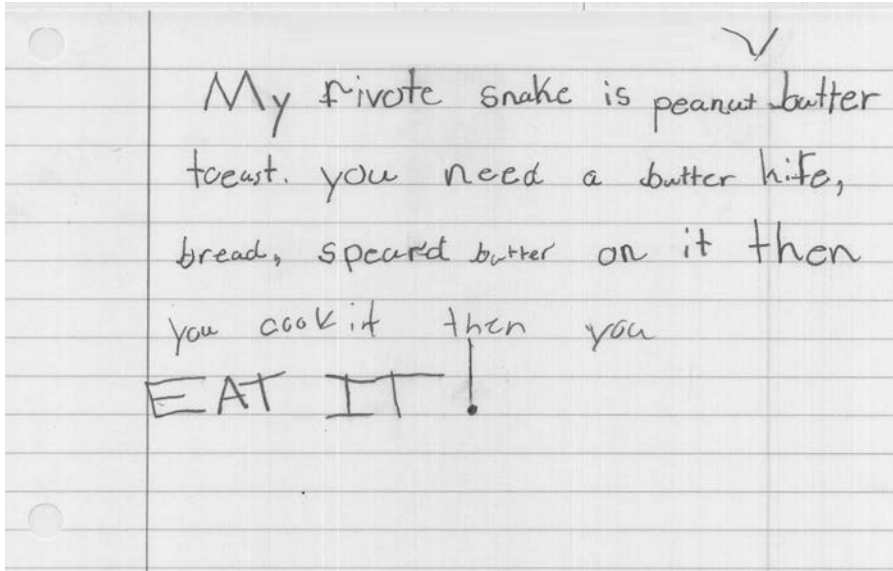


Figure 30. Michonne's draft two for how to make your favorite snack

Expository Texts: How to Writing Directions to a Location

The second type of expository text I planned to review was another type of how to writing, but it involved writing directions to a location. I read aloud a text about maps and directions to activate students' prior knowledge and familiarize them with directional words for this type of writing.

After the read aloud, I conducted a quick planning exercise for my students to perform with a partner. I gave each pair a notecard with a place in our classroom written on it. With their partner, I asked students to write directions how to get from their desk to the place listed on the card in our classroom. For this activity, I chose the partners and did not give any directions about how to plan or write the directions. Figures 31-35 are examples of Rick, Carol, and Michonne's partner work for this activity.

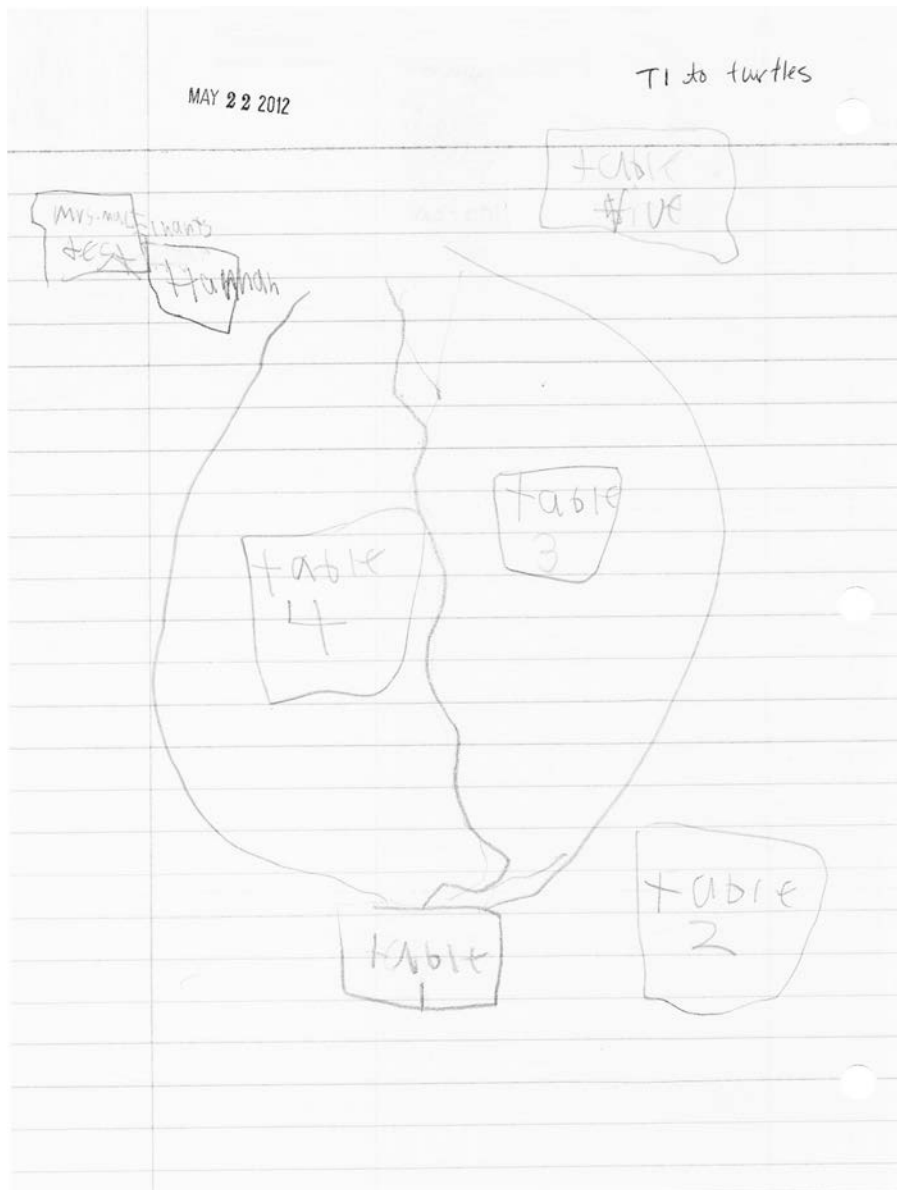


Figure 31. Rick and Hershel's plan for giving directions from their desks to the turtle tank. They used picture representations with labels for room objects. They also drew a line to show the path to take.

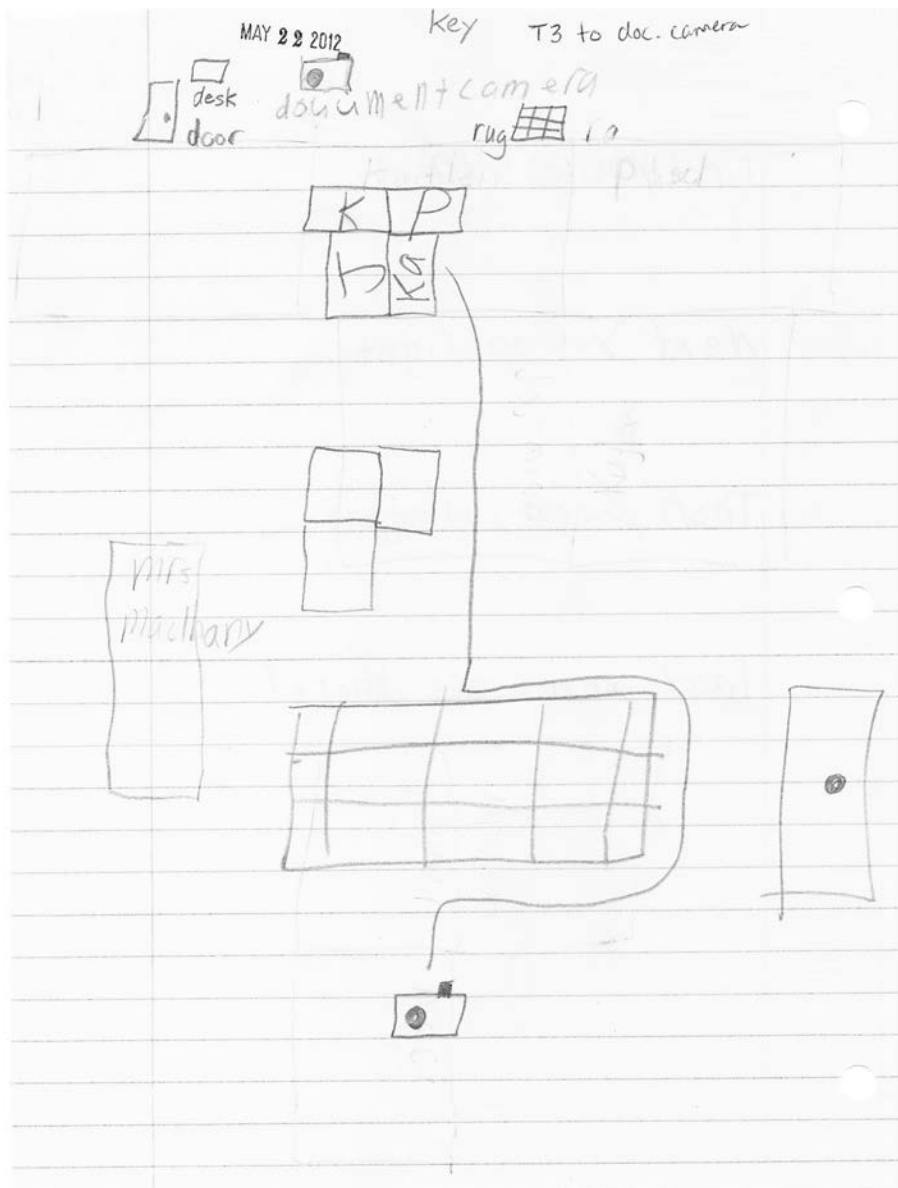


Figure 32. Carol and Dale's plan for giving directions from their desks to the classroom document camera. They drew a map with a key. They also drew a path to guide the reader.

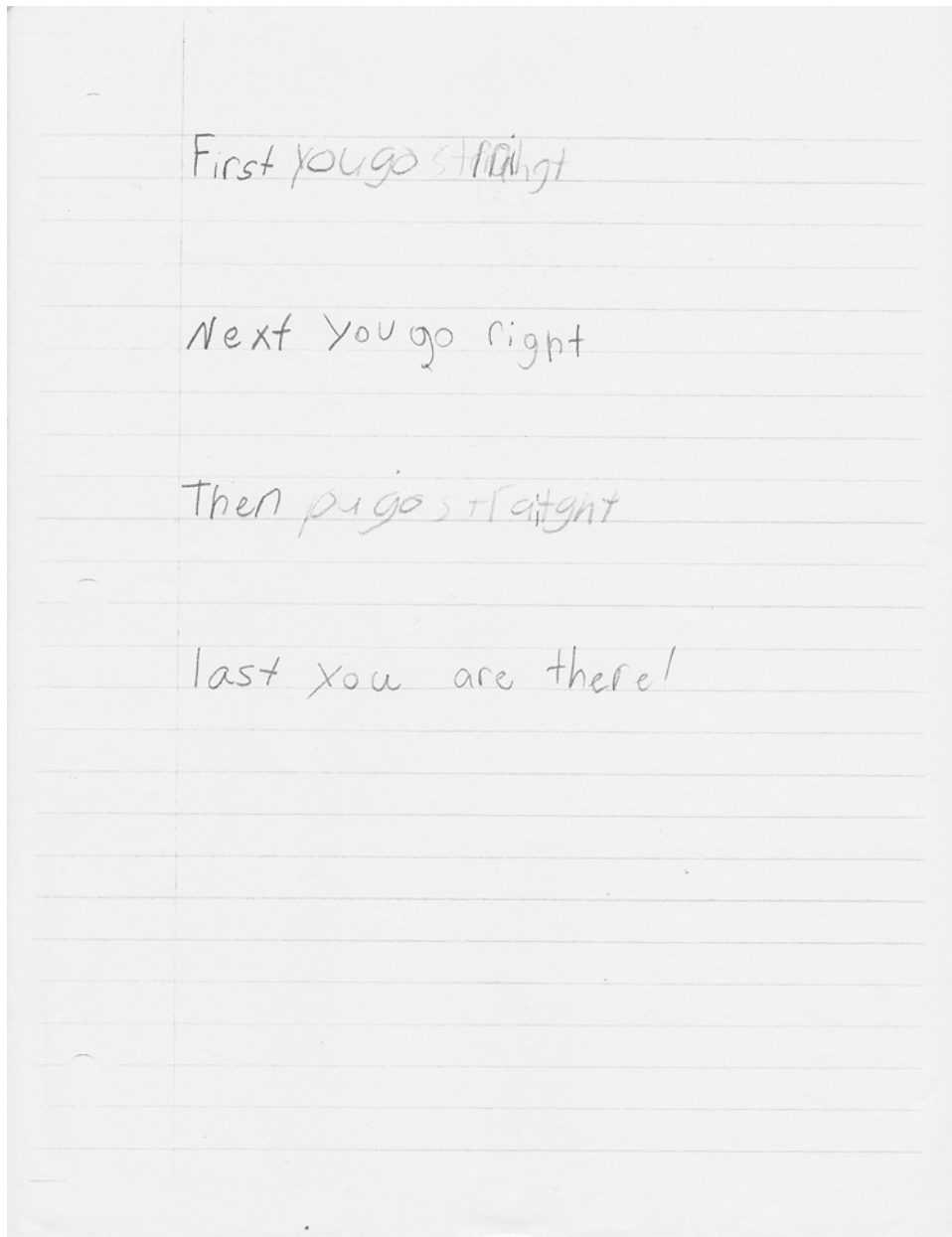


Figure 33. Carol and Dale's written directions from their desks to the classroom document camera. They used sequence and directional words.

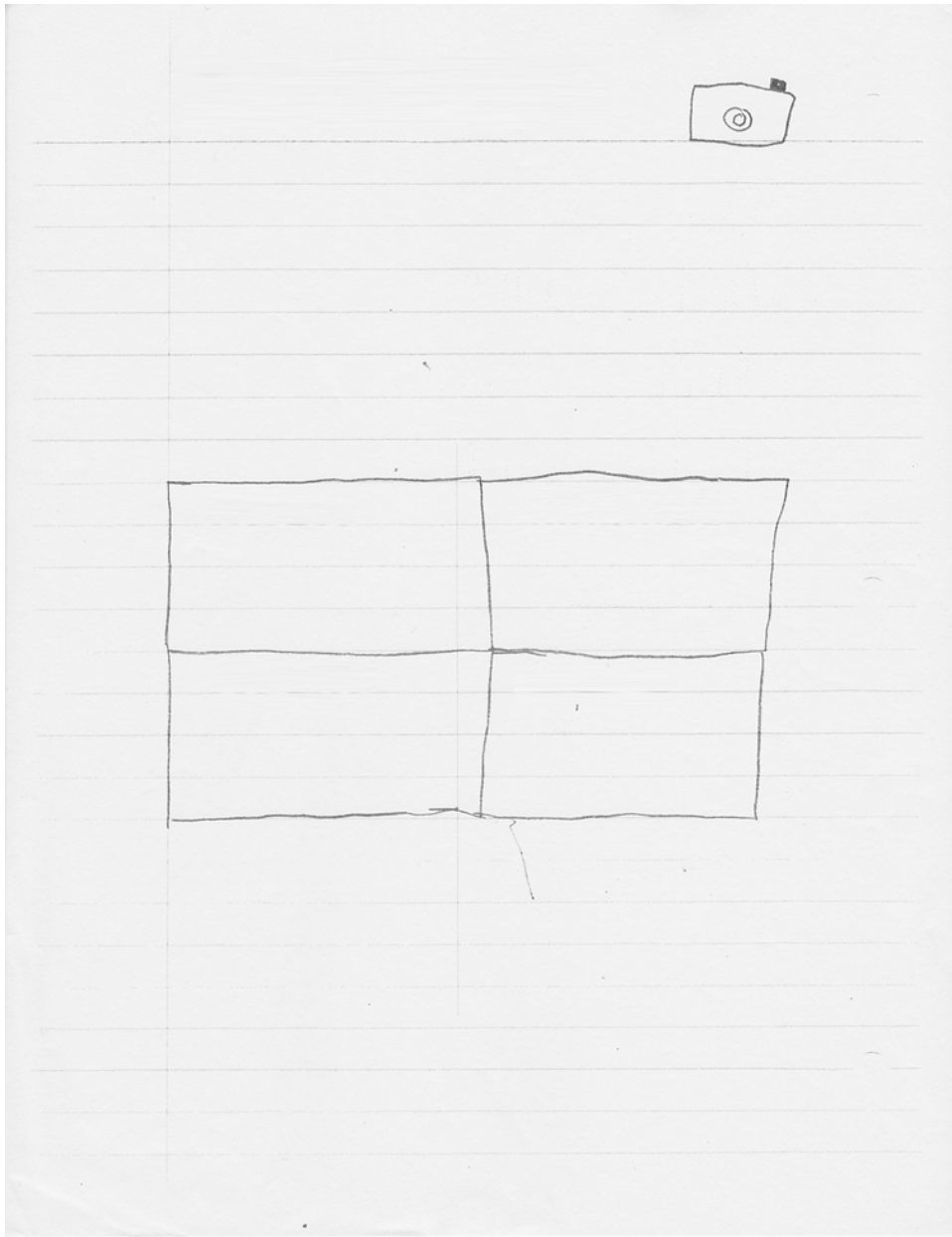


Figure 34. Michonne and Sasha's plan for giving directions from their desk to the classroom computers. They drew pictures of the desks and labeled them and a picture of the computer without a label.

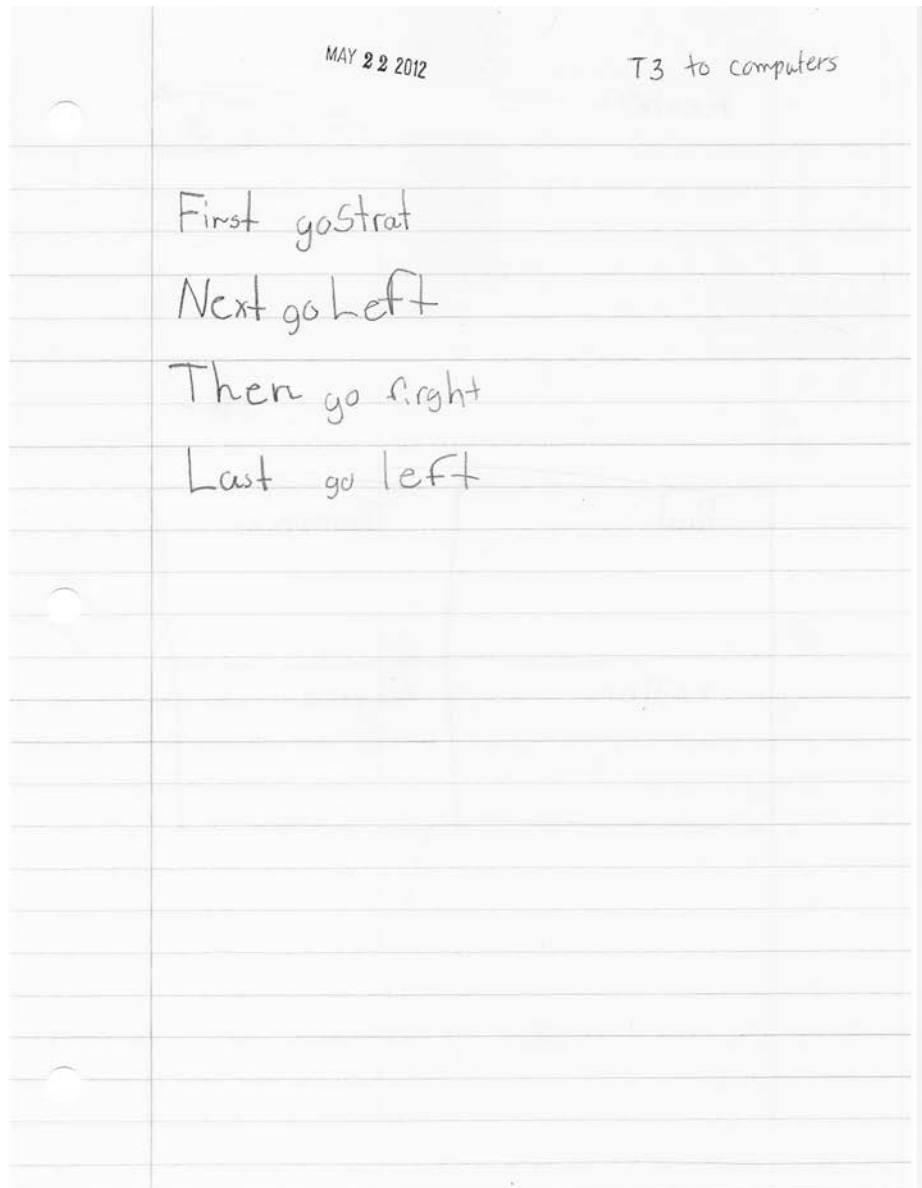


Figure 35. Michonne and Sasha's written directions from their desk to the classroom computers. They used sequence and directional words.

[

When the pairs of students had finished their written directions, I called the class back to the rug. I had students act out each other's written directions to emphasize the importance of directional words, symbols on maps, and writing detailed instructions for the reader.

For the next part of the writing assignment, I used a textbook example for my sample text. I called attention to the structure of the text: topic sentence, body, and closing statement. As we viewed the sample text together, I pointed out directional words like left or right, look ahead, straight, etc. I also discussed details the boy had written in his text.

As a class, we made a list of places in our school. This was the first part of the plan for this assignment. After we made the list together, I asked students to choose one place in our school that they would write directions to from our classroom.

For the purpose of audience, I asked my students to pretend they were writing directions for a new student in our class. This new student needed directions to various places in our school from our classroom. I charged students with the task of creating a plan for their location. I encouraged students to draw maps or make lists for their plans. I did not model a plan for this how to writing, but relied on the textbook example as a model.

After my students drafted their plans, I asked them back to the rug for the construction of draft one. I continued to rely on the textbook example for the construction of draft one. We reviewed the sample text in the book and discussed

the structure of the text: topic sentence, body, and closing statement. I left this text on the document camera as students went back to their seats and used their plans to construct draft one of their directions.

In the previous lesson, I had students act out the directions they wrote with a partner. I decided to have students act out the directions they wrote in draft one for the location directions. We took the written directions and attempted to follow them word for word. As a class, we rarely made it to the destination written in the draft. As we walked around our school building, we would stop and discuss what each student needed to change to improve his or her directions for the reader.

Table 14

Excerpt Transcript from Walkabout How to Direction Lesson

| | |
|---------------|--|
| Mrs. McElhany | No? Ok, we're going to follow Hershel's directions. His title is "How you get to the library." Did he tell us where we were going? |
| Class | Yes. |
| Mrs. McElhany | Ok, I'll read his directions first. (reading) <i>This is how you get to the library. First, you leave the classroom. Next you go west. Then west again. When you see the library and that is how you get to the library. Have fun reading.</i> |
| Hershel | I should have said to get out of the pod. |
| Mrs. McElhany | Ok, what else do you think about your writing so far? |
| Hershel | Uh, it's kinda bad. |
| Mrs. McElhany | What do you mean, bad? |
| Class | loud discussions |
| Mrs. McElhany | Hang on a second. Hershel's giving his critique of his writing. |
| Hershel | I didn't add enough details on how to get to the library. I should have said get out of pod. |
| Mrs. McElhany | Ok. |

(Continued)

Table 14 cont'd

| | |
|---------------|---|
| Hershel | And go half way down the skinny, fat hall, then turn west, then turn west. |
| Mrs. McElhany | Ok, now I hear many of you talking about this word west. |
| Unknown | What's west? |
| Unknown | You can't turn west! |
| Unknown | West is a different way. |
| Mrs. McElhany | Okay. Andrea? Oh, hang on a second. Andrea has permission. Andrea has permission. She raised her hand. |
| Andrea | The new kid, he, he or she probably doesn't know west. So, he'll probably not know which way to go. |
| Mrs. McElhany | Ok, raise your hand if you know where west is. From where we are standing right now, where is west? Wow. We've got many different directions and hands pointing different ways. |
| Hershel | I thought, Mrs. McElhany, I thought that when Rick said that was west. |
| Rick | Cause on his picture that he drew I put north, east, south, and west. |
| Mrs. McElhany | Oh, but do I have his picture with me? No. So if I didn't have my picture, have you given me enough directions to make it to the library? Shaking his head no. Ok, are you already thinking in your mind what you're going to do when you get back? What are you going to do? |
| Hershel | I'm going to revise and change it. |

By acting out their own directions, students were able to identify missing details, directional miscues, and revisions that needed to be made. Upon returning from class after our walk-about the school, I charged students with the task of making revisions to their first draft.

Expository Texts: How To Writing Directions to a Location Student Work

Drawing a map for details and adding labels for clarity was modeled in the textbook and mini-lesson. Students were not given explicit instructions to follow

the lesson model, but were free to choose how they planned for writing their directions.

Focus Case Student Rick's How To Writing Directions to a Location Work

Rick chose to write directions from the classroom to the school library. For his plan, he first wrote a list of directions using directional words such as straight, right, and left. Then, Rick drew a map with labels of places one might pass on the way to the library. Rick also drew a line on his map to show the path to follow for arrival at the destination.

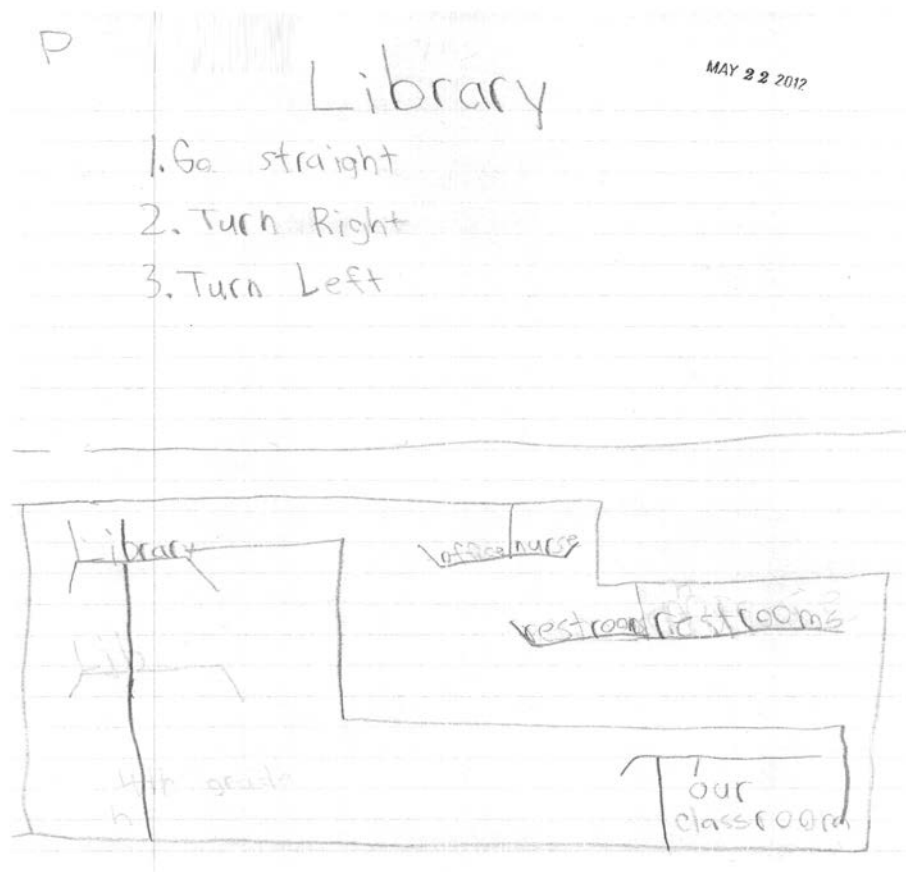


Figure 36. Rick's plan for directions to the school library from the classroom

Rick's first draft tells the reader the destination in the opening statement. Rick followed the example sentence starter from the textbook example: "This is how to get to the _____ from the _____." He used sequential words like *first*, *next*, and *last*. Rick relied on his map plan he drew to construct the directions. The only direction words he used were *turn right*. Instead, he used location markers as a point of reference for the reader. For example, "Next, if you turn left you'll see the 3rd grade pod." Rick was specific with the details in the directions he wrote despite the minimal reference to the original plan.

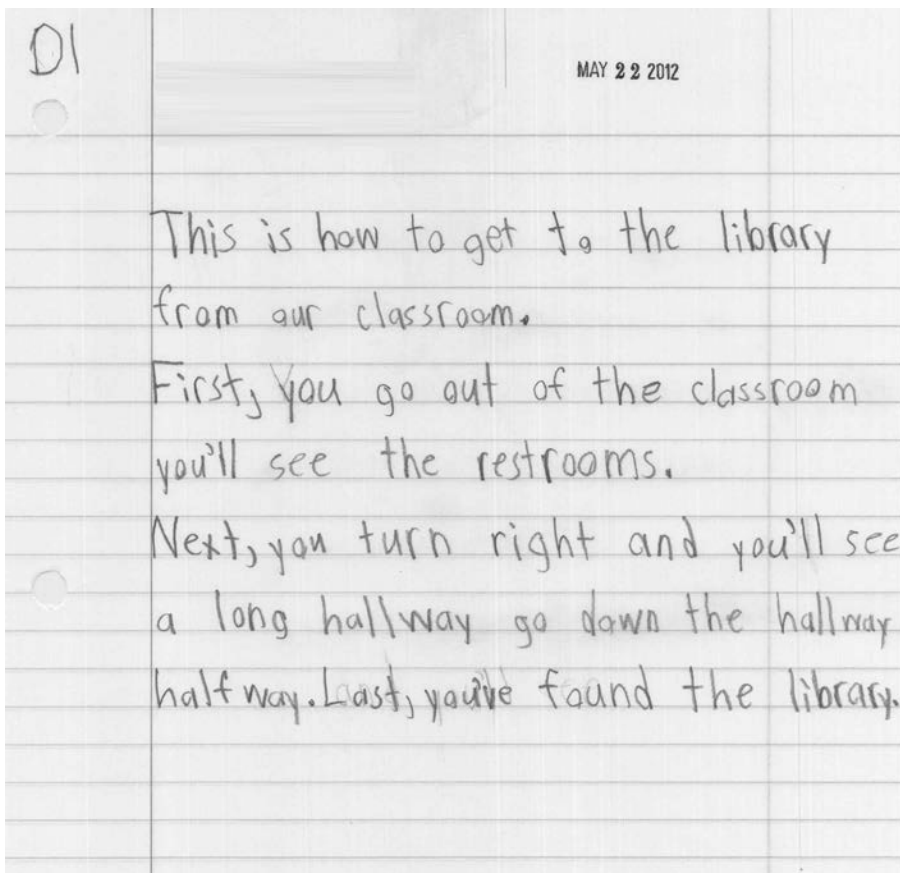


Figure 37. Rick's first draft for directions to the school library from the classroom

During the class walkabout to test Rick's directions, the class was able to easily follow Rick's directions he had written in his first draft. At the end of the reading and following his directions, Rick did not feel there was anything he needed to change because we had arrived at the intended destination. Table 15 is an excerpt from the walkabout lesson with Rick.

Table 15

Excerpt from the Walkabout Lesson Using Rick's Written Work

| | |
|---------------|--|
| Mrs. McElhany | We have Rick. Let's see if you can figure out where we're going. This is how to get to the library from our classroom. Did he tell us where we were going? |
| Class | Yes. |
| Mrs. McElhany | I like his topic sentence. It tells me exactly where I am going and from where. He says, "First you go out of the classroom. You'll see the restrooms. Next, you turn right and you'll see a long hallway. Go down the hallway, halfway. Last, you found the library." |
| Carl | So, don't go all the way. |
| Mrs. McElhany | Don't go all the way, he said go halfway. Do you think he gave us enough details to make it there? |
| Class | Yes. |
| Mrs. McElhany | Ok, let's see. We're out of the classroom. Do you see the restrooms? |
| Class | Yes. |
| Mrs. McElhany | Ok, let's keep going. Turn right. Oh, stop right there. It says (reading) <i>Next, you'll see a long hallway, go down the hallway halfway. Last, you found the library.</i> |
| Unknown | We didn't. We have to go straight. |
| Daryl | No, we found it right here. |
| Mrs. McElhany | Are we halfway down the hall? Yes, we are. What do you think about your writing Rick? |
| Rick | I don't know. |
| Mrs. McElhany | Do you think you gave enough details? Is there anything you'd want to add or take away? |
| Rick | No. |

Upon returning to class, Rick constructed draft two of his directions. His draft did not vary much from the original. The only exception was the added detail to which bathroom the reader would see. He also left out the word “pod” from his description of the 3rd grade pod. Figure 38 is Rick’s second draft.

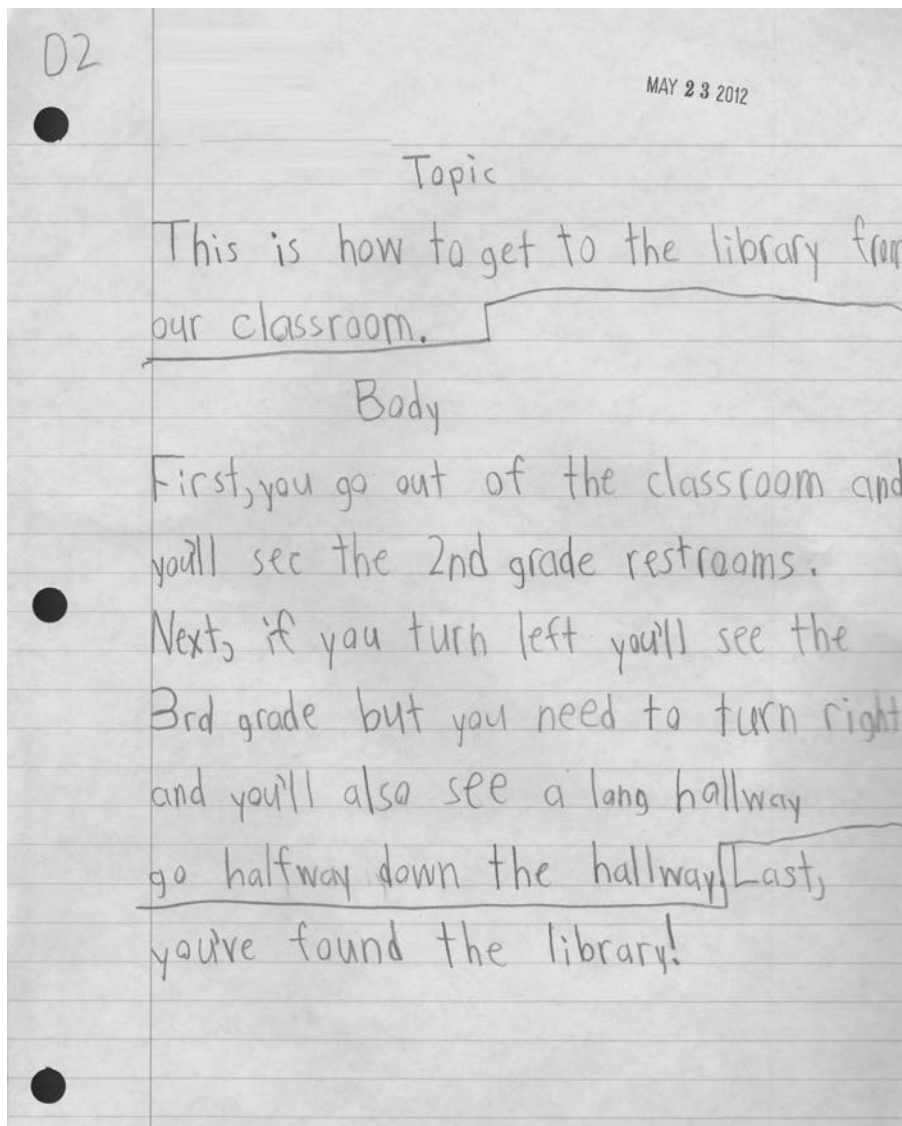


Figure 38. Rick’s second draft of how to direction writing

Focus Case Student Carol's How To Writing Directions to a Location Work

Carol's plan for her written directions included a drawn map from the classroom to the kindergarten pod in the school. She drew specific rooms and places in the building and labeled them on the map. She also drew a line to show the reader the path to take to the destination. Figure 39 is Carol's plan.

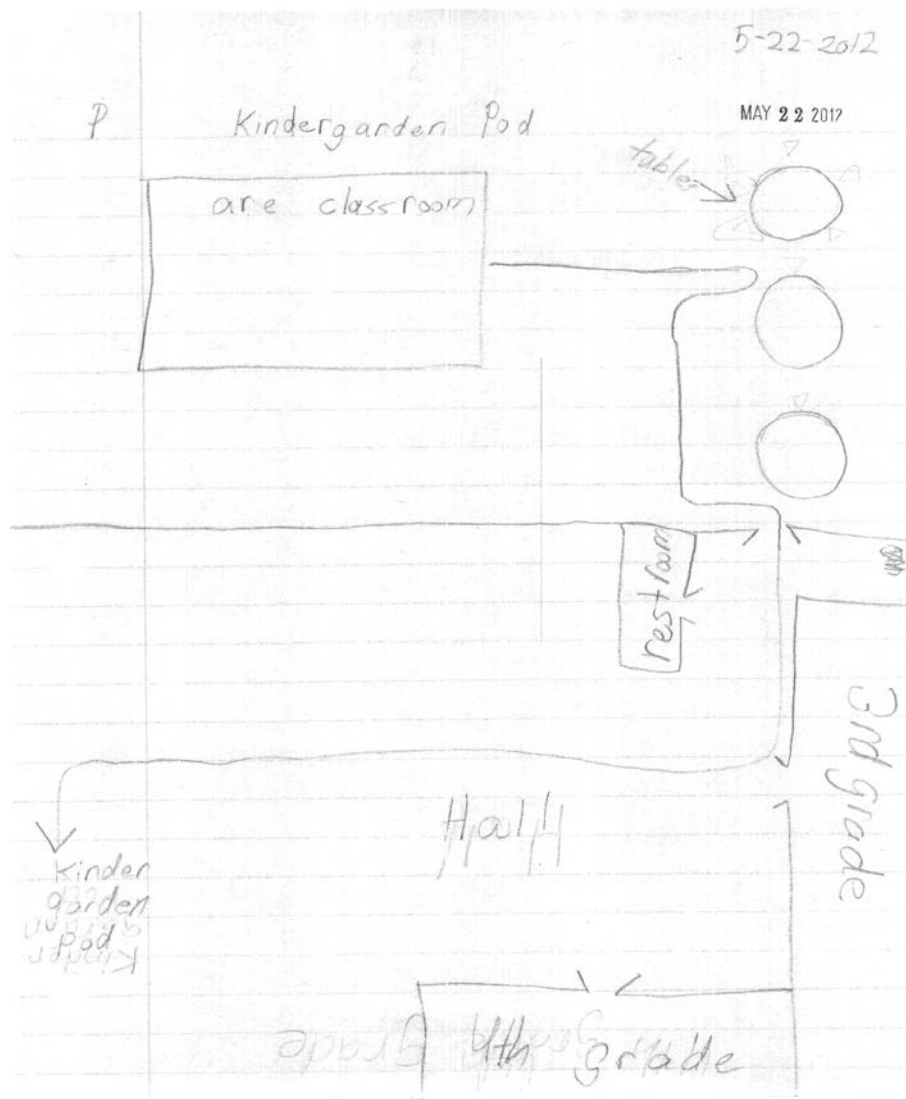


Figure 39. Carol's plan for directions from the classroom to the kindergarten pod

In Carol's first draft, her opening statement tells the reader the destination. She also used the textbook example sentence starter: "This is how to get from the _____ to the _____." Carol used sequential words: *first*, *next*, *then*, and *last* to give directions. In her directions, she uses the names of places located on her map plan. Her closing statement also uses an example sentence from the textbook: "You are at _____." Carol also has a couple of places in her text that she edited herself. The first being the deletion of "and the" and addition of a detail in the sentence that names the places the readers will pass on the way to the kindergarten pod. She also added a specific detail and landmark for the reader prior to the entrance to the destination. Figure 40 is Carol's first draft for her how to directions to a location in the school.

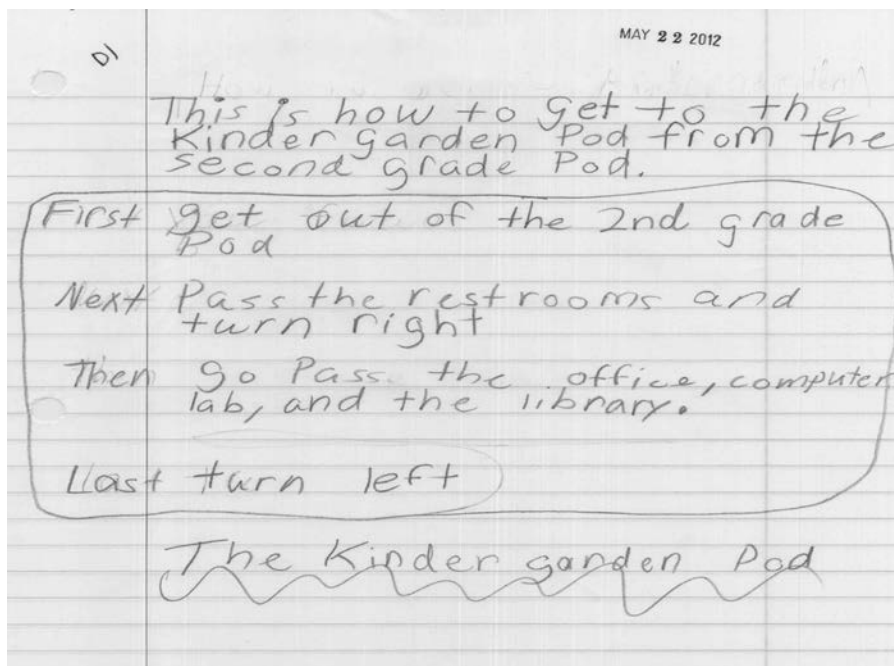


Figure 40. Carol's first draft for the how to directions to a location

During the walkabout lesson, Carol's written instructions from her first draft were easy to follow. The class was able to follow the directions and arrive at the destination. Table 16 is an excerpt from the walkabout lesson transcript as students followed and discussed Carol's written directions. There is not much dialog from Carol. However, another student, Lori, has an epiphany about her own writing during the discussion about Carol's.

Table 16

Excerpt from the Walkabout Lesson Using Carol's Written Work

| | |
|---------------|---|
| Mrs. McElhany | All right. Ok these instructions are from our classroom and the first one we are going to follow is Carol. Now, listen to see if she gives us, in her topic sentence, the location of where we're going. (reading) <i>This is how to get to the kindergarten pod from the second grade pod.</i> Raise your hand if you heard, in the topic sentence, the main idea of where we were going. I see lots of hands. All right, here's her first instruction. (reading) <i>First, get out of the second grade pod. Next, pass the restrooms and turn right.</i> Let's follow those instructions. (reading) <i>First get out of the second grade pod.</i> Did we do that? |
| Class | Yes. |
| Mrs. McElhany | Did we pass the restrooms? |
| Class | Yes. |
| Mrs. McElhany | (reading) <i>Next turn right.</i> Are we going right? |
| Class | Yes. |
| Mrs. McElhany | She says, (reading) <i>Then go past the office, computer lab, and the library.</i> Let's make sure we're walking. Oh good, you're stopping right there. Ok, did we go past the office? |
| Class | Yes. |
| Mrs. McElhany | The computer lab? |
| Class | Yes. |
| Mrs. McElhany | And the library? |
| Class | Yes. |

(Continued)

Table 16 Cont'd

| | |
|---------------|--|
| Mrs. McElhany | Ok, and she says, (reading) Last, <i>turn left</i> . All right. Do we have to go a little further? |
| Lori | Mrs. McElhany? |
| Mrs. McElhany | Ok, we have turned left. And the last thing she says, (reading) The <i>kindergarten pod</i> . |
| Lori | Mrs. McElhany? |
| Mrs. McElhany | What do you think? Good directions? |
| Class | Yes. |
| Mrs. McElhany | Yes. |
| Hershel | It's right here. Passed these walls. |
| Lori | I accidently put left on the kindergarten pod. |
| Mrs. McElhany | Ok, so remember that when you get your writing back. All right, so did she give enough details? |
| Class | Yes. |
| Mrs. McElhany | Did she tell us where we were going? |
| Class | Yes. |

Carol's second draft varies somewhat from her first. She changed 2nd to the word *second* in the first direction written. Her final direction is detail specific. In her first draft this detail was added "when you see Mrs. Elrod's room turn left to the orange pod." In the second draft, Carol writes, "Last you see a sign that says Mrs. Elrod turn left you have reached your destination." The addition of the word *destination* replaced the phrase "You are at the kindergarten pod." Figure 41 is Carol's second draft.

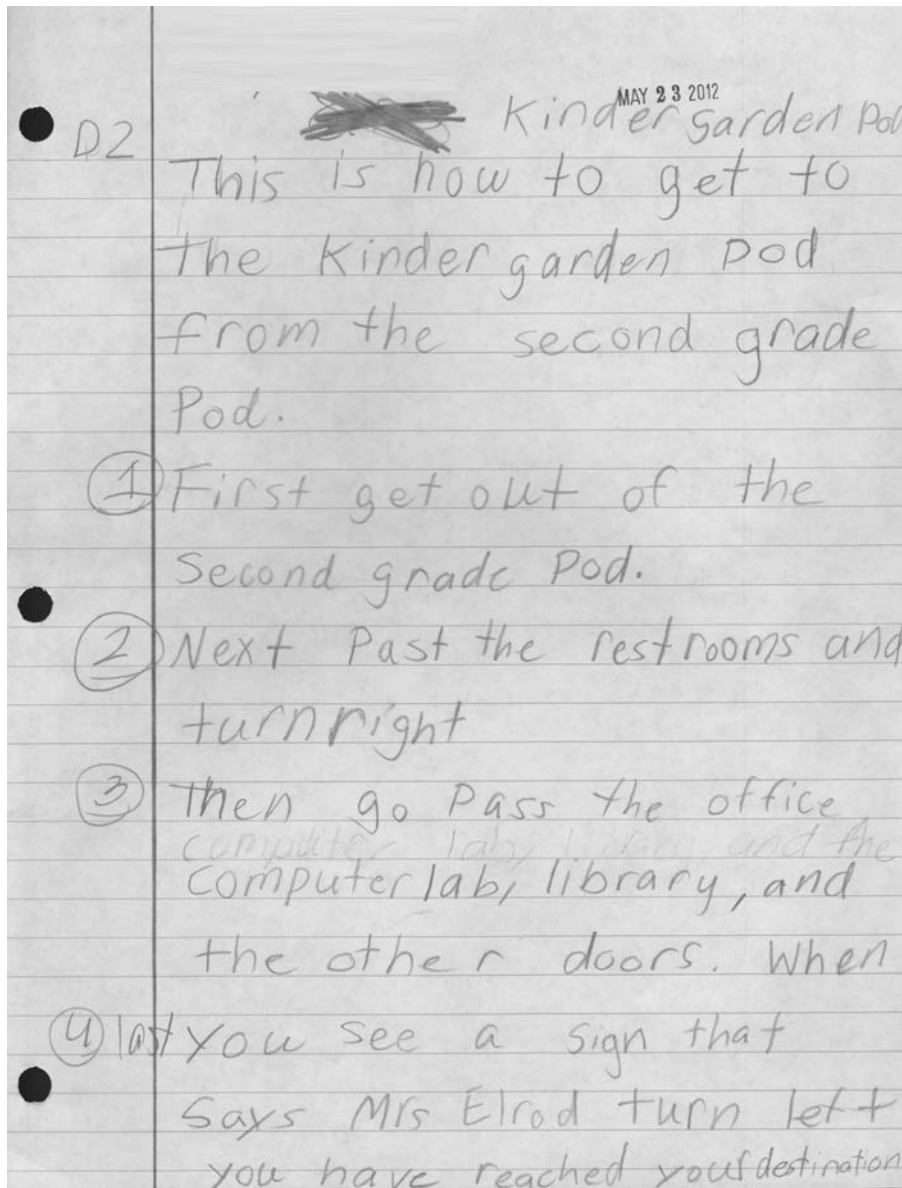


Figure 41. Carol's second draft for the how to directions to a location

Focus Case Student Michonne's How To Writing Directions to a Location Work

Michonne's plan for her written directions was an actual draft. Michonne did not draw a map or any pictures for her plan. She titled her plan "Gym." Her first

sentence tells the reader it is easy to get to the gym. Michonne used a sequence word *first* and two direction words *straight* and *right*. Figure 42 is Michonne's plan.

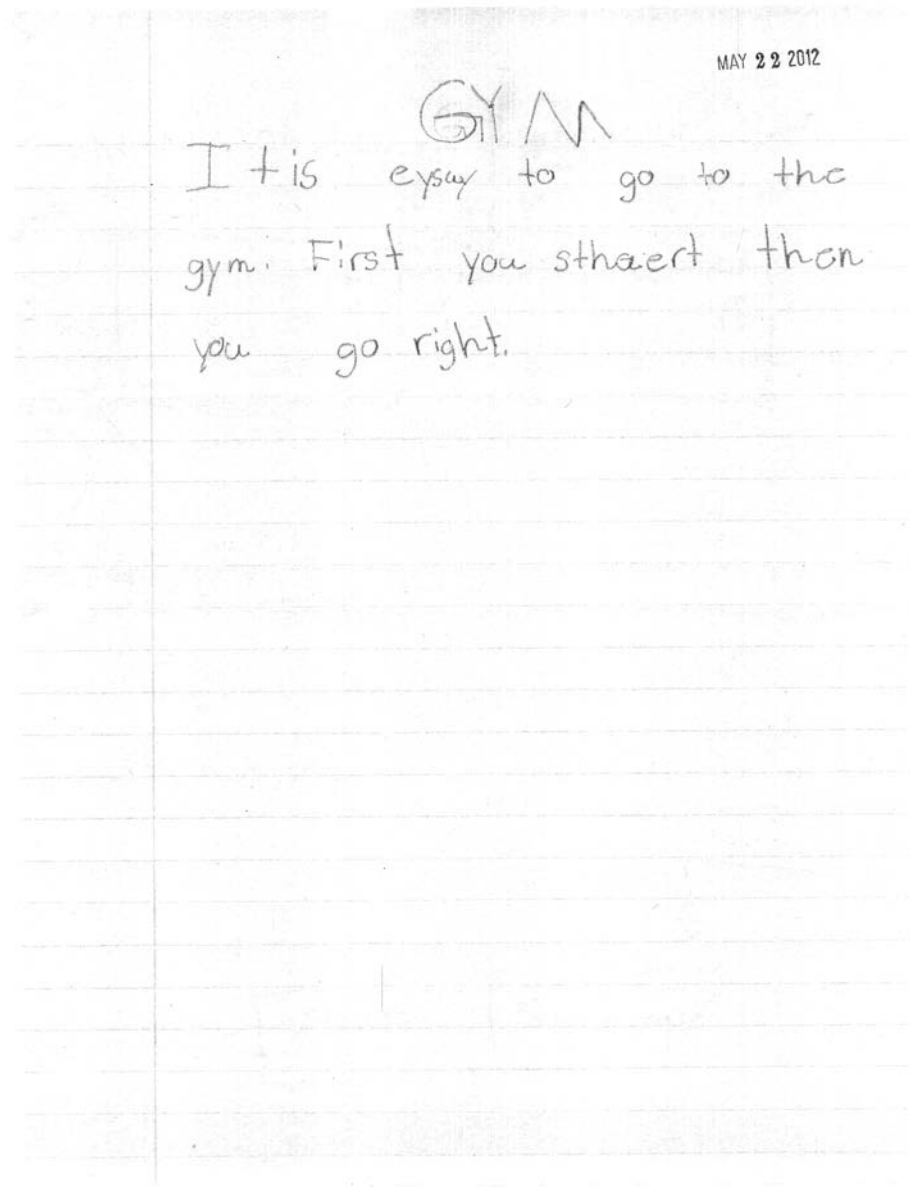


Figure 42. Michonne's plan for directions from the classroom to the gym

Michonne's first draft only varies from her plan draft by the addition of an opening statement. It is similar to the sentence structure introduced in class via the

textbook. Her sentence only tells the reader the destination and not the starting point. The rest of Michonne's first draft is a direct copy of her plan. Figure 43 is Michonne's first draft.

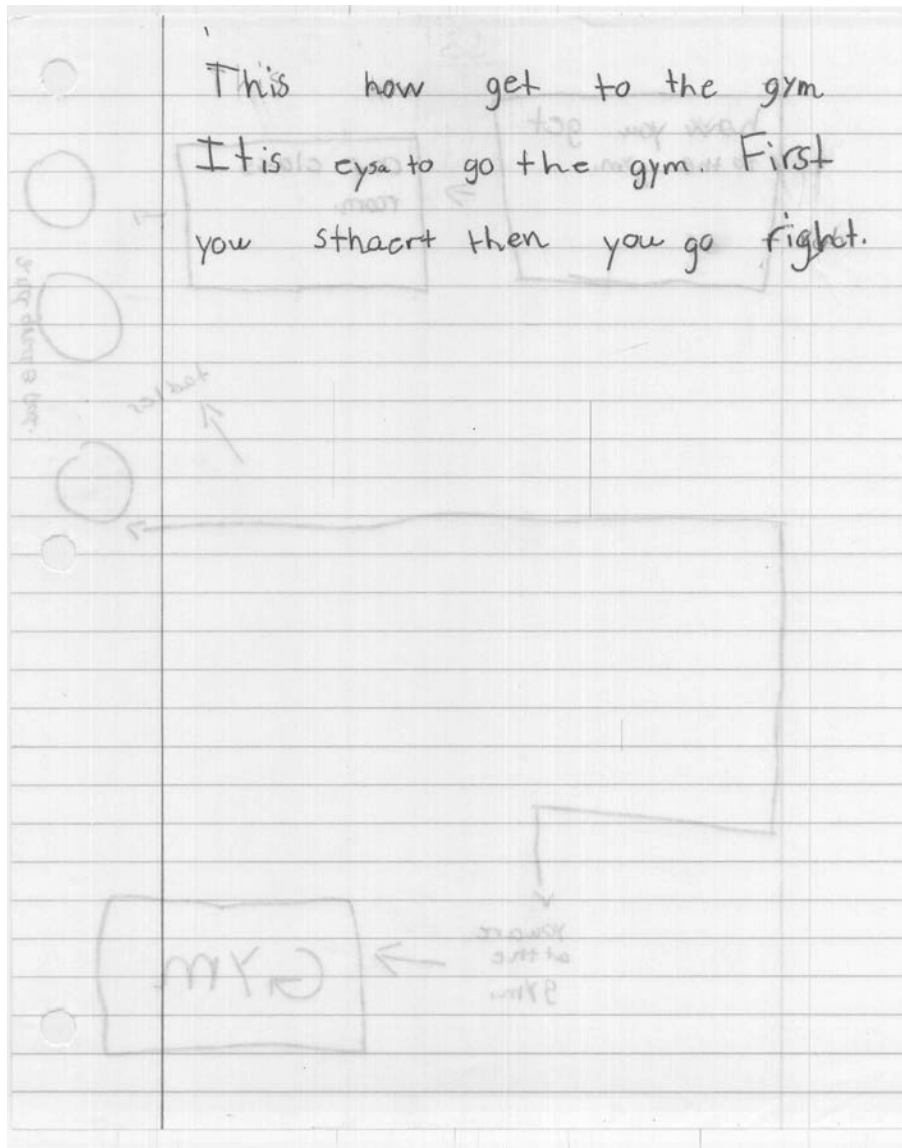


Figure 43. Michonne's first draft of her directions from the classroom to the gym

During the walkabout lesson, Michonne quickly assessed her own work by saying it did not make sense. I pressed her to elaborate, but she only said, "Words are messed up." Another student and myself asked how she could fix it and she mentioned word order. Another students suggested adding details related to specific locations to help with clarity. One student commented that Michonne's work was confusing. Michonne said she would revise her work when she returned to class. Table 17 is an excerpt from the walkabout lesson that used Michonne's written work.

Table 17

Excerpt from the Walkabout Lesson Using Michonne's Written Work

| | |
|---------------|---|
| Mrs. McElhany | Ok, all right, we have Carol. (reading) <i>This how you get to the gym. It is easy to go the gym. First you go, first is straight. Then you go right.</i> Now you've heard your writing out loud, what do you think about it? |
| Carol | I don't make any sense. |
| Penny | Words are messed up. |
| Mrs. McElhany | Words are messed up. So what are you going to do about it? |
| Penny | Fix it! She's going to fix it and make it better. |
| Mrs. McElhany | How can you fix it? |
| Carol | Put the right words in order. |
| Mrs. McElhany | Do you have enough details? |
| Carol | Yes. |
| Mrs. McElhany | You do? (reading) <i>First you straight, then you go right?</i> |
| Carol | No. |
| Sophia | She could have put some other words in it to make sense so you will understand. |
| Mrs. McElhany | Ok, to understand her writing. |
| Sasha | You can add details going past the restrooms and the kindergarten pod. |

(Continued)

Table 17 cont'd

| | |
|---------------|--|
| Mrs. McElhany | Did you hear, Carol? Did you hear Sasha? Can you say it again? |
| Sasha | She can add details like going passed the restrooms and the kindergarten pod. |
| Unknown | Did she say potty or pod? |
| Mrs. McElhany | Pod. |
| Maggie | She didn't give enough details. |
| Mrs. McElhany | She didn't give enough details. |
| Bernadette | It's confusing because... |
| Mrs. McElhany | Bernadette says it's confusing. Why? |
| Bernadette | Because she left out words and if you...if you forget words it can sometimes be confusing. |
| Mrs. McElhany | Ok, so tell us what you're going to do when you get back. |
| Carol | Revise. |
| Glenn | Revise and check. |
| Mrs. McElhany | Revise what? |
| Carol | My writing and see if it makes sense. |

Upon returning to class, Michonne completed a second draft of her written directions. Her second draft begins with a complete copy of her first draft. At the end of her second draft, she adds the details discussed during the walkabout. She tells the reader they have arrived at the destination, then tells them they will pass the computer lab, science lab, and the restroom. Her second draft directions are unchanged and the additional details are out of order. Figure 44 is Michonne's second draft.

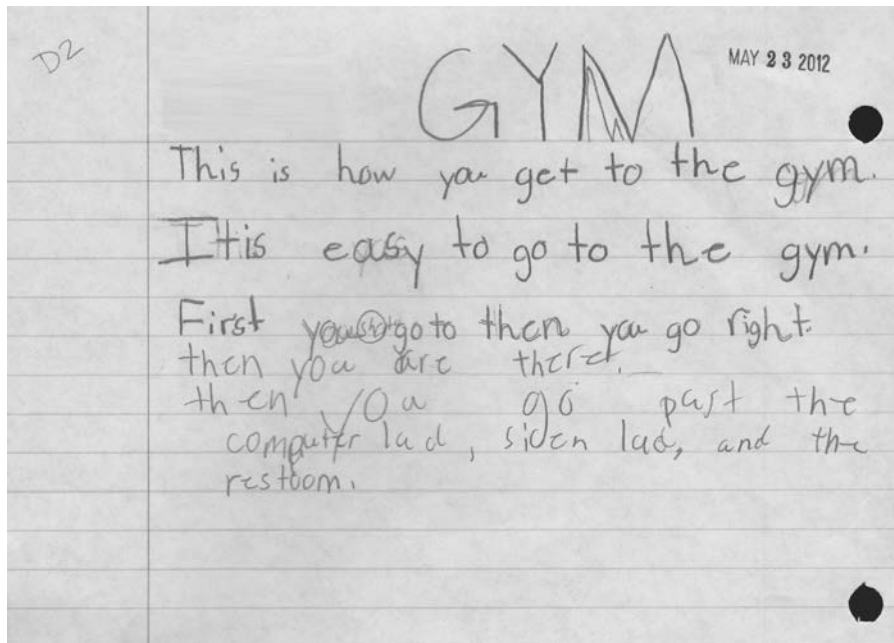


Figure 44. Michonne's second draft of her directions from the classroom to the gym

Expository Texts: Non-fiction Animal Report

The final type of expository text I planned for my students was a non-fiction animal research report. I chose a non-fiction text because it followed our science and English language arts (ELA) research TEKS. My students, especially the boys, had also taken a recent interest in writing animal stories during free choice time. I also chose animals as the topic because I needed an interesting topic to motivate my students who were becoming increasingly antsy for summer vacation.

I used the textbook as an example for the research report. As we viewed the sample report together, I emphasized the report structure. The textbook example had a title, beginning, middle, and end. For each part, I noted details the report had for the reader.

After we reviewed the textbook example, I modeled how to organize a plan for a research report using a Tree Map. Since I wanted my students to answer specific questions about their animals, I included four headings in my Tree Map: What does it look like?; Where does it live?; What does it eat?; and Any Interesting Facts. After I modeled planning for the research report, I sent my students back to their seats to begin researching and constructing their own plans.

I encouraged my students to choose the animal they were going to research. Our school librarian provided our class with a variety of non-fiction texts about various animal species. Students selected their text, read, and answered questions about their animal. Questions students were asked to answer included: What does it look like?; Where does it live?; What does it eat?; and Any interesting facts?

Although I modeled a tree map prior to students researching their own animal, I did not specifically tell students they had to plan using a tree map for their report. I left the planning process open for their choosing for two reasons. I was curious who would use a plan. And, if a plan were used, what type of planning tool would they choose to construct their plan. In my observations, I noticed most students chose to use a tree map to plan.

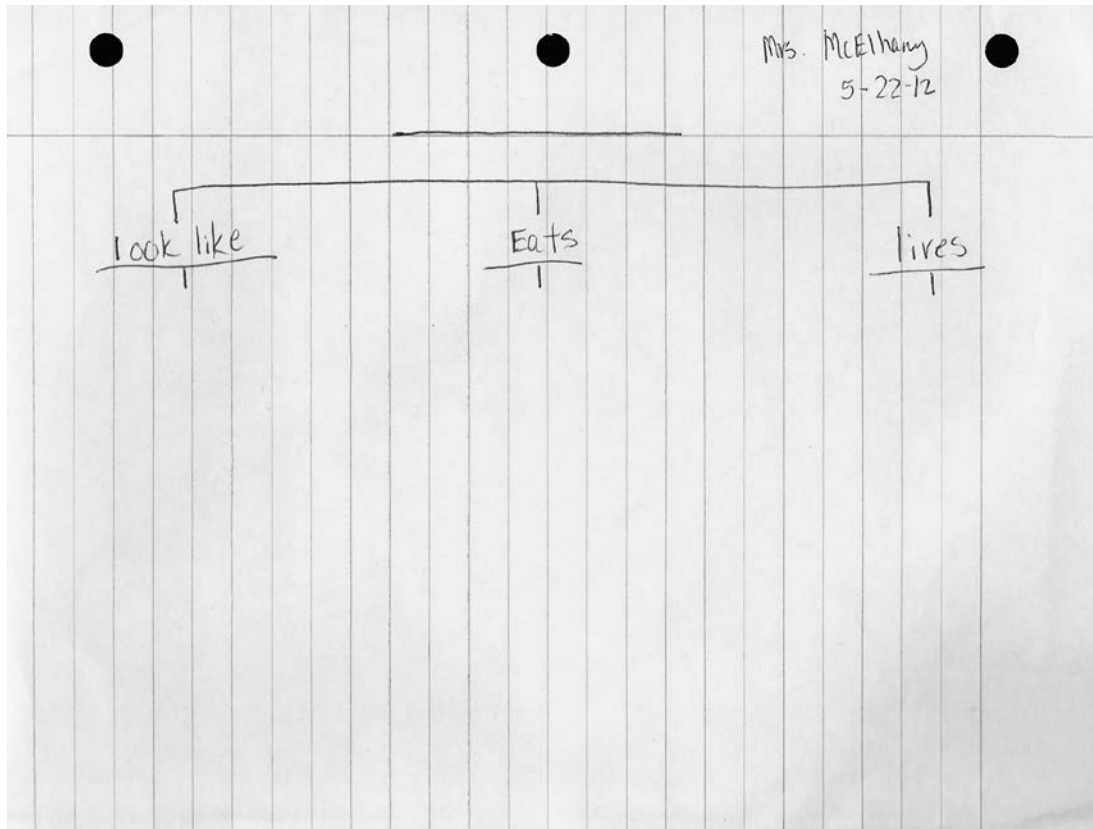


Figure 45. Teacher modeled plan: Tree Map for the animal research project

My students were excited about the animal research. They came into class asking to work on their projects. After students had collected information from their texts and other sources, I asked them to organize their information into a plan before writing draft one. I did not model a plan for this part of the assignment. I wanted to see what type of planning tool they would use. I observed that most students constructed their plan using a flow map. A flow map sequences events or information.

I planned for students to construct a first draft of their research project. However, their plans were so details with information, I chose to have them use

their Flow Maps to construct their animal research into a booklet format. I laid out the page format as a flow map on the board with specific instructions on where the pictures and text should be in the book. I had students publish a final text in a book format for sharing in class.

Expository Texts: Non-fiction Animal Report Student Work

Students were encouraged to choose the animal they wished to research for this writing assignment. I modeled a Tree Map to organize information followed by a Flow Map to sequence the information collected for a draft. Students were not directed to construct a plan, but they were encouraged to use any method they chose to construct a plan. Students used the information gathered to construct an animal fact book for the final written work.

Focus Case Student Rick's Non-fiction Animal Report Work

Rick chose to research lions for his animal report. He constructed a Tree Map like the teacher-modeled example. He used labels *looks like*, *eats*, and *lives*. Under each branch of the Tree Map, Rick made a list of facts collected in his research. For the second part of his plan, Rick constructed a Flow Map. He planned the sequence of his final published booklet starting with the cover. Rick elaborated on the details from the Tree Map in each box of the Flow Map. He placed words and phrases into sentences to be used in his final draft.

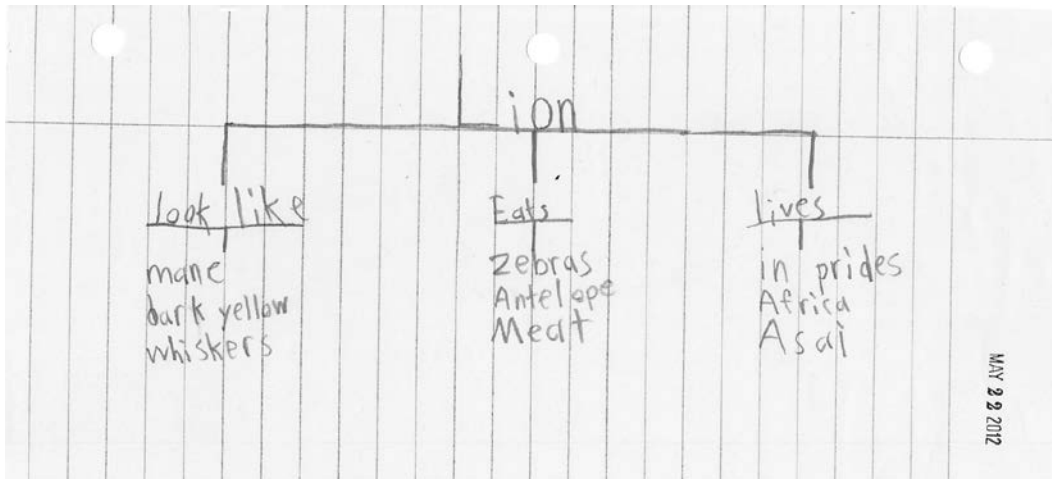


Figure 46. Rick's non-fiction animal report plan

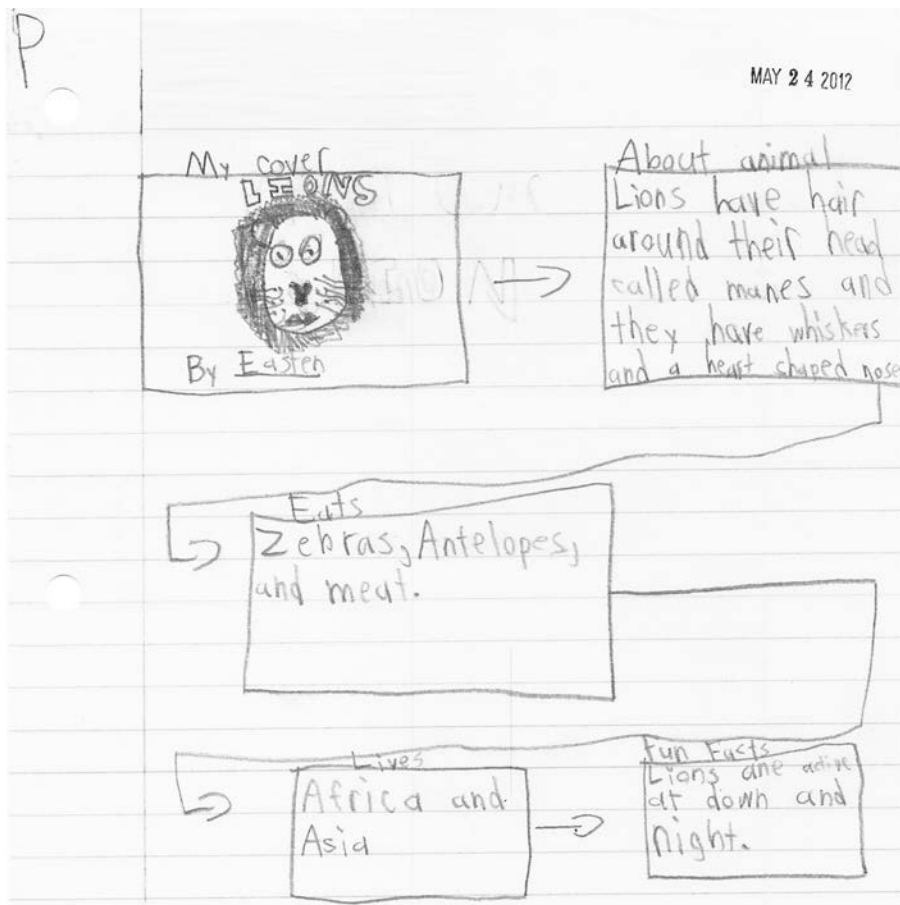


Figure 47. Rick's non-fiction animal report Flow Map plan

Rick's published booklet (See Figures 48-52.) varies somewhat from his Flow Map plan. The first page describes the lion's mane, fur and eye color, and their whiskers. The description of the eye color is an additional fact not in the original plans. The second page explains what lions eat. Rick includes additional facts not in the original plan about what lion cubs and adult lions drink. Page three describes the place where lions live. Rick used the facts from his plan and wrote them into a complete sentence. The final page was the additional fun facts students were encouraged to add to the project. Rick chose to describe the life of a lion and one additional physical fact. The physical fact about lions weight was not in the original plan.



Figure 48. Rick's non-fiction animal report published booklet: cover page

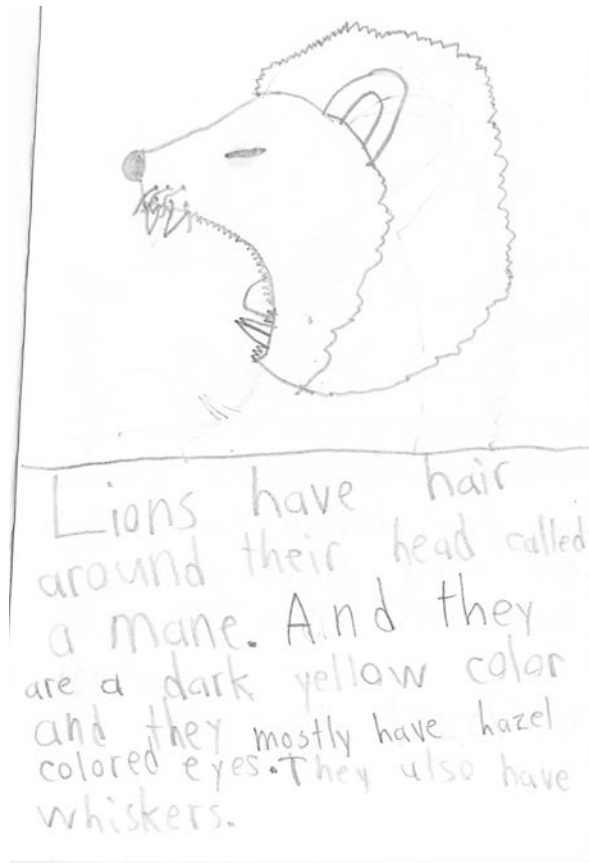


Figure 49. Rick's non-fiction animal report published booklet: page one

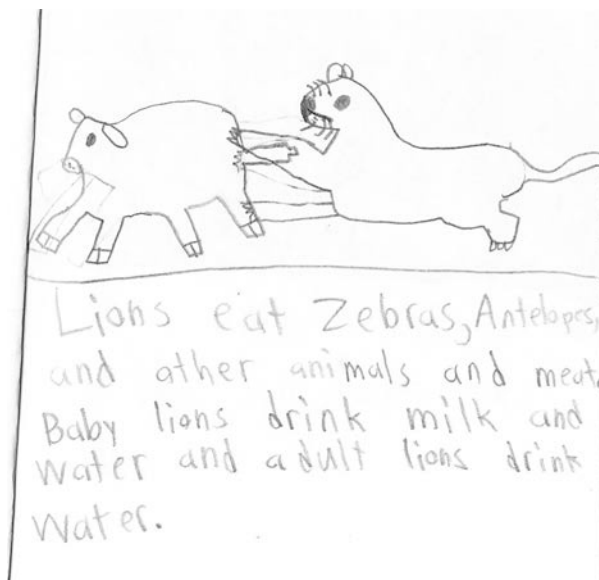


Figure 50. Rick's non-fiction animal report published booklet: page two

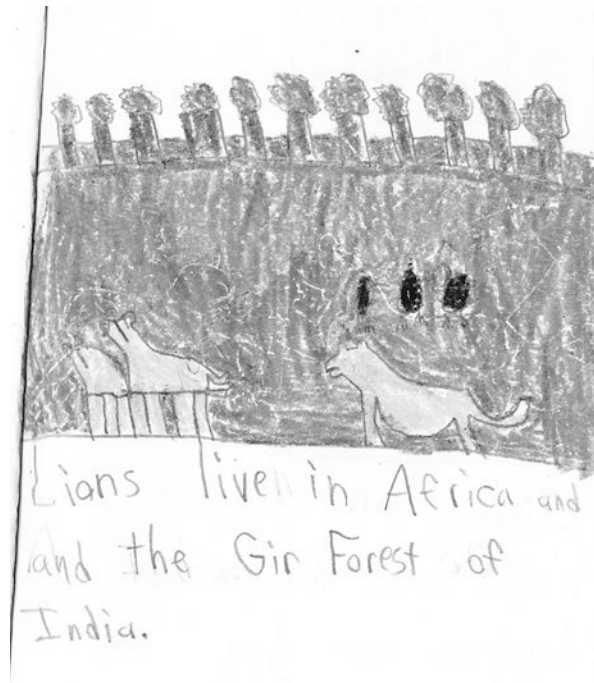


Figure 51. Rick's non-fiction animal report published booklet: page three



Figure 52. Rick's non-fiction animal report published booklet: page four

Focus Case Student Carol's Non-fiction Animal Report Work

Carol chose to research red kangaroos for her animal research report. She constructed a Tree Map like the teacher-modeled example to list facts collected during her research. She used labels for each branch of the Tree Map *looks like*, *eats*, and, *lives*. For the second part of her plan, Carol constructed a Flow Map to sequence her plan for the final draft. She labeled each box P1, P2, P3, and P4. (During the course of the study, we used the letter “P” as an indicator of our plan.) Carol elaborated on the details from the Tree Map. She wrote longer phrases and some sentences in each box of the Tree Map. Carol even drew a picture of a red kangaroo and her joey on her plan.

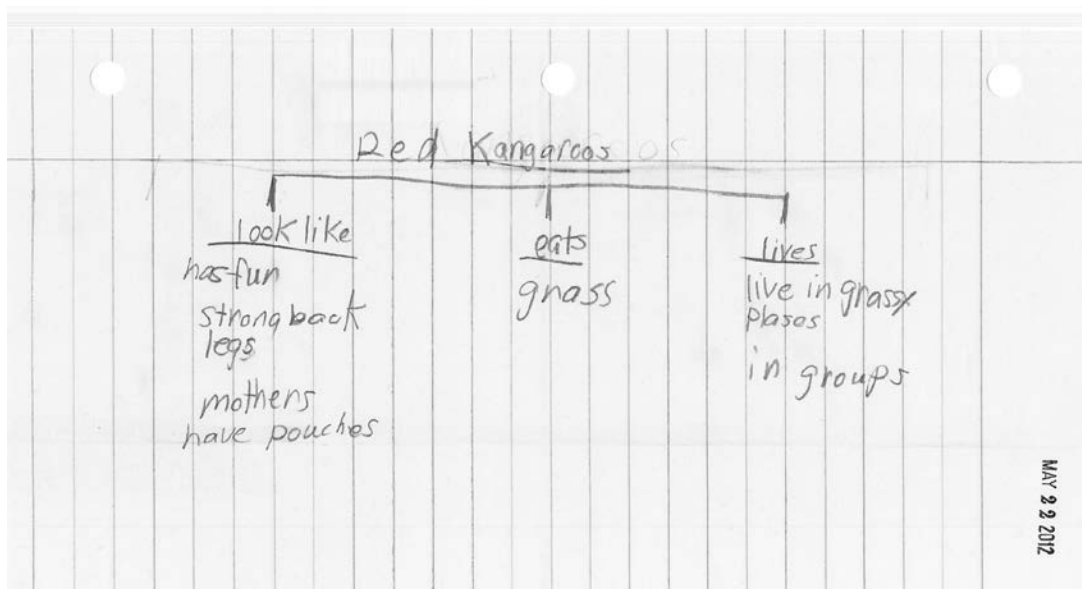


Figure 53. Carol's non-fiction animal report plan

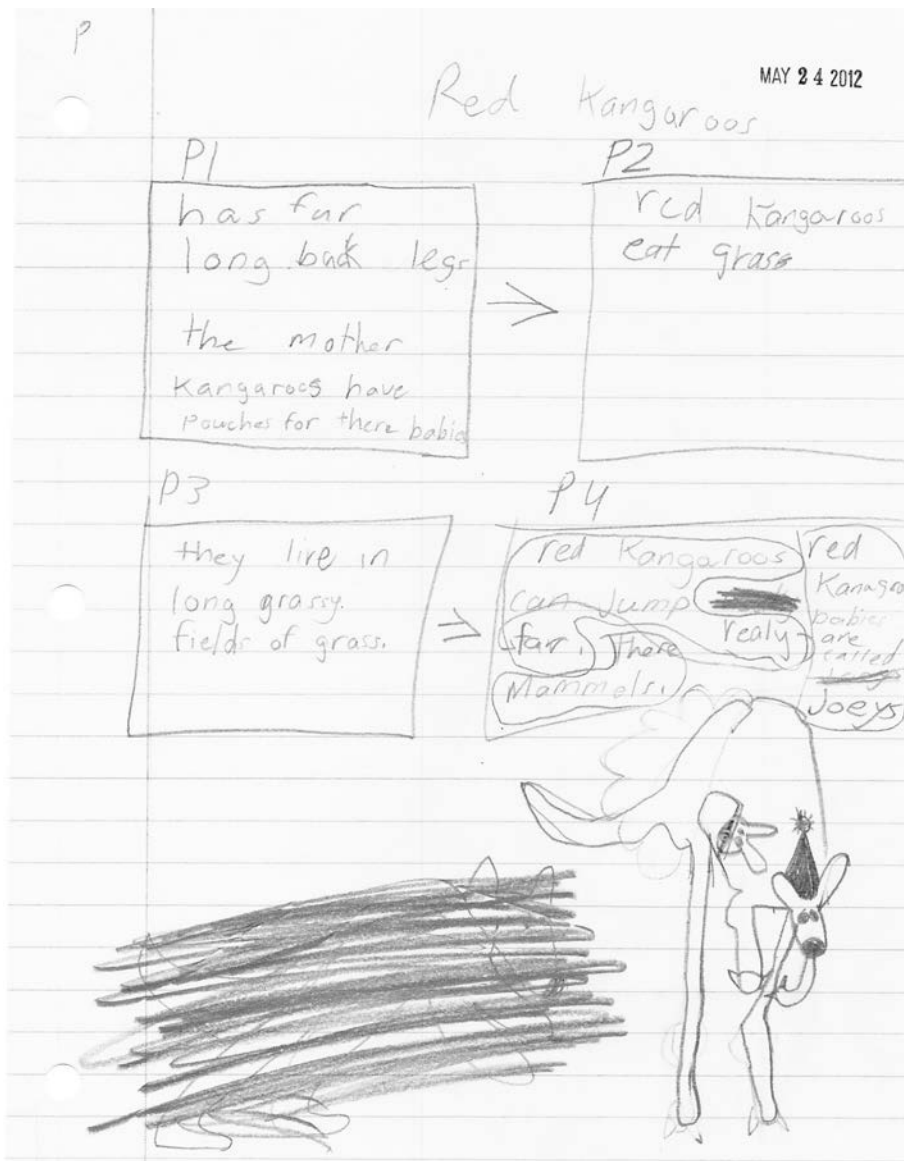


Figure 54. Carol's non-fiction animal report Flow Map plan.

Carol's first page of her published booklet (See Figures 55-59.) used the details from the first box of her Flow Map. She wrote the facts into a complete sentence. The facts she used described the physical structure of the red kangaroo. Her second page has the second detail also in sentence form describing what red kangaroos eat. The third page describes where red kangaroos live. This fact

deviated from the original plan in the structure of the sentence and phraseology.

Carol's final page consists of fun facts in a list of four sentences. Three of the four facts were in her original plan.



Figure 55. Carol's non-fiction animal report published booklet: cover page

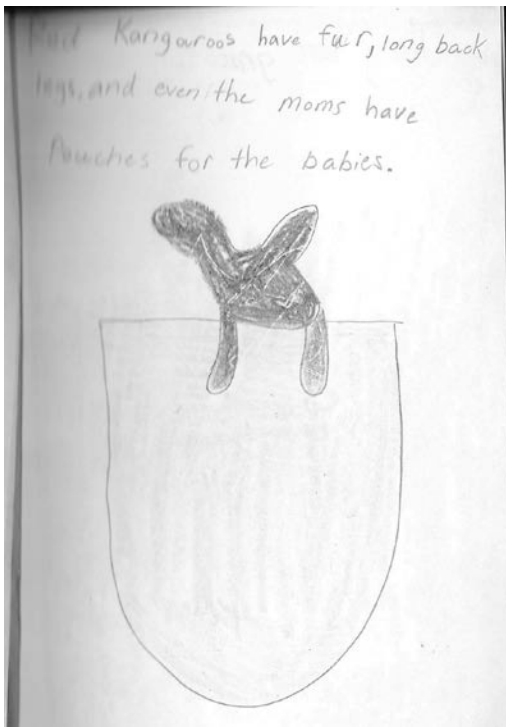


Figure 56. Carol's non-fiction animal report published booklet: page one

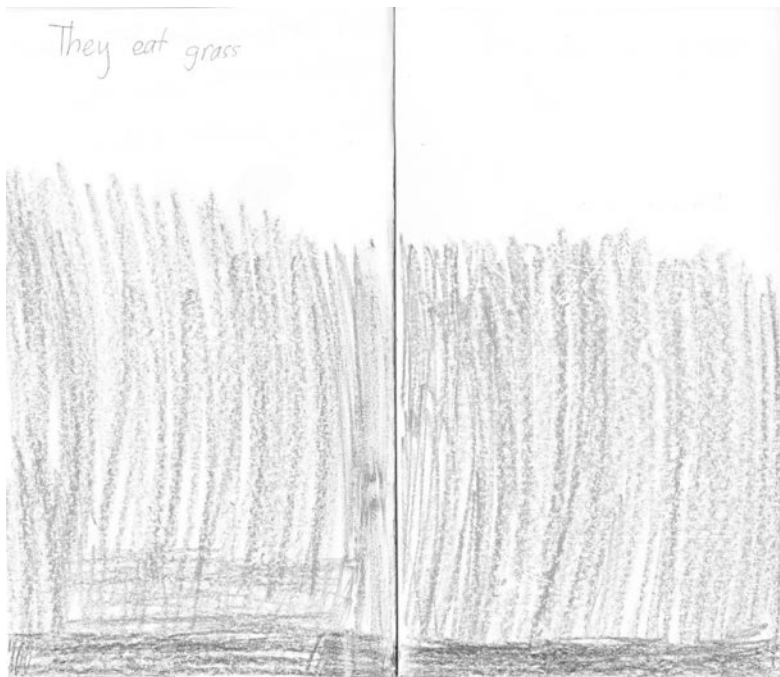


Figure 57. Carol's non-fiction animal report published booklet: page two

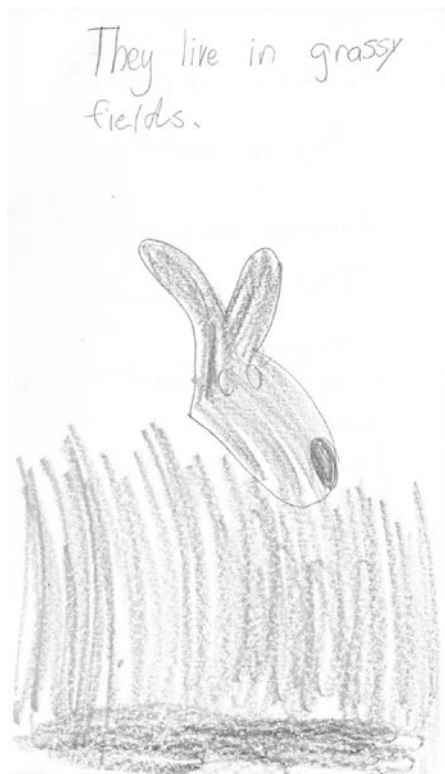


Figure 58. Carol's non-fiction animal report published booklet: page three

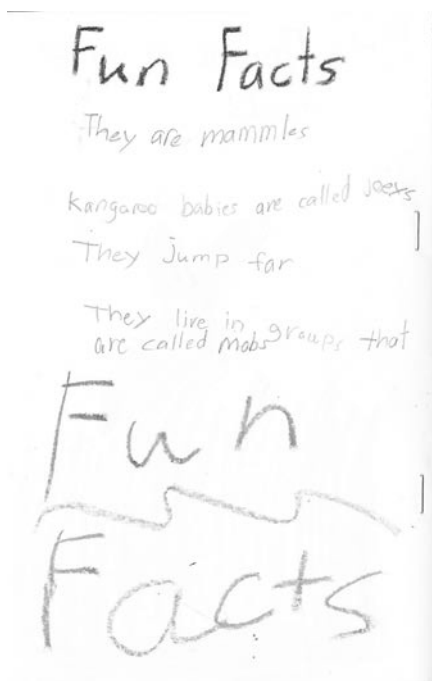


Figure 59. Carol's non-fiction animal report published booklet: page four

Focus Case Student Michonne's Non-fiction Animal Report Work

Michonne chose to research the woodpecker for her animal report. She constructed a Tree Map like the teacher-modeled example plan. She labeled each branch of the Tree Map with *looks like*, *eats*, and *lives*. Under each branch, Michonne made a list of facts to describe the woodpecker. For the second part of her plan, Michonne constructed a Flow Map and labeled each box with the page number for her booklet. She also used the same labels from the Tree Map in each box: *looks like*, *eats*, *lives*, and added *fun facts*. In each box, Michonne used the one or two word phrased details from the Tree Map and added a subject and verb to construct complete sentences. She also added a picture to illustrate her fun fact that woodpeckers drink nectar from flowers.

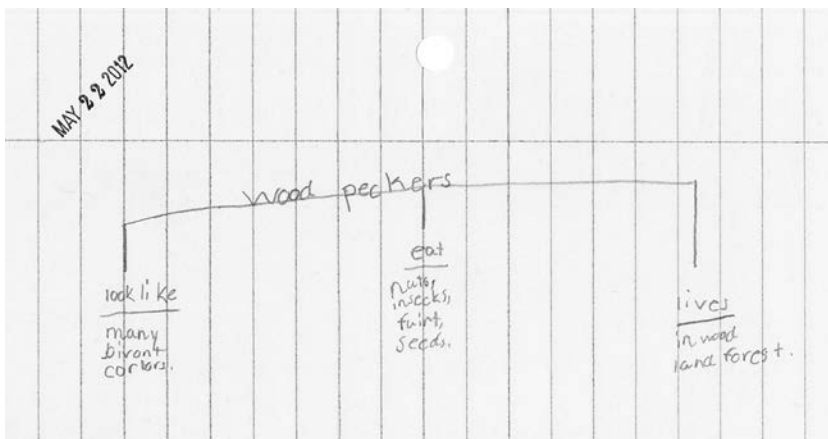


Figure 60. Michonne's non-fiction animal report plan

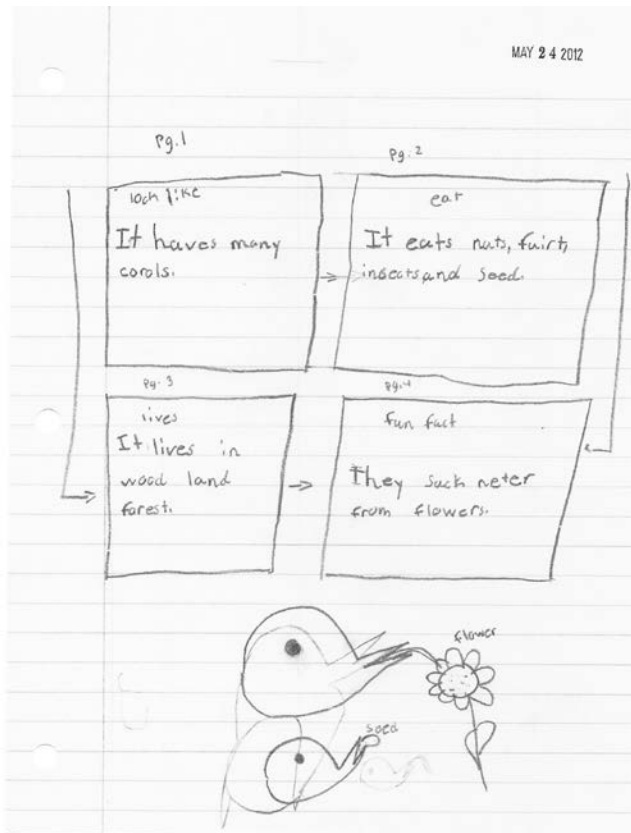


Figure 61. Michonne's non-fiction animal report Flow Map plan

For the final published booklet (See Figures 62-64.), Michonne copied the sentences from her Flow Map plan directly onto each page. The only picture in her booklet was on the front cover. The picture on the front cover was similar to the picture on her Flow Map plan page.

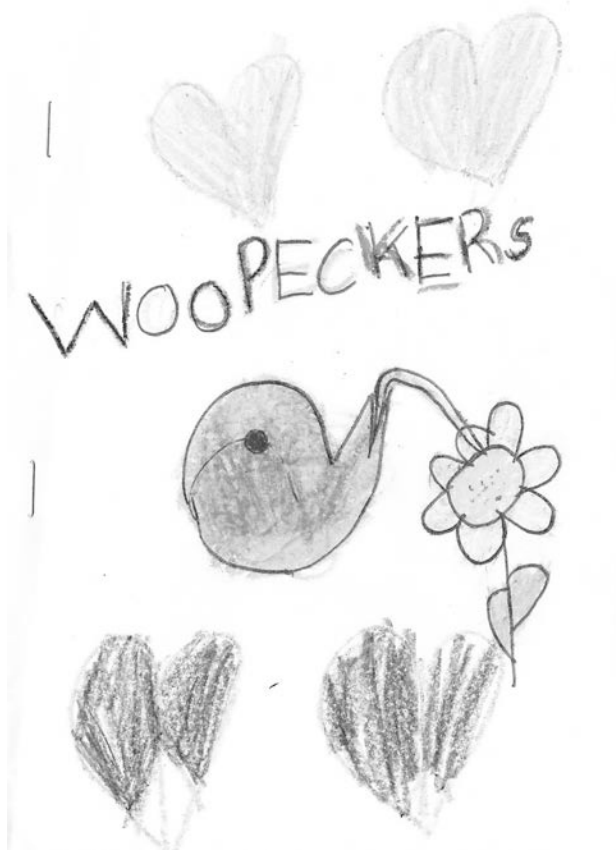


Figure 62. Michonne's non-fiction animal report published booklet: cover page

It has many colors

It eats nut, fruit, insects and seeds.

Figure 63. Michonne's non-fiction animal report published booklet: page one and two

It lives in wood land
forest.

They suck nectar from flowers.

Figure 64. Michonne's non-fiction animal report published booklet: page three and four

Fiction Writing: Add-on Story

I chose an add-on story for the fictional text. In an add-on story, the main character has a problem and the other characters in the story attempt to help him or her solve the problem. I began by reading an example fictional story, *Who Will Tuck Me in Tonight?* The main character asks all the other animals in the barn who will tuck him in for bed. Each one tries to tuck him, but it is not quite right. In the end, his mother completes the task. I used the text to review parts of the story: character, setting, problem, solution, and plot action. After I read the story, we wrote a class add-on story together.

My original plan was to assign my students with the task of writing their own add-on story. However, my students had a difficult time thinking of story idea on their own. I had them create a Thinking Map Tree Map. Many of my students sat and did nothing in the time allowed for planning. After five to ten minutes of observing no progress being made, I changed the course of the assignment.

I decided to allow them to choose a partner to write their fictional texts. This group of students enjoyed working together and often used their free time to construct texts together. Once I encouraged my students to work with a partner, the atmosphere in the room changed. It went from heavy silence to an excited buzz. While most students chose to work with a partner, I did have three students who chose to write a text on their own.

In pairs, students worked on plans for their fictional texts. I asked them to use a Thinking Map Tree Map to organize their story details. Afterwards, I modeled and shared a Thinking Map Flow Map to sequence the story events into beginning, middle, and end. I asked the students to construct their own flow maps to help organize their plans. After sequencing their story into beginning, middle, and end, students used their Thinking Maps to construct draft one.

Buddy conferences had not been as productive during previous writing tasks. I chose to conduct teacher led buddy conferences with two pairs of students. I facilitated the discussion in the group, but the students were in charge of reading each other's writing and asking questions. At first I chose opposite gender groups to conference with one another. I noticed right away that the girls were much more eager to share and comment on the writing. However, the boys were unwilling to comment and their body language was very stiff. For the next few groups I chose same gender pairs to see if the discussion would open up more, especially for the boys.

During the teacher led buddy conferences, I used an add-on story checklist from the textbook. I wanted the students to use it as a guide for the discussion. By using the checklist, students were able to identify missing details within their texts. It also helped students stay on topic and have more productive buddy conferences. After the teacher led buddy conference, I asked students to revise their first draft. I had students share their second draft with the class.

Fiction Writing: Add-on Story Student Work

The original plan for students and this assignment was for each student to complete their own fictional add-on story. However, during the initial planning time, the class had difficulty coming up with ideas to write. As the teacher, I chose to change the assignment and allow students to work cooperatively to construct a text. Rick and Carol chose to work with a partner to construct a text. Michonne chose to construct her text solo.

Students were directed to construct Tree Maps to organize details for their story. They were also directed to construct a Flow Map to sequence the events of their story once they had planned the details. Following the construction of draft one, students participated in a teacher-led peer conference to discuss the details of their texts. Some students revised the first draft and constructed a second draft post peer conference.

Focus Case Student Rick and Daryl's Fiction Writing: Add-on Story Work

Rick and Daryl chose to write a story about an eagle and a jaguar. They began by constructing a Tree Map to plan the details of the story. The branches of the Tree Map were labeled *characters*, *setting*, *problem/solution*, and *plot/action*. Under each branch, Rick and Daryl wrote words and phrases with details for their story. For setting, they chose a place and time. The problem and solution are labeled under the branch with a character name and action in the story. For plot and action, the character name and action in the story are written also.

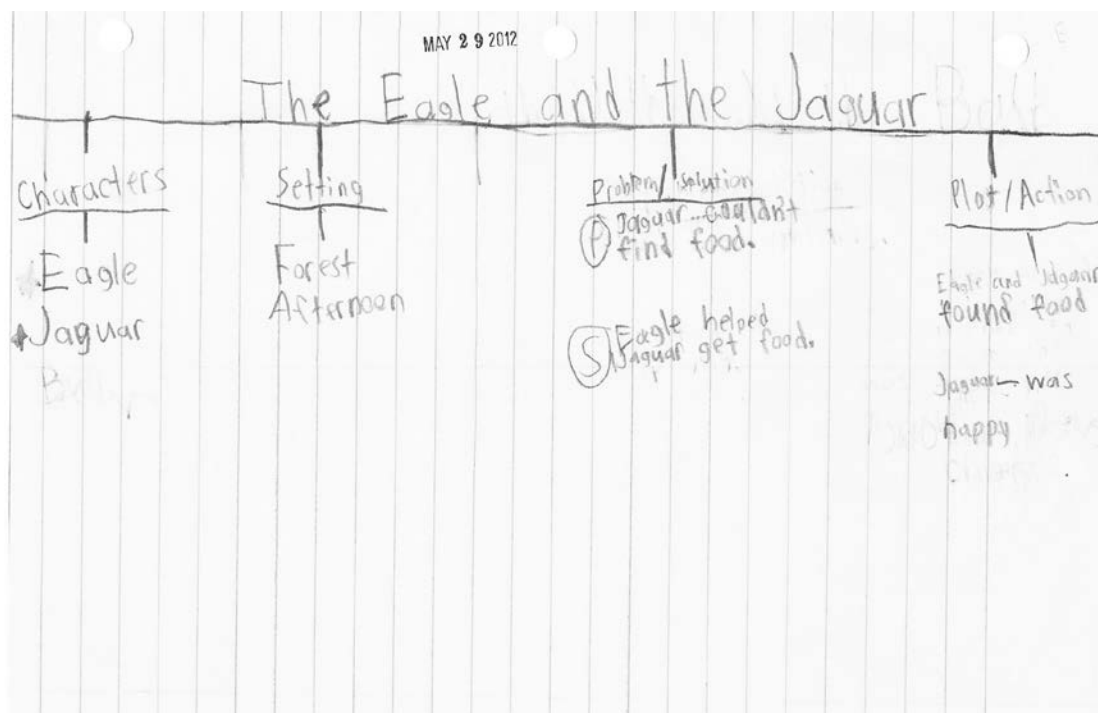


Figure 65. Rick and Daryl's Tree Map plan for their add-on fictional story

Rick was the scribe for the pair. Daryl suggested several ideas as they were planning including the characters and the problem with the story. However, Rick did not write down the suggested plot ideas from Daryl. The characters initially included three: Eagle, Jaguar, and Bull. Bull had the problem in the story, but in the initial plan and drafts, Bull was not mentioned at all. Daryl suggested the characters have a problem with Bull who needs help learning how to do chores. Daryl elaborates on the plot, but Rick wrote something that was not discussed in the plan or the plot. Rick chose to write the problem as the characters needing to find food. Table 18 is the discussion between Rick and Daryl as they plan for the story.

Table 18

Transcript of Rick and Daryl Negotiating the Tree Map Plan for Their Add-On Fictional Story

| | |
|---------------|---|
| Rick | Eagles? |
| Daryl | No |
| Rick | Jaguars? |
| Daryl | Let's tell a story with an eagle that's you and jaguar that's me. |
| Rick | Okay. |
| Daryl | Put eagle and jaguar. |
| Rick | How about the eagle and the jaguar? |
| Daryl | Sure. |
| Rick | Jaguar! |
| Daryl | So, the jaguar starts arguing over the eagle because, um, he thinks the eagle is, um, a little, um, too much nice because, um, when the bull comes... |
| Rick | First, we got to make a plan. We're going to say this stuff in the story. |
| Mrs. McElhany | Do you guys remember what goes on your Tree Map? |
| Daryl | Yes. |
| Rick | Yes, ma'am. |
| Rick | How many things do we need to put? |
| Daryl | Four. |
| Rick | One, two, three, four |
| Daryl | See...character... |
| Rick | R for Rick and D for Daryl. Daryl the Jaguar and Rick the Eagle. Are you afraid? |
| Daryl | Of what? |
| Rick | Jaguars. |
| Daryl | No. |
| Rick | If they tried to kill you, you wouldn't be afraid? |
| Daryl | No, I would just slap it. I would have a shotgun and be like "Boy! You better stand back or you're gonna get shot in the eye!" |
| Rick | The eagle, and the jaguar, and the bull... |
| Rick | Who's the main character? |

(Continued)

Table 18 cont'd

| | |
|-------|--|
| Daryl | The eagle. |
| Rick | Okay. |
| Rick | What do we put right here? |
| Daryl | Setting? The setting is in the forest. |
| Rick | Okay...problem. |
| Daryl | Well...the problem...the problem...the problem... They were helping the eagle...the problem...the jaguar, the eagle, and the bull were helping out each other. The bull gets mad because, um, the jaguar and the eagle does the best stuff and the bull usually just sits there and does nothing. And, um, so...like the...and the jaguar and the eagle are the main characters. |
| Rick | So, what are they arguing about? |
| Daryl | Well, the jaguar and the eagle are arguing about because the bull won't help out with stuff or do anything. |
| Rick | So, what would the solution be? |
| Daryl | The eagle kicks the bull out with his bare foot. |
| Rick | That would be mean. |
| Daryl | Yeah, well, now he knows how it feels when you stop helping at all. |
| Rick | Okay, so the solution would be...let's see...bull needs to help out. Go see the other thing that says "plot" and see what that is. |
| Daryl | Action. |
| Rick | Action...action...action...plot. What do they say to bull? |
| Daryl | Well, they said...you're too lazy because you aren't doing anything. |
| Rick | But they have to...they have to help him figure out.... |
| Daryl | I know. So, they help him practice outside, so the bull can be smart. So, they got a pile of trash and put it down and the bull... |
| Rick | That would be in the story |
| Daryl | Huh? |
| Rick | That would be in the story. |
| Daryl | Yeah, it is. It's action. Let's just write the story. Okay, put jaguar and eagle, and bull. Put eagle, um, helping the bull practice. Put eagle and then the minus sign. |
| Rick | There. |
| Daryl | Did you put it? Did you write it down? Okay. And, jaguar is doing the, um, trash picking and you have to help him pick up. Okay? Put jaguar helping putting the trash down. |

(Continued)

Table 18 cont'd

| | |
|-------|---|
| Rick | Bull is supposed to pick up trash. |
| Daryl | I know. You're only picking up the other stuff that aren't in the practice round. That's all you're doing. So, he can get that stuff done, too. |
| Rick | Wouldn't Bull have to do that to do some real chores? |
| Daryl | Yes, but they are helping him practice because he usually just picks grass and eats it. So, now we're helping him. Knowing... |
| Rick | Okay, I'm finished. |
| Daryl | Okay. No, we're not done writing the <i>story</i> ! |
| Rick | We didn't write the story. We just do a plan. |
| Daryl | Then you have to put bull in. We're not ready yet! We're not done yet! Then, put then the bull helps do the chores. |
| Rick | So we're finished. |

The second part of Rick and Daryl's plan was constructed in a Flow Map to sequence the beginning, middle, and end of the story. Instead of writing words or phrases, Rick and Daryl wrote a draft as their plan. The beginning sets the scene and introduces the characters. It also states the problem. The middle is the action part of the story where the characters attempt to find a solution to the problem. The ending is the solution to the problem and resolution for the characters.

As Rick and Daryl used their Tree Map to plan the beginning, middle, and end of their story, Rick was once again the scribe and Daryl gave suggestions. Rick negotiated with Daryl about changing the character Bull to Bear and Daryl agreed. Rick chose to write the draft plan with only Eagle and Jaguar as the characters. Daryl suggested the action and problem with the two characters needing to find

food. Rick did write that idea into the plan. Daryl appeared to contribute ideas aloud and Rick remained silent most of the time writing.

Table 19

Transcript of Rick and Daryl Negotiating the Flow Map Plan for Their Add-On Fictional Story

| | |
|---------------|---|
| Mrs. McElhany | I brought out the beginning, middle, and end if you want to look at it. |
| Daryl | Okay. |
| Daryl | Okay, so first... |
| Rick | So, what's the beginning? |
| Daryl | The beginning...um...the beginning...the beginning |
| Rick | Where it was. |
| Daryl | Forest. |
| Daryl | Forest. Wait! What is this word? |
| Rick | Afternoon. |
| Daryl | Forest. Okay, so they just met each other the forest and they are doing blah, blah, blah, and so...um. They're making their own house out of trees and you know we just gotta write the stuff. Like we save the best stuff. And, so they are building this house... |
| Rick | Shouldn't it be bear, though? I like bear better. |
| Daryl | Yeah, sure. Put bull instead of bear. |
| Rick | Bear instead of bull. |
| Daryl | I put bear and thought we maybe we should put bull or bear. I don't know. But isn't this weird that all of these are meat eaters? |
| Rick | Yeah. |
| Daryl | Especially the eagle, right? |
| Rick | Especially the jaguar. |
| Daryl | Yeah, and the bear. |
| Rick | I put in the first. (laughing) |
| Daryl | The first? Mrs. McElhany, Rick accidentally put in the first instead of the forest. |
| Mrs. McElhany | Okay, are you helping with the story or are you just sitting? |
| Daryl | I'm helping him with the ideas. He's doing the writing and I'm helping him with the ideas. So, in the forest they are making the house out of branches... |

(Continued)

Table 19 cont'd

| | |
|-------|--|
| Daryl | (after many minutes of silence due to writing) And what...twigs. |
| Rick | Okay, so now the middle. |
| Daryl | Middle, um, Rick the Eagle... |
| Rick | Okay, I figured out... (silence for several minutes) Should we just take the names out? |
| Daryl | Well, let's just put the names in. What happens if like what's the names on something? Don't they need to read it like on the other thing? So, they helped each other try to find food. And, then Jaguar helps eagle find food. |
| Daryl | (after a few minutes of silent writing) Some...can you help me find some food? What is CC? Oh...and then eagle says, "Yes, I can." And then eagle gets hungry and, um, and jaguar helps him find some food because eagle helped him find some food. And then we run into, um...Dude, you keep writing. I'm going to use the restroom real quick. |
| Rick | (after several minutes of writing silently) Okay, so what are we going to do? |
| Daryl | Oh, wait! I have the perfect ending! (Begins to quietly read the plan.) Dude, how do you spell got? |
| Rick | We have to explain the solution. |
| Daryl | So tell me this. |
| Rick | (Begins to read the draft to Daryl.) |
| Daryl | And, eagle... |
| Rick | The main character... |
| Daryl | Yeah, so shouldn't me and you get happy? Like, we found food. You're in the forest helping me find food. And then you got hungry and then we found food together. And so we share the food. We got five pieces. We got ten pieces of deer meat and shared. We split five. Cause I can't...if the eagle and the jaguar help each other they should get happy at the same time. That's teamwork. |
| Rick | Dude, we still gotta write that. |
| Daryl | Ask Mrs. McElhany if we gotta write now. |
| Daryl | Yes? We just write that again, but not that...beginning, middle, and end. You just gotta write this. Let's just pretend this isn't even here. Okay? Just write that down real quick, since you're the quickest. |

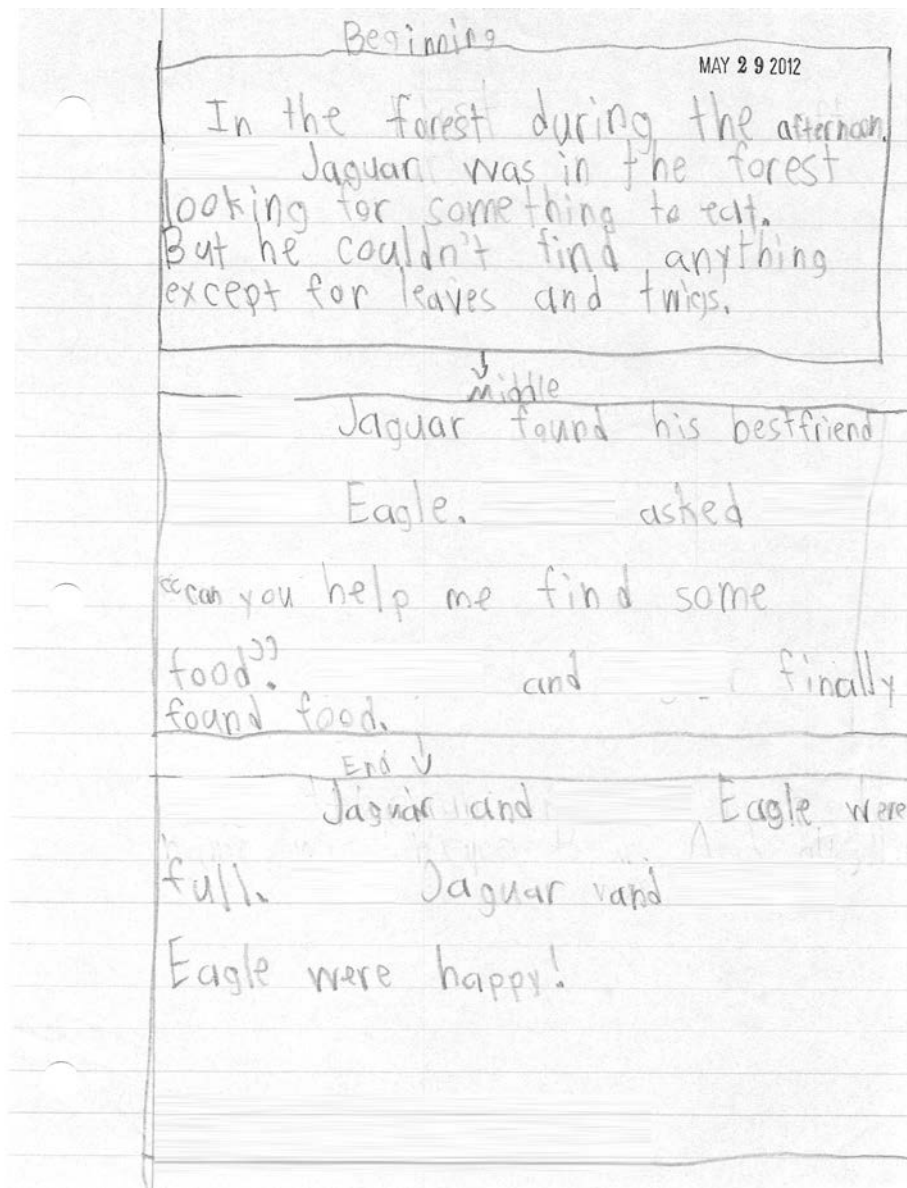


Figure 66. Rick and Daryl's Flow Map plan to sequence events for their add-on fictional story

Rick and Daryl's first draft did not vary much from the draft Flow Map plan. Rick copied it almost word for word; expect an added detail to the type of food the characters find in the forest. This detail was added as a result of a teacher led peer conference with another pair of students. The pairs of students met and discussed

each other's fictional stories. The other pair of students suggested Rick and Daryl add the detail about what the characters ate in the story.

Table 20

Excerpt from the Teacher-Led Peer Conference with Rick And Daryl

| | |
|---------------|--|
| Mrs. McElhany | What do you guys think about their story? |
| Penny | They didn't put what they ate. |
| Mrs. McElhany | They didn't put what they ate? |
| Daryl | Because they could find anything. And I told you to put deer meat. |
| Rick | I didn't hear you. |
| Penny | They can go back and put it in there. |
| Mrs. McElhany | Okay and they can go back and add that detail? Okay, so what do you guys think about your writing? |
| Rick | We can write what they ate and how they are happy. |

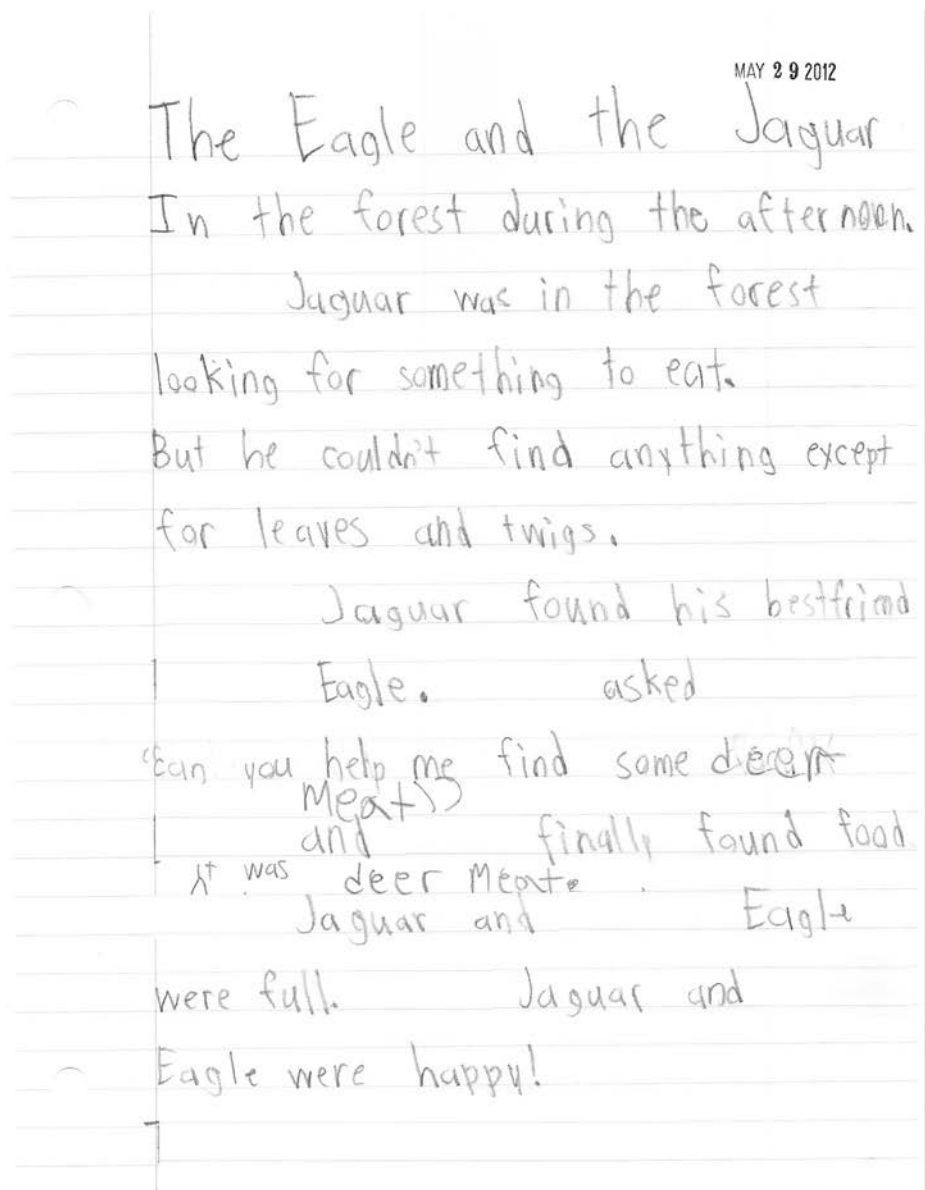


Figure 67. Rick and Daryl's first draft of their add-on fictional story

Focus Case Student Carol's and Lori's Fiction Writing: Add-on Story Work

Carol and Lori chose to write about a shark that lost a tooth for their add-on fictional story. They first planned the story by constructing a Tree Map listing the character, setting, problem, and plot. Under each branch of the Tree Map, Carol and

Lori planned the details of their story. The characters consisted of sea creatures. Each character is named and labeled for the role each will play in the story. The setting was in the ocean. Carol and Lori labeled the problem and the solution for the story with the plot being Shark finding the tooth. There is also a listing of names to the side that is part of a later draft of the story.

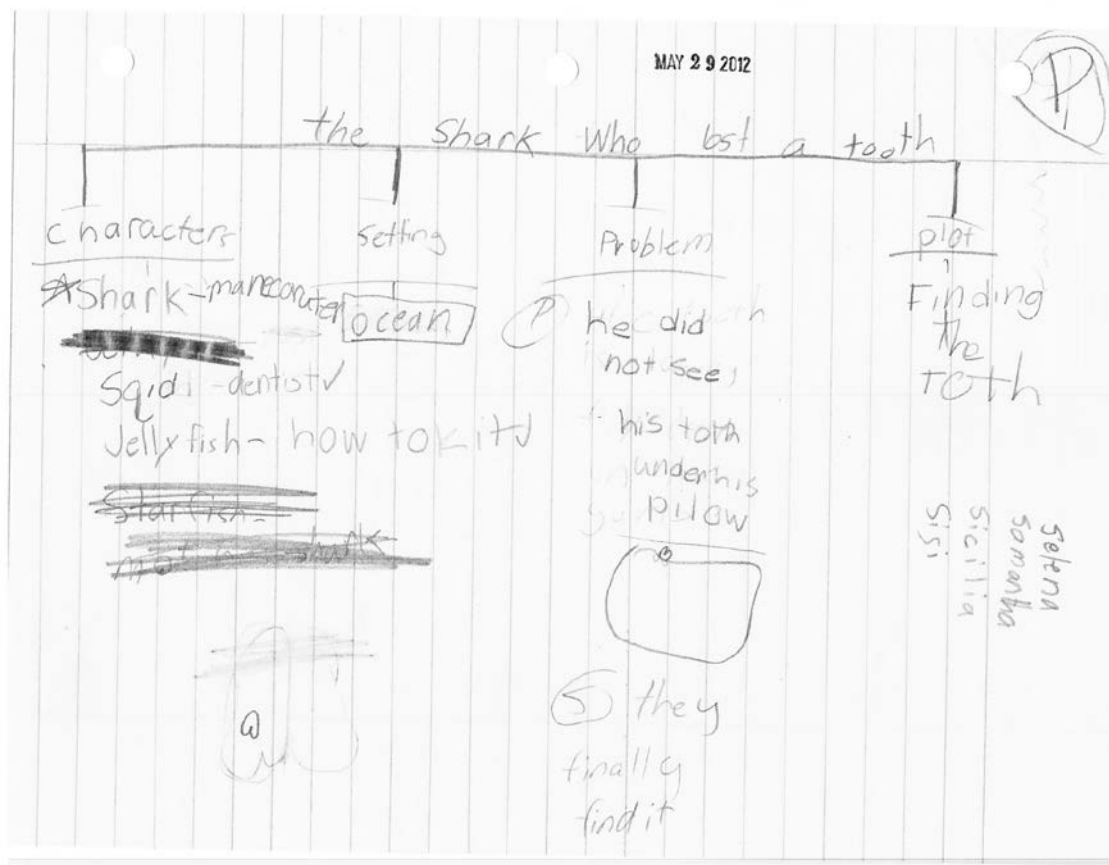


Figure 68. Carol and Lori's Tree Map plan for their add-on fictional story

Carol and Lori's second plan was a Flow Map to sequence the events of the story. They wrote a draft as their plan in each section of the Flow Map. The problem is introduced in the beginning of the story. The action is in the middle

when Shark is looking for his missing tooth. The solution is presented at the end with the discovery that Jellyfish took Shark's tooth out of jealousy.

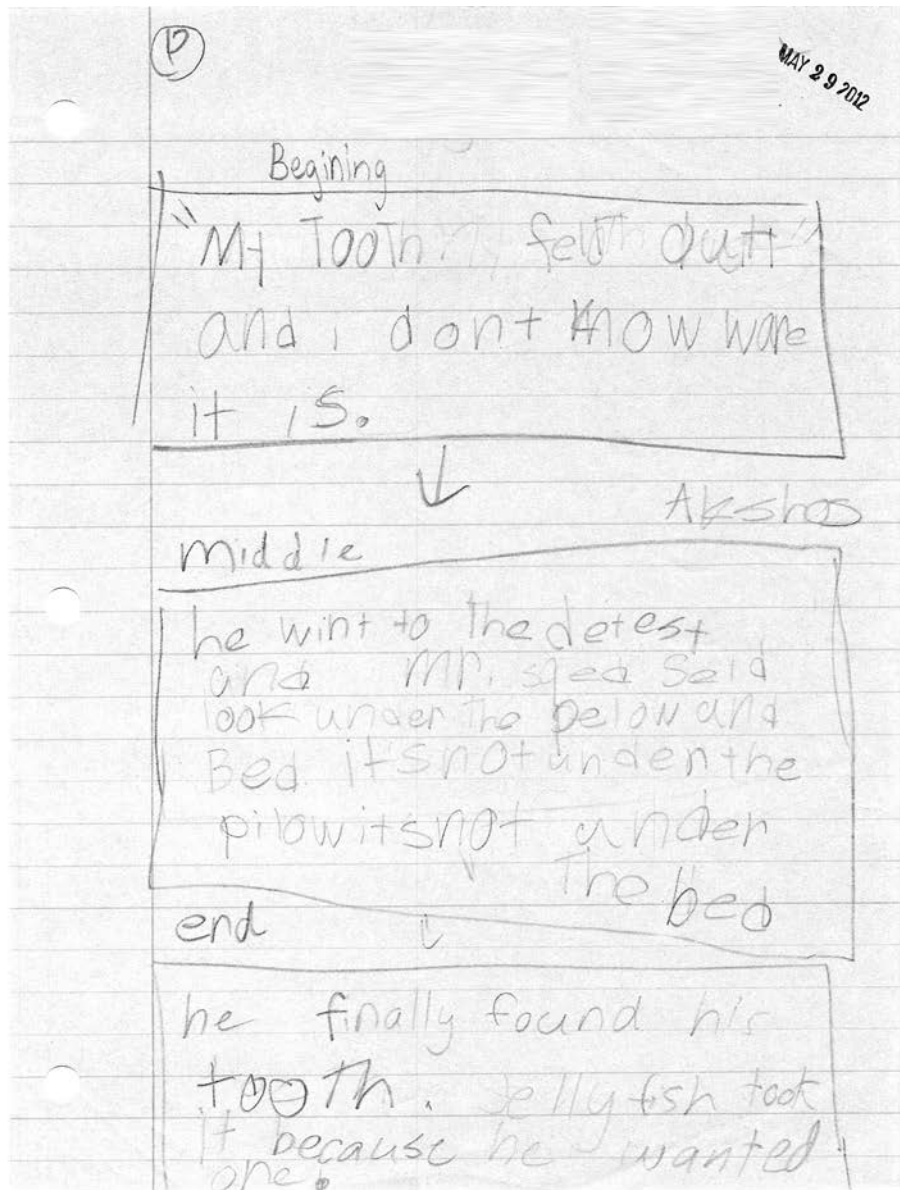


Figure 69. Carol and Lori's Flow Map plan to sequence events for their add-on fictional story

Carol and Lori's first draft was similar to the Flow Map draft. The beginning and middle sections of the Flow Map were copied word for word. The draft varied with the last sentence describing in more detail who stole the tooth and why. Carol and Lori also added illustrations to tell the story and labeled the main character as well as the character that stole the tooth.

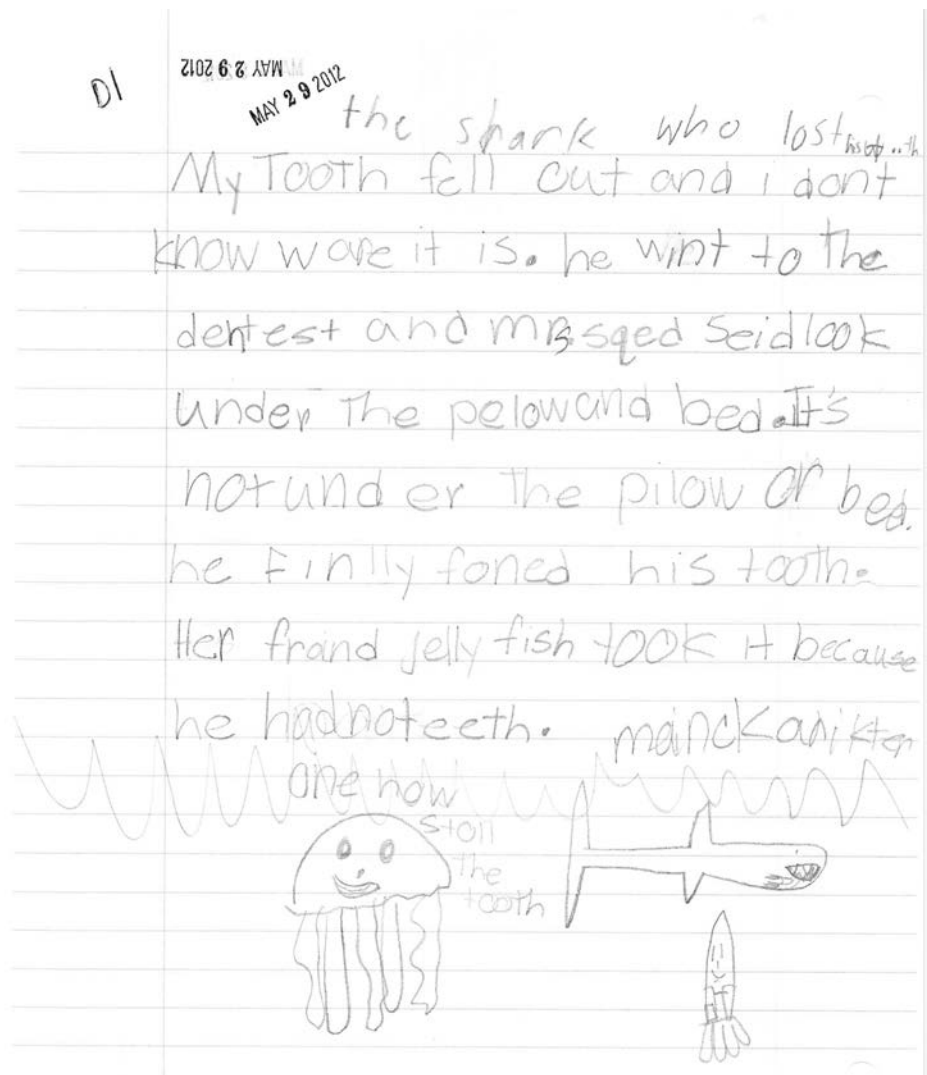


Figure 70. Carol and Lori's first draft of their add-on fictional story

The second draft of Carol and Lori's story has more details and character development. They added "Once upon a time..." and changed the main character from a boy shark in the previous version to a girl shark named Sisi. The name for the shark was noted on the Tree Map plan. Carol and Lori also add some quotations for shark's speaking parts in the story. They also named the jellyfish in the story. Table 20, Carol and Lori negotiate the naming of the shark character. In the process, they chose to change the gender of the shark from a boy to a girl.

Table 21

Excerpt of Carol and Lori Negotiating the Main Character's Name for Their Story

| | |
|-------|--|
| Carol | Okay, so we are going to change our writing because it's bad. Okay, so put <i>my</i> |
| Lori | It's my turn to write because you wrote all this yesterday. |
| Carol | Okay, put... |
| Lori | [thinking aloud] <i>The...Shark...Who...Lost...His...Tooth. Where am I going to put tooth? I'll just put it right there.</i> |
| Carol | Put it right there. |
| Carol | No, because it's going to go all the way right there. [thinking aloud] <i>Once...upon...a...time...there...was...a...shark...named...</i> What should his name be? |
| Lori | Alexander? |
| Carol | No! Let's see. It could be... Let's write down some names first. |
| Lori | Shark fire. |
| Lori | Jack |
| Carol | Jack. That's a good name. |
| Lori | Jack the Shark. |
| Carol | Jack the Shark. It has to start with an S...like Sunny the Shark. |
| Lori | That's good. Sam. |
| Carol | Sam the Shark. Sunny the Shark |
| Lori | No, Sam. |

(Continued)

Table 21 cont'd

| | |
|----------------|--|
| Carol | Sam or Sunny. |
| Lori | Okay. If this lands on page one we do Sam. If it lands on this side we do Sunny. |
| Carol and Lori | Oh! |
| Carol | We have to do Sam the Shark. I hate that name. [thinking aloud] <i>Sam...my...tooth...fell...out...he said.</i> Okay. |
| Lori | Now put Sunny the Shark that's much better. |
| Carol | No, Sam the Shark. |
| Lori | [singing] Sam the Shark! Sam the Shark! What if we made a show about a shark named Sam? |
| Carol | We're going to make a movie and you're going to be Sam the Shark. I'm going to be the mother. "Okay!" It's going to be a girl. Samantha the Shark. |
| Lori | Oh, yeah! Let's cross it out! |
| Carol | No, put another girl name. What's a girl name that start with S? |
| Lori | Selena the Shark |
| Carol | No, I'm going to write down girl names. Selena, Samantha, uh, let's see, Serial, Sicilia |
| Lori | What about Sypret? Sisi? |
| Carol | Sisi...let's do Sisi the Shark! |

The shark who lost his tooth
 Once upon a time there
 was a shark named
 SiSi. "My tooth fell out."
 "he said" "oh my lets
 and I don't know where
 it is." She went to the
 dentist and Mrs. Squid Seidlock
 under the pillow and bed.
 It's not under the pillow or bed!
 She finally found her tooth.
 Her friend Jasmine the jellyfish
 was sad that she had no teeth
 That's why I took your tooth
 I'm sorry. it's "OKay"

Figure 71. Carol and Lori's second draft of their add-on fictional story

Focus Case Student Michonne's Fiction Writing: Add-on Story Work

Michonne was one of three students who chose to work alone on the add-on fiction story. Her first plan was a Tree Map. She labeled each branch with character, plot, problem, and setting. She did not have a solution to the problem labeled in her

plan. Under the labeled branches, she lists the characters, which are jumping around with nothing to do in either the barn or bedroom. Her characters mimicked the barnyard theme from the originally shared text *Who Will Tuck Me in Tonight?*

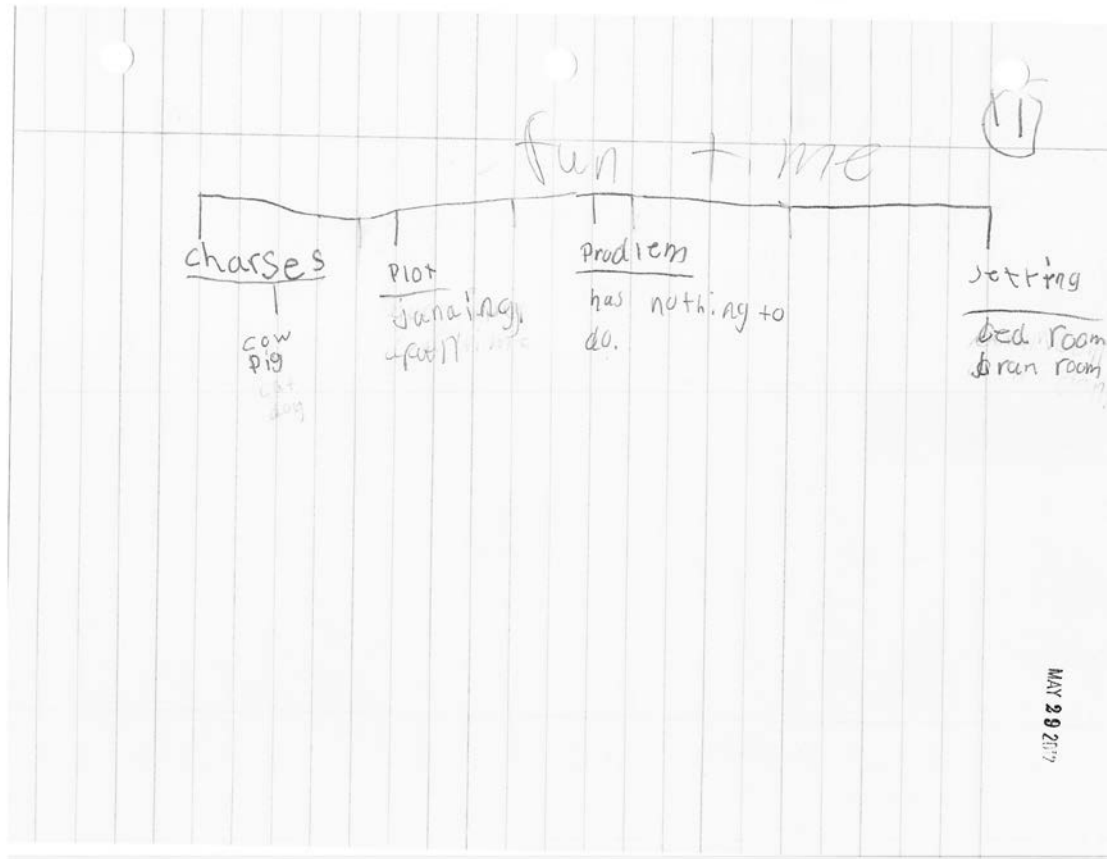


Figure 72. Michonne's Tree Map plan for their add-on fictional story

Michonne's second plan was a Flow Map to sequence the events of her story. She wrote a draft for this plan in each box. The draft follows the Tree Map plan sequence with only additional words to create a complete sentence. The beginning names the characters and action. The middle describes the problem in one sentence

and the ending names the setting. Her drafted plan does not have a typical story order.

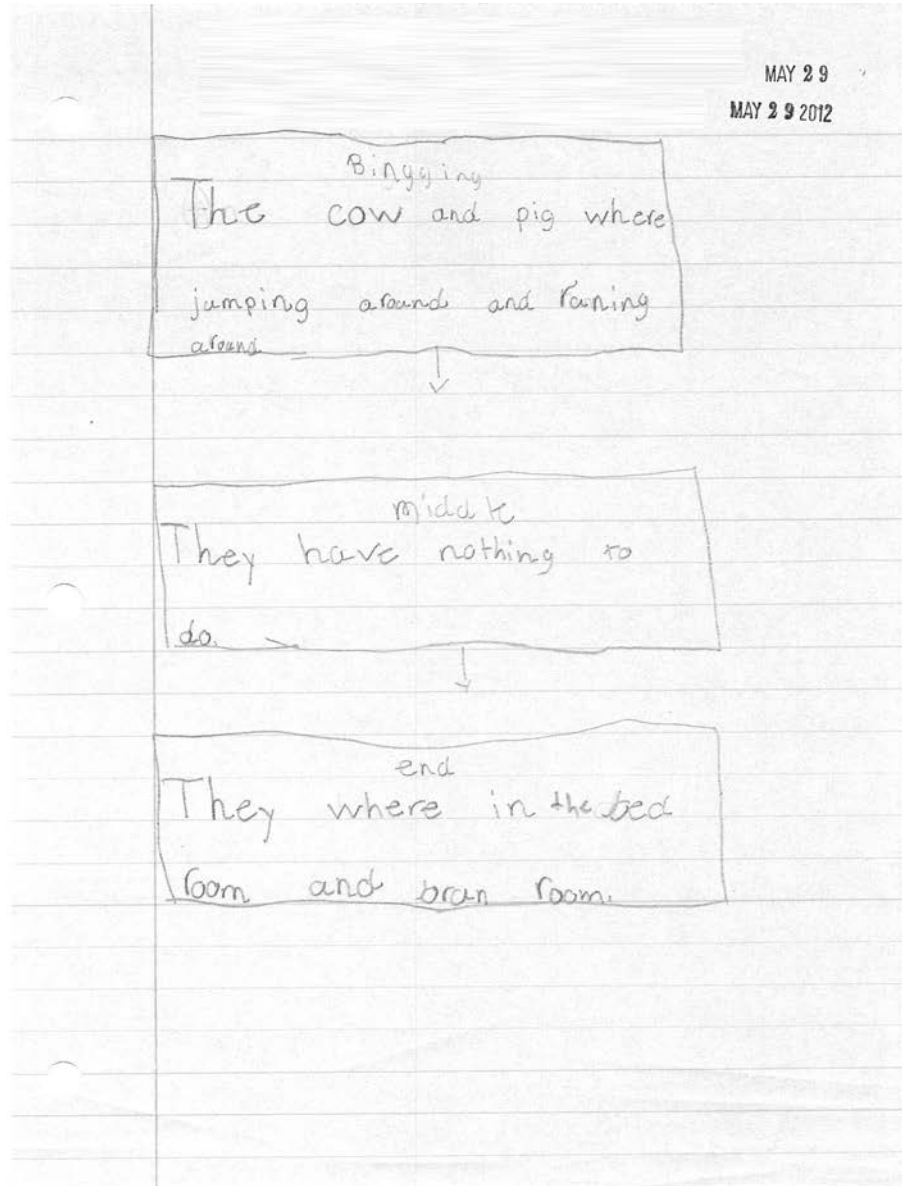


Figure 73. Michonne's Flow Map plan to sequence events for their add-on fictional story

Michonne's first draft is a reproduction of her drafted Flow Map plan. She did not deviate from the plan and has no edits. I do not have records indicating a peer or student-teacher conference for her add-on fictional story.

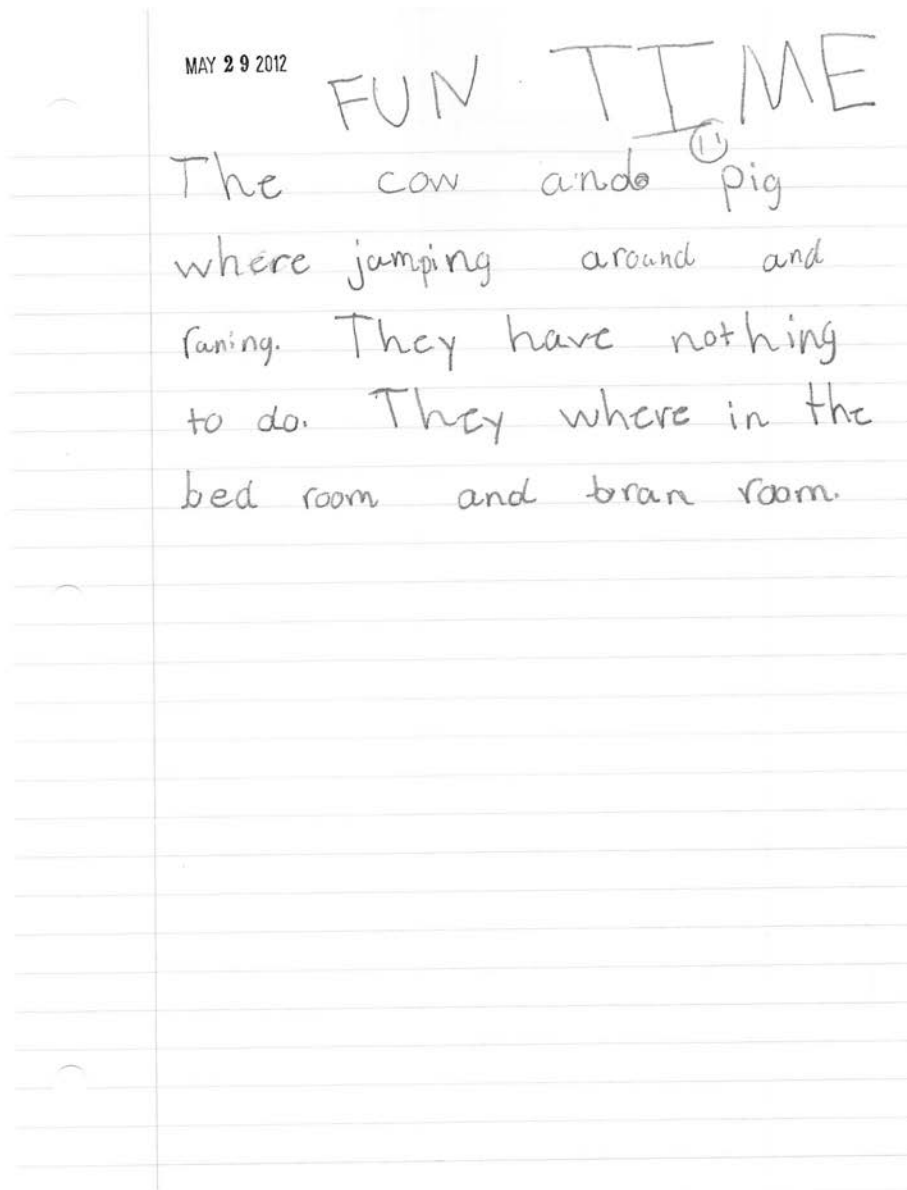


Figure 74. Michonne's first draft of their add-on fictional story

Writing to a Prompt

I had students write to a prompt many times throughout the year. Often, the prompts I used were related to the literature we read in class or to other subject matter. For the first prompt, I asked students to “remember something they did for the first time.” I did share an example of this prompt from the textbook. I chose to share this particular example because it showed the plan for the written response.

Throughout the study, I had students construct their plans on different colors of notebook paper. Keeping with this pattern, I gave students colored paper and plain white paper for the prompt. However, I did not explicitly instruct students to plan for their written response. I wanted to observe who would use the opportunity to plan and who would forego planning altogether.

Since summer was drawing near, for the next writing prompt assignment, I asked students to write about their summer plans. I did ask students to plan for writing for their response. However, I did not instruct them to use a particular strategy or Thinking Map for their plan. I wanted to observe what type of strategy they would use without guidance.

For the final prompt, I asked students to write about a trick they might play on their mother. I did instruct my students to construct a plan, but did not give any instructions to what type of plan they must use.

Writing to a Prompt Student Work

Students were shown a textbook example of how to plan for writing to a prompt. For the first writing prompt, students were not explicitly instructed to construct a plan for their response. For the second and third prompt, students were instructed to create a plan for their response, but the teacher left the planning strategy to the student's discretion.

Focus Case Student Rick's Writing to a Prompt Work

For the first prompt, Rick chose to construct a plan. He made a list of possible topic ideas, and then circled the chosen topic for his writing. He did not construct a plan for his writing. Rick wrote about a time he broke his arm while riding a four-wheeler.

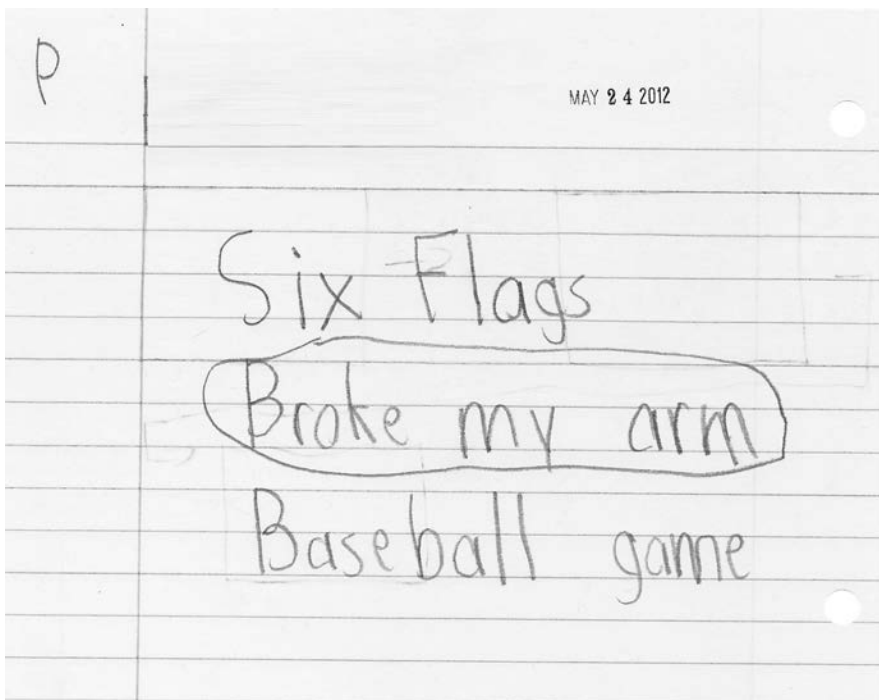


Figure 75. Rick's list of ideas for the "First Time" writing prompt

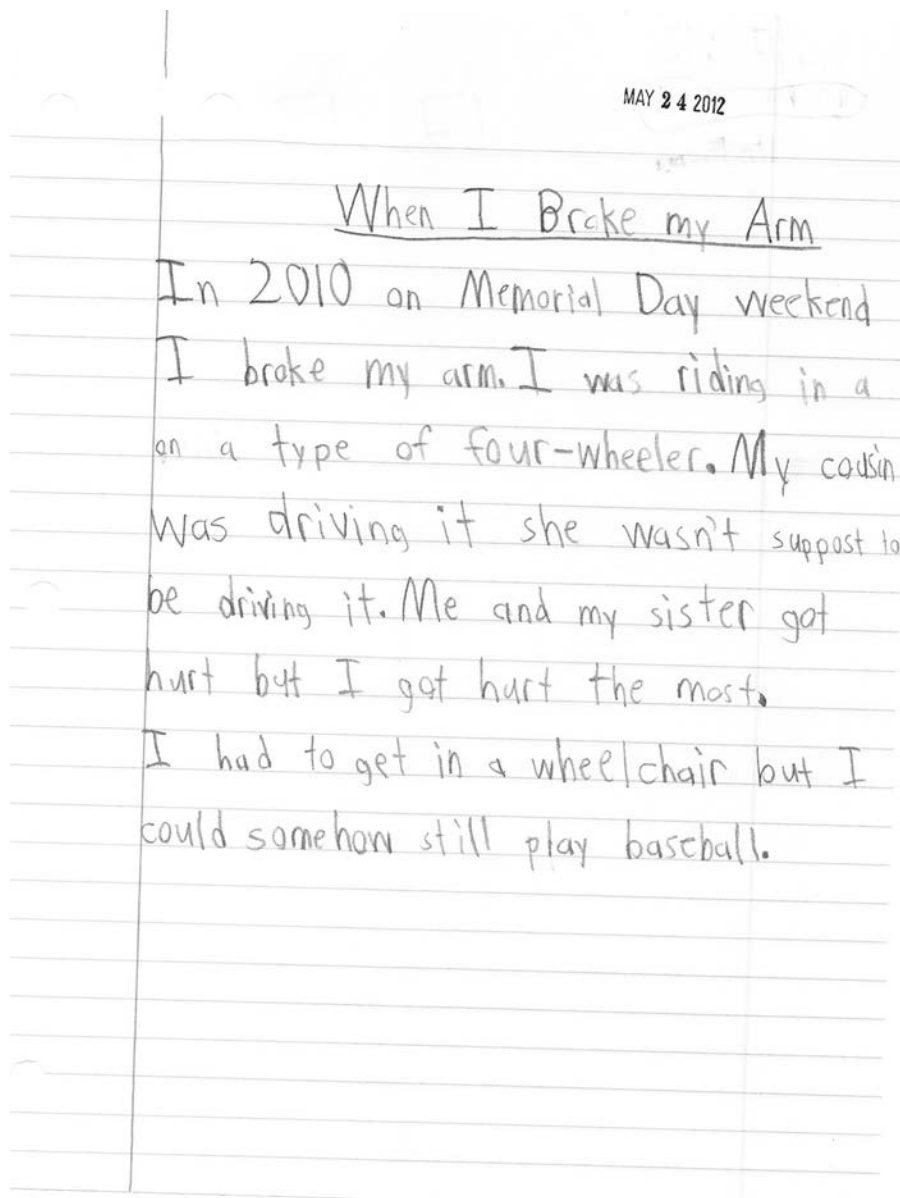


Figure 76. Rick's "First Time" prompt draft

Rick chose to construct a Circle Map plan for the "How to Trick Your Mom" prompt. He writes ideas with different critters he might use to scare his mom. He writes one sentence to describe how he might use ketchup as fake blood to scare his mom.

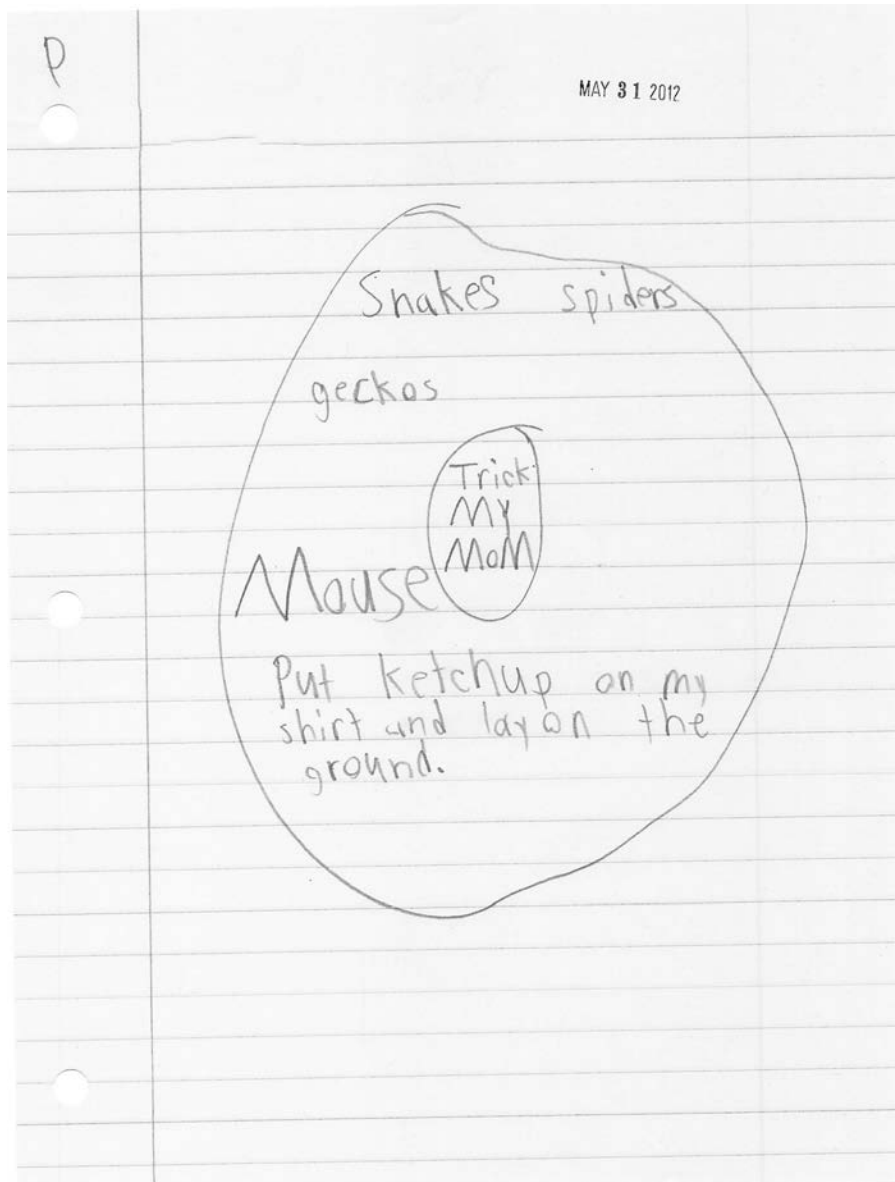


Figure 77. Rick's Circle Map plan for "How to Trick Your Mom" prompt

Rick's draft was his plan for tricking his mom using fake snakes. Snakes were on his original Circle Map plan. In his draft he tells why he chose snakes and how he will use them to trick his mom. He even writes the anticipated reaction of his mother by his trick.

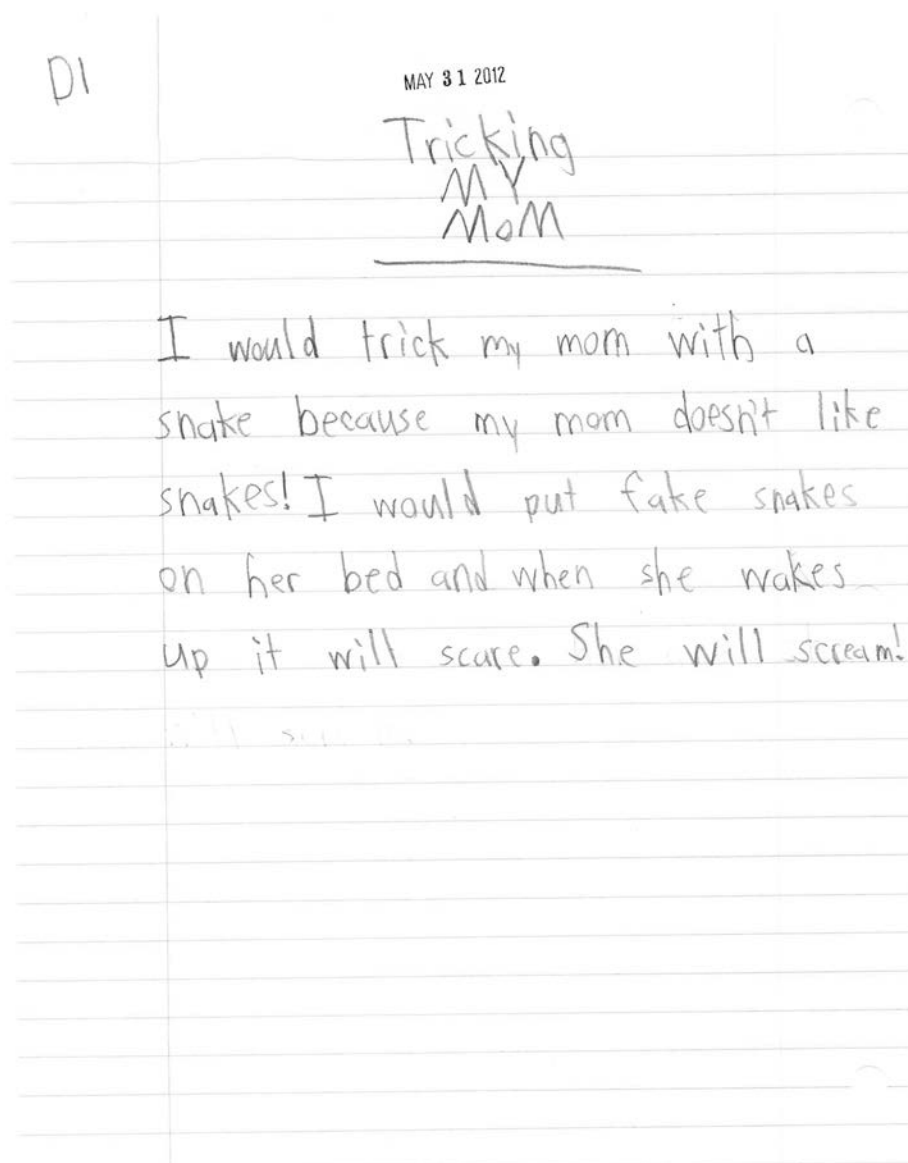


Figure 78. Rick's draft for How to Trick Your Mom

Rick chose to construct a Circle Map for his plan for the prompt about summer vacation plans. He listed three possible activities, and then circled his chosen idea. He chose to write about the possibility of attending a Texas Rangers' game. Rick's draft describes his previous experiences attending a ball game as the case for why he would like to go again in the summer.

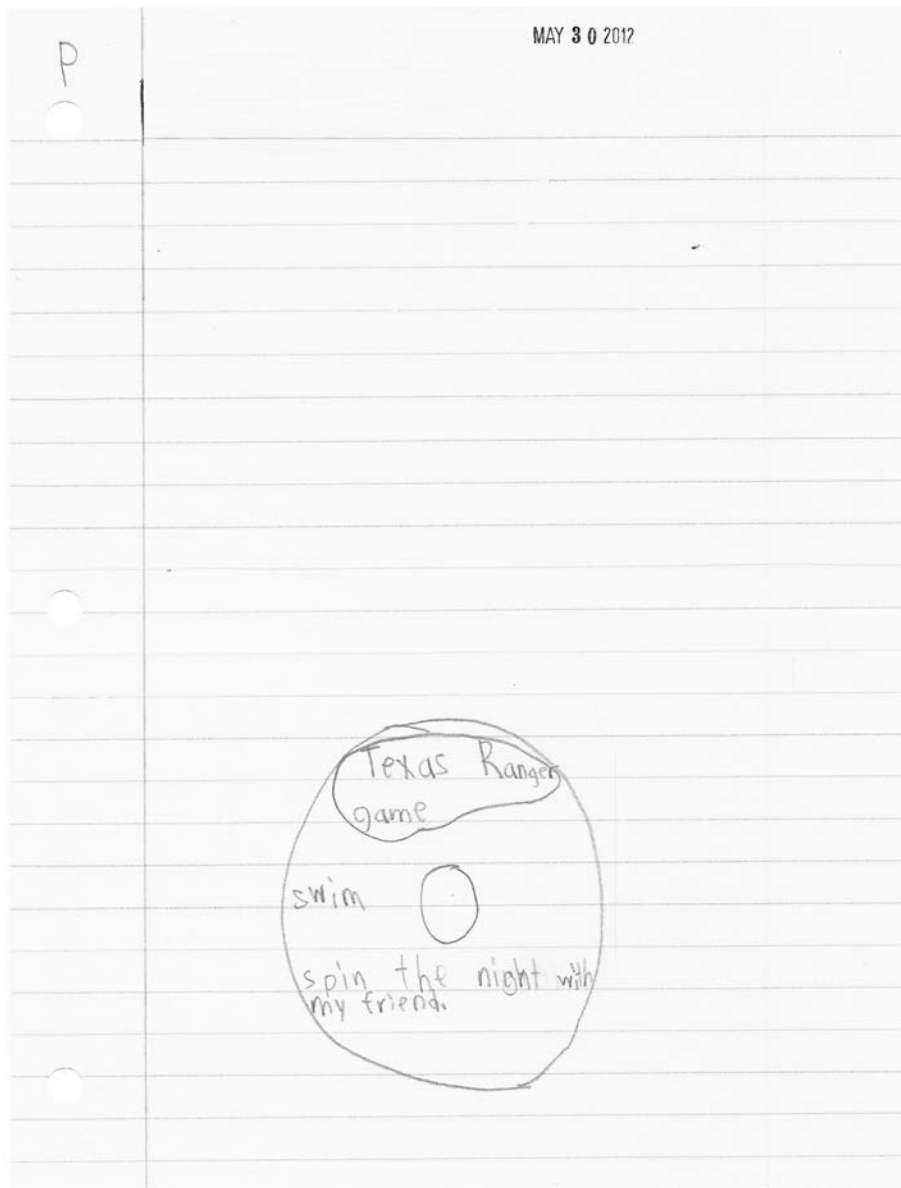


Figure 79. Rick's Circle Map plan for his summer vacation

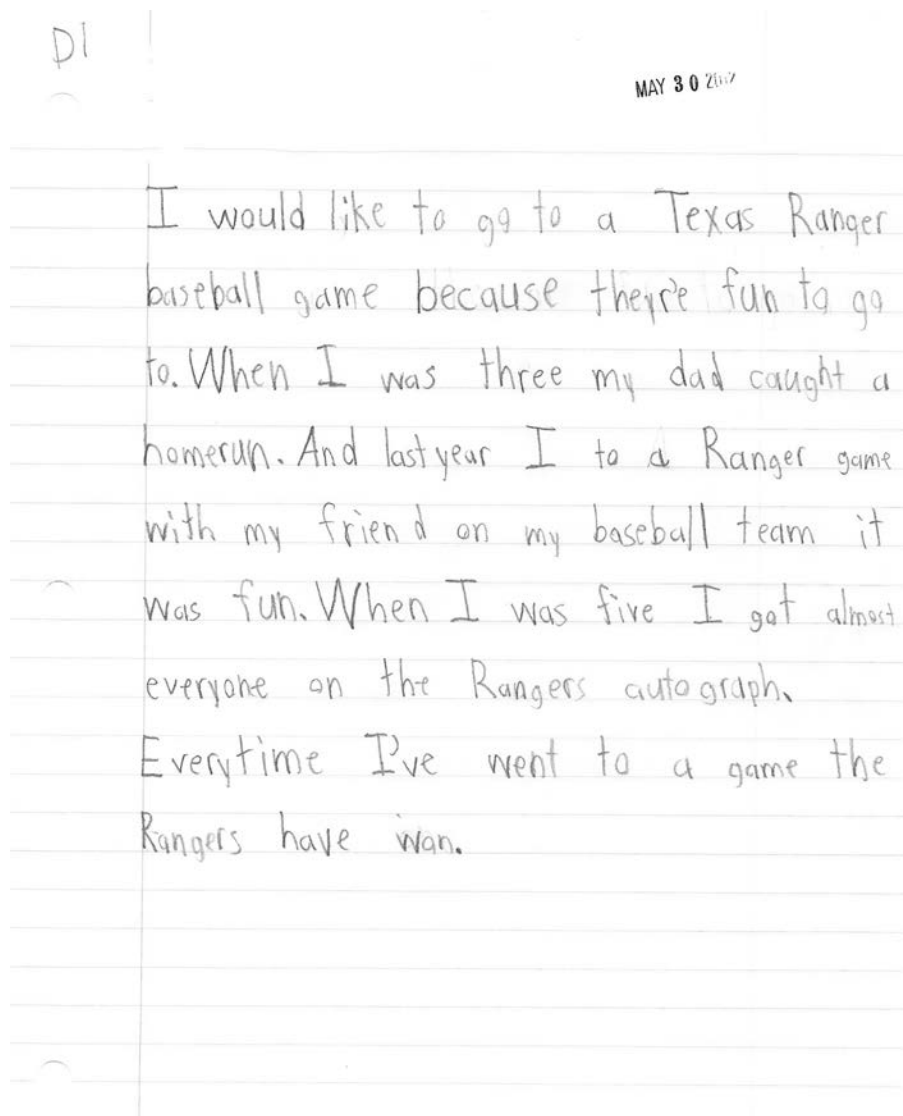


Figure 80. Rick's draft of his summer vacation

Focus Case Student Carol's Writing to a Prompt Work

Carol chose to write a list of ideas for the first prompt. She made a list of four possible ideas, then crossed out and checked the chosen topic. Below her list of ideas is a Flow Map. She wrote something in the first box, but crossed it out. She did not finish the Flow Map, but chose to write her draft instead.

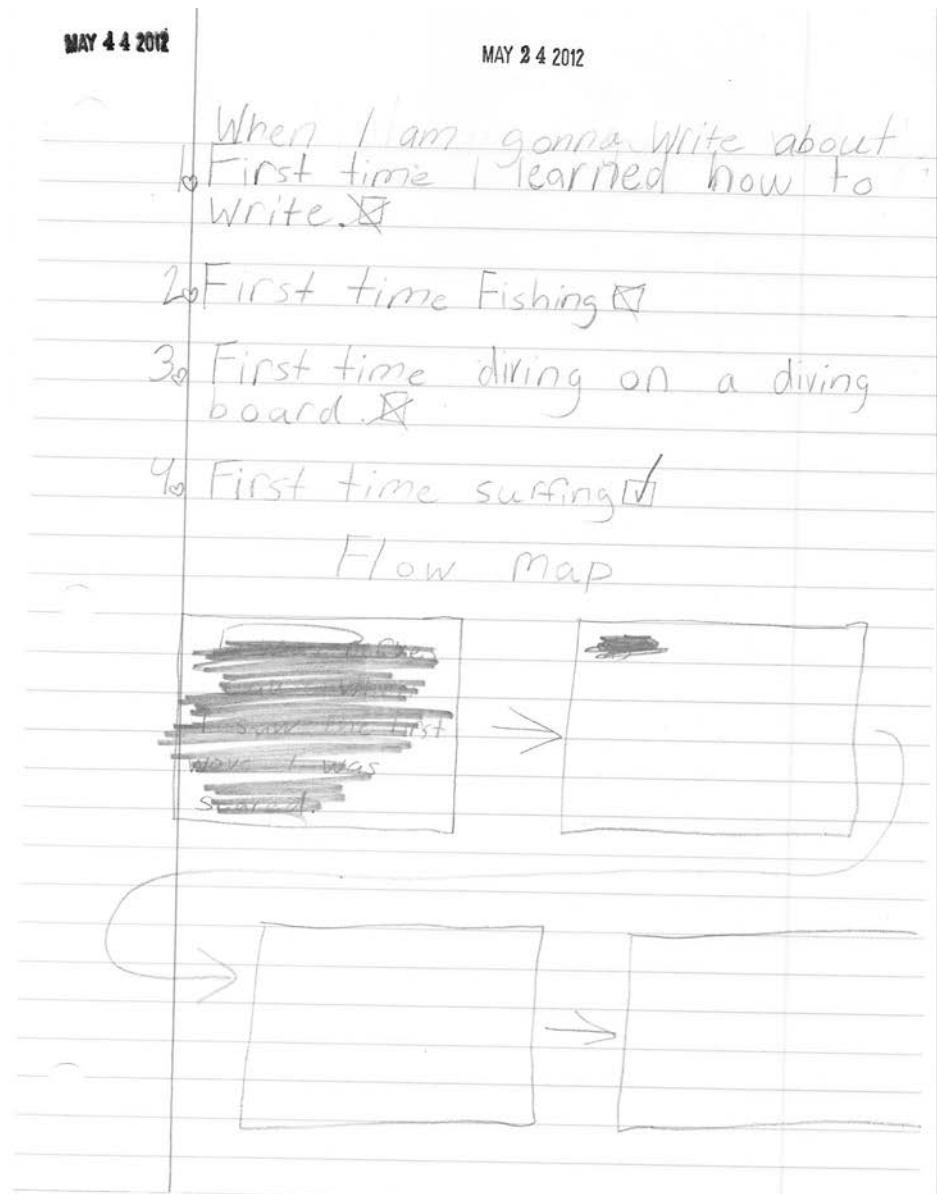


Figure 81. Carol's plan for the First Time prompt

Carol chose to write about her first time surfing. In her draft, she describes the events and her feelings about trying something for the first time. She describes her attempts as good.

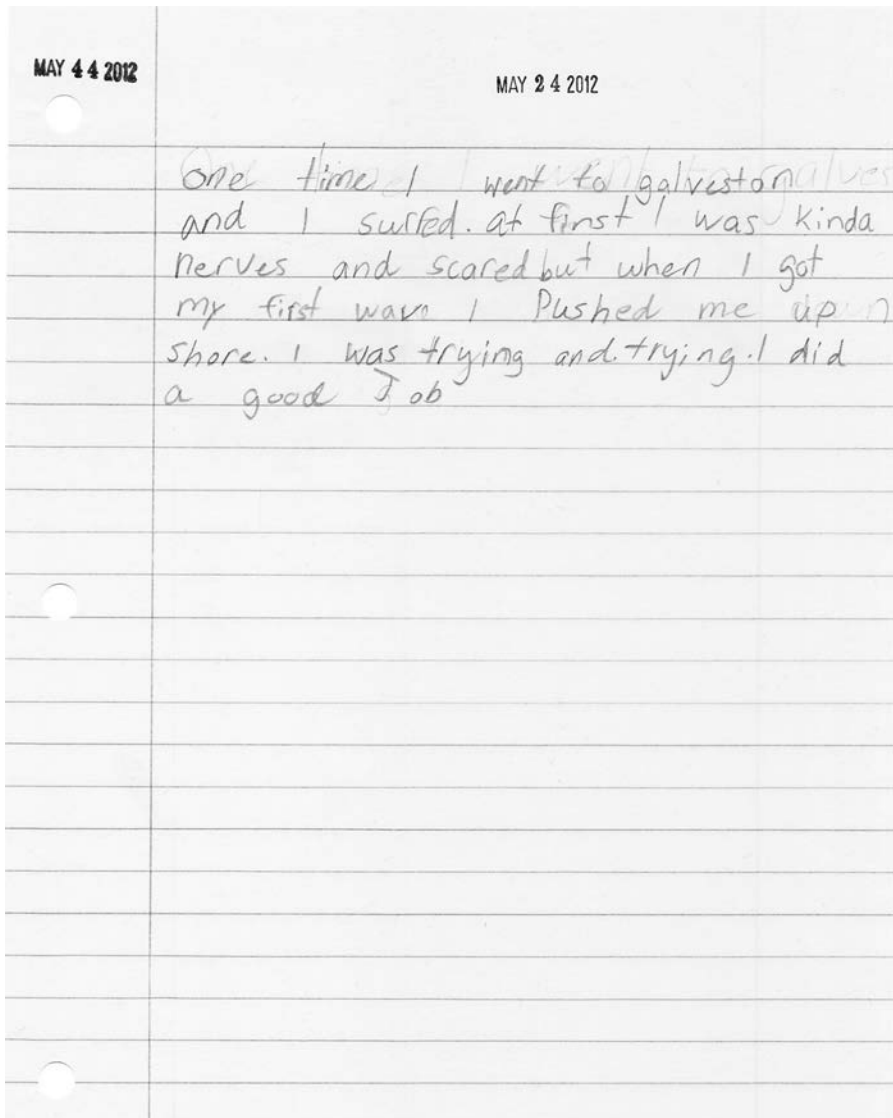



Figure 82. Carol's draft for the First Time prompt

For the second prompt, Carol created a list of ideas as her plan to trick her mom. Carol's draft is a hybrid of her idea about hiding and scaring her mom. In her plan, she writes she will hide in the shower and scare her mom, but in her draft, she changes the location to the closet. She mentions her mom getting clothes in her original plan, but does not write that she will hide and scare her.

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take away her cookies

When she goes in the
bathroom I will hide in the
shower and scare her. and
say boo

in the morning
when she gets her
close

change her clock

Figure 83. Carol's plan for How to Trick Your Mom prompt

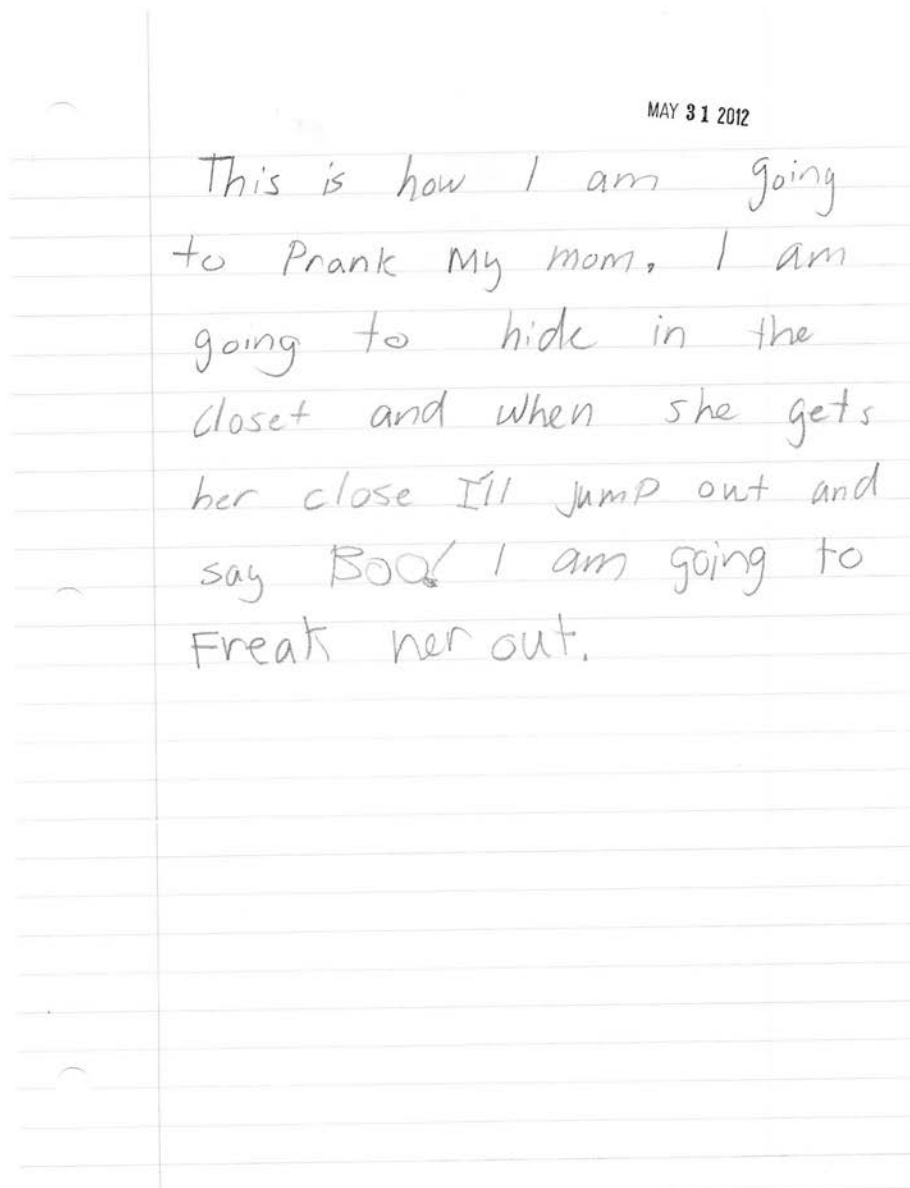


Figure 84. Carol's draft for the How to Trick Your Mom prompt

Carol's plan for the summer vacation prompt was a list. She wrote five ideas for her summer plans. Under her plans, she drew a set of boxes and checked them off for each idea.

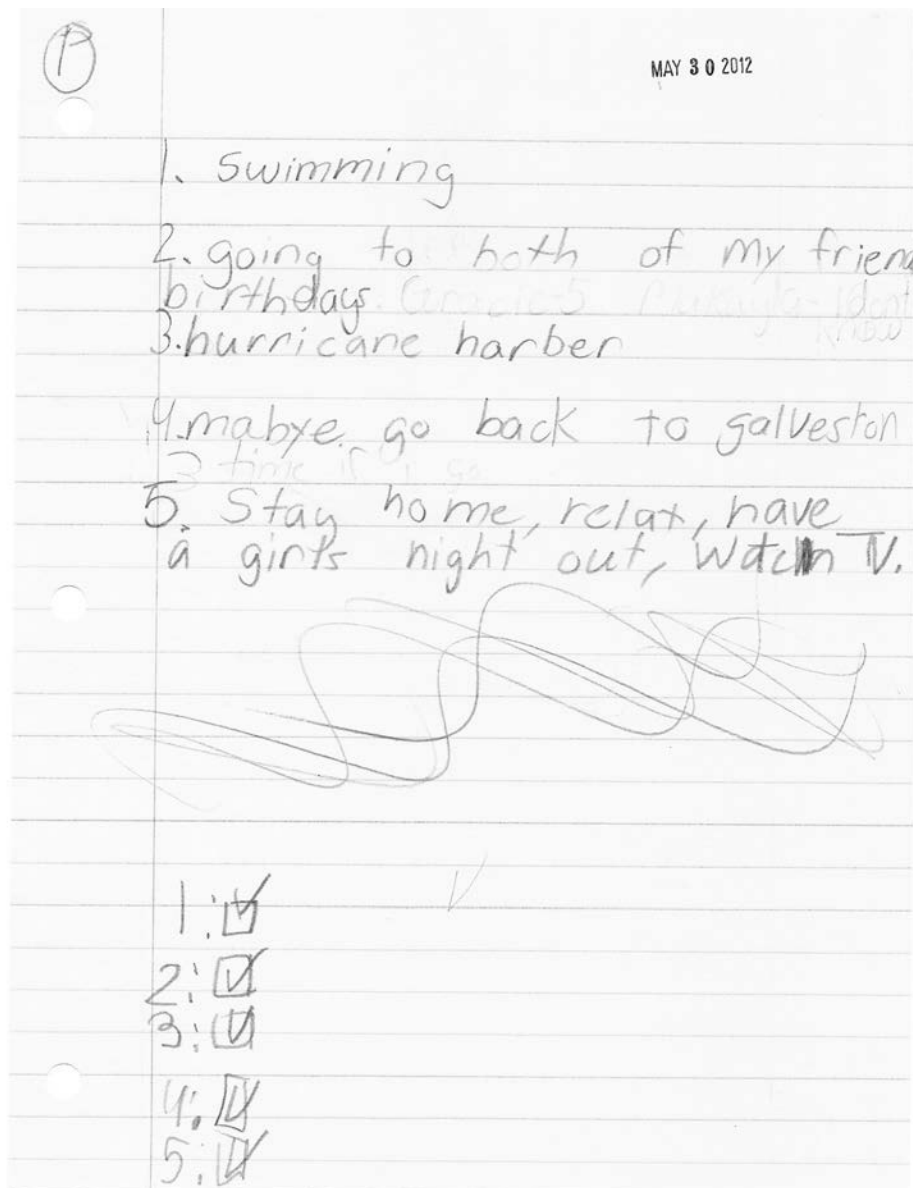


Figure 85. Carol's plan for Summer Vacation Plans prompt

Carol's draft consists of all the ideas from her plan except the possible trip to Galveston. She prioritizes the events by writing her favorite and least favorite activities.

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Summer is almost here!

This Summer i'm going
to go to my friends birthday
and my other friends. Im gonna
go swimming. I am going to
hurricane harbor. My favorite is
going to the birthday and swim.
My least is staying home
watch TV. I am going to have
a girls night out. I am going
to get a clubhouse Put
desk in it and other school
items and I will Play shool
With my friends it is going
Some ~~on~~ on the back →

Figure 86. Carol's draft for Summer Vacation Plans prompt front

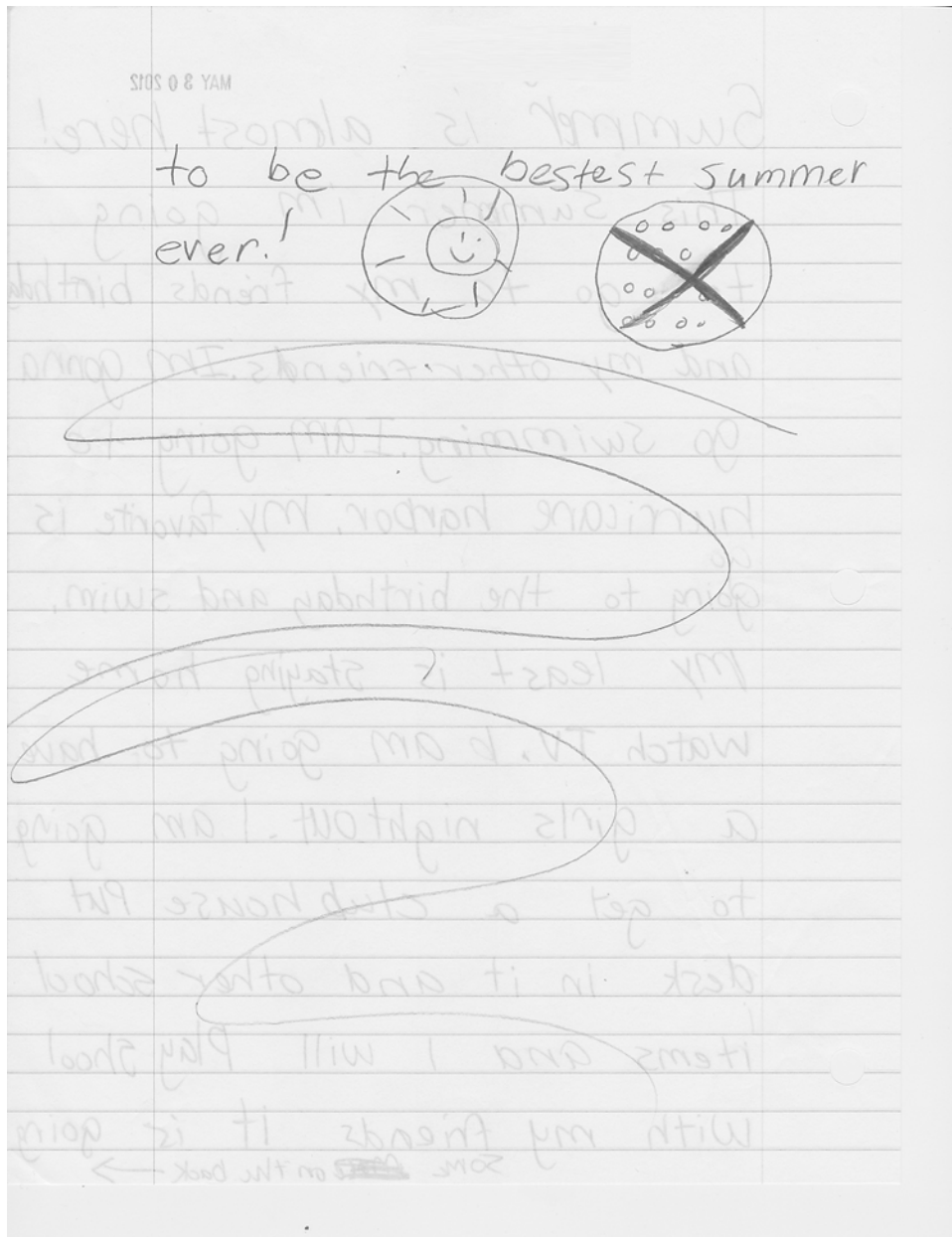


Figure 87. Carol's draft for Summer Vacation Plans prompt back

Focus Case Student Michonne's Writing to a Prompt Work

Michonne chose to construct a Flow Map as her plan for the first prompt. She chose to write about when she got her dog. She describes her dog in each box of the

Flow Map, but does not tell about the first time she got a dog. Michonne's draft is a copy of her Flow Map plan writing. She did not add or delete details to her draft.

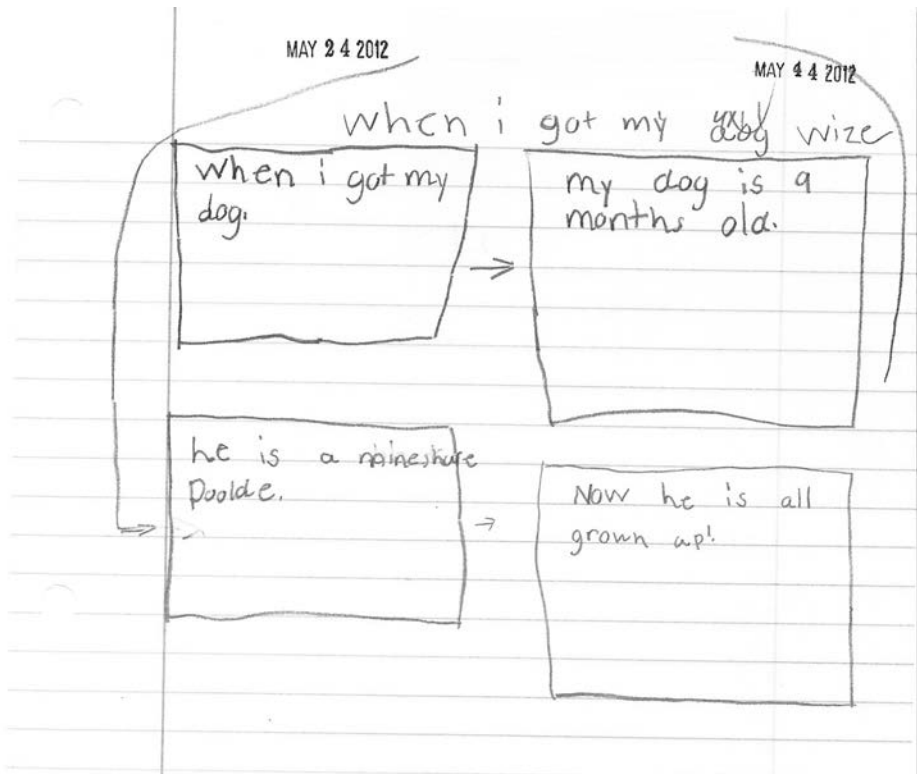


Figure 88. Michonne's plan for the First Time prompt

Figure 89. Michonne's draft for the First Time prompt

Michonne's created a list of ideas as her plan for the "How to Trick Your Mother" prompt. She listed four ideas for tricking her mother. She even drew an illustration of the fart chair idea. For her draft, Michonne constructed a paragraph listing the items from her plan as items she needs to prank her mom. She does not elaborate beyond the list of items. Michonne does not tell the reader how she plans to trick her mom with the items she listed.

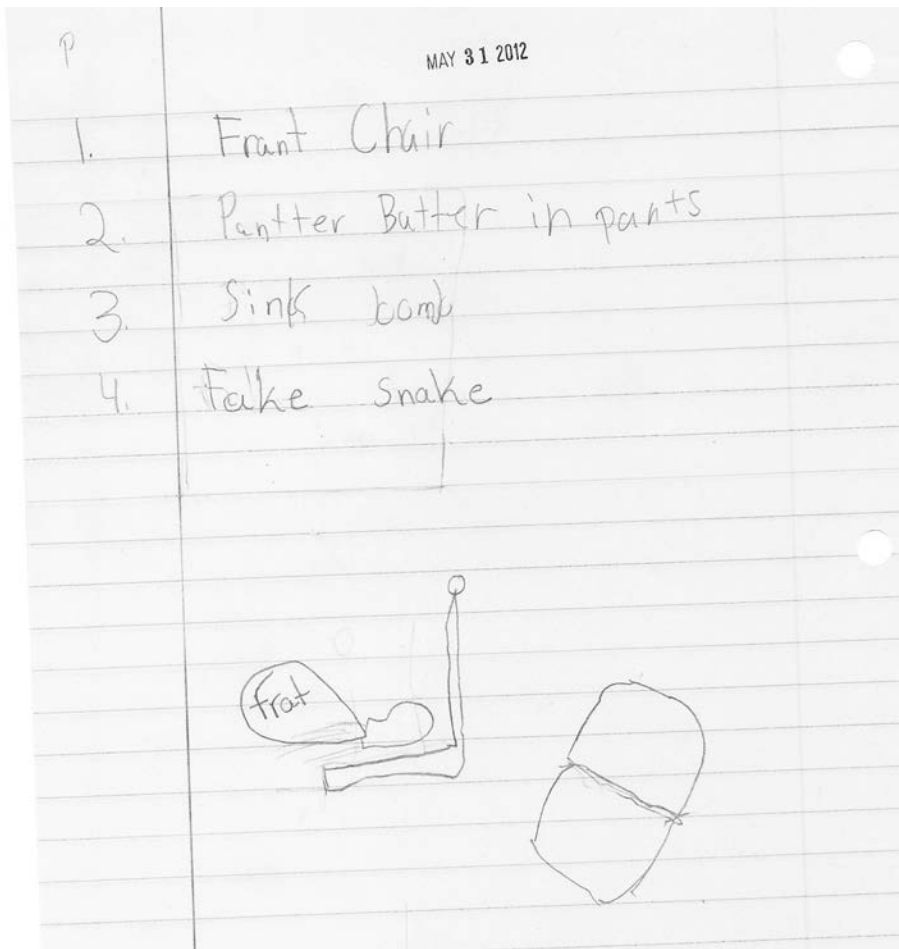


Figure 90. Michonne's plan for the How to Trick Your Mom prompt

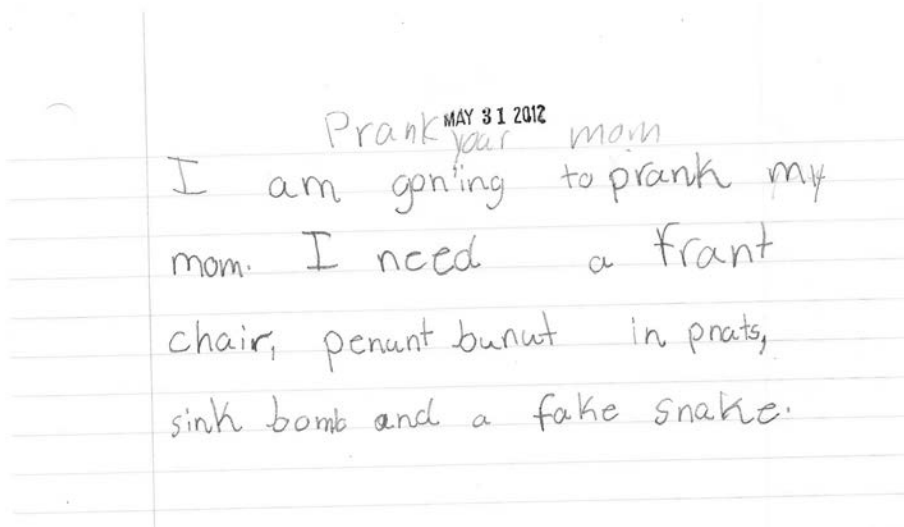


Figure 91. Michonne's draft for the How to Trick Your Mom prompt

Michonne's plan for the summer vacation prompt was a Flow Map. However, she only listed her ideas in the first box. She did not sequence a singular idea or event as part of her plan. She left the other three boxes blank. The list she created was a list of places she might visit over the summer. Her first draft was a sentence that listed these places and more. She did not elaborate beyond the list she wrote in her original plan. She only mentions that she will be at daycare.

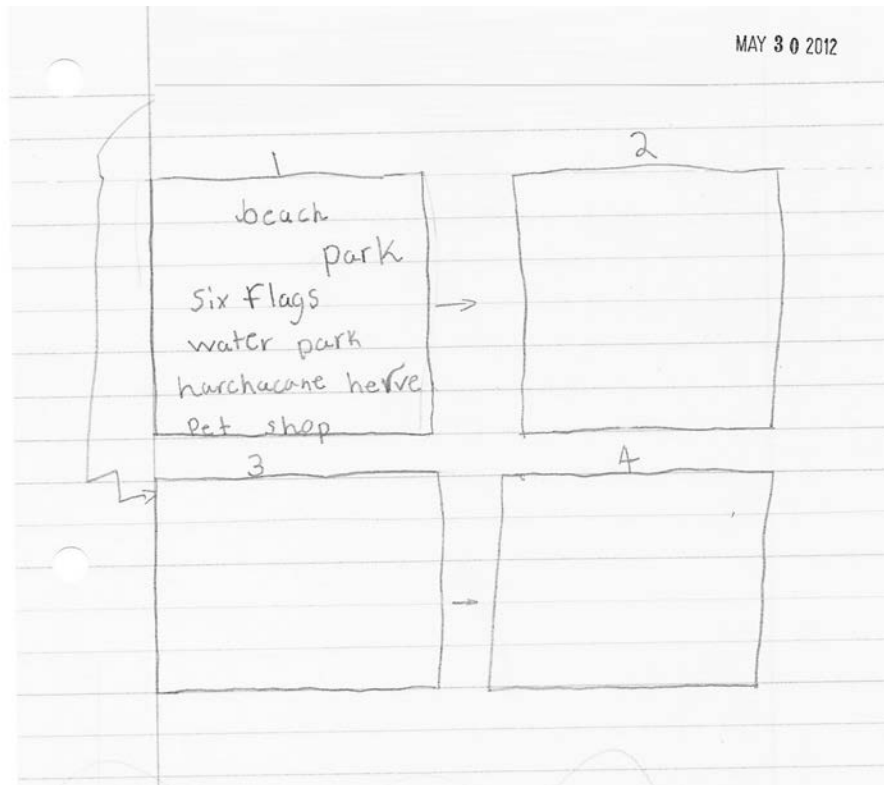


Figure 92. Michonne's Flow Map plan for the Summer Vacation Plans prompt

MAY 30 2012 We are gon'ing everywhere!

We are gon'ing to the,
 beach, six flags, water park, hurricane helve,
 and the pet shop, great golf lodge, movies,
 store. We are getting there
 by car.

Figure 93. Michonne's draft for the Summer Vacation Plans prompt

Second Grade Writers' Perceptions About Planning

To extend my developing understanding of my student's perceptions of writer's planning processes, I conducted small group interviews at the end of the study. Interviews were conducted at the horseshoe table in the classroom during the last two remaining days of school. I asked the same set of questions for each group. However, at times clarifying questions were asked for better understanding and meaning. Interviews were transcribed and coded for further analysis.

Table 22

List of Questions Asked during the End of Study Interviews

| Student Interview Questions |
|--|
| <ol style="list-style-type: none">1. When you are asked to write about a topic, how do you begin?2. Why do you choose to begin that way?3. How do you feel about planning before you write your first draft?4. What strategies do you use when you plan?5. Are there times when you might not use a plan?6. Is there anything in particular we have done together in class that helped you as a writer?7. Since we have been doing so much writing, do you think you have changed as a writer? How?8. Do you think this experience, writing, talking, and recording, have changed our classroom?9. What was your favorite activity we did?10. What was your least favorite activity we did? |

When students were asked how they began a writing topic, thirteen replied they began by making a plan. Four students replied they make a plan using a particular type of Thinking Map. For example, Bernadette said, "I begin by thinking of what I am going to write and what is going to appear on my paper. I plan and write a Circle Map or a Flow Map." Three students responded by simply naming a type of Thinking Map, but did not refer to the Thinking Map as a plan itself. Only one student did not mention constructing a plan. Hershel responded, "I usually begin by writing it entirely. I just go to writing the main sentences for the story to tell what I am writing about."

I probed further and asked students what they meant by planning. Andrea responded, "Planning is getting all of your imagination and putting it in order...and just putting it into a story." Carl and Tyreese said planning was something you did to get everything together and gather information before you write your first draft. When asked to explain the difference between a plan and a draft, Penny replied, "Your plan is different from your story because your plan is just your thinking about what you want to do and stuff to your writing." Only Hershel and Dale gave no distinction between a plan and a draft because they said they copy their plans directly into their first draft.

I asked students if they began with a plan, then how did they plan. Many students in my class equated planning with Thinking Maps. Fourteen students mentioned a type of Thinking Map as part of his or her planning strategy for writing.

Circle Maps, Flow Maps, and Tree Maps were the most mentioned type of Thinking Maps by these students. When asked why they chose to construct a plan using a Thinking Map, Maggie replied, "I make a Tree Map because it is easier to make up the characters and write your story." Bernadette explained, "I plan and write a Circle Map or a Flow Map so I can get ideas out and get them in order." Only four students mentioned a different planning strategy. All four students said making a list was another way to plan.

Students had positive responses when asked how they felt about planning before constructing a first draft. "Planning is pretty fun and easy and good for your writing...because you can copy everything on the paper," explained Hershel. Andrea said, "I think it kind of feels good because I've had all these words all mixed up in my brain and then I lay them all out on paper and put them in order and sentences in order. And it makes sense into a story." Planning before writing was thought of as a good idea because students could "look back" and remember if they missed something or forgot how to "spell a word" while they were writing. Dale said planning made him feel "prepared" for what he was going to write. Rick said it was difficult to not have a plan because there would be nothing to look back at during writing. Penny responded, "First you plan and that makes it a little bit easier. It is right in front of you and you can see it. When you don't have it, you have to think about it." Only two students said they felt frustrated when planning. Bernadette and

Shane explained they felt frustrated with planning because they had difficulty thinking of ideas to write.

When students were asked if there was a time when writing that they might choose not to plan, six responded that plans were not necessary for free choice writing because they already knew what they were going to write from their memory. Rick explained, "No, if it's stuff that you remember, then if you remembered it, you will not have to make a plan about it because you would remember pretty much all the details and all the stuff that happened. You can skip the plan and then you write your story." Glenn further explained, "If you already know about what you're going to write about, then you don't need something to help you." Dale and Shane replied they usually planned their writing with the exception of their journal writing in class. Carol and Hershel responded they always use a plan, but Carol later said she did not make a plan when she already knew what she was going to write. Hershel responded at the very start of the interview that he did not plan but began by writing his story in its entirety. He also said, "I like to write a Circle Map, so I put sentences like in the Circle Map and then I could just copy the sentences on the first draft."

Since our class had four weeks of intense writing instruction at the end of the year, I wanted to know if students felt they had changed as a writer in their planning or writing processes. Rick felt his handwriting and writing ideas had improved. Maggie said she was a different writer because she "used to not write a lot and now I

do.” Bernadette said, “I write like a publisher like when Eric Carle he writes good books and now I write like him.” She said using Thinking Maps and small groups helped her become a better writer, too. Sasha and Lori mentioned spelling improvement. Carl also replied, “We are spelling more words correctly and we are starting to use the right capital letters and we are writing more and we have learned a lot more in writing.” Penny said she went from “writing little stories to big ones.” Daryl and Glenn mentioned the teacher helping them use their skills to improve their writing. Finally, Carol said her writing was made “better by planning.”

When asked if there was a particular activity we had done in class together to help them improve as a writer, three students mentioned planning activities such as topic selection, Thinking Maps, and buddy conferences. Two students mentioned lesson activities that involved the textbook. Finally, two mentioned the teacher as being helpful in the revision process.

After several weeks recording the writer-ly environment, I asked students if they felt our classroom had been changed by the experience of writing, talking, and recording. Carol said, “No, because we do the same thing as we did all the time.” Although she later indicated she was felt nervous about the recordings because it was shared with other people. Carl and Tyreese also said the environment did not change because they “need to act normal” and “be ourselves.” Five students thought the environment was more serious with the cameras and that less negative behavior was on display. Sasha said, “When the cameras are on, they’re all quiet and not

talking. That's how it helps us for them paying attention to you." Morgan and Daryl said the use of the writing textbook and not just writing journals was different and helpful.

Finally, I asked students if they had a favorite or least favorite activity we had done during the study. Carol said her least favorite part was writing because "it takes longer to write when you have the plan, then do draft one and draft two." Sasha and Andrea liked the animal research report. Andrea did not like the recording process because it interfered with her writing process when others were talking. Rick liked the teacher-selected topics because "it would give us something to write about if we did not know something to write about." Maggie liked the writing textbook and using it to gather ideas for writing. Dale, Hershel, and Shane enjoyed the personal narrative writing. Merle liked using the iPods to record himself, but he did not like the cameras recording him.

CHAPTER V

DISCUSSION

Introduction

In chapters one and two, I presented and supported the argument that there is a gap in literature relating to planning practices of second graders when they write. While a single study cannot fill a gap of knowledge, this successful study provides rich layers of data to support instruction, future research, and theory building that addresses student's living in that middle space of development in writing between an emergent and developing writer.

The purpose of this qualitative collective case study was to examine the teacher's instructional goals, practices, and decision-making during writing instruction, to examine the practices students engage in when they plan, and to understand second grade students' perceptions of planning when writing. The design of this study was informed by collective case study methodology (Stake, 1995; 2000) in an exploration of the phenomenon of planning practices and perceptions and the instructional influences on second grade writers within the context of the second grade classroom. As explicated in chapter one, I was the teacher/researcher. I conducted the study in my second grade classroom with my students. Data collected for this study included student writing plans and writing

samples, peer and student-teacher conversations about writing, observations, written artifacts, and digital media.

Analysis was informed by the work of Richards (1997) in her model of how to shift my lens during analysis in order to identify and understand data as layers of meaning. Data collection and analysis were concurrent and recursive processes. This was accomplished through the use of NVivo 10 qualitative research software to assist with data management and analysis.

In this chapter, results of the research questions are presented, followed by discussion and implications for future research and practice.

The Findings

The first research question of this study was:

1. What were the instructional goals, practices, and decision-making of the teacher?

Whatever They Needed

As the teacher/researcher, I took up responsibilities of teaching and data collection. Since I had been with my second grade students for an entire school year, I had a good sense of their strengths, needs, and abilities as writers. In relation to my goals and instructional planning, the theme of *Whatever They Needed* was visible in every adaptation to the instructional objectives on the current needs of my second grade students and what I knew about them as writers. As the teacher/researcher, I developed my instructional goals, practices, and decisions around whatever my second grade

students needed as we engaged in the process of writing with the emphasis being on their planning processes.

My goal was to create a writing environment that emphasized the process of writing. As a result, I created an environment that helped students make writing decisions and focused on the process of creating meaningful texts. I created this writing environment by using my own writing as well as student writing as part of the instructional plan to teach writing skills and concepts. I listened to student writers during writing conferences and constructed mini-lessons to meet the needs of the writers in my classroom.

Taking Hold of Thinking Maps

The use of graphic organizers such as webs, clusters, outlines, and mind maps have been used by educators to facilitate students' thinking and creative abilities while writing. The use of Thinking Maps during writing instruction had been adopted school and district wide. During this study, I used the familiar language of the district-adopted version of Thinking Maps to facilitate the planning process with my second grade students. The theme *Taking Hold of Thinking Maps* as a planning tool was evidenced in the ways that my second grade students embraced Thinking Maps as a planning strategy and used it the most during the study.

The second research question of this study was:

2. What planning practices do students engage in while writing?

Models and Modeling

Throughout the study, instruction in planning while writing emphasized ways of identifying a purpose for the writing students were constructing. The theme *Models and Modeling* was a theme that makes visible the role of providing models and continuous modeling for students during large and small group mini-lessons. My second grade students used my models of planning to construct their own plans for writing. Students constructed plans similar to the teacher models, but the content varied due to the choice of writing topic by the student. Developmentally, the use of the plans varied by student. Rick, a focus case student, had minimal written or illustrated plans, but constructed elaborate texts with rich details and mature story structure. Focus case student, Michonne, constructed written plans, but the writing that she constructed from her plans are best described as replicas of her plans with little to no elaboration or additional details.

Intersubjectivity

Peer talk, peer conferences, and student-teacher writing conferences provided meanings beyond the text and often influenced the written text. The theme of *intersubjectivity* emerged as students shared writing experiences with one another and the teacher/researcher. The construction of shared meanings between second grade students as they participated in peer and student-teacher writing conferences enhanced their abilities to share and discuss plans and written texts. As students negotiated plans

or written texts together with a peer or the teacher, plans and texts would be revised and edited for better understanding by the reader.

The third research questions of this study was:

3. What perceptions about planning do second grade writers' hold?

Multiple Perspectives as Practice

My students were able to draw distinctions between a writing plan and a written draft. They understood planning was a way of gathering ideas and information before you write. My second grade students said planning not only helped prepare them for writing, but also helped them remember their ideas as they constructed texts. Since we had used Thinking Maps throughout the school year and often during this study, my second grade students may have equated the planning process with Thinking Maps. The only time my second grade students felt planning was an unnecessary process was during free choice writing or journaling. Students viewed planning as unnecessary if one already knew the details of what they were going to write.

Discussion Of The Findings

Prior to this study, very little was known about the planning processes of second grade writers. The literature is replete with evidence of how emergent, adolescent, and adult writers approach the planning process (Bereiter & Scardamalia, 1982, 1987; Emig, 1971; Flower & Hayes, 1981, 1981; Graham et al., 2007; Honeycutt, 2002; MacArthur, 2009; Saddler, Moran, Graham, & Harris, 2004; Schnee, 2010; Thompson, 1999; Tracy,

Reid, & Graham, 2009; Warrington, 1999). Planning is the part of the process of writing that appears to be most influenced by development. The findings in this study provide strong evidence that developing writers between the ages of 7 and 8 (second grade) have the ability to plan despite developmental concerns (Bereiter & Scardamalia, 1987).

When planning is recognized and reflected upon as part of the process, elements of “good” writing begin to appear (Dahl, et. al., 1998; Graham, et. al., 2007). To teach the craft of writing, I chose to expand my practices of modeling the process of writing with my students (Graves, 2003). I focused planning instruction on explaining the purpose, describe, and model the process. My role as the teacher/researcher and the decisions I made were fundamental to the functions of my classroom.

Several factors that influenced the decision-making process in the classroom: student behavior, personal beliefs, educational philosophies, and instructional materials and strategies (Borko, Shavelson, & Stern, 1981). My decisions were made based upon whatever my second grade students needed as writers. I developed lesson plans to emphasize planning during the process of writing, but adapted to meet individual student needs during student-teacher writing conferences. I created an environment that helped students make writing decisions and focused on planning as part of the process of creating meaningful texts.

Teaching methods and practices in the process of writing are interactive and student-centered. Educators have used strategies that facilitate students’ thinking and creative abilities by using graphic organizers such as webs, clusters, outlines, and mind maps for many years. Depending upon frequency of use, instructional exposure, and

practice with prewriting strategies, writers will use variations of one or more prewriting strategies during planning (Chai, 2005). Thus, the second grade students in my classroom embraced the use of Thinking Maps as a planning tool due to the exclusive exposure as a planning strategy during instruction.

My second grade students used my models of planning to construct their own plans for writing. By modeling the planning process, I was able to provide a scaffold for practicing the skills necessary to hone the craft of writing (Graves, 1983; Vygotsky, 1978). The literature states developing writers may plan infrequently, ineffectively, and minimize the role of planning (Graham, et. al., 2007). However, when planning is recognized and reflected upon as part of the process, elements of good writing begin to appear (Dahl, et. al., 1998; Graham, et. al., 2007). In this study, the focus case study students constructed plans based upon the teacher models and used those plans to construct meaningful texts. The difference in development was evident in the use of the plans to construct the texts. Focus case study students, Rick and Carol, transformed their plans into texts that were not similar to the original plans. However, focus case study student, Michonne, simply transcribed her plans into the constructed texts. Bereiter and Scardamalia (1987) observed similar behaviors with novice writers until about the age of 12.

Writing conferences provided an opportunity to learn and collaborate together (Calkins, 1983; Ewert, 2009; Graves, 1983). By conducting student-teacher writing conferences, I was able to support the planning and process of writing by returning the responsibility and control back to the student. As the teacher, I was able to continuously

support the students' work and provide scaffold for future skills. Findings in this study provide additional support to the literature regarding peer talk and peer conferences. Peers can be a source of ideas, motivate writing choices, and create meaning for the final product (Gee, 2008; Kissel, 2009).

In this study, the participants' responses to questions about the planning process revealed they understood the importance of planning and its purpose. They understood planning helped prepare them for writing and helped them remember details as they constructed texts. Students used the tools available to them to construct plans and referenced Thinking Maps as part of the planning process.

Implications For Further Research

More research is needed to extend our knowledge of second grade writers and their planning processes to support theory building of second grade students..

More research is needed to extend our knowledge of second grade writers beyond planning practices is needed.

Future studies building on the design of this study and the innovative use of technologies to support the role of teacher as researcher are needed to provide teacher researchers with the abilities to gather rich data sets for analysis.

Implications For Practice

Developing writers need to know why planning is important, how it helps the writer, and when to use it (Bereiter & Scardamalia, 1982, 1987; Flower & Hayes, 1981, 1981, 1984; Graham, Harris, & MacArthur, 2006; Graham et al., 2007; Harris, Mason,

Graham, & Saddler, 2002). The role of the teacher is essential to providing the scaffold for writing skills as the developing writer gains awareness of the social and personal power of print. Results of this study suggest that the following are essential to supporting the developing writer's practices and perspectives:

1. The teacher must be reflective and adapt to the writers' needs.
2. Creating a writing environment that emphasizes the recursive process of writing with an emphasis on the importance of planning is crucial.
3. Teachers must practice writing and share her own writing and model the process of writing out loud.
4. Listen to the writers and scaffold their writing skills during student-teacher conferences.
5. Emphasize the use of graphic organizers to facilitate the planning process.
6. Model how to plan and how to use the plan to construct meaningful text.
7. Peer talk is an important part of the process of writing. Encourage students to share their plans and texts to provide meaning beyond the text.

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APPENDIX A

IRB Approval Letter



Institutional Review Board
Office of Research and Sponsored Programs
P.O. Box 425619, Denton, TX 76204-5619
940-898-3378 FAX 940-898-4416
e-mail: IRB@twu.edu

April 2, 2012

Ms. LaShera Denise McElhany

Dear Ms. McElhany:

Re: Students' Perceptions and Practices of Planning and Their Teacher's Decision-Making During Writing Instruction (Protocol #: 16974)

The above referenced study has been reviewed by the TWU Institutional Review Board (IRB) and appears to meet our requirements for the protection of individuals' rights.

If applicable, agency approval letters must be submitted to the IRB upon receipt PRIOR to any data collection at that agency. A copy of the approved consent form with the IRB approval stamp and a copy of the annual/final report are enclosed. Please use the consent form with the most recent approval date stamp when obtaining consent from your participants. The signed consent forms and final report must be filed with the Institutional Review Board at the completion of the study.

This approval is valid one year from March 2, 2012. Any modifications to this study must be submitted for review to the IRB using the Modification Request Form. Additionally, the IRB must be notified immediately of any unanticipated incidents. If you have any questions, please contact the TWU IRB.

Sincerely,

Dr. Kathy DeOrnellas, Chair
Institutional Review Board - Denton

enc.

cc. Dr. Margaret Compton, Department of Reading
Drs. Nora White & Lettie Albright, Department of Reading
Graduate School