

Use of Conventions in Second Grade Students' Journals

Thesis

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Abstract

The purpose of this study was to examine the correlation between consistent journal writing in a natural environment and students' use of conventions. The subjects of this study included five, second-grade students from a rural elementary school. They were chosen randomly from a class of fifteen. Approximately three times a week students were asked to write their thoughts, feelings and experiences in a journal. Spelling, punctuation and grammar was done to the best of their ability. The teacher collected the journals weekly and responded based upon students' content and effort. No corrections were made on students' use of conventions rather they were assessed weekly according to the district wide rubric for thirteen weeks.

The results of the study provided evidence of a trend in improvement in students' use of conventions over time. Skill taught during formal writing time may have carried over to journal writing time.

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Chapter 1

STATEMENT OF THE PROBLEM

Purpose

The purpose of this study was to examine students' use of conventions through weekly journal writings in order to see if students carried taught skills over from formal writing time to journal writing time.

Research Question

Will students' incorrect use of conventions during journal writing improve with no formal instruction?

Need for the Study

The power and benefits of personal journal writing, as well as the impact of literature on writing are evident when one looks at samples from Tara's journal in first grade. She has moved from random strings of letters (which she stayed with for an entire month) to complete stories and from limited, invented spelling and mechanics to increasing use of conventional mechanics and spelling. Her sense of story has blossomed. Tara has not formally been taught any of these skills, but she has been engaged in authentic language activities...

Routman, 1994, p. 195

Writing is all around us. We can't get away from it or fight it. Although some children try to, they always end up losing. Children's images and apprehension about writing are part of the writing process for many children.

This study was conducted to examine the theory that consistent journal writing in a natural environment will improve students' use of conventions with no formal instruction during journal writing time. The proper use of conventions and other writing skills was taught during a formal writing time. This study tested if skills were carried over into journal time.

Although journal writing has been studied and experimented with for several years, there has been little thought given to the academic advantages for emergent writers in the area of students' use of conventions. The majority of research has been on students' attitudes about journal writing or reading journals. Reading journals are used for students to write down questions, summaries or personal connections to stories they have read. Humphrey (1982) suggests that students' attitudes toward writing be considered significant predictors of their writing ability. In a study conducted by Masse (1999), 30 high school sophomore students from two classes were given mandatory assignments of keeping journals for a sixteen-week semester. The journals were not formally graded, but checked weekly. Findings of this study indicate that most students were apprehensive about writing in general and had a low self-esteem when it came to their ability. Jewell and Tichenor (1994) suggest that through journal writing, children have the opportunity to explore learning, feelings, experiences and language. It is an effective tool to help develop writing skills.

Although children's attitudes about writing are important, it is also necessary to look at how children learn the mechanics of writing. This report further explores the role and relevance of conventions in students' journals.

Definition of Terms

Personal Journals – Most often this is a first person diary format, but it is not limited to this. Some students mix diary entries with stories. Both writing prompts and individual ideas are part of students' personal journals.

Conventions - The spelling, punctuation, grammar and word usage in a writing passage.

6+1 Writing Traits Program – An analytical model for assessing and teaching writing. This model includes 6+1 key qualities that define strong writing. These are: ideas, voice, organization, sentence fluency, conventions, word choice and presentation. Each area is graded on a five-point rubric (Culham, N.D.).

Limitations of the Study

The question of validity must be addressed when working with any study. Although one third of the participating class was involved with the study, this consists of only five students. This number was chosen for management purposes. The small sample size along with teaching style, environmental influences and student's attitude must be taken into consideration when looking at the results. The setting of the study is a self-contained classroom, not a sterile environment.

Writing is a developmental process. Some of the conventions marked incorrect may be due to the fact that students have not learned a certain skill yet. The researcher had to use her discretion to mark errors. An example of this is the word "babys." Since the skill of making this word plural will not be taught until later in the year, this error was not marked incorrect.

Finally, it is unknown if the journal entries are a true measure of students' ability. Because students know they are not being assessed on their entries, will they work up to their potential? The results can only speculate that conventions were carried over from formal writing time to journal writing time.

Summary

This chapter looked at the need to examine children's use of conventions through their writing journals. Five students were randomly chosen from fifteen and comparisons were made between their journal entries from September through December. This was close to half of one school year. It was hypothesized that students' incorrect use of conventions would gradually improve with no formal instruction during journal writing. Writing skills and the correct use of conventions were taught during a formal writing time at a different time of day.

Chapter 2

REVIEW OF LITERATURE

Purpose

The purpose of this study was to examine students' use of conventions through weekly journal writings in order to see if students carried taught skills over from formal writing time to journal writing time.

The literature reviewed in this chapter is organized as follows:

Changing Views on Children's Writing Development

Role of the Teacher

Use of Conventions

Changing Views of Children's Writing Development

In the past twenty years the view of how students learn to write and how writing should be taught has changed dramatically. According to Jewell and Tichenor (1994), writing was once viewed as a product that was evaluated according to form and presentation. There was no concern on how writing was developed. These opinions changed when educators started seeing writing as an individual experience that presents ideas. This was paralleled by the idea that writing was still a mechanical expression. Finally in more recent years, writing is seen as a social and cognitive process where students discover knowledge (Hansen, 1996). We now realize that a perfectly punctuated paper written about

noncompelling information is a paper with little, if any value (Hansen, 1996).

Teachers, in turn, are trying to develop writing experiences that give students an opportunity to express thoughts and ideas, experiment with language, reflect upon their own growth and develop critical and creative thinking skills (Jewell & Tichenor, 1994).

To meet these requirements, journals are often used in the classroom. Teachers and educators use journals as a tool to explore ideas and record observations, experiences and understanding (Saskatchewan Educations, 1992). With increasing pressure from New York State and local districts to improve writing skills, many teachers and educators are incorporating journal writing into their daily schedules. "They have come such a long way in their writing...they are not afraid to take on any writing that may come their way because they have built up extreme confidence," states Laura Black, a first grade teacher (Hopkins, 1999, p. 1).

Learning to write is an act of discovery (Temple, Nathan, Burris & Temple, 1988). Regular practice through daily writing promotes both auditory and visual skills while making students more aware of phonics and visual approximations of a word being written. Students also seem to increase their confidence and determination in writing (Graves, 1985). Writing skills are developed in an informal, nonthreatening manner, which leads to self-evaluation (Jewell & Tichenor, 1994).

Role of the Teacher

The informal, nonthreatening environment is the responsibility of the classroom teacher. The atmosphere of the room has a powerful influence on writing development. Writing can be inhibited when spelling, capitalization, punctuation and grammar are emphasized (Jewell & Tichenor, 1994). Those students who are uncertain about language or who may be in an environment where correctness is stressed may be very concerned about accuracy. The teacher should be very reassuring in these situations. Responses must give guidance, suggest ideas, and most of all encourage (Cooper, 1997). According to Power and Ohanian (1999),

...Students have teachers to help see them through the process of keeping a journal, and what it can or can't mean for their development as writers and people. Students aren't necessarily in a position to figure that out for themselves-but the teacher with comments that nudge in the right directions can assist (p.2).

A study investigating writing processes and classroom communities suggested writing develops as it becomes embedded in children's lives (Dyson, 1988).

According to Donalee Bowerman, a special-education teacher at Canajoharie, New York (Hopkins, 1999), when a natural environment is set up, major growth can be observed in restating questions, using complete sentences and punctuation.

It gives students, who have great difficulty with written language, one time when spelling, punctuation, and grammar don't count.

This lets them express themselves in writing without the pressure they typically have when doing assignments. It ensures they have one positive writing experience each day (Hopkins, 1999, p. 2).

Janesick (1999) supports this statement and adds that journal writing allows people of all ages to be reflective and focused. Even when not taught about writing, most children make essentially the same discoveries (Temple, Nathan, Burris & Temple, 1988).

A program set up by Branch, Grafelman, and Hurelbrink (1998) for first and second graders supports the idea that students' willingness to accept responsibility and ownership in the classroom will allow them to be active learners. A self-reflective journal was one of the tools used to teach this.

As students' growth is observed through journals, the teacher's growth as an educator should also be obvious. Journals provide opportunities for teachers to take a close look at their students to see what stage of writing they are at. Daly and Miller (1975) recognized students' apprehension in writing and came up with an effective and efficient means to analyze writing apprehension. As teachers, we set goals for our students and ourselves and accomplish them as best we can. We collect daily information from our writers to take a forward look. It helps us decide what to teach each student in the most effective way possible (Hansen, 1996).

Use of Conventions

The use of conventions (spelling, punctuation, grammar) in journal writing is meant to be a natural learning process. Children need to feel safe and secure with their writing. Sharon Powell, a teacher at Northwestern High School in Rock Hill, South Carolina believes that, "Children feel more free to write if their ideas are not being judged and if they are not afraid they will be marked down for their mistakes" (Hopkins, 1999, p. 2). It is important to let students know that their journals will be considered private and not marked on their mistakes, rather marked on their content and their growth (About.com, 2000).

It is not uncommon for children to fret over misspelled words in their journals. Correct spelling has obsessed Americans for quite some time (Macrorie, 1984). A heavy emphasis is placed on oral language in the primary grades. Since students usually write the way they talk, teachers need to allow for many differences in ability. Conventions should be taught so ideas can be expressed clearly, but in a natural setting. If the teaching of conventions is formal and out of context, it loses its validity (Jarolimek, 1981). Since written language is permanent, a lot of value is placed on it by society over spoken language. "Invented" or "temporary" spelling is a technique that lets children approximate the letters and patterns of letters that represent a given sound. It is meant to be a helpful technique to encourage students to think about what they

are writing rather than the traditional techniques of it (Sykes, 1996). Invented spelling frees children so they can write. Teachers are encouraged to ignore the use of conventions in journals so students let their guard down and write what they want. Forester (1980) also agrees that spelling is developmental. If children are given the opportunity to write, they will develop as competent spellers.

Expecting children to write like adults is unrealistic (Routman, 1994). According to a 1999 study by Nigel Hall, children have many unconventional punctuation behaviors. Hall (1999) focused on children's writing development in the earliest stages and found children rely on graphic principles rather than linguistic ones to use punctuation. Children learn with exposure and experience. Forcing perfect writing in young children may hinder their learning.

Conventions also include grammar. There are several ways educators teach grammar. According to Burkhalter (1997) traditional grammar instruction has had limited success in carrying over into writing. Overall, grammar is not being blended into student's writing because it requires a great deal of cognitive control and knowledge. On a more elementary level, however, Adam (1996) indicated that both second grade students and fifth grade students made significant gains in writing mechanics, organization, and using conventions correctly when writing skills were integrated across the curriculum and the process became more relevant and meaningful.

Summary

In this chapter writing was considered from many different perspectives. The use of journals in the classroom was the major emphasis while the history of writing was reviewed.

We learned both how students view writing and how it should be taught are never-ending controversies in schools. Because of these changes, journals have become more popular to allow students to grow and learn in a natural environment with little pressure. The role of the teacher plays a major part in setting up a nonthreatening environment. If done correctly, both the teacher and students should be learning and growing together.

Chapter 3

DESIGN OF THE STUDY

Purpose

The purpose of this study was to examine students' use of conventions through weekly journal writings in order to see if students carried taught skills over from formal writing time to journal writing time.

Research Question

Will students' incorrect use of conventions during journal writing improve with no formal instruction?

Methodology

Subjects

The subjects of this study included five, second-grade students from a suburban elementary school. They were chosen at random from a class of fifteen heterogeneously grouped students. Although they had different classroom experiences in kindergarten and first grade, they received instruction from the same two teachers during this study. The two teachers shared a classroom and taught the class as a whole group. One teacher had taught for seven years, the other for three years.

Materials

Before starting the second grade, all students were asked to bring in a composition notebook. This notebook and a pencil were the only materials needed for the students. The teacher used the 6+1 writing trait rubric for conventions. 6+1 is an analytical model for assessing and teaching writing. Although the model includes voice, ideas, sentence fluency, organization, word choice, conventions and presentation, only conventions were looked at for the purposes of this study. The 6+1 model was created by teachers who studied writing and discovered that writing was influenced by the same six characteristics. By concentrating on these traits, students have a common language to speak in, understand the expectations and grow from their experiences (Culham, n.d.).

Procedures

The teachers explained to the students that their journals would be used for writing and there were certain expectations the teachers had. First of all, this journal would be used during journal time only. Secondly, the date was to be written at the beginning of each new entry. Finally, students were told that this was a personal journal where they could write their thoughts, feelings or experiences throughout the year. Spelling, punctuation and grammar were to be done to the best of their abilities. Although writing topics were usually given or suggested, students also had free journal writing time. Many times students did not have sufficient time to finish their entries. They had the option of leaving a

space and coming back to them later. Students were not penalized or encouraged to finish these incomplete passages.

Although spelling, punctuation and grammar were not taught formally or aided during journal time, it was my hypothesis that these conventions would improve from entry to entry based on the transfer of skills from the 40-minute formal writing time that students received every day. The teachers collected the journals weekly and responded based upon students' content and effort. Again, no corrections were made on conventions. The journal entries were assessed on conventions according to the 6+1 writing traits rubric every week. The study lasted for thirteen weeks, from September through December.

ANALYSIS OF DATA

The students' rubric scores during the thirteen-week period were recorded and compared to see if there was substantial growth that took place. Substantial growth was considered at least two points on the five-point rubric.

Summary

Journal entries from five, second grade students in a rural elementary school were collected over a thirteen-week period to examine the use of conventions. No formal instruction or assistance was given on the use of conventions during journal writing time. Comparisons were made between the

writing samples and examined for students' improvement of the use of conventions.

Chapter 4

ANALYSIS OF THE DATA

Purpose

The purpose of this study was to examine students' use of conventions through weekly journal writings in order to see if students carried taught skills over from formal writing time to journal writing time.

Analysis of the Data

Students' use of conventions in their journal writing was assessed weekly by applying the 6+1 Writing Traits Rubric. The 6+1 Writing Traits Rubric is an analytical model for assessing and teaching writing. Comments on content and ideas were suggested, but no corrections were made on students' use of conventions. By comparing students' first piece of writing to their last piece of writing (appendices B – F) over the thirteen-week study, it was evident to the researcher that students improved their use of conventions.

Table 1 in this chapter refers to the students' weekly rubric scores during the thirteen-week study. Following Table 1 is a summary of the convention patterns of each of the five students.

Table 1
Students' Weekly Rubric Scores

| | Student 1 | 2 | 3 | 4 | 5 |
|---------|-----------|---|---|---|---|
| Week 1 | 2 | 2 | 2 | 2 | 2 |
| Week 2 | 2 | 2 | 2 | 2 | 2 |
| Week 3 | 2 | 3 | 3 | 2 | 2 |
| Week 4 | 2 | 3 | 2 | 2 | 2 |
| Week 5 | 2 | 2 | 3 | 2 | 2 |
| Week 6 | 2 | 2 | 3 | 2 | 2 |
| Week 7 | 2 | 3 | 3 | 2 | 2 |
| Week 8 | 2 | 2 | 3 | 2 | 2 |
| Week 9 | 2 | 2 | 3 | 2 | 2 |
| Week 10 | 3 | 3 | 2 | 2 | 2 |
| Week 11 | 2 | 3 | 2 | 2 | 2 |
| Week 12 | 3 | 2 | 3 | 2 | 2 |
| Week 13 | 2 | 3 | 2 | 2 | 2 |

Student 1

Student 1 is a seven year old female. She started off her second grade year with improper use of capitals, random punctuation and nonstandard grammar. Her first writing piece is short, but she has spaces between her words. At the end of thirteen weeks, student 1 attempted to write longer pieces while experimenting with other punctuation. Capitals are at the beginning of sentences and spelling is better also. Her scores range from 2 points to 3 points.

Student 2

Student 2 is a seven year old female. She started off her second grade year with inconsistent spacing, no capital letters and random punctuation. Throughout the thirteen weeks, student 2 jumped between two points and three points on the rubric scale. Student 2 seemed to learn where capitals belong and how to space words and lines. Student 2 knows that a sentence needs punctuation at the end, but she still seems to be having trouble with where a sentence ends. The researcher observed that Student 2 had some days that were better than others. The topic she was writing about seemed to have an effect.

Student 3

Student 3 is a seven year old male. He started off his second grade year with correct spelling between words and letters. Student 3 did not understand the concept behind punctuation or capital letters, however. At the end of thirteen

weeks student 3 has started to challenge himself. He seems to feel comfortable writing longer pieces and experimenting with punctuation. Student 3's scores range from 2 points to 3 points.

Student 4

Student 4 is a seven-year-old boy. He came into second grade understanding that words made sentences and most of his high frequency words were spelled correctly. His areas in need of improvement were mixing upper and lower case letters, understanding where a sentence starts or ends and using inappropriate spacing between sentences. Although student 4 did not move up a rubric point in this category of conventions, there was much growth when writing samples were compared. Student 4 is much more aware of when to use capitals, although he still makes some mistakes. He also challenges himself more by writing longer pieces and playing around with punctuation.

Student 5

Student 5 is a seven year old male. He came into second grade using no punctuation and minimal use of capital letters. His spacing was correct, but his writing was often short and to the point. At the end of thirteen weeks, student 5 used random punctuation, but continued to leave out capital letters. The researcher noticed that student 5 could quote the rules of conventions, but had not yet entered the stage to apply them.

Interpretations

Because students were graded on a five-point rubric that stretched across two grade levels (first and second grade) it was hard for students to jump more than one rubric point. The rubric was not sensitive enough to detect the researcher's day to day observations. Writing is developmental and students have their own system or pattern of learning. Although similar things happened, it is not obvious from the weekly scores just how unique each student was with their learning of conventions.

If the first two weeks of the study are to be considered a base line measure, all students start out at a two in the 5-point rubric. From that point on Table 1 shows students 1-3 moving between two points and three points. Based on their writing samples in appendixes B-F, these students have improved their spelling, spacing, capital letters usage and punctuation. Student 4 and 5 have shown improvement also, but not consistently enough to improve their rubric score. For example, students 4 and 5 are still unsure of where a period belongs, and they use random capitals. Thirteen weeks prior to this, both students used capitals incorrectly much more often with no periods in a paragraph.

Although conventions were the focus of this study, other aspects of the 6+1 Writing Rubric were improved. Content and details were more developed in students' writing along with a touch of personality added. Although not measured formally, the researcher also noticed students 1-5 become more relaxed as they wrote everyday.

Summary

The results of this study indicate an improvement in students' use of conventions during journal time over thirteen weeks. Although students did not advance more than one rubric point, growth was observed in all five students. In cases where the change was not consistent, the rubric was not sensitive enough to detect the subjects' growth. Students became aware of the progress they made in conventions and content as they looked back on their writing.

Chapter 5

CONCLUSIONS AND IMPLICATIONS

Purpose

The purpose of this study was to examine students' use of conventions through weekly journal writings in order to see if students carried taught skills over from formal writing time to journal writing time.

Conclusions

Writing samples collected weekly from students' journals provide evidence of a trend in improvement in students' use of conventions over time. This leads to the conclusion that skills taught during formal writing time may be carried over to journal writing time. Student 1, 2, and 3's growth is evident in Table 1. Student 1 and 2 seem to have learned the convention rules and applied them throughout this study whereas student 3 is not yet consistent with them. Although not evident by looking at Student 4 and 5's rubric scores in Table 1, their writing samples show both students challenging themselves by writing longer pieces. Student 4 is more aware of his areas in need of improvement and shows this by decreasing his number of capitals in a sentence and experimenting with punctuation. Student 5 has learned the rules of conventions but has not yet learned how to apply them. Student 5 also seems more comfortable with his writing. Over the 13-week study, student 5 transformed from a nervous, self-conscious writer to one that likes to share his writing.

As students move between different stages of writing, many factors affect how they use conventions. The topic students write about, the interest levels of the students, and the teacher's preparations all affect the writing for that day. Although some days students had difficulty writing, the regular practice in a natural environment was an effective method to practice the correct use of conventions. The constant reinforcement benefited all.

This study supports the theory that writing is developmental. Although students may be the same age, they are not necessarily at the same stage of writing development. Stages can vary anywhere from scribbles to letters to words to sentences. Students move in and out of these stages when they have practiced and been exposed to language. Motor skills, language development and environment influences are just a few of the factors that can affect how a student develops as a writer. As students move back and forth between two rubric points and three rubric points, they are learning about the language. The subjects experimented and learned about the use of conventions throughout the thirteen weeks.

Originally the researcher had defined substantial growth as a two-point jump on the rubric scale; however, the rubric was not sensitive enough to show this much growth. Oftentimes, a developing writer will be learning a new rule about the English written language, but not be confident about it. During these times the student may move between stages of writing until his/her confidence increases. This raises the question of how standards are determined. Often a state will set standards without taking into account the students' needs. Since

student growth was observed by comparing daily writings and not rubric point growth, I question how some of our learners are being assessed. Should state officials mandate writing tests where rubrics are used as the assessment tool? According to this study, student growth was not very well observed with the use of rubrics. I suggest an on-going assessment tool that does not look at just one moment in time.

Implications for Education

Writing should be incorporated and integrated into children's lives everyday. It is a life skill that can not be ignored. Learning to write correctly can be overwhelming if not taught correctly. In a natural environment and with support, children can learn the skills of writing without the pressure and frustration that is sometimes felt.

The use of conventions in writing seems to be developmental. Children need constant reminders and mini-lessons throughout their education on the use of conventions. It is the educators' job to find a balance when to teach the rules of conventions and when to let the student make mistakes. Again, students learn with different exposures and multiple experiences.

This study provides insight to educators about the use of journals in the classroom. Journals seem to relieve a lot of pressure in children's writing. It gives them time to work on their ideas and content rather than worry about the mechanics of writing.

In sum, this study can only speculate that journals improve students' use of conventions. Journals do no harm in teaching writing. They are a supportive and flexible tool to use at all grade levels

Implications for Research

This study looked at second graders' use of conventions over a 13 week time period. A similar study for a longer period of time is suggested to support and measure further growth. Another age group or combination of age groups is also suggested.

Factors beyond the researcher's control did not allow for a control group. A comparison study with a control group where conventions are corrected and taught during journal time would add another aspect to this study.

Summary

This chapter began with a review of conclusions found from this thirteen-week study. It also looked at implications for further research and for the classroom. Although journal writing is not a new tool for teaching writing, today it is being used in more important ways. Instead of educators looking for errors that students need to correct, they are using student's errors to see their growth as a writer over time. Studies involving longer periods of time or different age groups could add further information about how children learn from journals. In this study, teachers, students and the environment of the classroom all benefited from journal writing time.

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Appendix A

6+1 Writing Traits Rubric

CONVENTIONS

- Writes letter strings (pre-phonetic: dmRxzz)
- Attempts to create standard letters
- Attempts spacing of words, letters, symbols or pictures
- Attempts to write left to right
- Attempts to write top/down etc. not making sense, yet
- Student interpretation needed to understand text/pictures

CONVENTIONS

- Attempts semi-phonetic spelling (MTR, UM, KD, etc.)
- Uses mixed upper and lower case letters
- Uses spaces between letters and words
- Consistently writes left to right
- Consistently makes effective use of top to bottom spacing
- Random punctuation
- Nonstandard grammar is common

CONVENTIONS

- Uses phonetic spelling (MOSTR, HUMN, KLOSD, etc.) on personal words
- Spelling of high frequency words still spotty
- Uses capitals at the beginning of sentences
- Usually uses end punctuation correctly (!?)
- Experiments with other punctuation
- Long paper may be written as one paragraph
- Attempts standard grammar

CONVENTIONS

- Transitional spelling on less frequent words (MONSTUR, HUMUN, CLOSED, etc.)
- Spelling of high frequency words usually correct
- Capitals at the beginning of sentences and variable use on proper nouns
- End punctuation is correct (!?) and other punctuation is attempted (such as commas)
- Paragraphing variable but present
- Noun/pronoun agreement, verb tenses, subject/verb agreement

CONVENTIONS

- High frequency words are spelled correctly and very close on other words
- Capitals used for obvious proper nouns as well as sentence beginnings
- Basic punctuation is used correctly and/or creatively
- Indents consistently to show paragraphs
- Shows control over standard grammar



Appendix B

Student 1 Writing Samples

September 19

My Grandma is speech
Bcuse she Bote me
a camera.

I am speche
Bcuse I got a car

my MOM TOUT me
Drive.

Soccer

December 12, 2000

Soccer is my favorite sport and based do you know why - because those are the two sports I always won on. Because Summer and Spring I practice with Tricia and J.J. and Kayla and Dameron I always win!

Appendix C

Student 2 Writing Samples

September 13, 2000

my pet

I have a dog. his -
name is pach.

I feed him every
day.

D
My Dog Emily December 12

Hello! You are Brong here today
to here about my dog, Emily.

First of all she is a english
springer spanle. Secænt of
all she is black and white
allway play With her, She like
to rest all the time but my
mom yels at her and me
When I go some were with
my faimy we tocke her with
us. but same time we can't.

The end

Appendix D

Student 3 Writing Samples

September 6, 2000

My family!

My Dad drives

the school's bus

bus A, C.

December 13, 2000

I like to play
sestball a day
I like to RICK

the ball hit to me then
I got a touch down
then the other team got
ball from the other
team then one.

of my teammates
will come up to me
then I will pass
the ball to him
then he is running
fast then faster
then we won the
game!

Appendix E

Student 4 Writing Samples

My House

SEPTEMBER 7 2000

I got a PLAYGROUND
and a CLUB at MY
house

I am SPECIAL BECAUSE
I PLAY FOOTBALL.

MY MOM IS SPECIAL BECAUSE
SHE BOUGHT ME A
DOG.

MY DOG IS SPECIAL
HE BOUGHT ME A CAT

December 13, 2000
One Day I was

in karate I was

punching things. then

we were kicking the

walls. the coach

said it's time to

karate chop. then

the last day we

fought

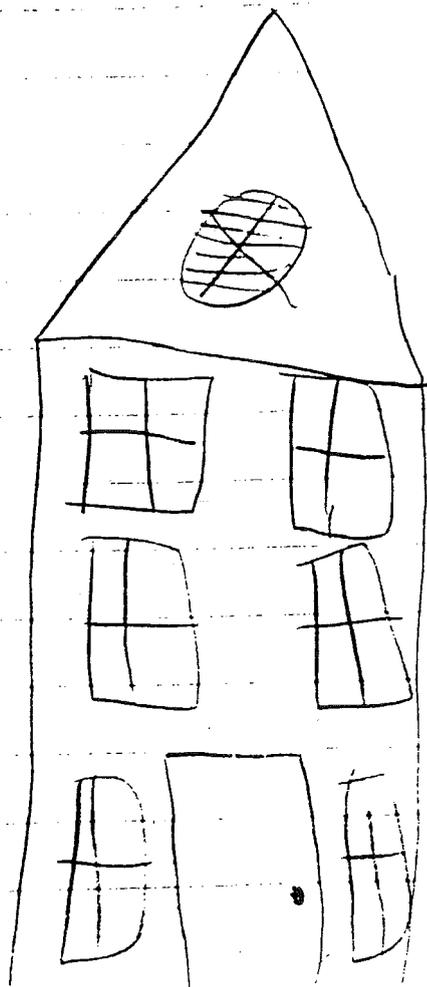
Appendix F

Student 5 Writing Samples

September 6, 2000

My Family

I have a brother
he is 10 he is the
middle school
and I have a
sister she is in 3rd
grad the End



Karate December 13
When I did karate at 12:30
my house my mom said STOP
~~REIN~~ NOW. I kept on
going. I went outside to do
it I elow roped in the snow
I did a tot of moves.

THE END

