

THE EFFECTS OF A BALANCED LITERACY PROGRAM ON
KINDERGARTENERS' WRITING

THESIS

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Abstract

The purpose of this study was to examine how the implementation of a balanced literacy program affects the writing of kindergartners in comparison to the writing of kindergartners involved in a more traditional instructional program. This study involved 36 kindergartners from two classrooms in a suburban district in Western New York. The chosen classrooms were selected because of the differences in their early literacy practices. The kindergartners in this study were part of a full day program. The subjects came from diverse socioeconomic and ethnic backgrounds. A heterogeneous mix of ability levels was represented. The kindergartners were given a writing prompt to respond to in the month of May. The writing that was exhibited was used as a reflection of the overall skill level acquired by the students as a result of the different teaching practices implemented in the two participating classrooms. The data from these responses were evaluated by teachers using the Developmental Writing Continuum. A t test was used to compare the results of the students' evaluations reported on in this study. Analysis of the data from the t test shows that there was a statistically significant difference between the two approaches to teaching writing to kindergartners as studied in this report.

The kindergartners involved in the balanced literacy framework classroom showed further developmental writing abilities than those kindergartners in the more traditional instructional program. The results presented in this study will hopefully encourage educators to reflect on the benefits of employing a balance literacy framework in early childhood classrooms.

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CHAPTER I

Statement of the Problem

Purpose

The purpose of this study was to examine how the implementation of a balanced literacy program affects the writing of kindergartners in comparison to the writing of kindergartners involved in a more traditional instructional program.

Need For Study

Research on emergent literacy was given increasingly more focus following the 1980's. Sulzby (1992) emphasizes that a tragic paradox exists between kindergarten classrooms in which children are treated as non-writers except through handwriting drill or copying from models and those classrooms in which all children are writing willingly and easily. All too often teachers do not consider kindergarten children as writers who compose meaning until they are successful with letter and sound mechanics (Bous, Farlow & Thompson, 1997). Teachers' perceptions of what reading and

writing are affects how they teach literacy processes. Students' views of reading and writing are directly related to the literacy practices they have participated in while in the classroom (Lindfors, 1984). Numerous researchers have investigated effective means to promote reading and writing behaviors in young children. When teachers provide opportunities in which children can begin to view themselves as readers and writers, they are capitalizing on children's natural desire to make meaning of print and to utilize writing in any way they know how (Bouas, Farlow & Thompson, 1997). Bouas, Farlow and Thompson have concluded from their recent study that kindergartners are able to write when particular favorable conditions are present. Far too often, kindergartners are not perceived as writers and therefore they are given either no opportunities to develop as writers or they have writing pushed upon them in developmentally inappropriate ways. There is a significant amount of current research that clearly states the importance of implementing a developmentally appropriate balanced literacy program in kindergarten (Barksdale-Ladd & Thomas, 1997, Fountas & Pinnell, 1996, Marzollo, 1988,). This study was conducted to examine if the writings of children in a balanced literacy program exhibited a higher writing skill level than children involved in a more traditional skills based program.

A traditional skills based program can be described as a setting in which children participate in part-to-whole instruction such as a focus on letter sounds before words in a kindergarten classroom. Children in a classroom typical of this type of approach are taught isolated skills in a specific order, regardless of their individual stages in writing.

A balanced literacy program is explained by Fountas and Pinnell (1996) as “a way of thinking about the range of reading and writing activities that are necessary for promoting early literacy” (p.21). This framework is defined as “a conceptual tool for planning and organizing teaching. It includes four kinds of reading and four kinds of writing, connected through extensions and themes and applied through the teacher’s observed evidence of children’s progress” (p.41). The levels of support include read aloud, shared reading, guided reading, independent reading, shared writing, interactive writing, guided writing or writing workshop, and independent writing.

Research Question

In what ways does the implementation of a balanced literacy program affect the writing of kindergartners in comparison to the writing of kindergartners involved in a more traditional instructional program?

CHAPTER II

Review of Literature

Children's Desire to Communicate

Researchers have found that children have an innate desire to communicate with others (Collins, George & Shaegger, 1992). Initially, babies have a need to communicate their needs to their caregivers. As they grow older, children develop more sophisticated needs and ways of expressing themselves. Collins, George and Shaegger (1992) support this in their statement, "In much the same way young children have a need to learn to talk, children have a desire and need to write" (p. 54). Goodman's (1986) remark, "Kids learn to read and write because they need and want to communicate" also reflects this belief (p. 49). Collins, George and Shaegger (1992) stress the need to recognize that children want to share their voice with others. Children have a wealth of experiences and a desire to communicate about their experiences. When we can concede that children have important stories to tell and then provide an environment for them to relay it to us in writing, we start to explore the most effective ways of designing a child-centered approach to writing (Collins, George & Shaegger, 1992). Hertz and Heydenberk (1996) concur with Collins, George and

Shaegger and state that when children perceive themselves as authors, they realize that what they say is important. Many studies have documented the need for children to view themselves as authors within a classroom of authors (Calkins, 1996). The perception of themselves as writers and learners is enhanced greatly.

Emergent Literacy

Natural, Informal Language Learning

Emergent literacy is a philosophy of how children come to acquire oral and written language. Today “language scholars acknowledge that literacy development can occur in a natural, informal, and child centered way” (Collins, George & Shaegger, 1992, p.54). Strickland and Morrow (as cited in Lesiak, 1997) describe the emergent literacy perspective as one that represents a relatively current means of thinking about the reading and writing development of young children. This emergent literacy perspective deals with the time between birth and when children begin to read and use the conventions of writing.

Experts now believe that children are learning to read and write from birth. Prior to this paradigm shift, educators believed that students learned reading and writing by moving through workbooks and other commercial materials

designed to 'get them ready' to read. The theory of emergent literacy asserts that children actively construct their understanding of reading and writing through independent exploration and through informal interactions with parents, childcare givers, and other literate people. (Diffily, 1995, p.24)

Therefore, literacy development starts sooner than once believed. It is linked to children's natural surroundings in home and at school and is multidimensional (Lesiak, 1997). Within the emergent literacy philosophy, reading and writing are viewed as interrelated skills that are supportive of each other, rather than as separate skills, which develop sequentially. As explained by Dailey, (1991), the process of learning to read and write does not begin at some magical age; rather it evolves as children acquire experiences with language and print. The processes of reading and writing develop simultaneously. In many homes children have numerous opportunities to acquire literacy as part of their normal routine and activities. Learning purposes for reading and writing can come from their home experiences like singing lullabies to writing thank you notes together. Children eventually begin to explore through a variety of writing forms. The classroom program should be an extension of the reading and writing that hopefully begins in the home (Dailey, 1991).

Continuous Growth and Development of Children's Use of the Written
Language

In emergent literacy, children are not encouraged to use only words they know how to write or spell. They do not have to wait to learn the rules of writing before they begin to attempt writing. In fact, teachers now recognize the many different representations of writing children go through. Similar to the way young children advance through cooing, babbling, single word utterances, etc., children learn to write by making closer approximations to conventional writing. Hubbard (1991) defines writing in the following way:

Writing is a medium with which people communicate with themselves and with others at other places and times. Writers' first attempts to make sense are crude, rough approximations of what they mean. Writing makes sense for oneself, then for others. (p. 69)

Through accepting and celebrating children's writing approximations, Hertz and Heydenberk (1996) tell us that we permit students to make growth at their own rate as they develop into true writers. The emergent literacy perspective focuses on children's continuous development and does not concern itself with preparing a child to learn (Lesiak, 1997). Kindergarten teachers are aware that they are not children's first teachers of literacy.

Many children enter school with various levels of language structures already in place. Teachers recognize students' existing knowledge of print and writing and encourage them to gradually include more and more aspects of standard writing. They reinforce what children may have already learned about language and support their further explorations of text in a balanced literacy program.

Balanced Literacy Framework

Components and Environment

“A flexible framework is significant in conceptualizing the literacy curriculum in the primary grades” (Fountas & Pinnell, 1996, p. 21).

Fountas and Pinnell describe a framework for literacy as “a way of thinking about the range of reading and writing activities that are necessary for promoting early literacy” (p. 21). It is important to recognize that the components are not separate elements but are linked together in powerful ways. To ensure that children are exposed to a variety of reading and writing tasks, teachers have recently adopted a balanced literacy program (Fountas & Pinnell, 1996). This type of program allows teachers to modify the degree that support is provided when appropriate in order to encourage children to become independent learners. If balanced literacy is viewed as a

continuum, teacher support is imperative at the beginning where teachers model reading and writing for the children. As children acquire concepts of print, teachers are able to slowly remove some of their scaffolding to allow children to become more engaged and responsible for the literacy task.

Fountas and Pinnell's (1996) balanced literacy framework is defined as "a conceptual tool for planning and organizing teaching. It includes four kinds of reading and four kinds of writing, connected through extensions and themes and applied through the teacher's observed evidence of children progress" (p.41). The levels of support include read aloud, shared reading, guided reading, independent reading, shared writing, interactive writing, guided writing or writing workshop, and independent writing.

The emergent literacy perspective supports the idea that children notice print in their environment and that this print helps to foster literacy development in a balanced literacy program. Beagle and Dowhower (1998) support the premise that the physical classroom should enhance and stimulate literacy acquisition. Loughlin and Martin (1987) tell us that the classroom environment sends a strong message and the literacy surroundings can be a great literacy development tool. Beagle and Dowhower (1998) conducted research involving 18 kindergarten classrooms, which addressed the extent to which the teachers honored literacy by providing materials,

special places, and experiences for reading and writing to develop. They analyzed the following categories: books, writing supplies, and literacy centers. They concluded that because of the overall print-poor environment found in most of the classrooms, teachers are missing the opportunity to cultivate literacy to its fullest extent. Goodman (1986) believes in the importance of a print-rich environment, but also stresses the need for an accepting, caring atmosphere where children are free to take risks. Children must be free to actively engage in self-directed and purposeful explorations of language in order for the balanced literacy framework to be successful.

Writing

The Writing Experiences in a Traditional Instructional Setting in Comparison to the Writing Experiences in Balanced Literacy Program

According to Collins, George, and Shaegger (1992),

One of the most persistent questions asked by teachers when implementing a writing program focuses on the issue of skills instruction. While traditional writing programs offer clear-cut guidelines as to when and what to “teach,” a child-centered writing approach looks much different. Based on the belief that children can and will write according to their ability. (p. 56)

Unlike a traditional writing program, a balanced literacy framework implements developmentally appropriate practices. Santrock (as cited in Lesiak, 1997) defines developmentally appropriate practices as “a concrete, hands-on approach to learning using activities that are age and individual appropriate as opposed to the use of paper-and-pencil activities presented to large groups of children” (p.1). “When children use a meaning-centered approach to writing, they compose in idiosyncratic ways. Each child’s approach to composing is different from the next” (Hubbard, 1991 p. 32). An approach centered on the children is consistent with the view that students learn as they are doing the writing. Hertz and Heydenberk’s (1996) study supports school districts deciding to replace traditional skill-oriented readiness partly programs with a writing workshop approach. Writing workshop is one of many experiences that contribute to an effective balanced literacy program. Frameworks must exist to organize the learning environment and instructional time into scheduled opportunities to instruct and guide the writing process in a variety of formats (Accomando, Gall, Jamisklo & Lindeman, 1996).

Clay, Graves and Hipple state that, “Writing in kindergarten encompasses a range of written language including scribbling, random letters, copying, drawing, labeling, and captioning and using invented

spelling in an effort to communicate meaning” (cited in Collins, George & Shaegger, 1992, p. 54) Collins, George and Shaegger elaborate on the various stages supported through a balanced literacy approach in saying,

Kindergartners engaged in the following writing stages some time during the year: abstract line and nonconnected drawings, drawings with no labels or narrative; scribbling, drawings with dictated words and sentences, copying alphabet letters and numerals, remembering letters and writing them randomly, copying specific sentences, invented spelling, transition to conventional spelling, and a growing sense of story. The teacher must accept each child’s writing, including individual nuances, as he or she moves through each stage of the writing process. (p. 57)

In a more traditional skills based program, children participate in part-to-whole instruction such as a focus on letter sounds before words. Typically, the instruction in more traditional setting comes from skills based programs where children are taught isolated skills in a specific order, regardless of their individual stages in writing. Lamme (1990) speaks of the transition that Pam Lee, a kindergarten teacher from Florida, experienced when she made a gradual decent from a traditional instructional program to a more balanced framework. Pam Lee described her more traditional classroom as one that provided her and her students much boredom in teaching letters and sounds in isolation to help her children develop as readers and writers (Lamme & Lee, 1990). Worksheets are often used to

teach and assess isolated skills (Marzollo, 1988). More appropriately, shared reading times and group discussions related to the necessary skill to teach can be substituted for the worksheets that merely isolate skills (Diffily, 1995).

“Developing readers and writers must be involved in authentic literacy events and in a wide range of real comprehension texts, and they must be in control of their own use and development of literacy” (Goodman, 1996, p. 49). Children will become increasingly more independent in their involvement in the reading and writing process as educators design opportunities for meaningful and purposeful language use (Goodman, 1986). The four kinds of writing that Fountas and Pinnell (1996) explain include shared writing, interactive writing, guided writing or writing workshop, and independent writing. In a shared writing experience the teacher gives full support, models and demonstrates putting children’s thoughts into writing. An interactive writing experience such as shared writing and guided writing is where the instructor leads a group writing of a large-print piece and all children participate in the content of the message and constructing various aspects of writing (Fountas & Pinnell, 1996). The teacher has individual conversations with a student and provides selected feedback to him or her during a guided writing experience. When children write their own

messages or stories they are involved in an independent writing experience. It is the balanced use of these stages that makes the framework successful (Fountas & Pinnell, 1996).

In the more traditionally based instructional programs, role modeling for writing has been instruction in handwriting, correct letter formation, and writing activities that are directed by the teacher (Holmes, 1993). In a balanced literacy program, children are the writing models during daily journal writing in addition to parents and teachers as writing models (Holmes, 1993). Daily journal writing in kindergarten provides children with opportunities to use writing at the independent stage. Piccirillo's (1998) study on daily journal writing found that teachers acquire valuable information concerning students' thinking processes. A study conducted by Holmes (1993) found evidence of development of phonic use, including beginning sounds, final sounds, and eventually middle sounds when children engaged in journal writing. In a more traditional classroom, students are given less independent time with writing and are more often given specific writing tasks rather than being given the freedom to write on topics of their choice as characteristic of daily journal writing.

The researchers Barksdale-Ladd and Thomas (1997) conducted a study in which they questioned two philosophically differing kindergarten

teachers regarding views, beliefs, and practices in teaching literacy to kindergartners. Their findings support the effectiveness of implementing a balanced writing program in kindergarten. The results of this study showed the skills-based classroom as containing students who perceived reading and writing as skills they need to master, students who viewed themselves as feeling uncomfortable to compose if they did not have a specific required skill. The teachers in the classroom that implemented a whole language balanced program produced students who sought out reading and writing as a means of communication or a search for meaning (Barsdale-Ladd & Thomas, (1997).

The researcher Susan Cress (1998) shares her study about yet another component of a balanced literacy program. Cress's research proved the benefits of journal writing in kindergarten to promote a sense of story in children. She highlights the significance of written interaction in process writing in journals.

Wasson (1993) conducted a study that explored the effects of implementing a student publishing center on the quantity and quality on student writing and the effects on student and teacher attitudes about writing at the second grade level. Wasson's (1993) study found the majority of his subjects believed that a publishing center motivated children to improve

their quality of their writing. There was consensus among teachers that children enjoyed publishing center activities and that the activities improved their writing program. Fisher (1991) has an author's chair in her classroom where children have opportunities to share their writing with their peers. She expresses her goal with us: "...for children take more and more responsibility in the process of writing and to know that they are authors" (p. 72). The publishing center and Fisher's author's chair are two of the many examples of ways to implement a balanced literacy framework.

"Writing does not exist in a vacuum, but is a natural part of a child's learning. With this in mind, writing should become a part of all aspects of the curriculum" (Collins, George & Shaegger, 1992, p. 2). "The simplest insight that young children love to pretend became the basis of a year long plan that got Amberg's (1992) kindergartners off to a good beginning with writing. She regularly observed her students catching onto writing through their interactive play. Her plan was simple; she integrated writing into dramatic play by including writing ideas and tools within varying themes.

Summary

This review of literature on the comparisons of a balanced literacy approach to teaching writing to the traditional instructional approach to

teaching writing clearly defines the differences between the two programs and expresses many researchers views on the effects and benefits of the two programs. The numerous studies reported on throughout this review of literature overwhelmingly support the idea of utilizing a literacy framework for planning and organizing various reading and writing activities in a balanced manner.

CHAPTER III

Design of the Study

Purpose

The purpose of this study was to examine how the implementation of a balanced literacy program affects the writing of kindergartners in comparison to the writing of kindergartners involved in a more traditional instructional program.

Research Question

In what ways does the implementation of a balanced literacy program affect the writing of kindergartners in comparison to the writing of kindergartners involved in a more traditional instructional program?

Null Hypothesis

There will be no statistically significant difference between the evaluations of the children's writing involved in a balanced literacy program and a more traditional skills-based program.

Methodology

Subjects

This study involved 32 kindergartners from two classrooms in a suburban district in Western New York. The chosen classrooms were selected because of the differences in their early literacy practices. One of the classrooms can be described as implementing a traditional instructional approach to teaching writing. The traditional skills based classroom is typical of a setting in which children participate in part-to-whole instruction such as a focus on letter sounds. In this type of an approach, children are often taught isolated skills in a specific order, regardless of their individual stages in writing. The other participating classroom employed a balanced literacy program as explained by Fountas and Pinnell (1996) as “a way of thinking about the range of reading and writing activities that are necessary in promoting early literacy” (p.21). The balanced literacy framework is defined as “a conceptual tool for planning and organizing teaching. It includes four kinds of reading and four kinds of writing, connected through extensions and themes and applied through the teacher’s observed evidence of children’s progress” (p.41). The levels of support include read aloud, shared reading, guided reading, independent reading, shared writing, guided

reading, independent reading, shared writing, interactive writing, guided writing or writing workshop, and independent writing. The kindergartners in this study were part of a full day program. The subjects came from diverse socioeconomic and ethnic backgrounds. A heterogeneous mix of ability levels was represented.

Materials

The materials needed for this study included a description of the writing prompt and the Developmental Writing Continuum for evaluating the children's writing.

Procedures

The children were given a writing prompt to respond to in the month of May of their kindergarten year. These writing pieces were the last to be collected from the students before moving on to first grade. The writing that was exhibited was used as a reflection of the overall skill level acquired by the students as a result of the different teaching practices implemented in the two participating classrooms. The 32 students from the two classrooms were asked to respond to a writing prompt regarding a recent field trip that

their class went on. Prior to asking the children to respond to the prompt, the two teachers discussed the trip and its occurring events and wrote about the trip with the students on the writing easel throughout their conversations. After this discussion, the teachers gave the following prompt to the children, “Draw a picture about what you enjoyed or liked on the field trip we took to the _____. Write to tell me about your picture and trip.” The children were not specifically encouraged or discouraged to use resources around the room, such as the word wall, when responding to this question. It was to be treated as a typical writing experience in the classroom. The teachers made a note of any child who utilized resources around the room for the evaluators’ information. When the children completed their task, the teacher asked each student about his or her writing and illustration. The teachers recorded any important dictations in addition to the child’s writing and/or specified the meaning of the child’s writing if it was not clear to the reader. The writing samples were collected and evaluated using the Developmental Writing Continuum.

Analysis of Data

The data from this study were evaluated by two teachers using the Developmental Writing Continuum, unless there was not consensus on the

student score, in which case a third teacher also evaluated the piece. The researcher reviewed the evaluation data and reported the similarities and differences found among the kindergarten writers. Weighted scores on this scoring continuum were statistically analyzed with a t test.

Chapter IV

Analysis of Data

Purpose

The purpose of this study was to examine how the implementation of a balanced literacy program affects the writing of kindergartners in comparison to the writing of kindergartners involved in a more traditional instructional program.

Null Hypothesis

There will be no statistically significant difference between the evaluations of the children's writing involved in a balanced literacy program and a more traditional skills-based program.

Analysis and Interpretations

A t test was used to compare the results of the student evaluations reported on in this study. The results are shown in Table 1. Classroom 1 is

the classroom that implemented the traditional instructional approach to teaching writing. Classroom 2 is the classroom that implemented the balanced literacy framework.

Table 1
Statistical Comparison of Posttest Scores

t-Test: Two-Sample Assuming Equal Variances		
	<i>Classroom 1</i>	<i>Classroom 2</i>
Mean	5.00	3.06
Variance	0.53	0.73
Std Dev	0.73	0.85
Observations	16.00	16.00
Hypothesized Mean Difference	0.00	
df	30.00	
t Stat	6.90	
P(T<=t) two-tail	0.00	
Critical two-tail	2.04	

Analysis of the data from the 2-tailed t test shows there is a statistically significant difference between the two approaches to teaching writing to kindergartners as studied in this report. A careful analysis of the results of this study reject the null hypothesis. The kindergartners involved in the balanced literacy framework classroom showed further

developmental writing abilities than those kindergartners involved in the more traditional instructional program.

Children in the traditional instructional classroom ranged in their writing abilities from Early Pre-Emergent to Advanced Emergent stages (refer to the Developmental Writing Continuum on page --- for a more thorough description of the sequential order of writing stages). The majority of the children, at fifty percent, rated at the Early Emergent stage on the developmental continuum. These children can be described as writers who use letters to stand for words, assign a message to their writing by reading it to the teacher, write in pictures or random letters that may demonstrate left to right organization on the page and have limited attempts at 1:1 correspondence. Letters are often strung together and random letters represent ideas, information and/or words. Six percent of children in this classroom fell in the Early Pre-Emergent stage. Thirteen percent of children fell on the Advanced Pre-Emergent stage, beyond the Early Emergent stage. Thirty-one percent of children fell in the Advanced Emergent stage.

Children involved in the balanced literacy framework classroom ranged in their writing abilities from Advanced Emergent to Advanced Beginning stages. Fifty percent of the children rated at the Early Beginning stage on the developmental writing continuum and represented the majority

of children in this classroom. Children at this stage can be described as writers who string words together in sentence format, repeat names and favorite words, demonstrate clear left to right and top to bottom organization of letters on a page, and may develop a topic or theme. These writers consistently use spacing between words, spell words phonetically, using initial, medial, and final consonants, and at times use vowels as place holders. They use a mix of capital and lower case letters and write legibly, using recognizable words. Twenty-five percent of children in this classroom fell in the Advanced Emergent stage. Beyond the Early Beginning stage, where the majority of children were rated, twenty-five percent of children fell at the Advanced Beginning stage.

Chapter V

Conclusions and Implications

Purpose

The purpose of this study was to examine how the implementation of a balanced literacy program affects the writing of kindergartners in comparison to the writing of kindergartners involved in a more traditional instructional program.

Conclusions

Many conclusions can be drawn from this study. Students involved in a balanced literacy framework exhibited more advanced writing skills than the students involved in a more traditional instructional based program. Their writing samples were more detailed, thorough, and showed a more accurate response to a prompt. The children involved in the traditional instructional program gave brief responses with limited writing and simplistic illustrations. Therefore, it can be concluded that young children benefit from a comprehensive balanced literacy program that implements developmentally appropriate writing activities.

There has been a vast amount of research on developmentally appropriate practice, emergent literacy, and how educators can best promote young children to develop literacy behaviors. In spite of this abundant amount of research, not all childhood teachers agree with or implement these methods. The results presented in this study will hopefully encourage educators to reflect on the numerous benefits of employing a balanced literacy framework in early childhood classrooms.

Implications for Schools

The value of implementing a balanced literacy framework is shown in the conclusions of this research. Schools have the opportunity to utilize the results of this study and the results of the numerous research that supports this study's results to better enhance their writing programs. It is recommended that schools review the professional literature that can help them begin a balanced writing program. The sources found in the references of this study are a good beginning look at the current professional literature under this topic. Administrators are encouraged to provide workshops and/or conferences as a means of staff development to help teachers better reflect on the possibilities of making changes to their writing programs. In addition to reviewing current research and experimenting with making changes, is the suggestion to other educators to continue research that will reveal the best ways to teach students how to develop as effective writers.

Implications for Research

The results of this study support the effectiveness of the implementation of a balanced literacy program in helping to develop the writing skills of kindergartners. Further investigation is needed to explore the effects of a balanced literacy program on the attitudes of young writers. An additional area of investigation would be to explore the reluctance of childhood teachers to adopt a balanced literacy program. Interviewing parents on how they perceive their children as writers in the different settings would be a valuable piece of information to add to this topic, as well. Further research can evaluate how the results of a similar study to this would compare when evaluating children at a grade level other than kindergarten. This additional research could help educators make easier and better decisions about how writing should be taught in our schools.

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Appendix

Kindergarten Writing Prompt May 1999

Name _____

Draw a picture about what you enjoyed or liked on the field trip that we took to the _____. Write to tell about your picture and your trip.

Teacher Guidelines:

Discuss a recent field trip with the children. You may use a graphic organizer.

- Where did we go?
- When did we take this trip?
- Who went on the trip?
- What did we see?
- What did we do there?
- What was enjoyable?

*Attach this paper to the child's writing paper.